

Documentation for the 2011–12 Schools and Staffing Survey

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Chapter 1. Overview

The National Center for Education Statistics (NCES) sponsors the Schools and Staffing Survey (SASS) on behalf of the U.S. Department of Education in order to collect data on public and private elementary and secondary schools in the United States. The U.S. Census Bureau conducts the survey for NCES. SASS provides data on the characteristics and qualifications of teachers and principals, teacher hiring practices, professional development, class size, and other conditions in schools across the nation.

SASS is a large-scale sample survey of K–12 school districts, schools, administrators, teachers, and library media centers in the United States. It includes data from the public and private sectors. Therefore, SASS provides a wide range of opportunities for analysis and reporting on elementary and secondary educational issues.

The 2011–12 SASS data products include eight restricted-use data files: Public School District, Public School, Public School Principal, Public School Teacher, Public School Library Media Center, Private School, Private School Principal, and Private School Teacher. Data users can link these files together for additional analytical opportunities. The 201112 SASS data will also appear in PowerStats (<http://nces.ed.gov/datalab/sass>), which allows users to create tables and regressions.

Background

In the early 1980s, education policymakers became increasingly aware of the need for studies that would provide national data on public and private schools, their programs, teachers, and staffing levels. Such data would inform policymakers about the status of teaching and education, identify the areas that most need improvement, and clarify conflicting reports on issues related to policy initiatives, such as teacher shortages.

The first attempt to address these concerns began in 1983 with a series of five surveys:

- The *Survey of Teacher Demand and Shortage* was conducted in 1983–84 among public and private schools and included questions on teacher demand and incentive plans for teachers.
- The *Public School Survey—School Questionnaire* was conducted in 1984–85 to provide descriptive information about public schools (e.g., enrollment and number of teachers), as well as data on use of teacher incentive plans, volunteers, and computers.
- The *National Survey of Private Schools—School Questionnaire* was conducted in 1985–86 to provide parallel information about private schools.
- The *Public School Survey—Teacher Questionnaire* was conducted in 1984–85 to provide information about teacher characteristics, qualifications, incentives, and opinions concerning policy issues.
- The *National Survey of Private Schools—Teacher Questionnaire* was conducted in 1985–86 to provide parallel information about private school teachers.

Due to methodological and content-related problems within these surveys and the increasing demands for more and better education data, NCES initiated a redesign of its elementary/secondary education surveys in 1985, which resulted in the Schools and Staffing Survey.

Under a contract with NCES, the RAND Corporation redesigned the elementary/secondary education surveys to collect information relevant to their expanded purposes and to correct the methodological difficulties affecting them. SASS was designed to provide a national snapshot of America’s public and private schools, with the first administration in the 1987–88 school year. In order to achieve high

response rates and to maintain consistency in procedures across the different SASS questionnaires, NCES selected the U.S. Census Bureau to collect and process the data.

After the 1987–88 administration of SASS, the survey was conducted again during the 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12 school years. During the 6-year hiatus between the 1993–94 and 1999–2000 administrations, NCES examined the purpose, direction, and use of the survey. Toward this purpose, NCES commissioned 12 papers from experts that included recommendations regarding improving and expanding the scope and utility of SASS. These papers are compiled in *The Schools and Staffing Survey: Recommendations for the Future* (NCES 97–596) by John E. Mullens and Daniel Kasprzyk. Many of the recommendations in this report were considered for inclusion in SASS, but only some of them were implemented. Factors—such as the burden on the respondent, the need to test new items, how well the recommendations fit into the overall vision for SASS, and cost constraints—had to be balanced in the SASS survey redesign.

As a result of this redesign, the 1999–2000 SASS implemented a new set of questionnaires. The questionnaires for public charter schools were designed to collect some of the same data as the four-year longitudinal survey, the National Study of Charter Schools, funded by the Office of Educational Research and Improvement (renamed the Institute of Education Sciences in 2002). By including public charter schools in SASS, public charter school data could be directly compared to “traditional” public school data for the first time. The availability of a complete universe, or sampling frame, for public charter schools made this development feasible in 1999–2000. Public charter schools that met the definition of a SASS school were sampled at 100 percent for the 1999–2000 SASS.¹

The 2003–04 SASS did not continue the practice of including all eligible charter schools. Instead, the 2003–04 SASS drew a sample of charter schools. The public charter school frame used for the 1999–2000 SASS was out-of-date and the 2001–02 Common Core of Data (CCD) frame for charter schools was considered to be incomplete. Moreover, funding to continue administering a separate questionnaire for public charter schools was not available. The sampling of public charter schools continued for the 2007–08 and 2011–12 SASS, with an expanded sample size for the 2011–12 SASS to improve national estimates. Public charter school data are included with traditional public school data, as has been done since the 2003–04 SASS.

While SASS included Bureau of Indian Education-funded (BIE)² schools since its inception in the 1987–88 through 2007–08 collections, SASS has treated BIE-funded schools inconsistently over time. For the first administration of SASS, BIE-funded schools were included in the public school frame and treated like other public sector schools throughout the survey lifecycle. For the 1990–91 SASS, a sample of BIE-funded schools was drawn from a list of BIE-funded schools. The BIE-funded schools in the SASS sample were identified as a separate school sector with separate data files. From the 1993–94 SASS through the 2007–08 SASS, BIE-funded schools that met the definition of a SASS school were sampled at 100 percent. Due to funding constraints, BIE-funded schools were not sampled for the 2011–12 SASS and therefore are not included in the data files.

The 2011–12 SASS provides valuable data for educators, researchers, and policymakers on public school districts (Local Education Agencies); public (including public charter) and private schools, principals, and

¹ A school was eligible for SASS if it had students in any of grades 1–12 and was in operation during the SASS data collection year.

² The Office of Indian Education Programs of the Bureau of Indian Affairs (BIA) was renamed and established as the Bureau of Indian Education (BIE) in 2006. BIE-funded schools were referred to as BIA schools in the documentation for SASS administrations prior to 2007–08.

teachers; and public school library media centers. Chapter 2 includes details on the changes to questionnaires since the 2007–08 SASS.

Purpose and Content of the Survey

The overall objective of SASS is to collect the information necessary for a comprehensive picture of elementary and secondary education in the United States. The abundance of data collected permits detailed analyses of the characteristics of schools, principals, teachers, school libraries, and public school district policies. The linkage of the SASS questionnaires enables researchers to examine the relationships among these elements of education. The 2011–12 SASS consisted of five types of questionnaires: a school district questionnaire, principal questionnaires, school questionnaires, teacher questionnaires, and a school library media center questionnaire. The principal, school, and teacher questionnaires were modified slightly between the public school versions (Principal Questionnaire, School Questionnaire, Public School Questionnaire (With District Items), and Teacher Questionnaire) and private school versions (Private School Principal Questionnaire, Private School Questionnaire, and Private School Teacher Questionnaire) to refer to either the public or private sector correctly. The Private School Questionnaire also incorporated the Private School Universe Survey (PSS) items that were collected at the same time as SASS in 2011–12.³ The School Library Media Center Questionnaire was administered to public (including public charter) schools in 2011–12.

School District Questionnaire (Form SASS-1A)

The purpose of the 2011–12 School District Questionnaire was to obtain information about school districts. The applicable sections for private schools (e.g., comparable sections on hiring, etc.) were added to the Private School Questionnaire. Public charter schools and schools that were the only school in the district received the Public School Questionnaire (With District Items) rather than the School District Questionnaire. The Public School Questionnaire (With District Items) included all of the items included on the School Questionnaire in addition to selected items from the School District Questionnaire.

The 2011–12 School District Questionnaire had these seven sections:

- *Section I—General Information About This District* obtained information on grades offered, enrollment, counts of students by race, participation in the National School Lunch Program, the number of days in the school year, full-time equivalent (FTE) counts of all teachers employed by the school district, counts of teachers by race/ethnicity, number of short-term substitute teachers, policies to encourage teacher attendance, existence of a teacher/principal union, length of contract year for teachers/principals, number of principals in the district, tenure system for principals, and presence of a district-wide library media center coordinator.
- *Section II—Recruitment and Hiring of Staff* collected information on recruitment incentives, newly hired teachers and principals, training or development for aspiring school administrators, dismissal of teachers from the previous school year, and reasons for dismissals.
- *Section III—Principal and Teacher Compensation* collected data on salary schedules, benefits, and pay incentives.

³ The 2011–12 school year was a survey year for both SASS and the Private School Universe Survey (PSS). PSS is administered by NCES every 2 years to all private K–12 schools in the United States. The SASS Private School Questionnaire included all of the PSS questions so that private schools selected for SASS would not be asked to complete two separate questionnaires.

- *Section IV—Student Assignment* obtained information about the availability of choice and magnet programs in the district, whether school boundaries were adjusted the previous year, and the existence and monitoring of homeschooled students.
- *Section V—Graduation Requirements* collected data on high school graduation instructional requirements, community service requirements, and other assessments necessary for graduation.
- *Section VI—Migrant Education* obtained information about the enrollment of migrant students and the services provided for them.
- *Section VII—District Performance* collected data on Adequate Yearly Progress.

Principal and Private School Principal Questionnaires (Forms SASS-2A and SASS-2B)

The purpose of the 2011–12 principal questionnaires was to obtain information about principals/school heads. The questionnaire appeared in two versions that contained minor variations in phrasing to reflect differences between public and private schools in governing bodies and position titles in the schools. The 2011–12 Principal Questionnaire and Private School Principal Questionnaire had these 10 sections:

- *Section I—Principal or School Head Experience and Training* obtained information about principal work experience, previous positions held, and licensure/certificate in school administration.
- *Section II—Principal or School Head Education and Professional Development* focused on education level, major fields of study, and professional development.
- *Section III—Goals and Decision Making* obtained attitudinal information about educational goals and principal’s influence on school governance.
- *Section IV—Teacher and Aide Professional Development* collected information on professional development opportunities and activities for teachers and instructional aides.
- *Section V—School Climate and Safety* obtained information on expulsions and suspensions, security practices, programs to encourage student achievement, health and safety issues at the school, parent or guardian participation in school events, and school resources to encourage parental involvement.
- *Section VI—Instructional Time* collected information about the approximate amount of time that third and/or eighth grade students spent in core academic subjects, and the approximate amount of time that third grade students spent in select non-academic subjects during the most recent full week of school.
- *Section VII—Working Conditions and Principal Perceptions* collected information on time spent on school-related activities and interacting with students, percentage of time spent on various activities, contractual number of working days, union representation (for public school principals only), formal evaluation process for principals, and plans to remain a principal.
- *Section VIII—Teacher and School Performance* collected information about barriers to dismissal of poor-performing teachers, frequency of informal and formal evaluations of teachers, information included in formal evaluation of teachers, impact of evaluation on teacher compensation, and Adequate Yearly Progress.
- *Section IX—Demographic Information* obtained information about the principal’s gender, race/ethnicity, age, and salary.
- *Section X—Contact Information* obtained the principal’s name and contact information.

School Questionnaire (Form SASS-3A)

The purpose of the 2011–12 School Questionnaire was to obtain information about public schools. The 2011–12 School Questionnaire had these seven sections:

- *Section I—General Information About This School* obtained information about grade range, enrollment, migrant students, number of male students, race/ethnicity of students, school type, attendance, length of the school day and school year, length of school day for kindergarten students, and whether the school has a library media center.
- *Section II—Admissions and Programs* collected information on requirements for admission, use of lottery for enrollment, presence of magnet program, and school programs and services offered, including summer school.
- *Section III—Students and Class Organization* collected information about class and calendar organization, career preparation, graduation rates, and percentage of graduates that went to a four-year college.
- *Section IV—Staffing* obtained information about the number of full- and part-time staff, race/ethnicity of teachers, specialist and teacher coaching assignments, level of difficulty involved in filling teacher vacancies, and newly hired teachers.
- *Section V—Special Programs and Services* obtained information about students with Individual Education Plans, instructional settings for students with disabilities, services for limited-English proficient students and assessments of their progress, services for parents with limited-English skills, the National School Lunch Program, and Title I services.
- *Section VI—Charter School Information* collected information from public charter schools on the year the school first offered instruction as a public charter school, the origin of the charter school, the institution granting the charter, the governance structure, and whether support is offered to homeschooled students.
- *Section VII—Contact Information* collected the respondent’s name, title, and contact information.

Private School Questionnaire (Form SASS-3B)

The purpose of the 2011–12 Private School Questionnaire was to obtain information about private schools. This questionnaire was an expanded version of the School Questionnaire and included items from the School District Questionnaire (form SASS-1A). The 2011–12 Private School Questionnaire had these nine sections:

- *Section I—General Information and School Affiliation* obtained information about grade range, total enrollment and enrollment by grade, whether school is coeducational and number of male students, race/ethnicity of students, attendance, length of the school day and school year, length of school day for kindergarten students, whether the school has a library media center, school type, support offered to homeschooled students, religious orientation, and affiliation with religious and nonreligious organizations.
- *Section II—Admissions, Programs, and Tuition* collected information on student boarding, tuition, tuition discounts, requirements for admission, use of lottery for enrollment, and school programs and services offered.
- *Section III—Students and Class Organization* collected information about class and calendar organization.
- *Section IV—Graduation Requirements* collected data on high school graduation instructional requirements, community service requirements, graduation rates, and percentage of graduates that went to a four-year college.
- *Section V—Staffing* obtained information about the number of full- and part-time staff, race/ethnicity of teachers, policies to encourage teacher attendance, and specialist and teacher coaching assignments.
- *Section VI—Special Programs and Services* obtained information about students with a formally identified disability, instructional settings for students with disabilities, services for limited-

English proficient students and assessments of their progress, services for parents with limited-English skills, the National School Lunch Program, and Title I services.

- *Section VII—Recruitment and Hiring of Staff* collected information about teaching vacancies, level of difficulty involved in filling teacher vacancies, newly hired teachers, training in shortage fields for staff, whether principal was newly hired and whether incentives were used to recruit principal, dismissal of teachers from the previous school year and reasons for dismissals.
- *Section VIII—Principal/School Head and Teacher Compensation* collected data on salary schedules, benefits, pay incentives, the number of days in the normal contract year for teachers and principals, and whether principals receive tenure.
- *Section IX—Contact Information* collected the respondent’s name, title, and contact information.

Public School Questionnaire (With District Items) (Form SASS-3Y)

The purpose of the 2011–12 Public School Questionnaire (With District Items) was to obtain information about public schools. Schools that are the only school in the district, state-run schools (e.g., schools for the blind), and public charter schools received the Public School Questionnaire (With District Items), an expanded version of the School Questionnaire that included items from the School District Questionnaire (form SASS-1A). The 2011–12 Public School Questionnaire (With District Items) had these 12 sections:

- *Section I—General Information About This School* obtained information about grade range, enrollment, migrant students, number of male students, race/ethnicity of students, school type, attendance, length of the school day and school year, length of school day for kindergarten students, and whether the school has a library media center.
- *Section II—Admissions and Programs* collected information on requirements for admission, use of lottery for enrollment, presence of a magnet program, and school programs and services offered, including summer school.
- *Section III—Students and Class Organization* collected information about class and calendar organization and career preparation.
- *Section IV—Staffing* obtained information about the number of full- and part-time staff, race/ethnicity of teachers, specialist and teacher coaching assignments, availability of short-term substitute teachers, and policies to encourage teacher attendance.
- *Section V—Recruitment and Hiring of Staff* collected information about teaching vacancies, level of difficulty involved in filling teacher vacancies, newly hired teachers, recruitment incentives, dismissal of teachers from the previous school year, reasons for dismissals, whether principal was newly hired, whether incentives were used to recruit principal, and training or development for aspiring school administrators.
- *Section VI—Teacher Compensation* collected data on salary schedules, teacher benefits, and pay incentives.
- *Section VII—Teacher and Principal Contracts* collected information on the existence of a teacher/principal union, length of contract year for teachers/principals, and tenure system for principals.
- *Section VIII—Graduation Requirements* collected data on high school graduation instructional requirements, community service requirements, other assessments necessary for graduation, graduation rates, and percentage of graduates that went to a four-year college.
- *Section IX—Special Programs and Services* obtained information about students with Individual Education Plans, instructional settings for students with disabilities, services for limited-English proficient students and assessments of their progress, services for parents with limited-English skills, the National School Lunch Program, and Title I services.
- *Section X—Charter Schools and Homeschooling Information* collected information from public charter schools on the year the school first offered instruction as a public charter school, the

origin of the charter school, the institution granting the charter, the governance structure, and whether support is offered to homeschooled students.

- *Section XI—School Performance* collected data on Adequate Yearly Progress.
- *Section XII—Contact Information* collected the respondent’s name, title, and contact information.

Teacher and Private School Teacher Questionnaires (Forms SASS-4A and SASS-4B)

The purpose of the 2011–12 teacher questionnaires was to obtain information about teachers. The 2011–12 Teacher Questionnaire and Private School Teacher Questionnaire had these nine sections:

- *Section I—General Information* obtained general information about teaching status, number of days in contract, year teacher began teaching in current school, main activity the previous year, number of schools in which teacher has taught, and years of teaching experience.
- *Section II—Class Organization* obtained information about grades taught, students with an Individualized Education Program, students of limited-English proficiency, main teaching assignment, whether teacher teaches the same group of students multiple years, organization of classes, subjects taught, and class size.
- *Section III—Education and Training* collected information on academic degrees, major and minor fields of study, graduate/undergraduate courses on teaching methods or strategies, student teaching, teacher preparation programs, and support for and mentoring of first-year teachers.
- *Section IV—Certification* obtained information on types of teaching certificates held by the teacher, content areas and grade ranges covered by the certification, certification by the National Board for Professional Teaching Standards, passage of various Praxis tests, whether the teacher entered teaching through an alternative certification program, and whether the teacher met Highly Qualified Teacher requirements.
- *Section V—Professional Development* collected information about professional development activities and their usefulness, whether the teacher received credits toward certification/re-certification, various support received for professional development activities, and other professional activities.
- *Section VI—Working Conditions* obtained information about hours worked, leadership or extracurricular activities, money spent on classroom supplies without reimbursement, frequency of formal and informal evaluations, and inclusion of student test scores or growth scores in evaluation process.
- *Section VII—School Climate and Teacher Attitudes* obtained attitudinal information on teacher influence on school policy as well as classroom planning and teaching, satisfaction with teaching and school environment, student problems, plans to remain in teaching, and school safety.
- *Section VIII—General Employment and Background Information* obtained information about teacher salary, additional compensation based on student performance, supplemental income, union affiliation, tenure system, gender, marital status, race/ethnicity, and year of birth.
- *Section IX—Contact Information* requested that respondents provide personal contact information as well as contact information for two additional people who would be able to reach them in the event that they relocated before the mailing of the Teacher Follow-up Survey. This information was necessary for the Teacher Follow-up Survey that was administered the following year.

School Library Media Center Questionnaire (Form LS-1A)

The purpose of the 2011–12 School Library Media Center Questionnaire was to obtain information about public school library media centers and librarians. The 2011–12 School Library Media Center Questionnaire had these four sections:

- *Section I—Facilities, Services, and Policies* obtained information about the scheduling of classes and activities, times of day the library is available to students, availability for community members, frequency of student use, programs offered, and policies of the library media center.
- *Section II—Staffing* collected information about the number of full- and part-time paid staff, number of professional staff with master’s degree or certification for classroom teaching, use of volunteers, and whether staff are shared with another school.
- *Section III—Technology and Information Literacy* obtained information about the different technology resources in the school, such as computer work stations, online databases, DVD players, laptops, etc. Questions also ask about whether an information literacy curriculum is followed and who teaches it.
- *Section IV—Last School Year’s Collections and Expenditures* collected information about the size of and expenditures for the library media collection.

Target Populations, Estimates, and Respondent Status

Target Populations

The target populations for the 2011–12 SASS are described below. For more information on sampling, see chapter 4.

- *School districts.* The target population included school districts that operated one or more schools, employed elementary and/or secondary level teachers, and were in operation in the 2011–12 school year; for example, public school districts, state agencies that operated schools for special student populations (such as inmates of juvenile correctional facilities), domestic schools under the Department of Defense (DoD), and cooperative agencies that provided special services to more than one school district. Entities that authorized public charter schools were not included, unless they were also public school districts. Public school districts that governed a public charter school sampled for SASS were sent a School District Questionnaire. All sampled public charter schools or single-school districts received the Public School Questionnaire (With District Items). The Public School Questionnaire (With District Items) contains items from both the School Questionnaire and the School District Questionnaire. The SASS sample design selected the school first and consequently sampled the districts associated with the sampled schools.
- *Schools.* The target population included traditional public, public charter, and private schools with students in any of grades 1–12 or in comparable ungraded levels and in operation in the 2011–12 school year. Bureau of Indian Education-funded schools were not included.
- *Principals.* The target population included principals of the targeted school populations.
- *Teachers.* The target population included teachers in the targeted school populations who taught students in any of grades K–12 or in comparable ungraded levels in the 2011–12 school year.
- *School library media centers.* The target population included school library media centers, libraries, or resource centers in traditional public and public charter schools that have such a facility. A school library was defined as an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators.

The sampling frame for public schools was an adjusted version of the 2009–10 Common Core of Data (CCD), which reflects the population of public schools in the 2009–10 school year. CCD includes traditional public schools, public charter schools, DoD-operated domestic military base schools, and special purpose schools, such as special education, vocational, and alternative schools. Schools outside of the United States, schools that teach only prekindergarten, kindergarten, or postsecondary students, and Bureau of Indian Education-funded schools were deleted from the CCD frame prior to sampling for

SASS. Public schools that closed in school year 2009–10 or were not yet opened were not included. Prior to stratification and sampling, CCD schools were collapsed to match the SASS definition of a school. The purpose and operations of this collapsing activity are discussed in chapter 4.

The sampling frame for private schools is based on a dual frame approach, as described further in chapter 4, since the list frame does not provide complete coverage. The list frame was based on the 2009–10 PSS, updated with private school organization lists and state lists collected by the Census Bureau in the summer of 2010. An area frame was used to find schools missing from the list frame, thereby compensating for the incomplete coverage of the list frame. The area frame was also based on the 2009–10 PSS, but no updates were made.

The sampling frame for the teacher questionnaires consisted of lists of teachers provided by school districts or schools in the SASS sample. Teachers were defined as any staff who taught a regularly scheduled class to students in grades K–12 or comparable ungraded levels. Census Bureau staff requested the Teacher Listing Form (TLF) or an electronic list of teachers from districts or schools for all traditional public, public charter, and private schools in the SASS sample to obtain a complete list of all the teachers employed at each school. The form included space for schools to indicate the following: the teacher’s assignment (subject matter), full- or part-time status, and level of experience. The sample of teachers was selected from all of the sampled schools for which a Teacher Listing Form or an electronic list of teachers was collected.

All districts,⁴ principals, and library media centers from sampled schools were also surveyed for SASS.

Estimates

SASS was designed to produce national, regional, and state estimates for public primary, middle, and high schools and related components (e.g., schools, teachers, principals, school districts, and school library media centers); national estimates for public schools with combined grade levels and for public charter schools and related components (e.g., schools, teachers, principals, and school library media centers); and national, regional, and affiliation strata estimates for the private school sector (e.g., schools, teachers, and principals). The affiliation strata for private schools were:

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

⁴ Four dependent charter schools within two regular districts that contained only charter schools were included in the school sample. Due to operational error, the associated districts themselves were not sampled or mailed a District Questionnaire. In addition, there were 40 dependent charter schools sampled that were the only school sampled from their associated regular school district. Due to operational error, the associated districts were not mailed a District Questionnaire. These 42 districts were classified as noninterviews on the Public School District data file.

Comparisons between public and private schools are possible only at the regional and national levels because private schools were selected for sampling by affiliation strata and region rather than by state.

The teacher survey was designed to support comparisons between new and experienced teachers (three years or less of experience vs. more than three years of experience) at the state level for public school teachers and at the regional or affiliation strata level for private school teachers. Comparisons between teachers by race/ethnicity, detailed experience level (first year, second and third year, fourth or more years) and by full-time or part-time status are possible at the national level. The school library media center survey was designed to produce estimates at the state level for public schools.

Respondent Status

The number of respondents that were sampled, determined to be in-scope for SASS, and completed the interview is presented in the table below. These data are based on how respondents are organized into data files, rather than on which questionnaire respondents received. Sampled respondents are those who were selected for participation in SASS for each respondent type. Sampled respondents were classified as in-scope if they were deemed eligible for SASS during the screening operation or data collection period. Interviews are in-scope respondents that completed their questionnaire. Cases were classified as having completed the questionnaire if specific items as well as a specific percentage of items had responses; these criteria differ by questionnaire. For details on sampling, see chapter 4. For details on in-scope and out-of-scope cases and on determining how many sampled respondents completed interviews (i.e., final interview status), see chapter 7.

Table 1. Number of school districts, schools, principals, teachers, and school library media centers, by sector and interview status: 2011–12

Respondent and interview status	Total	Public school sector	Private school sector
School district			
Sampled	5,798	5,798	†
In-scope	5,617	5,617	†
Interviews	4,641	4,641	†
School			
Sampled	14,000	11,000	3,000
In-scope	13,070	10,355	2,715
Interviews	9,239	7,481	1,758
Principal			
Sampled	14,000	11,000	3,000
In-scope	13,008	10,355	2,674
Interviews	9,235	7,481	1,723
Teacher			
Sampled	58,128	51,062	7,066
In-scope	55,515	48,829	6,686
Interviews	42,020	37,497	4,523
School library media center			
Sampled	11,000	11,000	†
In-scope	9,616	9,616	†
Interviews	7,003	7,003	†

† Not applicable.

NOTE: Cases that met sampling requirements are included in the “sampled” category. Of those cases, “in-scope” refers to the sampled cases that met SASS eligibility requirements (i.e., interviews as well as non-interviews). “Interviews” consist of eligible (in-scope) cases for which data were collected.

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

Periodicity of the Survey

Periodicity is based on the balance between the need for more up-to-date data with the realities of mounting data collection costs and the time needed to complete a data collection and processing cycle. A three-year cycle was maintained for the first three data collections but proved too frequent to incorporate the analysis of the previous SASS in the next one. Six years separated the 1999–2000 SASS from the previous one, due to a major redesign of the survey. Following this SASS redesign, it was determined that four years provided the best balance between data needs and operational needs. The 1999–2000, 2003–04, 2007–08, and 2011–12 SASS were conducted on four-year intervals.

Contents

This report contains chapters on the following topics: changes in SASS design, content, and methodology from 2007–08; preparation for the 2011–12 SASS; frame creation and sample selection; data collection; response rates and bias analysis; data processing; weighting and variance estimation; and data quality.

Information in the chapters is supported by the following appendixes:

- A. Key Terms for SASS;
- B. Questionnaire Availability;
- C. Poverty Analysis for SASS 2011–12 Public School Sample;
- D. Bureau of Indian Education-Funded Schools and Career and Technology Centers Sampling Change;
- E. 2011–12 SASS Redesign—Precision Analysis;
- F. Summary of the 2009 Field Test Findings and Recommendations for the 2011–12 SASS Methodology;
- G. Cognitive Testing of Schools and Staffing Survey Items Summary of Findings and Recommendations, September 2010;
- H. Cognitive Testing of Schools and Staffing Survey Items Summary of Findings and Recommendations, May 2011;
- I. School and Teacher Sample Allocation Procedure;
- J. Report on Results of Special Contact Districts;
- K. 2011–12 SASS Unit Nonresponse Bias Analysis;
- L. Quality Assurance for Data Capture and Mailout Operations;
- M. Crosswalk of Public School Questionnaire (With District Items) items onto the Public School Questionnaire and School District Questionnaire;
- N. Changes Made to Variables During the Computer Edit, by Data File;
- O. List of Matching Variables for the 2011–12 SASS;
- P. Imputation Changes to Variables, by Data File;
- Q. Weighting Adjustment Cells; and
- R. Crosswalk Among Items in the 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12 SASS and Crosswalk of Variables Across the 2011–12 SASS Questionnaires.

Chapter 2. Changes in SASS Sample Design, Content, and Methodology From 2007–08 to 2011–12

After the conclusion of the 2007–08 Schools and Staffing Survey (SASS), the National Center for Education Statistics (NCES) and the U.S. Census Bureau worked together to improve the sample design, survey content, and data collection methodology for the 2011–12 SASS. This chapter describes the changes implemented in the 2011–12 SASS.

Sample Design Changes

Changes to the Sample Design for 2011–12 SASS

In response to changing needs in education data (i.e., emerging need for more robust statistics for middle schools and high-poverty schools), the 2011–12 SASS introduced a revised stratification of public schools in the sample design. To improve the efficiency of the 2011–12 SASS sample design and ensure that the new as well as existing sampling goals as reflected in the revised stratification were met, the school and teacher sample allocations were optimized. While no stratification changes were made to the private school sample design, the private school and teacher sample allocations were optimized in conjunction with the public sector samples. This section discusses how the sample design and sample allocation were modified and the research that was done to inform these changes. Details on the sampling design and goals for the 2011–12 SASS are discussed in chapter 4.

After the 2007–08 SASS, researchers addressed the emerging issues in education and how to improve the SASS sample design to inform them. Researchers investigated four methods, each of which is introduced in this paragraph and then discussed in greater depth in the individual sections below. First, researchers investigated methods for incorporating a proxy for school poverty in the sample design. Second, they assessed the impact of removing Career and Technology Centers and Bureau of Indian Education-funded schools from the 2007–08 stratification design. Third, they conducted a precision analysis to evaluate how well the 2007–08 sampling allocation would meet the 2011–12 SASS analysis goals using the proposed stratification. Finally, they produced and evaluated a new sample allocation using the 2011–12 SASS stratification design.

The following is a summary of the changes made to the public school sample design:

- Four school levels (primary, middle, high, and combined) were used in the traditional public school stratification rather than three (elementary, secondary, and combined); three school levels continued to be used for stratifying public charter and private schools.
- Eligibility for the National School Lunch Program, which is a proxy measure for school poverty, was added as a sorting variable for all public schools.
- Career and Technology Centers (CTC) and schools with high American Indian (HAI) enrollment were not stratified separately from other public schools.
- Bureau of Indian Education-funded (BIE) schools were excluded from the sampling frame.
- Delaware was removed from the special district strata where all districts in these selected states had at least one school in sample.
- Districts governing public charter schools sampled for SASS received the School District Questionnaire. In 2007–08, these districts only received a School District Questionnaire if a

regular public school in the district also was in the SASS sample. All public charter schools still received the Public School Questionnaire (With District Items).⁵

The following change was made to the teacher sample design:

- The Teacher Listing Form (TLF) item asking whether or not the teacher was expected to be teaching in the school the subsequent school year was removed from the TLF and thus was not used for selecting the teacher sample.

Sampling High-Poverty Schools

In order to evaluate the efficiency of sampling public schools by poverty status in the 2011–12 SASS, the Education Statistics Services Institute (ESSI) performed several analyses on the 2007–08 SASS data. A complete report of the analysis is in “Appendix C. Poverty Analysis for SASS 2011–12 Public School Sample.” ESSI examined the coefficients of variation (CV) of key analysis variables, such as grade level, then conducted a regression analysis of the CV associations. Response rates of high-poverty and non-high-poverty public schools were also compared to determine if differential sampling rates were needed to produce reliable estimates of high-poverty and non-high-poverty schools. ESSI also examined the sampling rates for high-poverty and non-high-poverty public schools. These tests were done to determine how well high-poverty public schools were represented in the 2007–08 SASS sample, using two definitions for high-poverty schools: (1) schools with at least 50 percent of enrolled students approved for the free or reduced-price lunch program, and (2) schools with at least 75 percent of enrolled students approved for the free or reduced-price lunch program. These two definitions of high-poverty schools were used to examine the distribution of high poverty across several reporting domains, as well as the distribution of key analysis variables, as defined by NCES. Because no standard definition of poverty in the SASS target population is currently in use by NCES or the research community, this analysis incorporated two definitions to ensure the results reported here were not sensitive to a particular definition.

The analyses showed that the representation of high-poverty schools in the SASS sample could be improved. The regression models revealed that high-poverty schools sometimes had less precise estimates (i.e., larger CVs) than non-high-poverty schools. Improving how well high-poverty schools are represented in the sample should reduce the CVs. The response rates were comparable for high- and non-high-poverty schools; therefore, the SASS sample did not need to be explicitly controlled by using poverty as a stratification variable. Instead, ESSI recommended using the free or reduced-price lunch variable as a sort variable prior to sample selection to improve the representation of high-poverty schools in the 2011–12 SASS sample. This approach should improve high-poverty estimates without increasing the overall public school sample size or noticeably reducing the reliability of non-high-poverty school estimates, which would likely occur if poverty was added as a sampling stratum. This recommendation was implemented for the 2011–12 SASS.

⁵ There were two regular districts that contained only charter schools. The schools within these districts were part of the school sample and received the Public School Questionnaire (With District Items), however due to operational error, the associated districts themselves were not mailed a District Questionnaire. In addition, 40 regular school districts only had a single dependent charter school sampled. These schools received the Public School Questionnaire (With District Items) and due to operational error, the associated districts were not mailed a District Questionnaire. These 42 districts were classified as noninterviews on the Public School District data file.

Sampling Career and Technology Centers and Bureau of Indian Education Schools

ESSI investigated the impact on the public school sample if Career and Technology Centers (CTC) and Bureau of Indian Education-funded (BIE) schools were included on the sampling frame but not sampled at higher rates. A complete report of the investigation is in “Appendix D. Bureau of Indian Education-Funded Schools and Career and Technology Centers Sampling Change.” For the analysis, the 2007–08 SASS public school sampling frame was used to produce a new sample reflecting the proposed stratification changes. To achieve this, the stratification proposed for the 2011–12 SASS was applied to the 2007–08 SASS sampling frame and sample, which were used to determine the number of schools on the frame and the number of schools sampled within each new stratification level. These sample counts were used to calculate the probability of selection for each school on the frame.

The analysis for CTC schools indicated that the number of these schools expected to be sampled under the new stratification would be larger than the number originally sampled in the 2007–08 SASS. This increase in sample size was most likely the result of CTC schools having a larger median full-time equivalent count of teachers than other public schools, resulting in a higher probability of selection, on average, for CTC schools compared to other public schools. After adjusting for nonresponse, the revised sampling stratification resulted in a 22 percent increase in the number of responding CTC schools compared to the 2007–08 SASS. This increase appeared to have a minor impact on the sampling of other public schools, given that there was only a 0.01 percent change in the expected number of other public schools that would respond.

The analysis for BIE schools indicated that there would be a large difference between the new expected sample counts and the original sample counts. If BIE schools were sampled, rather than taken with certainty, it was expected that around 50 BIE schools would be selected. In comparison, there were 178 BIE schools selected for the 2007–08 SASS. After controlling for nonresponse, there was an expected drop of 73 percent in responding BIE schools from the 2007–08 SASS to the 2011–12 SASS, which reflects the change from certainty sampling to probability sampling. While this drop in the number of BIE schools was expected given their very small population size, this would prevent producing national estimates for BIE schools. BIE schools could be represented in the overall public school estimates if they were sampled with public schools. However, doing so would cause a break in the reporting trends, given that SASS public school estimates have not included BIE schools since the 1990–91 SASS. NCES determined not to alter the definition of a public school by sampling the BIE schools with the public schools and causing a break in reporting trends; instead, BIE schools were excluded from the 2011–12 SASS entirely. This decision is expected to have no noticeable impact on public school CVs.

Precision Analysis of the 2007–08 SASS

ESSI evaluated the precision of statistics for selected key variables from the 2007–08 SASS. In conjunction with NCES, ESSI identified the key variables within each respondent type (i.e., school districts, schools, principals, teachers, and school library media centers). The precision analysis was designed to determine whether the 2011–12 SASS sample design was expected to achieve the desired level of precision for the selected key variables and domains using the 2007–08 SASS data as a proxy. To accomplish that, the analysis computed coefficients of variation (CV) for statistics on the key variables and examined whether the CV was at or below 15 percent within expected levels of representativeness (e.g., national, regional, or state/affiliation strata levels). Below is a summary of the analysis and the implications for the 2011–12 SASS sample design. The full report is located in “Appendix E. 2011–12 SASS Redesign—Precision Analysis.”

For the selected key variables, the precision goal was not consistently met for each of the respondent types in the 2007–08 SASS. For public sector estimates, ESSI recommended that additional sample be

considered for middle schools to achieve state-level estimates as well as for public charter schools to achieve school-level estimates at the national level. High schools also did not consistently meet the expected level of precision, which warranted additional sample in targeted states, such as North Dakota, that frequently exhibited higher CVs than other states.

Among public school teachers, estimates for first-year teachers did not consistently achieve the 15 percent CV target at the state level for traditional public school teachers and at the national level for public charter school teachers. The evaluation determined that additional first year teachers should be sampled to achieve the 15 percent CV target. As a result, the teaching experience item on the Teacher Listing Form was modified to include a response category for first year teachers. These teachers were then sampled at an appropriate rate. For both public school principals and teachers, consideration of race/ethnicity in the sampling design was recommended to improve the precision of 2011–12 estimates as compared to 2007–08 SASS estimates and to broaden the levels of analysis. Race/ethnicity estimates can only be produced at the national level because there is no practical method for schools to report reliable race/ethnicity on teachers and principals, allowing them to be sampled at adequate rates to produce reliable estimates at the state level. This recommendation was rejected for this reason.

For all private sector (i.e., private school, principal, and teacher) estimates, the sampling goals were met or exceeded. Overall, it may be possible to reduce the sample size or selectively reduce it by affiliation strata given the over-performance of the school-level variables and the generally low CVs for teacher-level estimates.

Sample Allocation for the 2011–12 SASS

The 2011–12 SASS school sample optimization process used standard errors from the 2003–04 and 2007–08 surveys along with collection cost data from the 2007–08 survey to minimize the standard errors for a fixed cost. For a fixed overall sample size of 14,000 schools, the procedure determined that the optimum allocation was 3,000 private schools, 750 public charter schools, and 10,250 traditional public schools. For traditional public schools, sample was allocated to grade levels within states with the following goals:

- Maintain a 15 percent CV for primary schools, 20 percent CV for middle schools, and 10 percent CV for high schools.
- Set the sample size for combined schools to a point that will not negatively impact state totals.
- Select no more than 60 percent of schools from any particular grade level within state.

For private schools, the goal was to maintain CVs of no more than 15 percent for affiliations and for grade levels at the national level. Once sample sizes for affiliation by grade level were determined at the national level, sample was allocated to regions within affiliation and grade level proportional to size. For public charter schools, sample was allocated to grade level with the goal of maintaining 10 percent CVs nationally. Sample was further allocated to states proportional to size, which is defined as the cumulative square root of the number of teachers at the school.

For teachers in traditional public schools, average cluster sizes per school were set with the goal of producing CVs at the state by grade level with CVs of 15 percent, 20 percent, and 15 percent, respectively, for primary, middle, and high schools. For private school teachers and public charter school teachers, the same goals as for the school sample allocation were applied.

See chapter 4 for further details on the sample allocation and stratification.

Content Changes

Prior to the 2011–12 administration, extensive pretesting was undertaken. For a detailed explanation of these processes, please refer to chapter 3. As a result of this pretesting and changes in priorities for SASS, revisions were made to the 2007–08 SASS instruments. Exhibit 1 includes a synopsis of actions (Deleted, Newly Added, Revised, or No Changes) that occurred to questionnaire items during the revision process, by questionnaire type. The items with 9000 series source codes are not included in the counts below because these are either respondent verification or contact information items that are not included on the restricted-use data files.

Exhibit 1. Number of deleted, added, revised, and unchanged source codes, by data file: 2011–12

Questionnaire	Number of source codes deleted	Number of source codes on the 2011–12 SASS			
		Newly added	Revised	No changes	Total
School District	3	16	28	88	132
Principal	59	69	16	107	192
Private School Principal	45	69	15	103	187
School	12	25	46	130	201
Private School	22	32	40	240	312
Public School (With District Items)	12	43	55	164	262
Teacher	18	61	95	226	382
Private School Teacher	22	62	121	224	407
School Library Media Center	14	7	17	31	55

NOTE: Source codes are used to identify specific items on the SASS questionnaires. For each questionnaire item, the four-digit source code can be found to the left of the first answer choice.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS) Questionnaires, 2007–08 and 2011–12.

Items that were deleted for this administration fell within the following topics: whether school choice and magnet programs were designed to increase racial/ethnic diversity; presence of school and teacher websites; use and scheduling of the library media center as a classroom; and homeschooling. The sections below present detailed information on questions that were deleted. The specific question numbers from the 2007–08 SASS are included in parentheses following the question wording for the items deleted.

Some of the new content included in the 2011–12 SASS delves into topics such as teacher and principal evaluations and incentives; teacher performance and dismissal; professional development; principal time-use; parent participation; and community use of school resources. Detailed information on questions that were added is presented in the sections below. The specific question numbers from the 2011–12 SASS questionnaires are included in parentheses following the question wording for the items added.

An item crosswalk (by source codes) of the 2011–12 SASS with the 2007–08 SASS for each questionnaire type is located in “Appendix R. Crosswalks Among Items in the 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08 and 2011–12 SASS and Crosswalk of Variables across the 2011–12 SASS Questionnaires.” Also included in this appendix are crosswalks that compare similarities and differences across the 2011–12 SASS questionnaires given to each type of respondent (i.e., public school district, school, principal, or teacher).

School District Questionnaire

School District Questionnaire—2007–08 SASS Questions Not Included in the 2011–12 SASS

- STUDENT ASSIGNMENT
 - Is one of the purposes of this district’s “choice” program to ACHIEVE RACIAL BALANCE OR REDUCE RACIAL ISOLATION? (31b)
 - Was ACHIEVING RACIAL BALANCE OR REDUCING RACIAL ISOLATION one of the factors considered when boundaries were drawn? (35b)
 - Is one of the purposes of this district’s magnet program to ACHIEVE RACIAL BALANCE OR REDUCE RACIAL ISOLATION? (36b)

School District Questionnaire—Questions Added to the 2011–12 SASS

- GENERAL INFORMATION ABOUT THIS DISTRICT
 - Around the first of October, how many STUDENTS in grades K–12 and comparable ungraded levels were: (e) Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin? (g) Two or more races, not of Hispanic or Latino origin? (4e, 4g)
 - Now thinking about head counts, around the first of October, how many part-time and full-time TEACHERS employed by this district for grades K–12 and comparable ungraded levels were: (e) Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin? (g) Two or more races, not of Hispanic or Latino origin? (9e, 9g)
 - Around the first of October, how many SHORT-TERM substitute teachers of any grades K–12 were available to teach in this district? (10)
 - Does this district have a policy to encourage teacher attendance or prevent teachers from using an excessive amount of unplanned leave? (11)
- RECRUITMENT AND HIRING OF STAFF
 - Does this district currently use any incentives to recruit principals? (22)
 - LAST SCHOOL YEAR (2010–11), how many teachers of the following types were DISMISSED or did not have their contracts renewed? (a) Total teachers who were DISMISSED or did not have their contracts renewed; (b) Total teachers who were dismissed or did not have their contracts renewed as a result of POOR PERFORMANCE (24a, 24b)
 - From the reasons listed above, what was the most common reason that teachers were dismissed or did not have their contracts renewed last school year? (25a)
 - From the reasons listed above, what was the SECOND most common reason that teachers were dismissed or did not have their contracts renewed last school year? (25b)
 - From the reasons listed above, what was the THIRD most common reason that teachers were dismissed or did not have their contracts renewed last school year? (25c)
- PRINCIPAL AND TEACHER COMPENSATION
 - According to the salary schedule, what is the normal yearly base salary for—A teacher with a master’s degree and 15 years of teaching experience? (30e)

Principal Questionnaire

Principal Questionnaire—2007–08 SASS Questions Not Included in the 2011–12 SASS

- PRINCIPAL EXPERIENCE AND TRAINING
 - Do you have a master’s degree or higher in Education Administration? (9)
- GOALS AND DECISION MAKING
 - How much ACTUAL influence do you think each group or person has on decisions concerning the following activities? (a) Setting performance standards for students of this

- school; (b) Establishing curriculum at this school; (c) Determining the content of in-service professional development programs for teachers of this school; (d) Evaluating teachers of this school; (e) Hiring new full-time teachers of this school; (f) Setting discipline policy at this school; (g) Deciding how your school budget will be spent. Each sub-item included the following groups or people: (1) State department of education or other state-level bodies (e.g., state board of education); (2) Local school board; (3) School district staff; (5) Teachers; (6) Curriculum specialists; (7) Parent associations; (8) College and university partners—for sub-item 12c only (12a–12g subparts 1–3, 5–8)
- SCHOOL CLIMATE AND SAFETY
 - THIS school year (2007–08), does this school have the following? A service that allows parents to retrieve homework assignments (e.g., a website or an automated voice response system) (22b)
 - INSTRUCTIONAL TIME
 - Does this school have THIRD and/or EIGHTH grades? (23)
 - TEACHER AND SCHOOL PERFORMANCE
 - For the 2007–08 school year, how many FULL-TIME K–12 CLASSROOM TEACHERS would you put in the following categories, based on your overall opinion of their TEACHING ABILITY? (a) Outstanding teachers; (b) Good teachers; (c) Fair teachers—(1) Of these teachers, how many are tenured teachers? (d) Unsatisfactory teachers—(1) Of these teachers, how many are tenured teachers? (30a–30d)
 - WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS
 - Please indicate the extent to which you agree or disagree with each of the following statements. (a) The stress and disappointments involved in serving as principal at this school aren't really worth it. (b) The faculty and staff at this school like being here; I would describe them as a satisfied group. (c) I like the way things are run in this district. (d) If I could get a higher paying job I'd leave education as soon as possible. (e) I think about transferring to another school. (f) I don't seem to have as much enthusiasm now as I did when I began my career as a principal. (g) I think about staying home from school because I'm just too tired to go. (38a–38g)

Principal Questionnaire—Questions Added to the 2011–12 SASS

- PRINCIPAL EXPERIENCE AND TRAINING
 - BEFORE you became a principal, did you hold the following school positions? (a) Department head; (b) Curriculum specialist or coordinator; (c) Assistant principal or program director; (d) Guidance counselor; (e) Library media specialist/Librarian; (f) Athletic coach/Athletic director; (g) Sponsor for student clubs, debate teams (6a–6g)
 - Do you currently hold a license/certificate in “school administration”? (8)
- PRINCIPAL EDUCATION AND PROFESSIONAL DEVELOPMENT
 - Do you have a bachelor's degree? (10a)
 - Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education? (10b)
 - What was your major field of study? (10c)
 - Did you have a second major field of study? (10d)
 - What was your second major field of study? (10e)
 - Do you have a master's degree? (11a)
 - Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education? (11b)
 - What was your major field of study? (11c)

- In the past 12 months, have YOU participated in the following kinds of professional development? (a) University courses related to your role as principal; (b) Visits to other schools designed to improve your own work as principal; (c) Individual or collaborative research on a topic of interest to you professionally; (d) Mentoring and/or peer observation and coaching of principals, as part of a formal arrangement that is recognized or supported by the school or district; (e) Participating in a principal network (e.g., a group of principals organized by an outside agency or through the Internet); (f) Workshops, conferences, or training in which you were a presenter; (g) Other workshops or conferences in which you were not a presenter (14a–14g)
- SCHOOL CLIMATE AND SAFETY
 - THIS school year (2011–12), does this school have any of the following? (a) Programs or activities where students participate in the community during or after normal school hours (e.g., service learning and community service projects); (b) Programs to acknowledge student achievement (e.g., assemblies, principal list/honor roll, or student of the week/month); (c) An incentive/reward program that encourages students' academic success (e.g., pizza parties, cash for grades); (d) A program designed to help students prepare for the next grade or college (24a–24d)
 - LAST SCHOOL YEAR (2010–11), what percentage of students had at least one parent or guardian participating in the following events? (d) Parent education workshops or courses; (e) Signing of a school-parent compact (This is an agreement between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school's policies); (g) Involvement in school instructional issues (e.g., planning classroom learning activities, providing feedback on curriculum); (h) Involvement in governance (e.g., PTA or PTO meetings, school board, parent booster clubs); (i) Involvement in budget decisions (26d, 26e, 26g, 26h, 26i)
- WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS
 - On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school? (a) Internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget; (b) Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers; (c) Student interactions, including discipline and academic guidance; (d) Parent interactions, including formal and informal interactions; (e) Other—please specify (36a–36e)
 - Were you, or are you going to be, rated in a FORMAL evaluation this school year? (39a)
 - Are student test score outcomes or test score growth included as an evaluation criterion in your FORMAL evaluation this school year? (39b)
 - How often are you rated in a FORMAL evaluation? (39c)
 - How long do you plan to remain a principal? (40)
- TEACHER AND SCHOOL PERFORMANCE
 - How often are INFORMAL classroom observations typically conducted on TENURED OR EXPERIENCED TEACHERS of grades K–12 or comparable ungraded levels? (42a)
 - How often are INFORMAL classroom observations typically conducted on NONTENURED OR NEW TEACHERS of grades K–12 or comparable ungraded levels? (42b)
 - How many FORMAL classroom observations are typically conducted prior to completing an evaluation on a TENURED OR EXPERIENCED TEACHER of grades K–12 or comparable ungraded levels? (43a)
 - How many FORMAL classroom observations are typically conducted prior to completing an evaluation on a NONTENURED OR NEW TEACHER of grades K–12 or comparable ungraded levels? (43b)

- How long is the typical FORMAL classroom observation that occurs prior to completing an evaluation on a TENURED OR EXPERIENCED TEACHER of grades K–12 or comparable ungraded levels? (44a)
- How long is the typical FORMAL classroom observation that occurs prior to completing an evaluation on a NONTENURED OR NEW TEACHER of grades K–12 or comparable ungraded levels? (44b)
- For TENURED OR EXPERIENCED K–12 TEACHERS, how often are teachers rated in FORMAL evaluations? (45a)
- For NONTENURED OR NEW K–12 TEACHERS, how often are teachers rated in FORMAL evaluations? (45b)
- Did you answer “No formal evaluations are conducted” to both item 45a AND 45b? (46)
- Are any of the following types of information included in the formal evaluation of any regular classroom teachers of grades K–12 and comparable ungraded levels? (a) Evaluation by the principal (describe type); (b) Evaluation by peers (describe type); (c) Evaluation by the vice principal or assistant principal; (d) Evaluation by an outside group (e.g., consultant); (e) Conference with the principal; (f) Teacher self-evaluation; (g) Students’ test score outcomes or test score growth; (h) Student ratings of the teacher; (i) Teacher’s portfolio of examples of student learning (e.g., student essays, lab reports); (j) Completion of professional development activities; (k) Other (please specify) (47a–47k)
- Are teachers’ evaluations used, at least in part, to determine a teacher’s compensation? (48)

Private School Principal Questionnaire

Private School Principal Questionnaire—2007–08 SASS Questions Not Included in the 2011–12 SASS

- PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING
 - Do you have a master’s degree or higher in Education Administration? (9)
- GOALS AND DECISION MAKING
 - How much ACTUAL influence do you think each group or person has on decisions concerning the following activities? (a) Setting performance standards for students of this school; (b) Establishing curriculum at this school; (c) Determining the content of in-service professional development programs for teachers of this school; (d) Evaluating teachers of this school; (e) Hiring new full-time teachers of this school; (f) Setting discipline policy at this school; (g) Deciding how your school budget will be spent. Items asked about the following groups or people: (1) Governing/Diocesan board; (3) Teachers; (4) Curriculum specialists; (5) Parent association; (6) College and university partners—for sub-item 12c only (12a–12g subparts 1, 3, 4–6)
- SCHOOL CLIMATE AND SAFETY
 - THIS school year (2007–08), does this school have the following? A service that allows parents to retrieve homework assignments (e.g., a website or an automated voice response system) (22b)
- INSTRUCTIONAL TIME
 - Does this school have THIRD and/or EIGHTH grades? (23)
- TEACHER AND SCHOOL PERFORMANCE
 - For the 2007–08 school year, how many FULL-TIME K–12 CLASSROOM TEACHERS would you put in the following categories, based on your overall opinion of their TEACHING ABILITY? (a) Outstanding teachers; (b) Good teachers; (c) Fair teachers—(1) Of these teachers, how many are tenured teachers?; (d) Unsatisfactory teachers—(1) Of these teachers, how many are tenured teachers? (30a–30d)
- WORKING CONDITIONS AND PRINCIPAL OR SCHOOL HEAD PERCEPTIONS

- Please indicate the extent to which you agree or disagree with each of the following statements. (a) The stress and disappointments involved in serving as principal or school head at this school aren't really worth it; (b) The faculty and staff at this school like being here; I would describe them as a satisfied group; (c) If I could get a higher paying job I'd leave education as soon as possible; (d) I think about transferring to another school; (e) I don't seem to have as much enthusiasm now as I did when I began my career as a principal or school head; (f) I think about staying home from school because I'm just too tired to go. (35a–35f)
- DEMOGRAPHIC INFORMATION
 - Are you enrolled in a state or federally recognized tribe? (38b)

Private School Principal Questionnaire—Questions Added to the 2011–12 SASS

- PRINCIPAL OR SCHOOL HEAD EXPERIENCE AND TRAINING
 - BEFORE you became a principal or school head, did you hold the following school positions? (a) Department head; (b) Curriculum specialist or coordinator; (c) Assistant principal or program director; (d) Guidance counselor; (e) Library media specialist/Librarian; (f) Athletic coach/Athletic director; (g) Sponsor for student clubs, debate teams (6a–6g)
 - Do you currently hold a license/certificate in “school administration”? (8)
- PRINCIPAL OR SCHOOL HEAD EDUCATION AND PROFESSIONAL DEVELOPMENT
 - Do you have a bachelor's degree? (10a)
 - Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education? (10b)
 - What was your major field of study? (10c)
 - Did you have a second major field of study? (10d)
 - What was your second major field of study? (10e)
 - Do you have a master's degree? (11a)
 - Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education? (11b)
 - What was your major field of study? (11c)
 - In the past 12 months, have YOU participated in the following kinds of professional development? (a) University courses related to your role as principal or school head; (b) Visits to other schools designed to improve your own work as principal or school head; (c) Individual or collaborative research on a topic of interest to you professionally; (d) Mentoring and/or peer observation and coaching of principals or school heads, as part of a formal arrangement that is recognized or supported by the school; (e) Participating in a principal network (e.g., a group of principals or school heads organized by an outside agency or through the Internet); (f) Workshops, conferences, or training in which you were a presenter; (g) Other workshops or conferences in which you were not a presenter (14a–14g)
- SCHOOL CLIMATE AND SAFETY
 - THIS school year (2011–12), does this school have any of the following? (a) Programs or activities where students participate in the community during or after normal school hours (e.g., service learning and community service projects); (b) Programs to acknowledge student achievement (e.g., assemblies, principal list/honor roll, or student of the week/month); (c) An incentive/reward program that encourages students' academic success (e.g., pizza parties, cash for grades); (d) A program designed to help students prepare for the next grade or college (24a–24d)
 - LAST SCHOOL YEAR (2010–11), what percentage of students had at least one parent or guardian participating in the following events? (d) Parent education workshops or courses; (e) Signing of a school-parent compact (This is an agreement between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared

- responsibility for student learning and/or the school’s policies); (g) Involvement in school instructional issues (e.g., planning classroom learning activities, providing feedback on curriculum); (h) Involvement in governance (e.g., PTA or PTO meetings, school board, parent booster clubs); (i) Involvement in budget decisions (26d, 26e, 26g, 26h, 26i)
- WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS
 - On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school? (a) Internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget; (b) Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers; (c) Student interactions, including discipline and academic guidance; (d) Parent interactions, including formal and informal interactions; (e) Other—please specify (36a–36e)
 - Were you, or are you going to be, rated in a FORMAL evaluation this school year? (38a)
 - Are student test score outcomes or test score growth included as an evaluation criterion in your FORMAL evaluation this school year? (38b)
 - How often are you rated in a FORMAL evaluation? (38c)
 - How long do you plan to remain a principal? (39)
 - TEACHER AND SCHOOL PERFORMANCE
 - How often are INFORMAL classroom observations typically conducted on TENURED OR EXPERIENCED TEACHERS of grades K–12 or comparable ungraded levels? (41a)
 - How often are INFORMAL classroom observations typically conducted on NONTENURED OR NEW TEACHERS of grades K–12 or comparable ungraded levels? (41b)
 - How many FORMAL classroom observations are typically conducted prior to completing an evaluation on a TENURED OR EXPERIENCED TEACHER of grades K–12 or comparable ungraded levels? (42a)
 - How many FORMAL classroom observations are typically conducted prior to completing an evaluation on a NONTENURED OR NEW TEACHER of grades K–12 or comparable ungraded levels? (42b)
 - How long is the typical FORMAL classroom observation that occurs prior to completing an evaluation on a TENURED OR EXPERIENCED TEACHER of grades K–12 or comparable ungraded levels? (43a)
 - How long is the typical FORMAL classroom observation that occurs prior to completing an evaluation on a NONTENURED OR NEW TEACHER of grades K–12 or comparable ungraded levels? (43b)
 - For TENURED OR EXPERIENCED K–12 TEACHERS, how often are teachers rated in FORMAL evaluations? (44a)
 - For NONTENURED OR NEW K–12 TEACHERS, how often are teachers rated in FORMAL evaluations? (44b)
 - Did you answer “No formal evaluations are conducted” to both item 44a AND 44b? (45)
 - Are any of the following types of information included in the formal evaluation of any regular classroom teachers of grades K–12 and comparable ungraded levels? (a) Evaluation by the principal or school head (describe type); (b) Evaluation by peers (describe type); (c) Evaluation by the vice principal, assistant principal, or assistant school head; (d) Evaluation by an outside group (e.g., consultant); (e) Conference with the principal or school head; (f) Teacher self-evaluation; (g) Students’ test score outcomes or test score growth; (h) Student ratings of the teacher; (i) Teacher’s portfolio of examples of student learning (e.g., student essays, lab reports); (j) Completion of professional development activities; (k) Other (please specify) (46a–46k)
 - Are teachers’ evaluations used, at least in part, to determine teachers’ compensation? (47)

School Questionnaire

School Questionnaire—2007–08 SASS Questions Not Included in the 2011–12 SASS

- GENERAL INFORMATION ABOUT THIS SCHOOL
 - Does this school have its own website OR a web page that is located on the district’s website? (13)
 - How often is the website or web page updated? (14)
 - Can teachers at this school have individual web pages located on the school’s website or web page? (15)
- ADMISSIONS AND PROGRAMS
 - Is this magnet program intended to encourage students of different racial or ethnic backgrounds to enroll in this school for the purpose of creating racial balance or reducing racial isolation? (18c)
 - Where were these [academic assistance] activities provided for students enrolled in this school? (21b)
 - Where were these [academic advancement or enrichment] activities provided for students enrolled in this school? (22b)
- STUDENTS AND CLASS ORGANIZATION
 - What percentage [of students enrolled in 12th grade] graduated with a diploma? (27b)
- STAFFING
 - Of the full-time and part-time TEACHERS in this school around the first of October, how many were—Total Teachers (29f)
 - On the most recent school day, how many SHORT-TERM substitute teachers of any grades K–12 were teaching at this school? (32)
- CHARTER SCHOOL INFORMATION
 - Approximately what percentage of students enrolled in this school are homeschooled students? (48b)
 - At which location(s) are homeschooled students instructed? (48c)

School Questionnaire—Questions Added to the 2011–12 SASS

- GENERAL INFORMATION ABOUT THIS SCHOOL
 - Does this school offer the following grades? Prekindergarten (1)
 - Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were—(e) Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin? (g) Two or more races, not of Hispanic or Latino origin? (5e, 5g)
- ADMISSIONS AND PROGRAMS
 - Does this school use the following requirements when deciding whether to admit students? Signed school-parent compact (This is an agreement between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school’s policies.) (14b[8])
 - This school year, did any students enroll in this school as a result of a lottery draw? (15)
 - Are the following programs or services currently available AT THIS SCHOOL for students in any of grades K–12 or comparable ungraded levels, regardless of funding source? Before-school or after-school program providing instruction beyond the normal school day for students who seek academic advancement or enrichment (18b)
- STUDENTS AND CLASS ORGANIZATION

- Are the following opportunities available for students in grades 9-12 in this school? Dual or concurrent enrollment that offers both high school and college credit—Is this funded by the school or district? (24a[1])
- How many students were enrolled in 12th grade around October 1, 2010? (25b)
- LAST school year (2010–11), how many students graduated from the 12th grade with a diploma? (26a)
- STAFFING
 - Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? TOTAL number of full- and part-time teachers (27c)
 - Of the full-time and part-time TEACHERS in this school around the first of October, how many were—(e) Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin? (g) Two or more races, not of Hispanic or Latino origin? (28e, 28g)
 - Do any of the teachers or staff have the following coaching assignments in this school? (A coach works with teachers. Coaching includes observing lessons, providing feedback, and demonstrating teaching strategies.)—General instructional/Not subject-specific coach (30b[4])
 - How easy or difficult was it to fill the vacancies for this school year in each of the following fields? Other (31b[13])
- SPECIAL PROGRAMS AND SERVICES
 - Does this school have instruction specifically designed to address the needs of students with limited-English proficiency, also known as English-language learners (ELLs)? (36)
 - How are English-language learners taught English? Are any of them taught—(a) Using ESL, bilingual, or immersion techniques? (b) In regular English-speaking classrooms? (37a-37b)
 - How are English-language learners taught subject-matter courses such as mathematics, science, and social studies? Are any of them taught—(a) In their native language? (b) Using ESL, bilingual, or immersion techniques? (c) In regular English-speaking classrooms? (38a–38c)
- CHARTER SCHOOL INFORMATION
 - Which of the following best describes the origin of this public charter school? (49);
 - Who granted the current charter? (50)
 - Which of the following best describes the governance structure of this public charter school? (51)

Private School Questionnaire

Private School Questionnaire—2007–08 SASS Questions Not Included in the 2011–12 SASS

- GENERAL INFORMATION AND SCHOOL AFFILIATION
 - Does this school have its own website? (11)
 - How often is the website updated? (12)
 - Can teachers at this school have individual web pages located on the school’s website? (13)
 - Is this ENTIRE SCHOOL specifically for students who have been suspended or expelled, who have dropped out, or who have been referred for behavioral or adjustment problems? (18)
 - To which of the following associations or organizations does this school belong? SPECIAL EMPHASIS—Bilingual School Association (BSA); Council of Bilingual Education (CBE); Council for Exceptional Children (CEC); National Association of Bilingual Education (NABE) (22)
- TUITION AND ADMISSIONS

- Does this school currently have one or more students supported through a publicly-funded tuition voucher program? If so, how many students participate at this school? If not, is this school approved to receive students under a publicly-funded tuition voucher program? (27)
- **STUDENTS AND CLASS ORGANIZATION**
 - Does this school have students in one or more of grades 9–12? (31)
 - Are the following opportunities available for students in grades 9–12 in this school? (a) Dual or concurrent enrollment that offers both high school and college credit funded by the school; (b) Career and technical education courses; (c) Work-based learning or internships outside of school, in which students earn COURSE CREDITS for supervised learning activities that occur in paid or unpaid workplace assignments; (d) Specialized career academy (32a–32d)
 - LAST summer (2007) or LAST school year (2006–07), were summer school activities or academic intersessions provided AT THIS SCHOOL for students who sought ACADEMIC ASSISTANCE? (35)
 - LAST summer (2007) or LAST school year (2006–07), were summer school activities or academic intersessions provided AT THIS SCHOOL for students who sought ACADEMIC ADVANCEMENT OR ENRICHMENT? (36)
- **STAFFING**
 - Of the full-time and part-time TEACHERS in this school around the first of October, how many were—Total Teachers (45f)
 - On the most recent school day, how many SHORT-TERM substitute teachers of any grades K–12 were teaching at this school? (48)
- **RECRUITMENT AND HIRING OF TEACHERS**
 - LAST SCHOOL YEAR (2006–07), how many teachers of the following types were DISMISSED or did not have their contracts renewed as a result of poor performance? (a) Nontenured teachers; (b) Tenured teachers (62a–62b)

Private School Questionnaire—Questions Added to the 2011–12 SASS

- **GENERAL INFORMATION AND SCHOOL AFFILIATION**
 - Around the first of October, how many students in grades K–12 and comparable ungraded levels were enrolled in this school? (3)
 - Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were—(e) Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin? (g) Two or more races, not of Hispanic or Latino origin? (6e, 6g)
- **ADMISSIONS, PROGRAMS, AND TUITION**
 - Does this school use the following requirements when deciding whether to admit students? Signed school-parent compact (This is an agreement between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school’s policies.) (24b[8])
 - This school year, did any students enroll in this school as a result of a lottery draw? (25)
 - Are the following programs or services currently available AT THIS SCHOOL for students in any of grades K–12 or comparable ungraded levels, regardless of funding source? Before-school or after-school program providing instruction beyond the normal school day for students who seek academic advancement or enrichment (27b)
- **STAFFING**
 - Of the full-time and part-time TEACHERS in this school around the first of October, how many were—(e) Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin? (g) Two or more races, not of Hispanic or Latino origin? (38e, 38g)
 - Does this school have a policy to encourage teacher attendance or prevent teachers from using an excessive amount of unplanned leave? (40)

- Do any of the teachers or staff have the following coaching assignments in this school? (A coach works with teachers. Coaching includes observing lessons, providing feedback, and demonstrating teaching strategies.)—General instructional/Not subject-specific coach (41b[4])
- SPECIAL PROGRAMS AND SERVICES
 - Does this school have instruction specifically designed to address the needs of students with limited-English proficiency, also known as English-language learners (ELLs)? (45)
 - How are English-language learners taught English? Are any of them taught—(a) Using ESL, bilingual, or immersion techniques? (b) In regular English-speaking classrooms? (46a-46b)
 - How are English-language learners taught subject-matter courses such as mathematics, science, and social studies? Are any of them taught—(a) In their native language? (b) Using ESL, bilingual, or immersion techniques? (c) In regular English-speaking classrooms? (47a-47c)
 - Does this school have any prekindergarten students? (51a)
 - Around the first of October, how many prekindergarten students were enrolled in this school? (51b)
 - In head counts, how many designated Title I teachers were teaching AT THIS SCHOOL around the first of October? (56)
- RECRUITMENT AND HIRING OF STAFF
 - How easy or difficult was it to fill the vacancies for this school year in each of the following fields? Other (57b[13])
 - For this school year, was the principal newly hired by this school? (60)
 - Did this school use any incentives to recruit its last newly hired principal? (61)
 - LAST SCHOOL YEAR (2010–11), how many total teachers were DISMISSED or did not have their contracts renewed? (62)
 - From the reasons listed above, what was the most common reason that teachers were dismissed or did not have their contracts renewed last school year? (63a)
 - From the reasons listed above, what was the SECOND most common reason that teachers were dismissed or did not have their contracts renewed last school year? (63b)
 - From the reasons listed above, what was the THIRD most common reason that teachers were dismissed or did not have their contracts renewed last school year? (63c)
- PRINCIPAL/SCHOOL HEAD AND TEACHER COMPENSATION
 - According to the salary schedule, what is the normal yearly base salary for—A teacher with a master’s degree and 15 years of teaching experience? (66e)
 - How many days is the normal contract year for a principal in this school? (71)
 - Is there a tenure system for principals in this school? (72)

Public School Questionnaire (With District Items)

Public School Questionnaire (With District Items)—2007–08 SASS Questions Not Included in the 2011–12 SASS

- GENERAL INFORMATION ABOUT THIS SCHOOL
 - Does this school have its own website OR a web page that is located on the district’s website? (13)
 - How often is the website or web page updated? (14)
 - Can teachers at this school have individual web pages located on the school’s website or web page? (15)
- ADMISSIONS AND PROGRAMS

- Is this magnet program intended to encourage students of different racial or ethnic backgrounds to enroll in this school for the purpose of creating racial balance or reducing racial isolation? (18c)
- Where were these [academic assistance] activities provided for students enrolled in this school? (21b)
- Where were these [academic advancement or enrichment] activities provided for students enrolled in this school? (22b)
- GRADUATION REQUIREMENTS
 - What percentage [of students enrolled in 12th grade] graduated with a diploma? (32b)
- STAFFING
 - Of the full-time and part-time TEACHERS in this school around the first of October, how many were—Total Teachers? (34f)
- CHARTER SCHOOLS AND HOMESCHOOLING
 - Approximately what percentage of students enrolled in this school are homeschooled students? (66b)
 - At which location(s) are homeschooled students instructed? (66c)
 - Does this school monitor the progress of homeschooled students? (67)

Public School Questionnaire (With District Items)—Questions Added to the 2011–12 SASS

- GENERAL INFORMATION ABOUT THIS SCHOOL
 - Does this school offer the following grades? Prekindergarten (1)
 - Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were—(e) Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin? (g) Two or more races, not of Hispanic or Latino origin? (5e, 5g)
- ADMISSIONS AND PROGRAMS
 - Does this school use the following requirements when deciding whether to admit students? Signed school-parent compact (This is an agreement between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school’s policies.) (14b[8])
 - This school year, did any students enroll in this school as a result of a lottery draw? (15)
 - Are the following programs or services currently available AT THIS SCHOOL for students in any of grades K–12 or comparable ungraded levels, regardless of funding source? Before-school or after-school program providing instruction beyond the normal school day for students who seek academic advancement or enrichment (18b)
- STUDENTS AND CLASS ORGANIZATION
 - Are the following opportunities available for students in grades 9–12 in this school? Dual or concurrent enrollment that offers both high school and college credit—Is this funded by the school or district? (24a[1])
- STAFFING
 - Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school? TOTAL number of full- and part-time teachers (25c)
 - Of the full-time and part-time TEACHERS in this school around the first of October, how many were—(e) Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin? (g) Two or more races, not of Hispanic or Latino origin? (26e, 26g)
 - Do any of the teachers or staff have the following coaching assignments in this school? (A coach works with teachers. Coaching includes observing lessons, providing feedback, and demonstrating teaching strategies.)—General instructional/Not subject-specific coach (28b[4])

- Does this school have a policy to encourage teacher attendance or prevent teachers from using an excessive amount of unplanned leave? (30)
- **RECRUITMENT AND HIRING OF STAFF**
 - How easy or difficult was it to fill the vacancies for this school year in each of the following fields? Other (31b[13])
 - LAST SCHOOL YEAR (2010–11), how many teachers of the following types were DISMISSED or did not have their contracts renewed? Total teachers who were DISMISSED or did not have their contracts renewed (34a)
 - LAST SCHOOL YEAR (2010–11), how many teachers of the following types were DISMISSED or did not have their contracts renewed? Total teachers who were dismissed or did not have their contracts renewed as a result of POOR PERFORMANCE (34b)
 - From the reasons listed above, what was the most common reason that teachers were dismissed or did not have their contracts renewed last school year? (35a)
 - From the reasons listed above, what was the SECOND most common reason that teachers were dismissed or did not have their contracts renewed last school year? (35b)
 - From the reasons listed above, what was the THIRD most common reason that teachers were dismissed or did not have their contracts renewed last school year? (35c)
 - For this school year, was the principal newly hired by this school? (36)
 - Did this school use any incentives to recruit its last newly hired principal? (37)
 - Does this school have a training or development program for aspiring school administrators? (38)
- **TEACHER COMPENSATION**
 - According to the salary schedule, what is the normal yearly base salary for—A teacher with a master’s degree and 15 years of teaching experience? (41e)
- **TEACHER AND PRINCIPAL CONTRACTS**
 - Does this school have an agreement with a principals’ association or union for the purpose of meet-and-confer discussions or collective bargaining? (“Meet-and-confer” discussions are for the purpose of reaching non-legally-binding agreements. Collective bargaining agreements are legally-binding agreements.) (48)
 - How many days is the normal contract year for a principal in this school? (49)
 - Is there a tenure system for principals in this school? (50)
- **GRADUATION REQUIREMENTS**
 - How many students were enrolled in 12th grade around October 1, 2010? (56b)
 - LAST school year (2010–11), how many students graduated from the 12th grade with a diploma? (57a)
- **SPECIAL PROGRAMS AND SERVICES**
 - Does this school have instruction specifically designed to address the needs of students with limited-English proficiency, also known as English-language learners (ELLs)? (61)
 - How are English-language learners taught English? Are any of them taught—(a) Using ESL, bilingual, or immersion techniques? (b) In regular English-speaking classrooms? (62a and 62b)
 - How are English-language learners taught subject-matter courses such as mathematics, science, and social studies? Are any of them taught—(a) In their native language? (b) Using ESL, bilingual, or immersion techniques? (c) In regular English-speaking classrooms? (63a–63c)
- **CHARTER SCHOOLS AND HOMESCHOOLING INFORMATION**
 - Which of the following best describes the origin of this public charter school? (74)
 - Who granted the current charter? (75)
 - Which of the following best describes the governance structure of this public charter school? (76)

- **SCHOOL PERFORMANCE**
 - At the end of the LAST SCHOOL YEAR (2010–11), did this SCHOOL make Adequate Yearly Progress (AYP)? (Adequate Yearly Progress is the state’s measure of yearly progress toward achieving state academic standards.) (78)
 - At the end of the LAST SCHOOL YEAR (2010–11), was this SCHOOL identified for improvement due to Adequate Yearly Progress (AYP) requirements? (For most states, a school is identified for improvement if it fails to make Adequate Yearly Progress for two consecutive years or more in the same content area.) (79)

Teacher Questionnaire

Teacher Questionnaire—2007–08 SASS Questions Not Included in the 2011–12 SASS

- **CERTIFICATION AND TRAINING**
 - Did you receive the following kinds of support during your FIRST year of teaching? Ongoing guidance or feedback from a master or mentor teacher (39f)
- **PROFESSIONAL DEVELOPMENT**
 - From the list of topics below, select the three that are your top priorities for YOUR OWN professional development—(1) Student discipline and classroom management; (2) Teaching students with special needs (e.g., disabilities, special education); (3) Teaching students with limited-English proficiency; (4) Use of technology in instruction; (5) The content of the subject(s) I primarily teach; (6) Content standards in the subject(s) I primarily teach; (7) Methods of teaching; (8) Student assessment; (9) Communicating with parents; (10) Other, please specify (40)
- **WORKING CONDITIONS**
 - Do you use the following to communicate with parents or students outside of the regular school day? (a) E-mail or list-serve to send out group updates or information; (b) E-mail to address individual questions or concerns; (c) Online bulletin board for class discussion; (d) Course or teacher web page; (e) Course or teacher blog; (f) Real-time, typed “conversations” through instant messaging (53a–53f)

Teacher Questionnaire—Questions Added to the 2011–12 SASS

- **GENERAL INFORMATION**
 - In how many schools have you taught at the elementary or secondary level? (10)
 - Excluding time spent on maternity/paternity leave or sabbatical, how many school years have you worked as an elementary- or secondary-level teacher in public, public charter or private schools? (11)
 - Of the school years you have worked as an elementary- or secondary-level teacher in public, public charter, or private schools, how many were—(a) In public and private schools during the SAME school year? (b) In public schools only? (12a, 12b)
- **CLASS ORGANIZATION**
 - Are you intentionally assigned to instruct the same group of students for more than one year (e.g., looping)? (17)
- **EDUCATION AND TRAINING**
 - Did you have a minor field of study? (25g)
 - What was your minor field of study? (25h)
 - Was at least a portion of the cost of your master’s degree paid for by a STATE, SCHOOL, or SCHOOL DISTRICT in which you taught? (27b)
 - Did you have any practice or student teaching? (31a)

- In your FIRST year of teaching, how well prepared were you to—(g) Use data from student assessments to inform instruction? (h) Meet state content standards? (33g,33h)
- In your FIRST year of teaching, did you work closely with a master or mentor teacher who was assigned by your school or district? (36a)
- How frequently did you work with your master or mentor teacher during your first year of teaching? (36b)
- Has your master or mentor teacher ever instructed students in the same subject area(s) as yours? (36c)
- Overall, to what extent did your assigned master or mentor teacher improve your teaching in your first year of teaching? (36d)
- CERTIFICATION
 - In what content area(s) do you hold a National Board for Professional Teaching Standards certificate? (39b)
 - Have you taken the following tests? The Praxis III: Teacher Performance Assessment in a specific content area (40[5])
- PROFESSIONAL DEVELOPMENT
 - In the past 12 months, did you participate in any of the following professional development activities? (a) University course(s) related to teaching? How many? (b) Observational visits to other schools? How many? (c) Workshops, conferences, or training sessions in which you were a presenter? How many? (d) Other workshops, conferences, or training sessions in which you were NOT a presenter? How many? (43a–43d)
 - As a result of completing these professional development activities, did you receive credits toward re-certification or advanced certification in your main teaching assignment or other teaching field(s)? (51)
 - For the professional development in which you participated in the past 12 months, did you receive the following types of support? (a) Release time from teaching (i.e., your regular teaching responsibilities were temporarily assigned to someone else); (b) Scheduled time in the contract year for professional development; (c) Stipend for professional development activities that took place outside of regular work hours; (d) Full or partial reimbursement of college tuition; (e) Reimbursement for conference or workshop fees; (f) Reimbursement for travel and/or daily expenses (52a–52f)
 - In the past 12 months, did you do any of the following? (a) Engage in individual or collaborative research on a topic of interest to you professionally; (b) Participate in regularly scheduled collaboration with other teachers on issues of instruction; (c) Observe, or be observed by, other teachers in your classroom (for at least 10 minutes) (53a–53c)
- WORKING CONDITIONS
 - During this school year, do you or will you—Serve as a formal mentor or mentor coordinator in your school or district? (57f)
 - How often are you INFORMALLY evaluated? (59a)
 - How often are you rated in a FORMAL evaluation? (59b)
 - Were you, or are you going to be, rated in a FORMAL evaluation this school year? (60a)
 - Are student test score outcomes or test score growth included as an evaluation criterion in your FORMAL evaluation this school year? (60b)
- SCHOOL CLIMATE AND TEACHER ATTITUDES
 - How much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas? (a) Setting performance standards for students at this school; (b) Establishing curriculum; (c) Determining the content of in-service professional development programs; (d) Evaluating teachers; (e) Hiring new full-time teachers; (f) Setting discipline policy; (g) Deciding how the school budget will be spent (61a–61g)

- To what extent do you agree or disagree with each of the following statements? I make a conscious effort to coordinate the content of my courses with that of other teachers. (63r)
- GENERAL EMPLOYMENT AND BACKGROUND INFORMATION
 - DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system based on your students' performance (e.g., through a merit pay or pay-for-performance agreement)? How much? (72)
 - During the CURRENT SCHOOL YEAR do you, or will you, receive a retirement pension check paid from a teacher retirement system? How much? (75)
 - Does your school, district, or school system offer tenure? (77a)
 - Are you tenured at your current school? (77b)
 - What is your current marital status? (79)

Private School Teacher Questionnaire

Private School Teacher Questionnaire—2007–08 SASS Questions Not Included in the 2011–12 SASS

- CERTIFICATION AND TRAINING
 - Did you receive the following kinds of support during your FIRST year of teaching? (39f)
- PROFESSIONAL DEVELOPMENT
 - From the list of topics below, select the three that are your top priorities for YOUR OWN professional development—(1) Student discipline and classroom management; (2) Teaching students with special needs (e.g., disabilities, special education); (3) Teaching students with limited-English proficiency; (4) Use of technology in instruction; (5) The content of the subject(s) I primarily teach; (6) Content standards in the subject(s) I primarily teach; (7) Methods of teaching; (8) Student assessment; (9) Communicating with parents; (10) Other, please specify (40)
- WORKING CONDITIONS
 - Do you use the following to communicate with parents or students outside of the regular school day? (a) E-mail or list-serve to send out group updates or information; (b) E-mail to address individual questions or concerns; (c) Online bulletin board for class discussion; (d) Course or teacher web page; (e) Course or teacher blog; (f) Real-time, typed “conversations” through instant messaging (53a–53f)
- GENERAL EMPLOYMENT AND BACKGROUND INFORMATION
 - Are you a member of a teachers' union or an employee association similar to a union? (67)
 - Are you enrolled in a state- or federally-recognized tribe? (70b)

Private School Teacher Questionnaire—Questions Added to the 2011–12 SASS

- GENERAL INFORMATION
 - In how many schools have you taught at the elementary or secondary level? (10)
 - Excluding time spent on maternity/paternity leave or sabbatical, how many school years have you worked as an elementary- or secondary-level teacher in public, public charter or private schools? (11)
 - Of the school years you have worked as an elementary- or secondary-level teacher in public, public charter, or private schools, how many were—(a) In public and private schools during the SAME school year? (c) In private schools only? (12a, 12c)
- CLASS ORGANIZATION
 - Are you intentionally assigned to instruct the same group of students for more than one year (e.g., looping)? (17)
- EDUCATION AND TRAINING

- Did you have a minor field of study? (25g)
- What was your minor field of study? (25h)
- Was at least a portion of the cost of your master’s degree paid for by a STATE, SCHOOL, or SCHOOL DISTRICT in which you taught? (27b)
- Did you have any practice or student teaching? (31a)
- In your first year of teaching, how well prepared were you to—Use data from student assessments to inform instruction? (33g)
- In your FIRST year of teaching, did you work closely with a master or mentor teacher who was assigned by your school or district? (36a)
- How frequently did you work with your master or mentor teacher during your first year of teaching? (36b)
- Has your master or mentor teacher ever instructed students in the same subject area(s) as yours? (36c)
- Overall, to what extent did your assigned master or mentor teacher improve your teaching in your first year of teaching? (36d)
- CERTIFICATION
 - In what content area(s) do you hold a National Board for Professional Teaching Standards certificate? (40b)
 - Have you taken the following tests? (5) The Praxis III: Teacher Performance Assessment in a specific content area (41[5])
- PROFESSIONAL DEVELOPMENT
 - In the past 12 months, did you participate in any of the following professional development activities? (a) University course(s) related to teaching? How many? (b) Observational visits to other schools? How many? (c) Workshops, conferences, or training sessions in which you were a presenter? How many? (d) Other workshops, conferences, or training sessions in which you were NOT a presenter? How many? (43a–43d)
 - As a result of completing these professional development activities, did you receive credits toward re-certification or advanced certification in your main teaching assignment or other teaching field(s)? (51)
 - For the professional development in which you participated in the past 12 months, did you receive the following types of support? (a) Release time from teaching (i.e., your regular teaching responsibilities were temporarily assigned to someone else); (b) Scheduled time in the contract year for professional development; (c) Stipend for professional development activities that took place outside regular work hours; (d) Full or partial reimbursement of college tuition; (e) Reimbursement for conference or workshop fees; (f) Reimbursement for travel and/or daily expenses (52a–52f)
 - In the past 12 months, did you do any of the following? (a) Engage in individual or collaborative research on a topic of interest to you professionally; (b) Participate in regularly scheduled collaboration with other teachers on issues of instruction; (c) Observe, or be observed by, other teachers in your classroom (for at least 10 minutes) (53a–53c)
- WORKING CONDITIONS
 - During this school year, do you or will you—(f) Serve as a formal mentor or mentor coordinator in your school? (57f)
 - How often are you INFORMALLY evaluated? (59a)
 - How often are you rated in a FORMAL evaluation? (59b)
 - Were you, or are you going to be, rated in a FORMAL evaluation this school year? (60a)
 - Are student test score outcomes or test score growth included as an evaluation criterion in your FORMAL evaluation this school year? (60b)
- SCHOOL CLIMATE AND TEACHER ATTITUDES

- How much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas? (a) Setting performance standards for students at this school; (b) Establishing curriculum; (c) Determining the content of in-service professional development programs; (d) Evaluating teachers; (e) Hiring new full-time teachers; (f) Setting discipline policy; (g) Deciding how the school budget will be spent (61a–61g)
- To what extent do you agree or disagree with each of the following statements? (r) I make a conscious effort to coordinate the content of my courses with that of other teachers (63r)
- GENERAL EMPLOYMENT AND BACKGROUND INFORMATION
 - DURING THE SUMMER OF 2011, did you have any earnings from—(a) Teaching summer school in this or any other school? How much? (1) Did all of these earnings come from your current school? (69a[1])
 - DURING THE SUMMER OF 2011, did you have any earnings from—(b) Working in a non-teaching job in this or any other school? How much? (1) Did all of these earnings come from your current school? (69b[1])
 - DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system based on your students’ performance (e.g., through a merit pay or pay-for-performance agreement)? How much? (72)
 - During the CURRENT SCHOOL YEAR do you, or will you, receive a retirement pension check paid from a teacher retirement system? How much? (75)
 - Does your school offer tenure? (77a)
 - Are you tenured at your current school? (77b)
 - What is your current marital status? (79)

School Library Media Center Questionnaire

School Library Media Center Questionnaire—2007–08 SASS Questions Not Included in the 2011–12 SASS

- 2007–08 FACILITIES, SERVICES, AND POLICIES
 - Can this library media center accommodate a full class of students at one time? (2)
 - If a full class is working in the library media center, can other activities be accommodated concurrently, such as production activities, conferences, small group work, or individual browsing? (3)
 - During the most recent full week of school, was this library media center used as a classroom, due to a classroom shortage? (4)
 - How frequent are the scheduled periods? (6)
 - Does this library media center have a library policy and procedures manual? (12)
- 2007–08 INFORMATION LITERACY
 - Does this school have formal information literacy standards? (26)
 - Does this library media center receive formal feedback on students’ information literacy skills? (29)
 - In the past TWELVE months, have any paid professional library staff in this school received formal training on information literacy instruction? (30)

School Library Media Center Questionnaire—Questions Added to the 2011–12 SASS

- FACILITIES, SERVICES, AND POLICIES
 - Is the library media center open to community members who do not attend this school and do not have children who attend this school? (4)

- May community members who do not attend this school and do not have children who attend this school use the library media center during the following times? (a) During regular school hours; (b) During the week, outside of regular school hours; (c) On weekends, outside of regular school hours (5a–5c)
- May community members who do not attend this school and do not have children who attend this school use library media center computer workstations to access the Internet? (6a)
- Which of the following reasons best describes why community members who do not attend this school and do not have children who attend this school cannot use library media center computer workstations to access the Internet? (6b)
- TECHNOLOGY & INFORMATION LITERACY
 - Does the school provide access to online, licensed databases to students from the following locations? (b) In the school library media center (20b)

Methodological and Procedural Changes

The 2011–12 SASS used a similar methodology as the 2007–08 SASS—a mail-based survey with telephone and field follow-up. During telephone follow-up, interviewers called schools with one or more outstanding questionnaires to remind staff to complete and return them. During field follow-up, local Census Bureau field representatives contacted schools via telephone or personal visits. Several changes were implemented to improve the efficiency of the data collection methodology. These changes included attempts to collect the Teacher Listing Form (TLF) from districts, using an internet-based Control Center to help facilitate communications with school staff about school-level questionnaires, using an internet-based instrument to collect data from public and private school teachers, mailing the School District Questionnaire to all school districts that had one of their charter schools in sample for SASS,⁶ and beginning data collection at a later date. These changes are discussed in-depth in the individual sections below.

Teacher Listing Form

The Teacher Listing Form (TLF) collects the name and selected information for every SASS-eligible teacher in SASS sampled schools. In the 2007–08 SASS, the TLF was mailed to all sampled schools at the beginning of the school year. For the 2011–12 SASS, school districts were asked in advance whether they would be able to provide an electronic file of teachers; if they indicated they would be able to, they were asked to do so at the start of data collection. If the school district indicated that they would not be able to do so, then the paper TLF was mailed to the individual schools at the start of data collection. Later during data collection, paper TLFs were mailed to schools if their school district did not provide a list of teachers. Although schools were not specifically asked to provide an electronic file of teachers, the option to upload a file of teachers was available in the Control Center (discussed below).

In addition to the methodological change regarding how the teacher lists were collected, two changes were made in the information requested on the TLF. In the 2007–08 SASS, an item was added that asked whether or not the teacher was expected to be teaching in the school the subsequent school year. This item was added in an attempt to increase the number of leavers and movers (i.e., teachers who left the teaching profession and teachers who began teaching in a different school from the prior school year) in

⁶ There were two regular districts that contained only charter schools. The schools within these districts were part of the school sample and received the Public School Questionnaire (With District Items); however, due to operational error, the associated districts themselves were not mailed a District Questionnaire. In addition, 40 regular school districts only had a single dependent charter school sampled. These schools received the Public School Questionnaire (With District Items) and due to operational error, the associated districts were not mailed a District Questionnaire. These 42 districts were classified as noninterviews on the Public School District data file.

the Teacher Follow-up Survey sample. However, the item was not effective,⁷ so the question was not included for the 2011–12 TLF. Additionally, the teacher experience categories were expanded to include a separate category for teachers who were in their first year of teaching. For more information on teacher sampling, see chapter 4.

Internet-Based Control Center

As was done with the 2007–08 SASS, a survey coordinator was established, if possible, at the school. Survey coordinators functioned as the main contact for all survey operations within the school. Having one point of contact expedited the process of following-up on outstanding questionnaires and was less burdensome to the school. During the 2011–12 SASS, survey coordinators were established in approximately 76.5 percent of sampled schools.

For the 2011–12 SASS, the survey coordinator was given access to a SASS “Control Center.” The Control Center was used to display which questionnaires were received and which had not been completed. When Census Bureau staff called survey coordinators to check on the status of questionnaires, both the Census Bureau staff and the school staff could access the Control Center to see which questionnaires had not been completed. The Control Center also enabled survey coordinators, as well as Census Bureau staff, to request a replacement questionnaire for any questionnaire that was lost or damaged.

Internet-Based Teacher Questionnaires

The Teacher and Private School Teacher Questionnaires were primarily internet-based for the 2011–12 SASS. The 2011–12 SASS was the first time that internet-based Teacher and Private School Teacher Questionnaires were offered. Once teachers were selected for the survey, they were mailed an invitation to complete the internet-based questionnaire. They were later mailed a reminder letter that provided instructions to complete the internet-based questionnaire and informed them that they could request a paper version of the questionnaire to complete. All sampled teachers who had not yet completed the survey were eventually mailed a paper questionnaire as a final attempt to collect their data. The date at which they were mailed a paper questionnaire was dependent on when they were selected for sample. Of the teachers sampled for the survey, 45.5 percent of public school teachers and 30.7 percent of private school teachers completed the survey via the internet-based questionnaire. The telephone center staff completed 0.6 percent of public school teacher and 0.6 percent of private school teacher interviews using the internet-based questionnaire. The paper questionnaire was completed by 24.5 percent of public school teachers and 27.5 percent of private school teachers.

Chapter 5 on data collection provides additional details on the methodology for the 2011–12 SASS, as well as a brief evaluation of the methodology.

Interviewing Districts With a Dependent Charter School in Sample

For the 2007–08 SASS, school districts governing sampled public charter schools were not intentionally sampled. Most of these districts were still sampled though because one of their traditional public schools was included in the school sample for SASS. For the 2011–12 SASS, all schools sampled as public charter schools received the Public School Questionnaire (With District Items), as they had in the 2007–

⁷ In 2007–08 SASS, teachers were stratified by the expecting to leaver variable. However, during TFS sampling, it was observed that a strong majority of movers and leavers did not come from the expected to leave teacher stratum. Therefore, the variable was determined to be ineffective in predicting which teachers would become movers or leavers in TFS.

08 SASS, and districts associated with these charter schools were also sampled and sent the School District Questionnaire.

Later Start to Data Collection Schedule

For the 2007–08 SASS, data collection began on August 28, 2007, with the mail-out of the initial school package. For the 2011–12 SASS, data collection for the school-level questionnaires was originally scheduled to start on September 12, 2011. Data collection was scheduled to begin later in 2011 than it did in 2007 to allow time for all schools to begin their school year prior to receiving the questionnaire package. The initial mail-out for the 2011–12 SASS was delayed until October 11, 2011, due to delays in receiving OMB clearance to conduct the data collection. The data collection follow-up activities for the school-level questionnaires were originally scheduled to end on March 30, 2012, but were extended until May 4, 2012. School-level questionnaires continued to be accepted and keyed until May 18, 2012. Data collection follow-up activities for teacher questionnaires were originally scheduled to end on May 11, 2012, but were extended until June 1, 2012. The internet instrument remained active and paper questionnaires were accepted until June 22, 2012. See chapter 5 for a detailed description of the data collection schedule and methodology.

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Chapter 3. Preparation for the 2011–12 SASS

The National Center for Education Statistics (NCES) and the U.S. Census Bureau continually work to improve the questionnaire content and procedures for the Schools and Staffing Survey (SASS). Prior to the administration of the 2011–12 SASS, the data collection methodology and survey content were examined, tested, and improved. Exhibit 2 presents a summary of the research conducted. The full reports are included as appendixes F through H.

Exhibit 2. Summary of research conducted for the 2011–12 SASS

Report Titles	Methodology	Study period	Respondent(s)	Key areas of focus
Summary of the 2009 Field Test Findings and Recommendations for the 2011–12 SASS Methodology	Field test	10/2009–3/2010	District and school	Methodology
Cognitive Testing of Schools and Staffing Survey Items, Summary of Findings and Recommendations	Cognitive interviews	Spring/summer 2010	District, principal, and teacher	Content; methodology
Cognitive Testing of Schools and Staffing Survey Items, Summary of Findings and Recommendations	Cognitive interviews	Spring 2011	Principal and teacher	Content

Research on New SASS Methodology

SASS Field Test

The Teacher Listing Form (TLF) collects the name, subject matter, full- or part-time status, and teaching experience for every eligible teacher in SASS sampled schools. For the 2007–08 SASS, the initial package of materials mailed to selected schools included the TLF as well as the School Questionnaire, Principal Questionnaire, and School Library Media Center Questionnaire (for public schools only). After the packages were mailed, a Census Bureau interviewer called the school to verify basic information and remind the appropriate school staff member to complete the TLF and return it as soon as possible. The Census Bureau continued to remind school staff to complete the TLF in subsequent reminder phone calls that occurred during the first three weeks of October 2007. A local Census Bureau field representative contacted schools that had not returned their completed TLF from mid-October through mid-November 2007. Schools that did not complete the TLF during or prior to the field follow-up operation were reminded to complete the TLF and other outstanding questionnaires during subsequent phone calls that took place from late November 2007 until early February 2008. Although this methodology was successful in obtaining a sufficient TLF response rate (86.7 percent for public schools and 83.3 percent for private schools, respectively), the Census Bureau sought to collect the TLF information more efficiently.

The Census Bureau proposed that many school districts could provide an electronic list of teachers at the beginning of the school year for all of the schools selected in their district, which would reduce the response burden for sampled schools, allow Teacher Questionnaires to be mailed out earlier in the school year, eliminate the need for a separate field follow-up operation for the TLF, and reduce the amount of data keying for the TLF. Therefore, the Census Bureau conducted a field test of the newly proposed collection methodology for the TLF. A complete report of the methodology and detailed findings is in “Appendix F. Summary of the 2009 Field Test Findings and Recommendations for the 2011–12 SASS.” The 2009 field test examined the feasibility of:

- Collecting the teacher data electronically; and
- Collecting teacher data from districts with sampled schools rather than from each individual school.

The following sections present a summary of this research.

Field Test Sampling Plan

The Census Bureau planned to sample 100 districts of varying sizes and approximately 500 associated schools for the field test. The sample was intended to mimic past SASS district samples in terms of geographic dispersion, district enrollment sizes, and grade levels offered. The resulting sample contained 100 public school districts from 37 states. The Census Bureau sampled medium and large districts (those with enrollment of more than 2,200 students) more heavily than smaller districts.

After the sample of 100 districts was drawn, the Census Bureau sampled approximately 500 schools from these districts. The number of schools selected from each district varied considerably depending on the total enrollment size of the district and the number of schools affiliated with the district. The variation in the number of schools selected in each district was determined based on the proportion of schools selected from districts of varying sizes from the 2007–08 SASS.

Among the schools sampled for the field test, the enrollment size varied considerably. The overall distribution of schools by enrollment size approximated that of the 2007–08 SASS school sample. In addition, the distribution of the sampled schools by school levels (elementary, secondary, combined) was similar to that of the 2007–08 school sample.

Field Test Methodology

The field test was designed to address the issues of feasibility (i.e., could and would the districts provide data), file format (the software containing the data), and data quality (accuracy of data from districts versus schools). To address the issues of feasibility and file format, the Census Bureau split the district sample into two distinct panels:

- Panel 1—Districts were asked to provide an electronic list of teachers in any format convenient for them. The Census Bureau provided an Excel template, but did not encourage its use.
- Panel 2—Districts were asked to provide an electronic list of teachers using the Excel template provided; however, any format was accepted.

To address the issue of data quality (accuracy of data), the Census Bureau collected teacher list information from the sampled schools in addition to teacher lists from the districts. Schools were divided into three treatment groups. Within each group, they were divided again by whether the school's district was in panel 1 or panel 2. The three groups are listed below.

- Group A—Schools were asked to provide an electronic teacher list. Within this group, half the schools were asked to provide an electronic list of teachers in any format convenient for them. The other half of the schools were asked to provide an electronic list of teachers using the Excel template provided.
- Group B—Schools were asked to verify and correct, as necessary, a traditional TLF that was pre-printed with the information the district had provided. Schools received the same treatment regardless of their district's panel (whether the district was asked to provide list in Excel format or any format convenient for them).

- Group C—Schools were asked to provide information on the traditional paper TLF. Schools received the same treatment regardless of their district’s panel (whether the district was asked to provide list in Excel format or any format convenient for them).

The field test utilized a mail-based survey approach with telephone follow-up. Prior to the initial mail-out, Census Bureau staff called the school districts in order to determine the best person to receive the initial letter. The district and school initial letters were mailed in late November 2009. Reminder letters were mailed two weeks later. Census Bureau interviewers contacted districts and schools by telephone to remind them to upload their electronic list during January 2010. As lists were received, a verification mail-out and telephone follow-up were conducted on a flow basis from December 2009 through March 2010 for schools selected to verify the data the district provided for their school. After the field test, the Census Bureau contacted some of the districts by telephone for additional feedback. Table 2 presents the response rates for each district and school group.

Table 2. Unweighted response rates (in percentages) for teacher lists, by district and school group: 2009 SASS field test

Respondent type and group	District group	
	Electronic list— any format	Electronic list— Excel template
Districts (all districts: response rate=72.0)	64.0	80.0
Schools (all schools: response rate=52.7)		
Electronic list	25.4	49.0
Schools asked to verify pre-populated TLF	51.5	46.1
Schools asked to complete a paper TLF	82.4	74.0

SOURCE: U.S. Department of Commerce, U.S. Census Bureau, Schools and Staffing Survey (SASS) Field Test, 2009 (previously unpublished tabulation).

Key Findings From the Field Test

There are two components to the evaluation of the field test data. For the first component, Census Bureau staff evaluated the district response rates to assess the feasibility of collecting an electronic list of teachers from school districts. Analysis of the response rates provides strong evidence that the districts are both willing and able to provide TLF information in an electronic format in a timely manner. The overall district response rate, including districts that were asked to provide an electronic list of teachers in any format and districts that were asked to provide the list in Excel, was 72 percent. Table 2 shows that the districts that were asked specifically to provide the lists in an Excel spreadsheet responded at a higher rate (80 percent) than the districts that were asked to provide the list in any electronic format (64 percent). This suggests that asking for a common and familiar file format results in greater participation than a more flexible, but perhaps more ambiguous, request. To further examine the feasibility of collecting an electronic list of teachers from school districts, Census Bureau staff contacted some of the respondents and nonrespondents after the end of data collection to ask debriefing questions, including questions about file format, missing information, and whether nonresponding districts were able to provide teacher information. Two districts provided a file in a format other than Excel. Census Bureau staff asked these districts whether they could provide an Excel file if requested. One of the districts said they would be able to provide a file in Excel in the future, while the other could only provide a .pdf file. Census Bureau staff asked three districts that provided a file that was missing some of the requested information why they did not provide the information and from whom the information could be obtained. Two of the districts simply forgot to include some of the requested information; however, the third district could not provide current information for subject taught, full- or part-time status, or expected teaching status for the following year. Census Bureau staff asked 12 districts that did not provide a file if they have the ability to

provide at least some of the information electronically. Eleven of the 12 districts indicated that they could provide an electronic list of teachers. The results of the debriefing telephone calls indicated that most districts could provide the information requested in an Excel file.

For the second component of the field test evaluation, Census Bureau staff evaluated the quality of the data by comparing the list pair, that is, the teacher list for each school provided by the district and the corresponding school. These responses were verified either through independent or dependent verification. Sixty pairs of independently-provided district and school lists were compared. Census Bureau staff contacted schools and districts to verify any discrepancies between the two lists. Among these, 32 percent of the school lists and 23 percent of the district lists were determined to be more accurate overall. The remaining 45 percent of the lists provided by schools and districts were determined to be equally accurate. An additional 128 lists were verified through dependent verification. Sampled schools in the dependent verification group received a paper TLF prepopulated with the information the district provided. The schools were asked to verify the information provided and correct it if necessary. In 40 percent of these lists, the district list and school list were determined to be equally accurate.

Teacher discrepancies mainly consisted of either the school or district not having an updated roster of current teachers (including name changes from marriage), teachers being included who do not meet the SASS definition of a teacher, or the district not including a teacher for the sample school because the teacher works at more than one school. These mistakes seemed to happen because either the school or district did not respond consistently with the directions provided. Overall, considering teacher coverage as well as other data needed for sampling, the test indicated that the school and district data were at the same level of quality.

The results of these two evaluation components provide evidence that the new methodology is likely to provide comparable data in a timelier manner at a lower cost in the 2011–12 administration of the SASS compared to the 2007–08 SASS.

Chapter 2 provides details on the changes in the methodology between the 2007–08 and the 2011–12 SASS implementations. Chapter 5 provides details on the methodology for the 2011–12 SASS as well as a brief evaluation of the methodology.

Research on SASS Content

New items were proposed for the School District Questionnaire, School Questionnaire, Principal Questionnaire, and Teacher Questionnaire. These items were tested with appropriate school or district personnel in order to gather feedback.

Cognitive Interviews—2010

The Census Bureau contracted with ICF Macro to conduct a series of cognitive interviews to test newly proposed questions as well as some of the 2007–08 SASS questions for the 2011–12 SASS. The purpose of these interviews was to gather feedback on proposed and current questions for the district, school, principal, and teacher questionnaires, report the findings, and make recommendations for revisions, if necessary, to the items. A complete report of the methodology and detailed findings is in “Appendix G. Cognitive Testing of Schools and Staffing Survey Items Summary of Findings and Recommendations, September 2010.”

Methods

In the spring and summer of 2010, ICF Macro conducted a series of cognitive interviews with school district personnel, principals, and teachers. ICF Macro obtained participants from three sources: (1) a list provided by NCES of schools and educators in the prior SASS sampling frame; (2) a list purchased from an outside vendor; and (3) an ICF Macro database of educators. ICF Macro sent an e-mail to potential participants describing the study and offering an incentive to those who agreed to participate. Interested personnel who contacted ICF Macro by e-mail or telephone were screened and scheduled for an interview. ICF Macro conducted the interviews by telephone. The length of the interview averaged 45 to 60 minutes for each questionnaire. Before each interview, ICF Macro e-mailed a copy of the proposed items to the participant. Respondents for the teacher, principal, and school questionnaires were asked to print the materials, but not to review the items before the interview. Respondents for the district questionnaire were asked to review the items before the interview to make sure they had the information they would need to respond.

ICF Macro interviewed 12 school district representatives from 11 states to obtain their feedback on 15 items from the district questionnaire. Three representatives were from small districts (1,000 or fewer students), seven were from medium districts (1,001–3,500 students), and two were from large districts (3,500 or more students). District personnel answered questions that related to the following topics: teacher attendance, teacher hiring and dismissal, teacher compensation, high school diploma requirements, prekindergarten students, and participation in the National School Lunch Program. District personnel then responded to questions about their ability and willingness to provide information about the selected schools, including the grade range, operating status, principal's name and e-mail address, and a list of teachers. Nine of the questions were newly proposed questions while the remaining six were existing questions from the 2007–08 SASS. Four of the newly proposed questions were included on the 2011–12 School District Questionnaire, which contained 57 questions.

ICF Macro interviewed 12 principals to obtain their feedback on seven items in the school questionnaire and one item in the library media center questionnaire. Principals represented four elementary schools, four middle schools, and four high schools in eight states and the District of Columbia. Six of the principals worked in charter schools, five worked in public schools, and one worked in a private school. Principals answered questions that related to the following topics: admission requirements, programs and services offered, teaching vacancies, and the availability of the school library or library media center to community members. The charter school principals also answered questions about their school's origin and governance structure. Three of the questions were newly proposed questions for the school questionnaire, one of the questions was a newly proposed question for the library media center questionnaire, and the remaining four questions were existing questions from the 2007–08 SASS. All of the tested questions were included on the applicable questionnaire. The 2011–12 School Questionnaire contained 58 questions; the School Library Media Center Questionnaire contained 27 questions.

ICF Macro interviewed 12 additional principals to obtain their feedback on 14 items in the principal questionnaire. Principals represented four elementary schools, four middle schools, and four high schools in eight states and the District of Columbia. Principals answered questions that related to the following topics: licensure, educational goals, school accomplishments, school programs, parent participation, time use, and teacher evaluations. Thirteen of the questions were newly proposed questions or included new subitems, the remaining question was an existing question from the 2007–08 SASS. Thirteen of the newly proposed questions were included on the questionnaire, which contained 58 questions.

ICF Macro interviewed 16 teachers, including at least one teacher from every grade level in K–12, to obtain their feedback on 22 items in the teacher questionnaires. Teachers were selected from traditional public schools, public charter schools, and private schools in 10 states. The teachers interviewed had a

wide range of experience; however, all teachers interviewed had earned a bachelor’s degree and most also had a master’s degree. Teachers answered questions that related to the following topics: teaching experience, class organization, teacher preparation, certification, evaluations, and compensation. Ten of the questions were newly proposed questions or included new subitems, the remaining questions were existing questions from the 2007–08 SASS. Nine of the newly proposed questions were included on the questionnaire, which included 87 questions.

Key Findings From Testing Questionnaire Items

School District Questionnaire

ICF Macro recommended wording modifications for about half of the items tested. The main findings included the following:

- While about half of the participants were able to provide a count of short-term substitute teachers eligible to teach in their district, one participant did not have access to the number of available substitutes and two participants misinterpreted the item.
- Participants had some difficulties answering items regarding the criteria used in considering applicants for teaching positions in their district. In some cases, participants were unsure how to respond regarding criteria that are required for state certification but are not specifically considered by the district. Other difficulties stemmed from criteria that they consider for some, but not all, applicants.
- In general, participants were able to respond to the items regarding teacher dismissals.
- Most participants were able to respond to the items regarding the salary schedule for teachers; however, some were not sure whether to include stipends that teachers receive for education or special certifications.
- Most participants were able to answer the items regarding pay incentives for teachers; however, some were unsure how to respond regarding incentives that the state provides and whether to include incentives given to other school staff members.
- Most participants indicated that they did not have an “alternative compensation system” for employees; however, when answering the subsequent item, many indicated that they did offer permanent increases to base salary or a cash bonus for performance, certification, professional development, or hard-to-staff subjects.
- When answering the item regarding the number of years of science instruction required for a standard diploma, most participants could not distinguish between “Science” and “Physical or biological sciences.”
- The majority of participants were able to respond to the items regarding the National School Lunch Program; however, it was noted that the list of students approved for free or reduced-price lunches is constantly being updated.

School Questionnaire

ICF Macro recommended wording modifications for about half of the school questionnaire items tested. The main findings included the following:

- Participants were unsure how to respond to some of the items regarding admission requirements (e.g., schools that requested students’ academic record or standardized test results responded ‘yes’ even though these are used to determine academic level rather than deciding whether to admit students).

- Participants had different interpretations of the two items on extended day programs for academic assistance or enrichment. Some participants could not distinguish between these items.
- Participants had different interpretations of how to answer the item on teacher vacancies when considering if, when, and how the position was filled.
- Two thirds of participants did not accurately distinguish between the answer categories of “No positions in this school” and “No vacancy in this field” when responding to the item on the difficulty in filling teacher vacancies. Other participants had trouble distinguishing between the different classifications of science courses (biology or life sciences, physical sciences, and other natural sciences).
- Participants were able to answer the items regarding charter schools correctly.
- Several participants thought the wording of the question asking whether the library media center is open to community members was confusing.

Principal Questionnaire

ICF Macro recommended wording modifications for many of the principal questionnaire items tested. The main findings included the following:

- Participants were able to answer the item asking if they hold a license in “school administration” without any problems.
- Participants felt that there was significant overlap between the educational goals presented in the questionnaire.
- Participants interpreted the school accomplishment items differently, and many did not know when it was appropriate to answer, “not applicable.”
- While many of the items regarding parent or guardian participation were clear, participants had different interpretations of a written contract between school and parent.
- Participants often considered observations when responding to the items that ask about the frequency of formal evaluations, even when the observations were not part of a formal evaluation.
- Participants were unsure whether to include informal observations when providing the number of observations that are typically conducted prior to completing a teacher evaluation. Some participants provided the average number of observations, while others provided the maximum.
- For some participants, the number of informal or formal teacher evaluations may vary due to other circumstances, such as if the teacher is struggling.

Teacher Questionnaire

ICF Macro recommended wording modifications for many of the teacher questionnaire items tested. The main findings included the following:

- Many teachers had trouble responding correctly to the item asking what year they began teaching in their current school. For some teachers, this stemmed from not reading the instruction on how to answer if they had a break in service of one year or more. For another teacher, it was due to her teaching in multiple schools at the same time.
- Several participants thought the item asking about the number of years they have been teaching in public or private schools and the item asking how many of those years they worked full-time and how many they worked part-time could be combined.
- About half of the participants misunderstood the term “looping.”
- Participants were unsure whether to consider courses that included content on a particular teaching method or only courses where that teaching method was the main focus when answering items regarding the courses they’ve taken.

- Several participants had problems when answering the items regarding their teaching certificate. Difficulties arose from entering multiple content areas and not knowing which grade range box to mark when they only taught a subset of the grades listed.
- One participant included informal evaluations when responding to the item asking how often she is formally evaluated.

Key Findings From Questions Concerning Data Collection

In addition to testing district questionnaire items, ICF Macro asked school district representatives questions about collecting data on principals, teachers, and schools and about improving participation. A summary of the findings is below.

Principal Contact Information

- Most participants indicated that they would be willing to provide the names and e-mail addresses of the principals in their district.
- Most participants also indicated that their district had a public website with principal e-mail addresses.
- Depending on the district, the final list of schools and principals would be available between May and August 1.
- Participants would be willing to provide principals' names and e-mail addresses over the phone for up to about 10 schools.
- Participants would also be willing to provide principals' names and e-mail addresses via e-mail, fax, or by uploading a file to a secure website.

Teacher Contact Information

- Most participants would be willing to provide a list of all teachers working at their schools and would be able to identify those teachers who were in their first year of teaching.

Grade Range and Closing Information for Schools

- All participants would be willing and able to provide the grade range of schools in their district and be able to identify whether any of the schools had closed.

Ideas for Increasing Participation

- To increase survey participation, participants suggested providing a specific due date for when districts should respond, including a “press release” with more information about the survey, or providing more information about how participants' privacy would be ensured.

Cognitive Interviews—2011

The Census Bureau contracted with ICF Macro to conduct a second series of cognitive interviews for the 2011–12 SASS. The purpose of these interviews was to gather feedback on proposed questions for the principal and teacher questionnaires, report the findings, and make recommendations for revisions, if necessary, to the items. A complete report of the methodology and detailed findings is in “Appendix H. Cognitive Testing of Schools and Staffing Survey Items Summary of Findings and Recommendations, May 2011.”

Methods

In the spring of 2011, ICF Macro conducted a second series of cognitive interviews with principals and teachers. ICF Macro obtained participants from a list purchased from an outside vendor. ICF Macro sent an e-mail to potential participants describing the study and offering an incentive to those who agreed to participate. Interested personnel who contacted ICF Macro by e-mail or telephone were screened and scheduled for an interview. Recruitment focused on school districts with experience using student test score outcomes or growth as a criterion in principal and teacher evaluations. ICF Macro conducted the interviews by telephone. The length of the interviews averaged 15 to 20 minutes for the principal questionnaire and 25 to 30 minutes for the teacher questionnaire. Before each interview, ICF Macro e-mailed a copy of the proposed items to the participant. Respondents were asked to print the materials, but not to review the items before the interview.

ICF Macro interviewed nine principals to obtain their feedback on 1 question with 3 subitems in the principal questionnaire. Principals represented two elementary schools, four middle schools, and three high schools in seven states. Principals answered questions regarding their performance evaluations.

ICF Macro interviewed nine teachers, including four elementary school teachers, three middle school teachers, and two high school teachers, to obtain their feedback on four questions in the teacher questionnaire. The teachers were recruited from four different states. Teachers answered questions relating to their performance evaluations and certifications.

Key Findings From Testing Questionnaire Items

Principal Questionnaire

ICF Macro recommended wording modifications for one of the three items tested and one of the answer options. The main findings included the following:

- Principals were able to answer the item asking whether they were or would be rated in a formal evaluation. Participants generally had the same interpretation of a “formal evaluation.”
- Some participants for whom student test score outcomes or test score growth are not specifically included as an evaluation criterion in their formal evaluation responded that they were because these are measures of their school’s performance, which is used as an evaluation criterion.
- Most of the participants that reported being formally evaluated once a year indicated that their annual evaluation included several meetings.

Teacher Questionnaire

ICF Macro recommended wording modifications for one of the items tested and two of the answer options. They also recommended an additional instruction for two of the items. The main findings included the following:

- Participants had similar views regarding what was meant by an “informal” evaluation.
- One participant noted that the answer options for the item asking how often the teacher is informally evaluated were not mutually exclusive. This participant is informally evaluated multiple times a year, but no formal evaluations are required.
- Participants generally understood the item regarding the inclusion of student test score outcomes or test score growth as an evaluation criterion in their formal evaluations.

- Most participants did not have any difficulty in correctly answering the items regarding their certification(s).

The NCES used the feedback from the cognitive interviews to improve the SASS questionnaires. Chapter 2 discusses the changes made to the 2007–08 questionnaires for the 2011–12 SASS. The SASS questionnaires are available on the NCES website. “Appendix B. Questionnaire Availability” provides the website and instructions for accessing electronic files of the final 2011–12 SASS questionnaires.

Chapter 4. SASS Frame Creation and Sample Selection Procedures

This chapter discusses how the sampling frame was created and how cases were sampled for the 2011–12 Schools and Staffing Survey (SASS). The first major section discusses the creation of the frame for public and public charter schools, including schools deleted, added, and otherwise edited. Next, the public and public charter school sampling procedure is described. This is followed by a description of the district sampling. The next major section covers the private school frame creation and sampling. The final major section discusses teacher sampling.

Public and Public Charter School Sampling Frame and Sample Selection

Public and Public Charter Frame Creation

The foundation for the 2011–12 SASS public and public charter school frame was the 2009–10 Common Core of Data (CCD) non-fiscal file. CCD is based on administrative data collected annually by the National Center for Education Statistics (NCES) from each state education agency and from the Department of Defense (DoD) and the Bureau of Indian Education (BIE). For the 2009–10 school year, state education agencies used their administrative record data to report information for 103,968 schools. NCES and the state education agencies worked cooperatively to ensure comparability between the elements reported. CCD is believed to be the most complete public school listing available. The frame includes regular and nonregular traditional public schools (special education, alternative, vocational, or technical), and public charter schools.

Due to an accelerated survey schedule, the preliminary 2009–10 CCD file was used as the basis for the SASS sampling frame rather than the final version. When the final CCD file became available, the two files were compared and any major updates were added to the frame. A number of updates were made, primarily to contact information and enrollment and teacher counts.

In SASS, a school was defined as an institution or part of an institution that provides classroom instruction to students; has one or more teachers to provide instruction; serves students in one or more of grades 1–12 or the ungraded equivalent; and is located in one or more buildings. It was possible for two or more schools to share the same building. If these schools had different administrations (i.e., principals), then they were treated as different schools.

The SASS definition of a school was generally similar to CCD with some exceptions. CCD included some schools that did not offer teacher-provided classroom instruction in grades 1–12 or the equivalent ungraded levels. In some instances, school records on CCD were actually offices that oversee special types of programs that include classroom instruction or the school record on CCD may have provided funding and oversight only; these records were deleted from the sampling frame for SASS and the appropriate instruction-providing program was added. SASS collapsed CCD schools where the location address and phone number were the same on the assumption that the respondent would consider this to be all one school. (Further discussion of this issue is provided later in this Public and Public Charter Frame Creation section under “School Collapsing.”) CCD required only that schools have an assigned administrator, but since SASS allowed schools to define themselves, Census Bureau staff observed that schools generally reported as one entity in situations where the administration of two or more schools on CCD was the same. SASS was confined to the 50 states plus the District of Columbia and excluded territories and overseas schools. In 2011–12, SASS also excluded Bureau of Indian Education-funded schools.

To illustrate, some examples of the differences between SASS and CCD are presented below:

- In California, CCD listed the Special Education program at each County Office of Education as a school, whereas SASS tried to determine which special education programs were operated by each office.
- Homebound school programs (i.e., students confined to home due to a long-term illness or condition) that are publicly-supported were included in CCD but not SASS.
- Schools overseas that are operated by the Department of Defense (DoD) were included in CCD but not in SASS.
- Multiple CCD schools at the same address and with the same phone number were considered one school in SASS.
- Multiple CCD schools each with a unique administrator who reports to the high school principal were considered one school in SASS if the respondent said the school covered multiple CCD grade ranges.

Frame Deletions

Since CCD and SASS differ in scope and their definition of a school, some records were deleted, added, or modified in order to provide better coverage and a more efficient sample design for SASS. The following types of school records were deleted from the CCD during the creation of the SASS sampling frame:

- There were 2,124 schools that were closed as of the 2009–10 school year and deleted from the frame. These schools were identified by the status code found on the CCD file. They are carried on the CCD for 1 additional year for completeness but are clearly designated as not operating.
- There were 1,788 schools located outside the 50 states and the District of Columbia that were deleted. These schools were identified as having a FIPS state code of 58 (overseas DoD), 60 (American Samoa), 66 (Guam), 69 (Northern Marianas), 72 (Puerto Rico), or 78 (U.S. Virgin Islands). Note that 173 BIE-funded schools (FIPS state code = 59) were also excluded from the sampling frame. Domestic DOD schools located within a state (FIPS state code = 61) were not deleted from CCD because they were eligible for SASS.
- There were 381 Homebound, Adult, or nonschool entities that were deleted. These schools and programs were clerically identified from a list of schools from the CCD that had “HOMEBOUND,” “TARGETED SERVICES,” “PSYCHOANALYTIC,” or “ADULT” in the name. Since they did not provide classroom instruction to K–12 students, they were not eligible for SASS.
- There were 1,633 schools that offered kindergarten or less as the highest grade that were deleted. These schools were identified using the school’s highest grade offered as provided on CCD.

School Collapsing

There were 2,468 school records that were “collapsed” into other school records at the building level and deleted. Past data collections have shown that there are sampled schools that report survey data for the entire building when there is one head principal instead of reporting only for the part of the school that has been sampled. This issue occurs most often in certain states, in rural areas, or in schools that offer grades K–12 in the same building with one head principal. The problem lies in the conflicting definition of a school as held by the schools themselves and as reported by states to CCD. The schools often consider themselves one cohesive unit while the state does not. For accounting or other administrative purposes, the states artificially split these schools by grade level and report them as two or three separate schools.

If a CCD school within the associated school districts is selected for SASS, then the school often reports for all of grades K–12. This caused substantial over-reporting in SASS reports of state aggregates, such as enrollment and teacher counts, because these schools were sampled based on the particular grade range as reported on CCD but these schools then responded based on a much broader grade range (matching how they perceived themselves). In other words, these schools had unrecognized multiple chances of selection for sampling. The unrecognized chances of selection refer to the fact that regardless of which CCD record in the building was selected, the school was likely to report for the whole building. Thus, the entity that reports could be selected via multiple CCD records. In the past, SASS data were edited after the field data collection to conform to the CCD grade range. This method was costly and time-consuming. Furthermore, many school respondents have reported they do not keep records at the school level as reported on CCD, making it difficult for them to respond to SASS in this manner. For this reason, it was decided for the 2003–04 SASS and continuing through the 2011–12 SASS to collapse the CCD records whenever it was believed that this problem was likely to occur.

Census and NCES jointly determined a set of rules for school collapsing to apply during frame creation. In order to make the sampling frame more consistent with the school’s actual grade range, these potential problem schools were identified and collapsed to the appropriate building level. When the school records were collapsed together, the student and teacher counts, grade range, and name as reported to CCD were all modified to reflect the change. Schools collapsing were required to match on a keyword in the name, as well as address and phone number, have contiguous grade ranges, and be of the same school type. Based on previous data collection experience, in a few states the rules were modified to require matching on only two of three of the contact information variables—name, address, and phone number. These states were Arkansas, Iowa, Missouri, Montana, Nebraska, North Dakota, Oklahoma, and South Dakota.

Frame Additions

The following types of school records were added to the original CCD while creating the SASS sampling frame:

- Ninety records that were listed on CCD as districts with no associated school records were determined to be newly-opened schools, based on the name (e.g., included ‘school’ or ‘academy’), teacher, and enrollment counts, and were added.
- A total of 115 school records, primarily alternative, special education, and juvenile justice facilities, identified by contacting the deleted county or regional administrative units in California (20 schools), Pennsylvania (29 schools), New York (60 schools), and other states (6 schools), were also added.

After the adding, deleting, and collapsing of school records, the SASS school sampling frame consisted of 90,527 traditional public and 5,079 public charter schools. From this point on, this is considered the 2011–12 SASS sampling frame. Table 3 shows the totals by state during each step in the frame creation process.

Table 3. Total number of public and public charter school records during each step in the frame creation process, by school type and state: 2011–12

School type and state	Preliminary 2009–10 CCD ¹ file	After deletions (ineligible and duplicate school records)	After additions (nontraditional schools in certain states)	Final public school universe (after collapsing procedure)
Total	103,968	97,869	98,074	95,606
BIE-funded ² schools	173	0	0	0
Domestic DoD ³ schools	60	59	59	59
Charter schools (included in the state totals below)	5,356	5,105	5,105	5,079
Alabama	1,628	1,587	1,595	1,595
Alaska	516	516	516	516
Arizona	2,368	2,337	2,337	2,337
Arkansas	1,148	1,109	1,109	977
California	10,290	10,050	10,075	10,075
Colorado	1,818	1,752	1,756	1,671
Connecticut	1,178	1,120	1,120	1,120
Delaware	247	216	216	216
District of Columbia	241	221	222	222
Florida	4,255	3,906	3,913	3,913
Georgia	2,608	2,439	2,440	2,440
Hawaii	291	290	290	290
Idaho	755	734	734	721
Illinois	4,457	4,270	4,270	4,147
Indiana	1,990	1,943	1,944	1,944
Iowa	1,503	1,428	1,428	1,266
Kansas	1,466	1,411	1,412	1,373
Kentucky	1,565	1,500	1,500	1,500
Louisiana	1,678	1,464	1,464	1,464
Maine	670	647	647	643
Maryland	1,475	1,436	1,436	1,436
Massachusetts	1,887	1,834	1,834	1,834
Michigan	4,207	3,750	3,750	3,690
Minnesota	2,491	2,314	2,314	2,204
Mississippi	1,097	1,094	1,094	1,094
Missouri	2,458	2,370	2,370	2,123
Montana	840	832	838	570
Nebraska	1,145	1,069	1,069	909
Nevada	663	656	656	656
New Hampshire	494	473	473	452
New Jersey	2,632	2,582	2,584	2,584
New Mexico	866	834	834	762
New York	4,769	4,690	4,750	4,750
North Carolina	2,614	2,557	2,557	2,557
North Dakota	533	492	492	378

See notes at end of table.

Table 3. Total number of public and public charter school records during each step in the frame creation process, by school type and state: 2011–12—Continued

School type and state	Preliminary 2009–10 CCD ¹ file	After deletions (ineligible and duplicate school records)	After additions (nontraditional schools in certain states)	Final public school universe (after collapsing procedure)
Ohio	3,936	3,748	3,748	3,649
Oklahoma	1,815	1,766	1,782	1,494
Oregon	1,329	1,298	1,298	1,285
Pennsylvania	3,303	3,212	3,281	3,281
Rhode Island	332	313	313	313
South Carolina	1,230	1,191	1,191	1,191
South Dakota	731	708	709	482
Tennessee	1,791	1,716	1,716	1,716
Texas	9,252	8,919	8,919	8,919
Utah	1,066	1,019	1,019	1,000
Vermont	328	323	325	325
Virginia	2,186	2,141	2,141	2,141
Washington	2,368	2,241	2,241	2,209
West Virginia	771	761	761	756
Wisconsin	2,300	2,168	2,168	2,016
Wyoming	366	363	364	341
American Samoa, Guam, Northern Marianas, Puerto Rico, U.S. Virgin Islands	1,788	0	0	0

¹ CCD refers to the Common Core of Data.

² BIE refers to the Bureau of Indian Education.

³ DoD refers to the U.S. Department of Defense.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Frame Data File” before, during, and after frame creation activities, 2011–12.

Frame Corrections

As mentioned above, the preliminary version of the 2009–10 CCD file was used as the basis for the 2011–12 SASS sampling frame. Using this file required the correction of variables necessary for sampling or conducting the survey, such as grade range, enrollment, teacher count, enrollment by race, school county code, school name, address information, and phone number. The following section outlines the steps taken to correct those variables.

If the school’s grade range was missing from the CCD file, two methods were used to resolve the issue:

- taking data from earlier CCD files or SASS data; and
- assigning a generic grade range based on the school’s name;

The enrollment, teacher count, and enrollment by race were imputed for schools missing this information by applying one of the methods listed below in the following hierarchical order:

- pulling information from previous CCD data for that school;
- extrapolating from current CCD student-teacher ratios and averages for the state; or
- using data that were collected in the 2007–08 SASS for that particular school.

The school's grade range was edited so as to drop grades that had no enrollment or less than three students in a given grade. This procedure was not applied to schools with less than 50 students. Correction of the grade range was important for stratification.

In instances where the school name implied considerably fewer grades than it actually offered, the name was modified to eliminate inappropriate descriptions. These schools were identified by comparing the school's name to the grades currently offered. If the name differed considerably from the grade range (e.g., the name contained "High School," but the grades offered were K–12), then the name was modified accordingly.

Due to time constraints, missing address information and phone numbers were filled in after the school sample was selected. These fields were not crucial to the selection of the school sample.

District Frame Creation

As described in the sampling section later in this chapter, the district sample is primarily derived from their association with sample schools. However, a district frame was constructed for weighting and benchmark tables as described in Chapters 8 and 9. The public school district frame consisted of those districts that were operating within the United States and that oversaw at least one school on the 2011–12 SASS school universe file. The 2009–10 CCD included 18,439 district records, of which 16,839 were presumed to be eligible for SASS according to these rules. The following types of records were deleted from the 2009–10 CCD district file:

- sixteen districts listed on the CCD file that operated outside of the United States;
- a total of 196 Bureau of Indian Education districts; and
- districts on the CCD file that were presumed not to operate schools. Comparing the district file to the school file identified 1,388 districts without at least one corresponding school. These district records appeared to be administrative units rather than schools, as described previously in the Frame Additions section.

Table 4 shows the totals for all districts by state during the frame creation.

Table 4. Total number of public school districts (includes public charter and single school districts) during the frame creation, by state: 2011–12

State	Preliminary 2009–10 CCD ¹ file	Final public district universe (ineligible districts deleted)
Total	18,439	16,839
BIE districts ²	196	0
Domestic DoD ³ districts	6	5
Charter districts (included in the state totals below)	2,300	2,283
Alabama	171	163
Alaska	54	54
Arizona	678	661
Arkansas	297	278
California	1,196	1,126
Colorado	262	187
Connecticut	201	197
Delaware	43	41
District of Columbia	63	57
Florida	77	75
Georgia	207	191
Hawaii	1	1
Idaho	142	141
Illinois	1,082	1,008
Indiana	387	366
Iowa	372	361
Kansas	332	303
Kentucky	194	176
Louisiana	123	123
Maine	324	189
Missouri	566	565
Montana	513	360
Nebraska	296	286
Nevada	18	18
New Hampshire	280	177
New Jersey	699	674
New Mexico	108	108
New York	914	908
North Carolina	233	213
North Dakota	234	196
Ohio	1,089	1,002
Oklahoma	586	554
Oregon	221	199
Pennsylvania	803	762
Rhode Island	56	51

See notes at end of table.

Table 4. Total number of public school districts (includes public charter and single school districts) during the frame creation, by state: 2011–12—Continued

State	Preliminary 2009–10 CCD ¹ file	Final public district universe (ineligible districts deleted)
South Carolina	103	103
South Dakota	171	162
Tennessee	140	140
Texas	1,284	1,258
Utah	123	117
Vermont	362	243
Virginia	207	202
Washington	310	305
West Virginia	57	57
Wisconsin	464	448
Wyoming	61	61
American Samoa, Guam, Northern Marianas, Puerto Rico, and U. S. Virgin Islands	16	0

¹ CCD refers to the Common Core of Data.

² BIE refers to the Bureau of Indian Education.

³ DoD refers to the U.S. Department of Defense.

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

Sample Allocation

As part of the 2011–12 SASS, extensive sample allocation research was undertaken to determine the school and teacher allocation that would best meet the goals of the sample design. For the most part, the goals of the sample design remained the same as they had been in the 2007–08 SASS, but with clarification about what coefficient of variation (a measure of the sampling variation, where the standard error is divided by the estimate) was desired for each grade level, state, or affiliation. A full description of the sample allocation research is located in “Appendix E. 2011–12 SASS Redesign—Precision Analysis.”

The general goals were:

- Use the 2009–10 CCD school file as the sample frame with exceptions noted in the previous “Public and Public Charter Frame Creation” section.
- Produce state estimates of public school characteristics.
- Produce state/primary school, state/middle school, and state/high school estimates of the number of public schools and associated public school characteristics.
- Produce national estimates of combined-grade public schools, meaning schools that offer grades that span both elementary and secondary levels.
- Produce national estimates by various geographic designations (e.g., region and locale) and school characteristics for public schools.
- Produce national and regional estimates of public charter schools and selected school characteristics.

In addition, the sample allocation research had the following goals:

- Produce state/primary, state/middle, and state/high school estimates of the number of public schools and associated public school characteristics with CVs of 15 percent, 20 percent, and 10 percent, respectively.

- Produce national combined school estimates of the number of schools and associated public school characteristics with CVs of 30 percent or less.
- Produce estimates for overall public sector (including charter) schools by state with CVs at or below 10 percent.
- Optimize the allocation of remaining public schools, up to the maximum sample size of 11,000 using 2007–08 SASS data collection cost information.
- Allocate 750 charter schools optimally to the charter school strata with CVs at or below 15 percent.

The district sample was designed to produce state estimates. No specific precision requirements were imposed. However, in four states—Maryland, Florida, Nevada, and West Virginia—the CVs were observed to be quite high. In consideration of the high sampling rate of districts in those states (80 percent or more of districts were in sample), low CVs were expected. Consequently, it was decided that all districts in those states should be in sample.

Sampling Methodology

The SASS sample is not a simple random sample, but rather is a stratified probability proportionate to size (PPS) sample. The first level of stratification for public schools was to group schools into three domains as follows: (a) schools in Maryland, Florida, Nevada, and West Virginia, where at least one school from each school district in the state was selected as described in the following “Sample Selection” section about districts; (b) public charter schools; and (c) all other traditional public schools.

The second level of stratification varied within the three school domains identified above. Type A schools were stratified first by state and then school district. Type B schools were stratified by state (Alaska, Arizona, California, Colorado, Hawaii, Nevada, New Mexico, Oregon, Utah, the remaining Western states, Indiana, Minnesota, Michigan, Ohio, Wisconsin, the remaining Midwestern states, Delaware, District of Columbia, Florida, Georgia, Louisiana, North Carolina, Texas, the remaining Southern states, Massachusetts, New Jersey, New York, Pennsylvania, and the remaining Northeastern states). The type C schools were stratified by state (all remaining states including the District of Columbia).

Each of the school domain/state groups was then stratified by grade level. For charter schools, three levels (elementary, secondary, and combined) were defined as described below:

- Elementary: lowest grade ≤ 6 and highest grade ≤ 8 ;
- Secondary: lowest grade ≥ 7 and highest grade ≤ 12 ; and
- Combined: lowest grade ≤ 6 and highest grade > 8 , or school is ungraded.⁸

For the other traditional public school types, four levels were defined as described below:

- Primary: lowest grade ≤ 4 and highest grade ≤ 8 ;
- Middle: lowest grade ≥ 5 and highest grade ≤ 8 ;
- High: lowest grade ≥ 7 and highest grade ≥ 9 ; and
- Combined: lowest grade ≤ 6 and highest grade ≥ 9 , or school is ungraded.⁴

⁸ Ungraded schools refer to schools that serve students whose grade levels are not defined as grades 1 through 12, but serve students of an equivalent age range. For example, special education centers and alternative schools often classify their students as ungraded.

The 2011–12 SASS sample was allocated so that state-level estimates of primary, middle, and high traditional public schools and national estimates of combined public schools could be made. The sample was allocated to each state by grade range and school type (traditional public and public charter). A full description of the allocation procedure is located in “Appendix I. School and Teacher Sample Allocation Procedure.”

Sample Sort

To facilitate the calculation of school district weights, it was important that within a stratum all schools belonging to the same school district were listed together. This could have been achieved by sorting first by the school district’s identification variable (LEA ID). However, to increase the efficiency of the school sample design, it was better to sort by other variables before LEA ID. To achieve both these goals, the ZIP Code variables were recoded to make them the same for every school within a stratum/school district. After the ZIP Code was recoded, traditional public and public charter schools were sorted by the following variables:

1. school stratum code, combinations of A, B, and C, and level, as defined in the “Sampling Methodology” section above;
2. state;
3. locale code:
 - 11 = city, large: territory inside an urbanized area and inside a principal city with population of 250,000 or more;
 - 12 = city, mid-size: territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000;
 - 13 = city, small: territory inside an urbanized area and inside a principal city with population less than 100,000;
 - 21 = suburb, large: territory inside an urbanized area and outside a principal city with population of 250,000 or more;
 - 22 = suburb, mid-size: territory inside an urbanized area and outside a principal city with population less than 250,000 and greater than or equal to 100,000;
 - 23 = suburb, small: territory inside an urbanized area and outside a principal city with population less than 100,000;
 - 31 = town, fringe: territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area;
 - 32 = town, distant: territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area;
 - 33 = town, remote: territory inside an urban cluster that is more than 35 miles from an urbanized area;
 - 41 = rural, fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster;
 - 42 = rural, distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster;
 - 43 = rural, remote: Census-defined rural territory that is more than 25 miles from an urbanized area, as well as rural territory that is more than 10 miles from an urban cluster;
4. recoded ZIP Code (all schools in stratum/district had the same value for this variable);
5. district ID as defined on CCD;
6. recoded percent eligible for free or reduced price lunch and as defined as
 - 1 = less than or equal to 75 percent of enrollment;
 - 2 = more than 75 percent of enrollment;

7. school's highest grade offered (in descending order);
8. recoded percent of enrollment that has race and ethnicity other than white non-Hispanic (in descending order) and defined as
 - 1 = less than 5.5 percent non-white or Hispanic enrollment,
 - 2 = at least 5.5 percent but less than 20.5 percent non-white or Hispanic enrollment,
 - 3 = at least 20.5 percent but less than 50.5 percent non-white or Hispanic enrollment, and
 - 4 = at least 50.5 percent non-white or Hispanic enrollment;
9. total enrollment (in serpentine sort order, which was defined as enrollment being sorted first in ascending then descending order within the other sort variables); and
10. CCD school ID.

This sort order differed slightly from the sort used in previous SASS administrations. Percentage of students eligible for free or reduced-price lunch was added as the first sort below district ID in order to achieve a better representation of high poverty schools. All other sort variables remained the same as for the 2007–08 SASS.

The first four sort variables allowed a geographic balance to be achieved within locale for each state. The fifth variable guaranteed that schools within a district and school stratum stayed together. The sixth variable controlled for the selection of high poverty schools. The seventh variable (school's highest grade) controlled for the sampling of schools with an unusual highest grade (for example primary schools with highest grade of 4). The eighth variable (recoded minority) allowed a balance with respect to race/ethnicity. The ninth variable (school enrollment) also encouraged a balance with respect to school size.

Sample Selection

Schools

Within each stratum, schools were systematically selected using a probability-proportionate-to-size (PPS) algorithm. The measure of size used for the schools was the square root of the number of full-time equivalent teachers reported for each school or imputed during sampling frame creation. Any school with a measure of size greater than the sampling interval (the inverse of the rate at which the sample is selected) was included in the sample with certainty and automatically excluded from the probability sampling operation. This means that schools with an unusually high number of teachers relative to other schools in the same stratum were automatically included in the sample. In Florida, Maryland, Nevada, and West Virginia, the school probabilities of selection within each school district were analyzed. If the pattern of probabilities (i.e., the sum of the probabilities of schools within school district and grade level) did not guarantee that a school would be sampled from that school district, then the school with the highest probability of selection was included in the sample with certainty. This guaranteed that all school districts in these states would have at least one school in sample; the subsequent section on district sampling discusses the reason for this. This produced a public school sample of 11,000 (750 public charter schools and 10,250 traditional public schools).

Table 5 shows the selected sample sizes for traditional public schools. Table 6 shows the selected sample sizes for public charter schools. Each selected public and public charter school was also in sample for the principal and the school library media center surveys, so no additional sampling was needed.

Table 5. Selected sample sizes for traditional public schools, by school level, the total number of sampled schools, and the percentage of the frame in sample, by state: 2011–12

State	School level				Total sampled schools	Percent of state's frame in sample
	Primary	Middle	High	Combined		
Total	2,813	2,559	3,567	1,311	10,250	11.34
Alabama	50	67	69	34	220	13.77
Alaska	30	21	43	50	144	29.33
Arizona	50	48	94	23	215	12.17
Arkansas	35	42	52	14	143	15.08
California	135	105	304	50	594	6.43
Colorado	51	56	38	21	166	10.95
Connecticut	43	84	88	12	227	20.60
Delaware	25	23	20	15	83	42.56
District of Columbia	23	7	14	6	50	37.88
Florida	81	63	148	59	351	10.10
Georgia	75	69	29	29	202	8.46
Hawaii	26	22	21	5	74	28.57
Idaho	44	50	44	14	152	22.19
Illinois	88	80	62	20	250	6.09
Indiana	59	63	72	33	227	12.00
Iowa	51	45	53	10	159	12.65
Kansas	45	47	72	12	176	13.13
Kentucky	56	53	54	51	214	14.11
Louisiana	54	40	80	21	195	14.06
Maine	68	52	41	6	167	25.97
Maryland	48	37	93	23	201	14.41
Massachusetts	50	53	47	32	182	10.27
Michigan	93	73	125	50	341	10.39
Minnesota	56	51	180	57	344	16.98
Mississippi	32	35	50	12	129	11.80
Missouri	67	64	75	33	239	11.50
Montana	30	24	47	15	116	20.35
Nebraska	58	52	61	25	196	21.56
Nevada	30	29	64	18	141	22.74
New Hampshire	29	27	43	7	106	24.15
New Jersey	82	77	109	45	313	12.51
New Mexico	32	43	77	25	177	25.62
New York	102	84	104	37	327	7.09
North Carolina	77	71	27	11	186	7.51
North Dakota	34	15	46	40	135	35.71
Ohio	90	72	90	27	279	8.42
Oklahoma	43	31	39	19	132	8.94
Oregon	50	56	75	21	202	17.06
Pennsylvania	68	70	58	37	233	7.40
Rhode Island	40	30	38	4	112	37.09

See notes at end of table.

Table 5. Selected sample sizes for traditional public schools, by school level, the total number of sampled schools, and the percentage of the frame in sample, by state: 2011–12—Continued

State	School level				Total sampled schools	Percent of state's frame in sample
	Primary	Middle	High	Combined		
South Carolina	47	39	41	10	137	11.86
South Dakota	38	26	43	20	127	26.35
Tennessee	50	64	48	13	175	10.32
Texas	126	140	108	66	440	5.26
Utah	34	29	99	24	186	20.13
Vermont	72	15	28	20	135	41.54
Virginia	55	43	89	42	229	10.69
Washington	64	57	121	51	293	13.26
West Virginia	33	34	37	15	119	15.74
Wisconsin	64	58	61	11	194	10.67
Wyoming	30	23	46	16	115	34.02

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

Table 6. Selected sample sizes for public charter schools by school level, the total number of sampled schools, and the percentage of the frame in sample, by state: 2011–12

State	School level			Total sampled schools	Percent of state's frame in sample
	Elementary	Secondary	Combined		
Total	229	402	119	750	14.77
Alaska	3	2	2	7	28.00
Arizona	20	39	9	68	11.91
California	31	82	19	132	15.68
Colorado	8	10	3	21	13.55
Hawaii	3	1	2	6	19.35
Nevada	2	7	2	11	30.56
New Mexico	2	13	2	17	23.94
Oregon	3	12	4	19	18.81
Utah	3	12	3	18	23.68
Remaining western states	3	2	2	7	17.95
Indiana	2	6	2	10	18.87
Michigan	15	13	6	34	11.68
Minnesota	5	20	2	27	15.17
Ohio	16	26	9	51	15.18
Wisconsin	8	18	2	28	14.14
Remaining midwestern states	6	11	3	20	16.00
Delaware	2	2	2	6	28.57
District of Columbia	6	7	2	15	16.67
Florida	24	30	4	58	13.27
Georgia	5	9	2	16	25.40
Louisiana	5	7	2	14	18.18
North Carolina	6	4	3	13	13.54
Texas	15	25	16	56	10.07
Remaining southern states	7	10	4	21	13.73
Massachusetts	5	7	2	14	22.58
New Jersey	5	6	2	13	16.05
New York	8	6	2	16	11.43
Pennsylvania	8	13	4	25	18.80
Remaining Northeastern states	3	2	2	7	16.67

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

Districts

Two methods were used for sampling districts within specific states. Districts in four states were selected differently than those in the remaining states, so the sampling procedure for most states is described first followed by the sampling procedure for the exceptional states. In addition, public charter schools that operate independently of the local school districts are included as school districts as well as schools. Charter schools that do not operate independently are referred to as dependent and are not included as school districts since they are considered to be part of their governing school districts.

Districts Outside Florida, Maryland, Nevada, and West Virginia

During the initial design development of SASS, consideration was given to selecting the school districts first and then selecting schools within these districts. It was hypothesized that doing this would reduce the reliability of both school and teacher estimates but might improve the reliability of school district estimates. Simulations done on the reliability of school district estimates when the districts were selected first confirmed the loss of reliability in school and teacher estimates. The simulations also showed that selecting schools first would produce only slightly less accurate district estimates. For these reasons, the SASS sample design selects the schools first.

Therefore, the school district sample consists of the set of districts associated with the SASS public school sample. This provides the linkage between the district and the school. Table 7 provides the number of school districts selected by state. This can be compared with the number of districts on the frame in each state as presented earlier in table 4. In parts of Maine, Vermont, and New Hampshire, some of the districts were dropped and the sampled schools were instead associated with their Supervisory Unions. This was done because there was evidence indicating that the Supervisory Union, rather than the school districts, handled the day-to-day administration of the schools.

Districts inside Florida, Maryland, Nevada, and West Virginia

In 2010, a study was done for each state to assess the reliability of SASS school district estimates. The study showed that standard errors from Florida, Maryland, Nevada, and West Virginia were high relative to the sampling rate. To reduce the standard errors, all school districts in these states were defined as school sampling strata. This placed all districts in each of these four states in the school district sample, thus reducing the standard error to zero, if all districts respond. Delaware was dropped from this list because all charter schools in Delaware are operated independently of the school districts, necessitating the sampling of all charter schools if a zero variance were to be achieved. It was decided this was impractical and too burdensome.

Table 7. Number of sampled public school districts (includes charter school districts), by state: 2011–12

State	Districts	State	Districts
Total	5,714		
Independent charter schools (included in the state totals)	301		
Alabama	104	Missouri	161
Alaska	43	Montana	77
Arizona	168	Nebraska	99
Arkansas	96	Nevada	20
California	375	New Hampshire	59
Colorado	70	New Jersey	230
Connecticut	121	New Mexico	69
Delaware	26	New York	199
District of Columbia	18	North Carolina	93
Florida	74	North Dakota	82
Georgia	96	Ohio	264
Hawaii	1	Oklahoma	99
Idaho	75	Oregon	116
Illinois	181	Pennsylvania	207
Indiana	153	Rhode Island	38
Iowa	115	South Carolina	57
Kansas	106	South Dakota	66
Kentucky	112	Tennessee	74
Louisiana	69	Texas	309
Maine	94	Utah	54
Maryland	25	Vermont	54
Massachusetts	137	Virginia	88
Michigan	261	Washington	143
Minnesota	213	West Virginia	54
Mississippi	81	Wisconsin	147
		Wyoming	41

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

Private School Frame Creation and Sample Selection

Private List and Area Frame Creation

The 2011–12 SASS private school sample consisted of schools selected from a list frame and an area frame. The SASS private school sample size was 3,000 of which 2,748 schools were from the list frame and 252 were from the area frame. The area frame serves as coverage improvement since the list frame is believed to contain some undercoverage of private schools.

List Frame

Most of the SASS private school sample comes from a list frame, which is a frame constructed from matching various sources of private school lists. The starting point for the 2011–12 SASS list frame was the 2009–10 Private School Survey (PSS) list frame. In order to provide coverage of private schools founded since 2010 and to improve coverage of private schools existing in 2010, the Census Bureau collected membership lists in the summer of 2010 from private school associations and religious denominations. The associations were asked to include schools that met the PSS school definition when

they provided lists. The 50 states and the District of Columbia were also asked to provide lists of private schools meeting the PSS definition of a school. Schools on private school association membership lists and the state lists were compared to the 2009–10 PSS list frame. Any school that did not match a school on the 2009–10 PSS list frame was added to the existing list frame as a list frame birth. Schools found to be out-of-scope in 2009–10 PSS (usually because they had closed) were deleted from the frame. This is the usual method that is followed to create a revised PSS list frame every two years.

This updating process was conducted specifically for the development of the 2011–12 PSS list frame, but was used as the starting point for the sampling frame for SASS private schools. To create the SASS sampling frame, schools with a highest grade of kindergarten, which are schools by the more expansive PSS definition but not the SASS definition, were deleted.

Area Frame

Due to time constraints, the Census Bureau did not have time to wait for the 2011–12 PSS area frame schools to be identified. The PSS area frame operation was conducted several weeks after data collection began for the 2011–12 SASS. Consequently, the 2009–10 PSS area frame was used as the area frame for the 2011–12 SASS.

To create the 2009–10 PSS area frame, the United States was divided into 2,062 primary sampling units (PSUs). Each PSU consisted of a single county, independent city, or cluster of geographically contiguous areas with a minimum population of 20,000 according to population projections for 1988, which was when the PSUs were first formed. To avoid having PSUs covering too large a land area, the minimum population standard was relaxed in sparsely-populated areas.

A total of 124 distinct PSUs were in the 2009–10 PSS area sample. The eight largest PSUs were selected with certainty, and 116 PSUs were selected to represent the remainder of the country. These 116 PSUs are termed noncertainty since they were not selected with certainty.

Area frame schools in the 2009–10 PSS in certainty PSUs were removed from the SASS area frame and moved to the list frame. In addition, the updated 2011–12 PSS list frame picked up some of the area frame schools. These two frames were then unduplicated, with the duplicate schools being dropped from the area frame. Schools that could be defined as only teaching kindergarten as the highest grade or only teaching adult education or postsecondary were also removed from the area frame.

The strata for selecting the PSUs were defined the same as for the 2007–08 PSS area frame design. Initially, 16 strata were created as had been done for prior cycles of PSS. The strata include region (Northeast, Midwest, South, West), metro/nonmetro status, and high/low percentage of students enrolled in private schools within metro/nonmetro status (i.e., above or below the median enrollment within each metro/nonmetro status). The high/low cutoffs were then adjusted so as to more nearly equalize the expected variance between the two strata. The purpose of this was to try to lower the PSS or SASS standard errors resulting from the PSU sampling.

Sample sizes were determined for each metro/nonmetro status within each region, proportional to the sum of the square root of the PSU estimated PSS private school enrollment. Some adjustments were made so that each sample size was an even number and that sample size was evenly distributed between the high and low percent private enrollment groups. This was done in order to have an even number of cases in each stratum (with a minimum of two) for pairing purposes for the PSS or SASS variance estimation.

Within each of the 124 PSUs, the Census Bureau attempted to find all private schools eligible for PSS as part of the PSS area frame operation. A block-by-block listing of all private schools in a sample of PSUs

was not attempted. Rather, regional office field staff created the frame by using yellow pages, local Catholic dioceses, religious institutions, local education agencies, and local government offices. Once the area search lists of schools were constructed, they were matched with the PSS list frame school universe. Schools not found on the list frame were considered part of the area frame.

Private School Frames

The list and area frames were modified to fit the SASS definition of a school and to meet the needs of the sampling procedure. Specifically, certain records that were expected to be ineligible for SASS deleted. Variables needed for sampling were imputed.

Frame Deletions

The following types of records were deleted from the PSS list and area frames to create the SASS private school list and area frames:

From the list frame:

- schools added from the 2011–12 early childhood center (ECC) frame (a PSS operation whereby states are specifically asked for schools with kindergarten as the highest grade);
- schools from the 2009–10 PSS list frame with kindergarten as the highest grade level; and
- schools that were determined to be out-of-scope for the 2009–10 PSS list frame (i.e., closed, pre-kindergarten only, not providing classroom instruction).

From the area frame:

- schools from noncertainty PSUs of the 2009–10 PSS area frame that were added to the 2011–12 PSS list frame;
- schools with kindergarten as the highest grade level; and
- schools that were determined to be out-of-scope for the 2009–10 PSS area frame (i.e., closed, pre-kindergarten only, not providing classroom instruction).

Frame Variable Imputation

Some school records that were missing information needed during the school sample selection. The school grade range and affiliation variables were used in stratifying schools during the private school sampling process. The number of teachers was used to form the measure of size in the private school sampling process. Finally, the number of students was used in sorting private school records during sampling. Values were assigned for any of these variables if the data were missing in the manner discussed below.

The school's grade range was assigned in one of three ways:

- taking information from earlier PSS data;
- using the school's name to assign a generic grade range; or
- assigning a grade level of combined (both elementary and secondary levels), as a last resort.

The school's affiliation stratum was assigned by

- using information from earlier PSS data;

- using the school’s name to assign an association membership; and
- assigning the rest to the “Nonsectarian-regular” category.

The school’s student and teacher counts were imputed in one of the following ways:

- using previous PSS data for that school; or
- using current SASS frame student-teacher ratios and averages by grade level and affiliation.

Sample Allocation

The goals for the 2011–12 SASS private school sample size allocation for the most part remained the same as the 2007–08 goals:

- Produce detailed private school affiliation group estimates for each of the 11 affiliations.
- Produce national private sector school-level estimates (i.e. elementary, secondary, and combined).
- Produce estimates for national and regional public versus private sector comparisons.

As part of the sample allocation for 2011–12 SASS, research was undertaken on the private school allocation. The sample was allocated to affiliation and grade level optimally using 2007–08 SASS data collection cost information and variances on selected key reporting variables.

The goal of the sample allocation was to produce CVs at the affiliation level of 8 percent or less. Exceptions were made for affiliations where this standard was believed to produce an excessive burden on the schools in the affiliation due to unusually high sampling rates. No specific CV requirements were imposed for region or grade level.

List Frame Methodology

The list frame was partitioned into an initial set of cells using affiliation (11 groups), grade level (three groups), and Census region (four groups). These cells were defined using the 2009–10 PSS data. For any records with missing values for variables used in the assignment, the data were imputed.

The first level of stratification was school affiliation (11 groups):

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

Within each affiliation, schools were stratified by grade level (elementary, secondary, and combined schools). The definitions are provided below:

Elementary: lowest grade ≤ 6 and highest grade ≤ 8 ;

Secondary: lowest grade ≥ 7 and highest grade ≤ 12 ; and

Combined: lowest grade ≤ 6 and highest grade > 8 , also includes ungraded⁹ schools.

Within affiliation/grade level, schools were stratified by four Census regions: Northeast, Midwest, South, and West.

The private school sample size selected from the list frame was 2,748 schools. Table 8 shows the allocated sample sizes by selected characteristics.

⁹ Ungraded school refers to schools that serve students whose grade levels are not defined as grades 1 through 12, but serve students of an equivalent age range. For example, special education centers and alternative schools often classify their students as ungraded.

Table 8. Allocated private school list frame stratum sample sizes, by region, school level, and affiliation stratum: 2011–12

Affiliation stratum	Northeast				Midwest			
	Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined
Total	631	258	128	245	621	341	108	172
Catholic—parochial	74	45	12	17	80	58	12	10
Catholic—diocesan	64	37	15	12	87	57	16	14
Catholic—private	58	19	25	14	45	15	19	11
Baptist	32	8	3	21	42	7	4	31
Jewish	51	20	13	18	9	5	2	2
Lutheran	12	7	1	4	139	99	26	14
Seventh-Day Adventist	22	13	4	5	30	16	6	8
Other religious	93	44	11	38	97	45	12	40
Nonsectarian— regular	107	30	24	53	38	13	6	19
Nonsectarian— special emphasis	53	28	9	16	40	24	3	13
Nonsectarian— special education	65	7	11	47	14	2	2	10
Affiliation stratum	South				West			
Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined	
Total	923	371	102	450	573	277	100	196
Catholic—parochial	46	32	7	7	27	21	4	2
Catholic—diocesan	61	35	14	12	42	26	9	7
Catholic—private	43	15	14	14	33	11	13	9
Baptist	175	48	12	115	48	13	9	26
Jewish	12	7	2	3	9	5	2	2
Lutheran	42	26	3	13	44	31	8	5
Seventh-Day Adventist	66	35	12	19	64	30	12	22
Other religious	229	80	14	135	108	45	11	52
Nonsectarian— regular	136	41	14	81	100	47	17	36
Nonsectarian— special emphasis	77	45	7	25	75	45	10	20
Nonsectarian— special education	36	7	3	26	23	3	5	15

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

List Frame Sample Sort

Sorting serves to improve the efficiency of the sample design. Within each stratum, sorting took place on the following variables:

1. state (one for each state and the District of Columbia);
2. highest grade in the school;
3. locale code (based on 2000 Census geography):

- 11 = city, large: territory inside an urbanized area and inside a principal city with population of 250,000 or more;
 - 12 = city, mid-size: territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000;
 - 13 = city, small: territory inside an urbanized area and inside a principal city with population less than 100,000;
 - 21 = suburb, large: territory inside an urbanized area and outside a principal city with population of 250,000 or more;
 - 22 = suburb, mid-size: territory inside an urbanized area and outside a principal city with population less than 250,000 and greater than or equal to 100,000;
 - 23 = suburb, small: territory inside an urbanized area and outside a principal city with population less than 100,000;
 - 31 = town, fringe: territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area;
 - 32 = town, distant: territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area;
 - 33 = town, remote: territory inside an urban cluster that is more than 35 miles from an urbanized area;
 - 41 = rural, fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster;
 - 42 = rural, distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster;
 - 43 = rural, remote: Census-defined rural territory that is more than 25 miles from an urbanized area, as well as rural territory that is more than 10 miles from an urban cluster;
4. ZIP Code;
 5. enrollment as reported in the 2009–10 PSS (or imputed); and
 6. PIN number (the PIN number is a unique number assigned to identify the school on PSS).

Area Frame

There were 252 area frame schools identified as being in-scope in the 2009–10 PSS area frame within noncertainty PSUs that had not already been added as part of the 2011–12 PSS list frame updating operation. All of the 252 area frame cases (in the noncertainty PSUs) remained in the area frame and were in sample. All area frame schools were included in the sample due to the high variance associated with the area frame cases. Results of the sample optimization determined that all area frame cases should be included in order to minimize the private school CVs in SASS.

Sample Selection

List Frame

Within each stratum, private schools in the list frame were systematically selected using a probability proportionate to size algorithm. The measure of size used was the square root of the 2009–10 PSS number of teachers (in full-time equivalent counts) in the school. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

Table 9 shows the number of private schools that were sampled from the list frame and the percentage of the frame that was sampled for each affiliation stratum. Table 10 shows the number of private schools

sampled from the list frame by school level and Census region as well as the percentage of the frame that was sampled within these categories.

Table 9. Number and percentage of private schools selected from the list frame, by affiliation stratum: 2011–12

Affiliation stratum	Number of sampled schools	Percent of list frame in sample
Total	2,748	10.1
Catholic—parochial	227	7.4
Catholic—diocesan	254	8.2
Catholic—private	179	19.3
Baptist	297	15.8
Jewish	81	9.9
Lutheran	237	16.1
Seventh-Day Adventist	182	21.7
Other religious	527	6.8
Nonsectarian—regular	381	10.3
Nonsectarian—special emphasis	245	11.0
Nonsectarian—special education	138	10.8

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

Table 10. Number and percentage of private schools selected from the list frame, by school level and Census region: 2011–12

School level and region	Number of sampled schools	Percent of list frame in sample
Total	2,748	10.1
School level		
Elementary	1,247	8.7
Secondary	438	15.8
Combined	1,063	10.9
Region		
Northeast	631	10.0
Midwest	621	9.8
South	923	10.6
West	573	10.3

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

Area Frame

All area frame private schools were selected for the sample.

SASS Teacher Frame and Sample Selection

Frame Creation

In the 2011–12 administration of SASS, lists of teachers for public schools were collected from school districts rather than schools if the public school districts were willing and able to provide a list using an internet survey instrument. These lists were transmitted electronically rather than collected on the paper Teacher Listing Form (TLF). Lists that could not be collected from public school districts electronically

were collected directly from the schools on paper TLFs, primarily by mail. Lists of teachers for private schools were collected directly from schools, primarily on paper TLFs. The paper TLFs were keyed by staff at the National Processing Center (NPC). Both the electronic lists and the lists keyed from paper were sampled on a weekly basis throughout the data collection period.

Along with the names of its teachers, sampled schools or their school districts were asked to provide the following descriptive characteristics of each teacher:

1. teacher experience: teachers in their first year of teaching were classified as beginning; those in their 2nd or 3rd year of teaching were classified as early career; teachers with 4–19 years of experience were classified as mid-career; and teachers with 20 or more years of teaching were classified as highly experienced;
2. teaching status: part-time or full-time; and
3. subject matter taught: teachers were classified as special education, general elementary, math, science, English/language arts, social studies, vocational/technical, or other.

Stratification

Within each sampled school, teachers were stratified by experience. The strata include beginning teachers, early year teachers, mid-career teachers, and highly experienced teachers and are defined above.

Sample Allocation

The goals of the teacher sampling were as follows:

- Oversample beginning and early career teachers to ensure that there would be enough teachers in both the 2011–12 SASS and the 2012–13 Teacher Follow-up Survey. These teachers were oversampled by a factor of 1.5.
- Select a minimum of one and a maximum of 20 teachers per school.
- Minimize the variance of teacher estimates within school stratum by attempting a self-weighting design; that is, attempts were made to equalize the teacher weights within stratum. This constraint was relaxed to accommodate the other goals of teacher sampling.
- Select an average of three to nine teachers per school depending upon grade range, state, and sector. The average teacher sample size was limited to this to avoid overburdening the schools, while allowing for a large enough teacher sample to meet the reliability requirements as discussed further in this section.

Prior to the 2011–12 SASS, research was conducted to determine if the average cluster sizes met certain goals for reliability:

- For traditional public schools, set the cluster sizes so as to produce state estimates for primary, middle, and high schools with coefficients of variation (CVs) of 15 percent, 20 percent, and 15 percent, respectively.
- For charter schools, set the cluster sizes so as to achieve national estimates for elementary, secondary, and combined schools with CVs of 20 percent or lower.
- For private schools, set the cluster sizes so as to produce CVs of 10 percent or lower by affiliation stratum.

A full description of the sample allocation research is located in “Appendix E. 2011–12 SASS Redesign—Precision Analysis.”

Before teachers were allocated to strata, schools were first allocated an overall number of teachers to be selected. This overall sample size was chosen so as to equalize the teacher weights within school stratum (i.e., state/level for public schools, association stratum/level/region for private schools). Teacher weights within stratum were not always equalized, however, due to the minimum and maximum constraints.

Tables 11 and 12 provide the average number of teachers to be selected within each public and private school. Table 11 lists the averages for private schools and public charter schools, broken by their three grade levels (elementary, secondary, and combined). Table 12 lists the averages for traditional public schools, which are broken by the four grade levels (primary, middle, high, and combined) and state.

Table 11. Average expected number of teachers selected per school, by school level and sector (private or public charter): 2011–12

School sector	Average number of teachers selected by school level		
	Elementary	Secondary	Combined
Public charter schools	3.77	7.54	7.54
Private schools	3.76	4.69	2.82

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

Table 12. Average expected number of teachers selected per school, by school level and state (traditional public): 2011–12

State	Average number of teachers selected by school level			
	Primary	Middle	High	Combined
US Average	3.41	6.63	7.60	5.66
Alabama	4.82	5.66	7.54	5.66
Alaska	5.89	7.54	7.54	5.66
Arizona	3.77	5.66	9.05	5.66
Arkansas	3.00	5.66	6.25	5.66
California	3.00	7.54	7.54	5.66
Colorado	3.00	5.66	9.05	5.66
Connecticut	5.89	6.25	9.05	5.66
Delaware	3.77	6.25	9.05	5.66
District of Columbia	3.77	8.15	9.05	5.66
Florida	3.00	7.54	7.54	5.66
Georgia	3.00	7.54	7.54	5.66
Hawaii	3.77	8.15	8.15	5.66
Idaho	5.89	6.25	6.25	5.66
Illinois	3.00	6.25	6.25	5.66
Indiana	3.00	6.25	6.25	5.66
Iowa	3.00	6.25	7.54	5.66
Kansas	3.00	8.15	8.15	5.66
Kentucky	3.00	5.66	7.54	5.66
Louisiana	3.00	7.54	7.54	5.66
Maine	3.00	5.66	6.25	5.66

See notes at end of table.

Table 12. Average expected number of teachers selected per school, by school level and state (traditional public): 2011–12—Continued

State	Average number of teachers selected by school level			
	Primary	Middle	High	Combined
Maryland	3.77	8.15	8.15	5.66
Massachusetts	3.00	5.66	6.25	5.66
Michigan	3.00	7.54	7.54	5.66
Minnesota	4.82	7.54	7.54	5.66
Mississippi	3.77	6.25	7.54	5.66
Missouri	3.00	6.25	9.05	5.66
Montana	4.82	7.54	7.54	5.66
Nebraska	3.77	7.54	7.54	5.66
Nevada	3.00	6.25	6.25	5.66
New Hampshire	3.00	5.66	6.25	5.66
New Jersey	3.00	7.54	9.05	5.66
New Mexico	4.82	6.25	6.25	5.66
New York	3.00	7.54	7.54	5.66
North Carolina	3.00	5.66	7.54	5.66
North Dakota	3.00	7.54	7.54	5.66
Ohio	3.00	7.54	9.05	5.66
Oklahoma	4.82	7.54	9.05	5.66
Oregon	3.00	5.66	9.05	5.66
Pennsylvania	4.82	7.54	7.54	5.66
Rhode Island	3.00	5.66	6.25	5.66
South Carolina	3.00	5.66	6.25	5.66
South Dakota	3.00	5.66	6.25	5.66
Tennessee	3.77	5.66	7.54	5.66
Texas	3.00	7.54	7.54	5.66
Utah	3.00	5.66	7.54	5.66
Vermont	3.77	8.15	9.05	5.66
Virginia	3.00	5.66	7.54	5.66
Washington	3.00	5.66	7.54	5.66
West Virginia	3.00	5.66	6.25	5.66
Wisconsin	3.00	5.66	7.54	5.66
Wyoming	3.00	5.66	6.25	5.66

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

For a given school, the teacher sample size was chosen to equalize the teacher weights within a school stratum. Since the school sample was selected proportional to the square root of the number of teachers in the school, an equally-weighted teacher sample within a school stratum was obtained by selecting t_i teachers in school i .

$$t_i = W_i * T_i (C/Y)$$

where:

- W_i is the school weight for school i (the inverse of the school selection probability).
- T_i is the number of teachers in school i , as reported on the Teacher Listing Form.
- C is the average teacher cluster size in the frame/grade level category (see tables 11 and 12).
- Y is the simple average of the school's base-weighted number of teachers over all schools in the school stratum.

Given the number of teachers selected in each school, t_i , teachers were allocated to the teacher stratum, j , where j indicates the level of experience, in the following manner.

$$t_{ij} = \frac{t_i * T_{ij} * K_j}{\sum_{j=A}^E T_{ij} * K_j}$$

where:

- K_j is the oversampling factor for the particular teacher stratum, j
- T_{ij} is the number of teachers from stratum j in school i
- t_{ij} is the number of sample teachers selected from school i and stratum j

The values of K that were applied to the teacher sampling were fixed for first year and second or third year teacher strata (1.5 for public and private schools). The values for experienced teacher strata were fixed at 1.0. To make sure a school was not overburdened the maximum number of teachers per school was set at 20. When the number of sampled teachers exceeded 20 in a school, the sample size, t_i , was reduced proportionally in all strata to achieve a final sample size of 20.

Sample Selection

Teacher records within a school and teacher stratum code were sorted by the teacher subject code, and the teacher line number code. The teacher line number is a unique number assigned to identify the teacher within the list of keyed teachers. Within each teacher stratum in each school, teachers were selected systematically with equal probability. Table 13 shows the number of teachers selected as described above.

Table 13. Number of selected public and private school teachers in the SASS sample, by sector and teacher stratum: 2011–12

Teacher stratum	Total	Public	Private
Total	58,128	51,062	7,066
First year	4,172	3,515	657
Other new	7,184	6,020	1,164
Mid-career	35,919	32,118	3,801
Highly experienced	10,853	9,409	1,444

NOTE: Teachers with 4–19 years of experience were classified as mid-career, and teachers with 20 or more years of teaching were classified as highly experienced.

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

The selected sample may differ from the planned sample. The planned sample was computed based on universe files of teacher counts from 2 years prior (CCD for public, PSS for private) instead of reported teacher counts from the school just prior to data collection. Also, the response rate for the completed Teacher Listing Forms may be lower than expected, changing the number of schools from which to select sampled teachers. About 30 percent of the in-scope private schools and 23 percent of the in-scope public schools did not provide teacher lists. For these schools, no teachers were selected. A factor in the teacher weighting was used to adjust the weights to reflect the fact that some schools did not provide teacher lists. These factors may cause the overall average number of teachers per school to be slightly different from the target numbers.

To reduce the variance of teacher estimates, one goal of the teacher selection was to make the teacher sample self-weighting (i.e., have equal probabilities of selection), within teacher and school stratum, but not across strata. The goal was generally met. However, since the sample size of teachers in some schools was altered due to the minimum constraint (i.e., at least one teacher per school) or maximum constraint (i.e., no more than either twice the average stratum allocation or 20 teachers per school), this goal was not fully achieved in all schools.

Field Sampling Activities

Once a sampled school or district was contacted in the screener or the District Call Operation, the grade range was verified. Occasionally, the grade range differed considerably due to a difference in the school's actual grade range and how it was reported on the sampling frame. When a considerable difference occurred and the school reported fewer grades than expected, the sampled school was considered to have split into two or more schools. In this instance, the responding school was asked to provide a list of all of the schools that covered the sampled grade range. Consequently, one school was randomly subsampled from the list of schools covering the expected grade range. The school base weight was adjusted upward accordingly as described in chapter 8. If the school reported having more grades than expected, the respondent was interviewed, and the sampling frame was reviewed to see if the responding school corresponded to more than one sampling frame record. When this occurred, the sampled school was considered a merged school, and the base weight was adjusted downward to account for the fact that the respondent could have fallen into the sample through more than one sampling frame record.

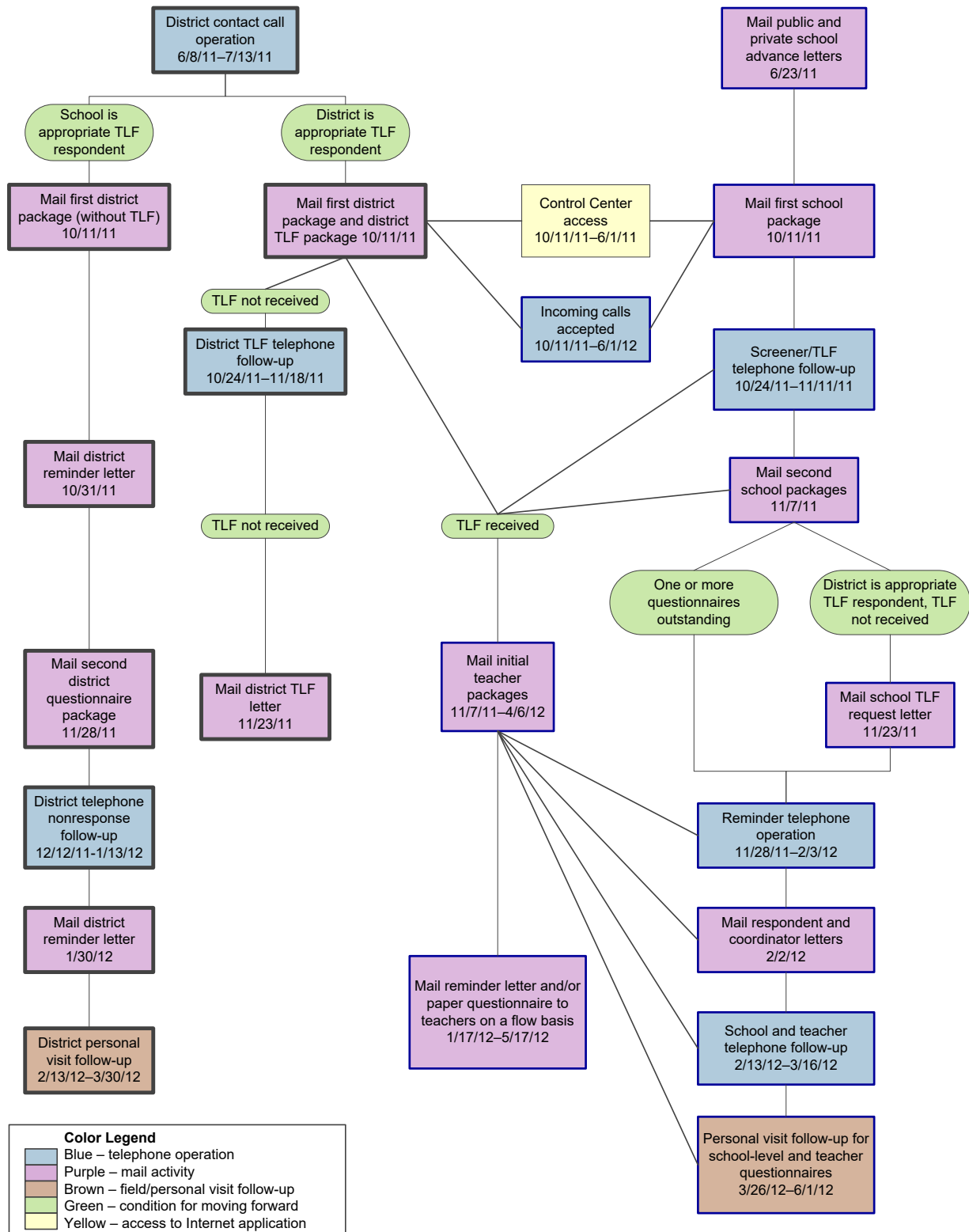
Chapter 5. Data Collection

The 2011–12 Schools and Staffing Survey (SASS) utilized a combination of mail-based methodology and internet reporting for questionnaires, with telephone and in person field follow-up. The majority of data collection operations for school districts were conducted independently from the collection of school-level data; however, some school districts, as determined by the district contact calling operation, were asked to provide a list of teachers for their schools in sample. School data collection included: the Teacher Listing Form (unless the district was responsible for providing the teacher list); Principal Questionnaire or Private School Principal Questionnaire; School Questionnaire, Private School Questionnaire, or Public School Questionnaire (With District Items); School Library Media Center Questionnaire (for public schools only); and Teacher Questionnaire or Private School Teacher Questionnaire. At the beginning of data collection, the Census Bureau mailed both districts and schools a package containing the appropriate questionnaire(s) and letter(s) that introduced the survey and provided them with usernames, passwords, and the URL for the Control Center. Once logged in to the Control Center, districts were asked to upload electronic teacher list(s), if applicable. Schools were asked to complete the screener interview to verify their address, grade range, and school type (e.g., traditional public, private, public charter, etc.), and to establish a survey coordinator.¹⁰ The Control Center also gave schools the option to upload an electronic teacher list. Telephone interviewers and field representatives contacted nonrespondents as necessary.

An overview of the purpose and content of each questionnaire is discussed in chapter 1. The changes in methodology from the 2007–08 SASS are described in chapter 2. This chapter describes the data collection activities in detail. Exhibit 3 on the following page shows how cases flowed from one data collection activity to the next. Each rectangle contains the name of the data collection activity and the date(s) it occurred. The ovals contain the conditions that determined whether a school or individual respondent was included in the following data collection activity. If all appropriate questionnaires were complete or resolved (i.e., the respondent refused or was out-of-scope), data collection activities for the school or district ended. A brief evaluation of the methodology is included at the end of this chapter.

¹⁰ The role of the survey coordinator was to be the main contact person at the school. A survey coordinator's duties included facilitating data collection by passing out questionnaires to the appropriate staff, reminding the staff to complete them, and collecting the questionnaires to return to the U.S. Census Bureau.

Exhibit 3. Data collection operations: 2011–12 SASS



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

Overview of School District Data Collection

Advance Work With School Districts

Census Bureau staff contacted school districts prior to the beginning of data collection for two reasons. First, staff contacted districts regarding the SASS because some districts require researchers to submit a research application to conduct research in their schools. There were 210 school districts with three or more schools sampled for the SASS that were known to have a formal approval process. School districts with two or less schools selected to participate were not contacted prior to data collection. These efforts began in February 2011 and continued through September 2011. Application packages generally included a cover letter, a standard proposal for research, a consent form, an IRB Exemption form, and copies of the SASS questionnaires. District-specific application forms, as well as other required forms, were included for some districts. Once data collection began, Census Bureau staff continued to follow-up with the school districts regarding the application's status and submitted applications to five additional districts that reported that they required approval. The background, methods, findings, and recommendations of this operation are reported in "Appendix J. Report on Results of Special Contact Districts."

All school districts were contacted during a district contact calling operation. This was a multifaceted five-week operation that began in mid-June 2011. During this operation, telephone interviewers called public school districts to introduce the survey and verify the district's name, address, phone number, and number of schools (if it was suspected to be a one-school district). Then they attempted to establish a contact person for the School District Questionnaire and determine whether the district was willing and able to provide an electronic list of teachers for their selected school(s) in the fall. If the district agreed to provide an electronic list, the interviewer determined the appropriate contact person to receive the request. The interviewer verified the selected schools' names, grade ranges, and operational statuses. Finally, the interviewer attempted to collect the names of the selected schools' principals and their e-mail addresses.

Timing of School District Data Collection

The schedule for the school district data collection is presented in table 14.

Table 14. Data collection time schedule for public school districts: 2011–12

Activity	Month of activity
Advance work with some school districts to inquire about and submit research applications	Feb.–Sept. 2011
Telephone operation to public school districts to verify and obtain district and school information	Jun.–July 2011
Initial package(s) mailed to school districts requesting that they complete the School District Questionnaire and, if appropriate, provide a teacher list for their sampled schools	Oct. 2011
Continuation of work with some school districts to inquire about and submit research applications	Oct.–Dec. 2011
Completed questionnaires accepted by mail	Oct. 2011–Jun. 2012
Telephone follow-up for nonresponding districts that were the contact for the teacher list	Oct.–Nov. 2011
Reminder letter mailed to school districts for the School District Questionnaire	Oct. 2011
Second School District Questionnaire mailed to nonresponding school districts	Nov. 2011
Telephone follow-up for districts that had not completed the School District Questionnaire	Dec. 2011–Jan. 2012
Second reminder letter mailed to nonresponding school districts	Jan. 2012
Field follow-up with remaining nonresponding school districts	Feb.–Mar. 2012

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

Details of School District Data Collection

District Contact Calling Operation

The district contact calling operation was conducted from June 8 to July 13, 2011. The purpose of the district contact calling operation was to verify the district's name and address; determine whether the sample school was the only school in the district; collect the contact information for the person to whom the district questionnaire should be mailed; determine if the district would provide an electronic teacher list for each sampled school and, if so, collect the contact information for the person to whom the request should be mailed; verify the grade range for each school in sample; and collect the principal names and e-mail addresses for each school in sample.

Census Bureau interviewers at the Jeffersonville Telephone Center called sampled school districts using a Computer Assisted Personal Interview (CAPI) instrument. Upon reaching a school district staff member, the interviewer verified the district's name and address. Next, some traditional public schools were verified as being "one-school districts," that is, the only school in the district. During the district contact operation, 1,349 schools were identified as being a "one-school district" status, a public charter school, or a Career and Technical Center school. These schools received the SASS Public School Questionnaire (With District Items), which contains the questions from the School Questionnaire in addition to some items from the School District Questionnaire (see chapter 2 for a more detailed explanation of this questionnaire). After verifying the district name, address, and "one-school districts," interviewers obtained the contact information for the best person to receive the School District Questionnaire.

Interviewers asked the district staff member whether their district would be willing to provide an electronic teacher list for the sampled school(s) within their district. This feature of data collection was implemented in an attempt to reduce the burden on sampled schools and receive teacher lists earlier in data collection. If the district agreed to provide the teacher lists, the interviewer obtained the name and contact information for the person most appropriate to receive the request.

Interviewers then verified each sampled school's grade range. If the grade range differed entirely (i.e., the actual grade range did not overlap with the expected grade range) or if the grade range differed significantly from the expected grade range, then more information was obtained. In situations where the school served significantly fewer grade levels than expected, the interviewer asked questions to determine if the anticipated grade range was covered by more than one school in the local community. These situations could arise due to an error in the source file or because the original sampled school split into two or more schools. Once the information for these additional schools was recorded, the CAPI instrument randomly selected one of the schools to participate in the survey. In those cases, the CAPI instrument was updated with the sampled school's information, and the interviewer proceeded to collect the principal name and email for the newly selected school. In situations where the reported grade range was significantly more than expected, the interviewer probed for a reason. For example, the source file may have been incorrect or the sample school may have merged with another school. In either instance, the school remained in sample for the SASS. If the grade range differed by no more than one grade at either end of the range (e.g., a school with grades 3-5 was reported as having grades 2–5), then the interviewer recorded the new grade range of the school.

In previous SASS administrations, respondents reported that questionnaires or packages that are addressed to an individual rather than a title (e.g., School Principal) are more likely to reach the correct respondent, and therefore receive attention in a timely manner. As a final step, the interviewers obtained the principal's name and e-mail address for each school in sample.

Questionnaire Mailings and Reminder Letters

On October 11, 2011, the Census Bureau’s National Processing Center (NPC) mailed an introductory letter and the School District Questionnaire to 4,686 sampled school districts.¹¹ Schools in one-school districts received the Public School Questionnaire (With District Items) in lieu of the School District Questionnaire and School Questionnaire. The letter introduced the survey, informed the district that one or more schools in the district were selected to participate, and asked the district to complete and return the questionnaire within two weeks. The reverse side of the letter contained frequently asked questions, such as the purpose of SASS, the time estimate for participating, and the confidentiality and collection authority information. The packages were addressed to the contact person whose name had been provided in the district contact calling operation, or, if no name had been provided, to the “District Administrator.” Eligible respondents for the School District Questionnaire included any knowledgeable school district employee. In some school districts, several staff members provided the data.

Districts who indicated that they were willing and able to provide electronic list(s) of teachers for their selected school(s) also received a letter that introduced the survey, explained the purpose of the teacher list, and provided instructions for uploading the file. A total of 4,102 districts were asked to provide an electronic list of teachers. In the majority (86 percent) of the districts, the contact person was the same for the School District Questionnaire and the teacher list. These individuals received one package containing a letter that provided the information for both the School District Questionnaire and the teacher list. The Evaluation of Methodology, Methods of Collecting Teacher Lists section provides more information on districts’ response to the request for the electronic lists of teachers.

The NPC mailed reminder letters to contact persons who were responsible for the School District Questionnaire on October 31, 2011. On November 23, 2011, districts that had agreed to provide a teacher list for their selected school(s) but had not provided it were sent a letter thanking them for their assistance and informing them that the Census Bureau would be requesting the information from the selected school(s). On November 28, 2011, the NPC mailed a second copy of the School District Questionnaire to each school district that had not returned the original form. Another reminder letter was mailed on January 30, 2012.

Telephone Nonresponse Follow-up of School Districts

The Census Bureau’s Jeffersonville Telephone Center (JTC) conducted two telephone nonresponse follow-up operations for school districts. The first was primarily to follow-up with districts that agreed to provide an electronic list of teachers but had not yet responded. This follow-up operation occurred from October 24 to November 18, 2011. During this operation, telephone interviewers called the contact person whose name had been provided during the district contact calling operation, or, if that person was not available, they attempted to reach another district staff member who was able to provide a list of teachers. If the contact person for the electronic list of teachers was also responsible for completing the School District Questionnaire, the telephone interviewer reminded him or her to complete and return the questionnaire as well.

¹¹ Four dependent charter schools within two regular districts that contained only charter schools were included in the school sample. Due to operational error, the associated districts themselves were not sampled or mailed a District Questionnaire. In addition, there were 40 dependent charter schools sampled that were the only school sampled from their associated regular school district. Due to operational error, the associated districts were not mailed a District Questionnaire. These 42 districts were consequently classified as noninterviews on the Public School District data file.

Telephone nonresponse follow-up for school districts that had not returned the School District Questionnaire occurred from December 12, 2011 to January 13, 2012. During this operation, telephone interviewers called the contact person whose name had been provided during the district contact calling operation, or, if no name had been provided, they attempted to reach another knowledgeable respondent. A knowledgeable respondent was someone in the district office who was familiar with issues such as student enrollment, staff professional development, and teacher hiring. The purpose of the telephone nonresponse follow-up operation was to find out the status of School District Questionnaires that the Census Bureau had not received and to encourage district staff to participate. Interviewers were equipped with School District Questionnaires to use if the respondent indicated that he or she was willing to complete the questionnaire over the phone.

Field Nonresponse Follow-up for School Districts

Field nonresponse follow-up for school districts occurred from February 13 to March 30, 2012. During this operation, field representatives contacted the district contact person or a knowledgeable respondent by telephone or personal visit in order to determine the status of School District Questionnaires that the Census Bureau had not received and to encourage district staff to participate. Field representatives were given a labeled School District Questionnaire for each district they were assigned so that they could provide a replacement questionnaire if necessary. Field representatives encouraged district respondents to return their questionnaire by mail or made an appointment to pick up the completed questionnaire.

After field nonresponse follow-up, the Census Bureau continued to accept complete questionnaires by mail through May 15, 2012.

Overview of School Data Collection

The NPC sent sampled schools an advance letter in June 2011 to identify cases with invalid addresses prior to the beginning of data collection. Data collection activities began in October 2011. These included:

- mailing the initial package of school-level questionnaires¹² and a letter with information for accessing the Control Center, instructions for completing the screener interview, and instructions for distributing the questionnaires to the appropriate school staff members;
- telephoning the school and completing the screener interview to verify school information and establish a survey coordinator;
- mailing a second package of outstanding school-level questionnaires to the survey coordinator, if one was established, or to the school principal;
- sampling teachers from the Teacher Listing Form or electronic teacher list and mailing invitations to complete the Teacher Questionnaire or Private School Teacher Questionnaire online;
- mailing a letter to the survey coordinator asking them to remind teachers to complete their questionnaire;
- telephoning the survey coordinators or individual respondents to remind them to complete and return the questionnaires;
- mailing a reminder letter to teachers;
- mailing a paper Teacher Listing Form (TLF) to schools whose districts agreed to provide the teacher list, but did not provide an electronic list of teachers;
- mailing a letter to the survey coordinators thanking them for their assistance and informing them that the individual survey respondents would be contacted;
- mailing a reminder letter to principals who had not completed their Principal Questionnaire;
- mailing a paper Teacher Questionnaire or Private School Teacher Questionnaire to all teachers who were initially invited to complete the questionnaire online;
- telephoning the survey nonrespondents to attempt to complete the questionnaire over the telephone; and
- contacting nonrespondents by telephone calls or personal visits from field representatives.

Control Center

The SASS Control Center is an internet application that the Census Bureau designed to serve many functions for sampled schools, school districts, and telephone interviewers. Each school and district received an individual username and password. District respondents were able to view a list of schools sampled in their district and upload their teacher list(s) (if applicable). School respondents were able to complete the screener interview and could upload their teacher list (if applicable). School respondents, district respondents, and interviewers could use the Control Center to view the status of questionnaires and request replacement questionnaires.

¹² School-level questionnaires included: Principal Questionnaire or Private School Principal Questionnaire; School Questionnaire, Private School Questionnaire, or Public School Questionnaire (With District Items); and the School Library Media Center Questionnaire (for public schools only). The Teacher Listing Form was included for private schools and for public schools in districts that did not agree to provide an electronic list of teachers.

Overall Timing of School Data Collection

The 2011–12 SASS principal, school, school library media center, and teacher data were collected during the 2011–12 school year. Table 15 summarizes the specific data collection activities and the month(s) when each occurred. Details on the flow of cases into each follow-up operation and the response rates by questionnaire are presented later in this chapter.

Table 15. Data collection time schedule for schools: 2011–12

Activity	Month of activity
Advance letters mailed to schools to verify school name and address	Jun. 2011
Initial school package mailed to the school principal	Oct. 2011
Telephone screener follow-up operation to verify school information and establish a survey coordinator	Oct.–Nov. 2011
Completed questionnaires accepted by mail	Oct. 2011–Jun. 2012
Second school package mailed to the survey coordinator or the school principal	Nov. 2011
Teachers sampled and invitations to complete the internet-based Teacher Questionnaires or Private School Teacher Questionnaire mailed to survey coordinators or individual teachers	Nov. 2011–May 2012
Telephone reminder operation to remind survey coordinators or individual respondents to complete and return the questionnaires	Nov. 2011–Feb. 2012
TLF package mailed to schools in districts that did not provide the requested list	Nov. 2011
Reminder letters mailed to teachers	Feb.–May 2012
Letter mailed to survey coordinators alerting them that follow-up will continue directly with the individual respondents	Feb. 2012
Letter mailed to school principals reminding them to complete their questionnaire	Feb. 2012
Paper questionnaire mailed to all nonresponding teachers	Feb.–May 2012
Telephone nonresponse follow-up operation to attempt to complete interviews over the telephone with nonrespondents	Feb.–Mar. 2012
School-level or teacher questionnaire sent via FedEx to all schools with only one questionnaire outstanding	Mar.–Apr. 2012
Field nonresponse follow-up operation for school-level and teacher questionnaires	Mar.–Jun. 2012

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

Details of School Data Collection

Mailouts

The Census Bureau’s National Processing Center (NPC) mailed an advance letter to sampled schools on June 23, 2011. The letter briefly introduced the survey, alerted the principal that SASS would be conducted beginning in the fall, and asked the principal to contact the U.S. Census Bureau if their school’s name and address were not correct. Name and address corrections received by telephone were applied to the sample file prior to the initial mailout. In addition, staff researched addresses and telephone numbers for schools that had their letters returned by the United States Postal Service (USPS) as undeliverable as addressed.

The NPC mailed the initial school packages to school principals on October 11, 2011 using USPS Priority Mail. The envelope’s label included the NCES and SASS logos on the left-hand side. The package contained the following:

- a letter to the principal that introduced the survey and requested that the principal designate a survey coordinator;
- a CD-ROM of the Statistical Abstract of the United States: 2011; and
- an envelope to give to the designated survey coordinator. This envelope contained:
 - a letter to the survey coordinator that introduced the survey and provided instructions;
 - the Teacher Listing Form (TLF) (for all private schools and for public schools whose district did not agree to provide the teacher list);
 - the School Questionnaire, Public School Questionnaire (With District Items), or Private School Questionnaire;
 - the Principal Questionnaire or Private School Principal Questionnaire;
 - the School Library Media Center Questionnaire (for public schools only); and
 - a pre-addressed, postage-paid return envelope for each questionnaire.

The NPC mailed a second package of school-level questionnaires to schools with one or more questionnaires outstanding on November 7, 2011. If a survey coordinator was established, the package was addressed to this person; otherwise, it was addressed to the school principal. These packages only contained questionnaires that the Census Bureau had not received. There were two versions of the cover letter that accompanied this package. The letter for the survey coordinator requested that the questionnaires be distributed to the appropriate staff, collected by the coordinator, and returned to the Census Bureau as soon as possible; the letter for the principal requested that the questionnaires be distributed to the appropriate staff to complete and return as soon as possible. Both the principal and coordinator letters provided the website, username, and password for the Control Center so that the recipient could check the status of their school's questionnaires. Amish and Mennonite schools received a third version of the letter that provided NCES' address in lieu of the Control Center information so that respondents could write with any questions about the survey.

The NPC mailed teacher invitations to complete the Teacher Questionnaire over the Internet on a weekly basis as teachers were sampled from the completed electronic teacher lists or paper Teacher Listing Forms. In schools where a survey coordinator was established, the Census Bureau conducted a test to determine the most effective distribution method for teacher invitations. For each weekly teacher sample, schools with a survey coordinator were split into two groups. In schools randomly assigned to treatment group 1, the survey coordinator received a letter that described the purpose of the Teacher Questionnaire and asked the coordinator to distribute the enclosed invitations to the selected teachers. In schools randomly assigned to treatment group 2, the survey coordinator received a letter that described the purpose of the Teacher Questionnaire and informed them that the invitations were sent directly to the selected teachers. In both groups, the letter asked the coordinator to follow-up with the teachers, whose names were listed on the back of the letter, to remind them to complete the internet questionnaire. In schools where a survey coordinator was not established, the NPC mailed the teacher invitations directly to the sampled teachers. In Amish and Mennonite schools, the NPC mailed a paper Private School Teacher Questionnaire directly to the selected teachers. The results of this test are discussed in the evaluation section of this chapter.

The NPC sent a letter and a paper Teacher Listing Form to schools in nonresponding districts that had been asked for an electronic teacher list on November 23, 2011. At the same time, their districts were sent a letter thanking them for their assistance with the survey and informing them that schools would be contacted directly for the teacher list.

During the telephone reminder and non-response follow-up operations (discussed in detail in the next section), coordinators and individual respondents were able to request a replacement questionnaire if their previous questionnaire(s) had been misplaced, damaged, or not received. Coordinators and teachers could request a paper Teacher Questionnaire or Private School Teacher Questionnaire for teachers who

preferred to complete a paper form instead of completing the internet questionnaire. The NPC mailed the replacement questionnaires within approximately 14 days of the request.

The NPC mailed a reminder letter to teachers who had not completed their internet questionnaire on January 17, 2012. The letter included instructions for completing the internet-based Teacher Questionnaire and told teachers that they could request a paper Teacher Questionnaire if they preferred. Teachers sampled for the Teacher Questionnaire after early January received the reminder letter approximately 10 days after their initial invitation. Teachers in Amish and Mennonite schools who had not completed their paper questionnaire were sent a letter reminding them to complete their questionnaire.

The NPC mailed a letter to survey coordinators in schools with one or more outstanding questionnaires on February 2, 2012. The letter thanked the survey coordinator for their help and alerted them that the U.S. Census Bureau would begin following-up with the individual survey respondents. At the same time, the NPC mailed a letter to principals who had not yet completed their Principal Questionnaire to remind them to complete and return their questionnaire. The NPC mailed a reminder letter and a paper Teacher Questionnaire or Private School Teacher Questionnaire to teachers who had not completed their questionnaire online.

On March 19, 2012, the NPC sent a reminder package to all nonresponding teachers who were not sent a paper questionnaire in February. The package contained a reminder letter and a paper Teacher Questionnaire or Private School Teacher Questionnaire. Teachers sampled after early March received a paper questionnaire approximately 10 days after they received the reminder letter. The initial package for teachers sampled after mid-April contained a letter with instructions to complete the internet-based questionnaire and a paper questionnaire, as the remaining time in the school year did not permit staggered mailings. The NPC sent these teacher packages via FedEx.

Schools with only one questionnaire outstanding, excluding the Teacher Listing Form, were sent a reminder letter with the outstanding questionnaire instead of being included in the field nonresponse follow-up operation. If the outstanding questionnaire was a school-level questionnaire (Principal Questionnaire, School Questionnaire, or School Library Media Center Questionnaire), the NPC sent it via FedEx on March 27, 2012. If the outstanding questionnaire was a Teacher Questionnaire, the NPC sent it via FedEx on April 17, 2012.

Telephone and Field Follow-up Operations

Trained telephone interviewers and/or field representatives contacted survey coordinators and individual respondents during the data collection process. There were three telephone follow-up operations: the screener follow-up operation, the reminder operation, and the nonresponse follow-up operation. After the telephone follow-up operations, local Census Bureau field representatives contacted nonrespondents. Each follow-up operation is described in detail in the following sections.

Telephone Screener Follow-up Operation

The screener interview served several purposes: it verified the school's name, address, school type, and grade range in order to determine if the school was in-scope for the SASS, verified that the respondent received the package of questionnaires, and established a survey coordinator. The letter included in the initial mailing requested that the principal or designated survey coordinator access the Control Center or call the Census Bureau to provide basic information about their school by completing the screener interview. The Census Bureau's Jeffersonville Telephone Center (JTC) in Jeffersonville, IN used the Control Center to conduct the screener operation. The JTC accepted incoming telephone calls in response to the letter, and then contacted schools from October 24 to November 11, 2011.

The interviewer first verified the school's name and address, then asked if the expected school type (i.e., public or private) was correct. If the school's type was not as expected, the interviewer provided the respondent with six categories from which to choose: public, private, public charter, Bureau of Indian Education (BIE), homeschool, or only web-based instruction.¹³ Public charter schools were considered public schools; BIE, homeschools, and schools with only web-based instruction were out-of-scope for SASS. If the "public" or "private" designation was incorrect, the school was out-of-scope for the SASS.

Next, the interviewer verified the school's grade range to confirm that the school in question was the correct school. Since interviewers verified the grade ranges of public schools during the district contact calling operation, there was no sampling during the screener interview. If the grade range differed entirely or significantly from the expected grade range, then the interviewer followed the same procedures as in the district contact calling operation to determine whether the school had split into multiple schools or if multiple schools had merged into one school. In either instance, the school remained in-scope.

If the school met the out-of-scope criteria, then all of the questionnaires associated with the school were out-of-scope. If, on the other hand, the school was determined to be eligible for the survey, then the interviewer continued the screener interview with a series of questions to verify that the school received the package and to establish a survey coordinator. In cases where interviewers were unable to establish a survey coordinator, they attempted to establish a TLF contact person if the school was responsible for the TLF. The interviewer stressed the importance of returning the TLF as soon as possible.

Telephone Reminder Operation

The JTC conducted the reminder operation from November 28, 2011, to February 3, 2012. Interviewers contacted all schools with one or more outstanding questionnaires. Interviewers spoke with the survey coordinator to determine the status of all outstanding questionnaires and to remind the coordinator to have the appropriate staff complete and return them as soon as possible. If a survey coordinator had not been established during the screener operation, interviewers contacted the principal. Interviewers began asking about the status of the Teacher Questionnaires approximately two weeks after the NPC mailed the initial letter inviting the teacher to complete the Teacher Questionnaire over the Internet. Interviewers used the Control Center to determine the status of the questionnaires and to submit paper questionnaire requests for teachers and re-mail requests for other respondents who needed replacement questionnaires. Interviewers recorded the status of questionnaires (e.g., respondent will mail, respondent has mailed, etc.) on paper call logs after each contact.

Telephone Nonresponse Follow-up Operation

The JTC conducted the telephone nonresponse follow-up operation from February 13 to March 16, 2012. Interviewers used the Control Center to determine which questionnaires had not been completed. Interviewers attempted to contact the individual survey respondents¹⁴ to complete the appropriate questionnaire over the telephone. Interviewers used the Internet Teacher Questionnaire to complete the Teacher Questionnaire or Private School Teacher Questionnaire; all other forms were completed on

¹³ Definitions of school types are provided in "Appendix A. Key Terms for SASS." Homeschools are not included in SASS. Organizations or institutions that provide support for homeschooling but do not offer classroom instruction for students also are not included.

¹⁴ Interviewers tried to speak with the library media specialist or librarian for the School Library Media Center Questionnaire; the principal for the Principal Questionnaire or Private School Principal Questionnaire; a knowledgeable respondent for the School Questionnaire, Private School Questionnaire, or Public School Questionnaire (With District Items); and the sampled teacher for the Teacher Questionnaire or Private School Teacher Questionnaire.

telephone versions of the paper questionnaires. Interviewers documented the outcome of each telephone call on paper call logs.

Field Nonresponse Follow-up Operations

The field nonresponse follow-up operation occurred from March 26 to June 1, 2012. Schools were included in this operation if the Teacher Listing Form (TLF) was outstanding or if there were two or more school-level or teacher questionnaires outstanding. During the first three and a half weeks of field follow-up, schools with outstanding TLFs were the highest priority for field representatives. Schools that had completed the TLF and had only one school-level or teacher questionnaire outstanding were sent the remaining questionnaire by FedEx in lieu of field follow-up.

During the field nonresponse follow-up operation, trained field representatives contacted survey coordinators and individual respondents via telephone calls and/or personal visits to determine the status of all outstanding questionnaires and to urge the respondents to participate. Field representatives received a package of labeled questionnaires for each school in their workload so that they could provide replacement questionnaires if respondents had not received, had misplaced, or had damaged their questionnaires. Field representatives made additional contacts via telephone calls and/or personal visits to obtain completed questionnaires or to verify that the respondent returned the questionnaire by mail. Each time field representatives contacted a respondent they updated the outcome code for the appropriate questionnaire(s) and entered any applicable notes in the case management system on their laptop computer.

There was a staggered closeout schedule for the different questionnaire types during the field nonresponse follow-up operation. The closeout for TLFs was originally scheduled for April 6, 2012; however, due to a low completion rate, follow-up was extended until April 18, 2012. Follow-up on the Private School Questionnaires concluded on April 27, 2012. Follow-up on all other school-level questionnaires concluded on May 4, 2012. Follow-up on the Teacher Questionnaires continued until June 1, 2012. Completed Teacher Questionnaires were accepted through June 22, 2012.

Accepting Refusals

Prior to the initial mail-out, the Census Bureau applied to some school districts to conduct SASS in their schools (as discussed earlier in this chapter). If the school district denied permission for their schools to participate, Census Bureau staff classified the schools as ‘District Refusals’ and those schools were not contacted. Other school districts refused on behalf of their school(s) during the course of data collection. These refusals were classified as ‘District Refusals’ and the Census Bureau ceased data collection activities for these schools.¹⁵

The Census Bureau contacted nonrespondents by mail, telephone, and personal visits. During these follow-up efforts, some school staff members expressed that they or their school did not wish to participate in the survey. Respondents who refused by mail were contacted by telephone or field staff to try to determine the reason they were reluctant to participate and respond to their concerns. Respondents who refused by telephone were removed from the telephone operation. Many respondents said that they are too busy or do not have the time to complete their questionnaire; therefore, telephone interviewers or field representatives contacted the respondents in later follow-up operations in case they were then able to complete the survey. Respondents from both schools and their districts were only classified as ‘Hard

¹⁵ If a school district refused during data collection, but some of the related school and/or teacher questionnaires had already been completed and returned by respondents, these interviews were not discarded due to district refusal.

Refusals' and not contacted again if they adamantly refused either by using a strong tone or words, contacted NCES directly, or sent a strong e-mail to Census Bureau headquarters staff.

Response Rates

Table 16 shows the unweighted response rates of each questionnaire by month. These rates differ from the unweighted final response rates as those were determined after the data were edited and completeness checks were performed.

Table 16. Cumulative unweighted response rates (in percent) during data collection, by date and questionnaire: 2011–12

Questionnaire	Response rates achieved by various dates								
	11/1/11	12/6/11	1/3/12	2/7/12	3/6/12	4/3/12	5/1/12	6/5/12	7/10/12
School District Questionnaire	15.6	52.2	67.5	72.3	77.7	86.0	86.8	86.9	86.9
Public School Principal Questionnaire	10.9	41.1	51.6	58.8	63.1	66.1	70.4	73.1	73.1
Private School Principal Questionnaire	9.9	29.6	40.1	46.1	49.8	53.8	61.9	64.8	64.8
Public School Questionnaire	9.3	40.0	51.9	58.6	62.5	65.4	70.1	72.5	72.5
Private School Questionnaire	9.8	30.6	40.7	47.3	50.5	54.4	63.3	65.1	65.1
Public School Questionnaire (With District Items) (all)	8.2	31.8	43.3	52.5	58.2	62.9	69.9	74.8	74.8
Public School Questionnaire (With District Items) (Charter only)	5.6	24.3	33.4	43.1	48.5	54.4	62.8	68.9	68.9
Public School Questionnaire (With District Items) (Noncharter schools)	11.6	42.0	57.0	65.7	71.6	74.6	79.8	83.0	83.0
Public School Library Media Center Questionnaire	8.7	38.0	50.6	57.7	61.8	65.1	70.2	73.2	73.2
Public School Teacher Listing Form	10.6	35.2	53.1	64.4	68.6	70.1	76.9	77.2	77.2
Private School Teacher Listing Form	11.0	32.3	40.1	47.5	51.3	56.4	70.0	70.3	70.3
Public School Teacher Questionnaire	0.0	0.0	7.3	25.0	51.0	60.6	64.3	75.5	76.4
Private School Teacher Questionnaire	0.0	0.0	17.0	33.0	48.7	55.8	54.4	67.3	68.2

NOTE: The response rates for the Public School Teacher Questionnaire and Private School Teacher Questionnaire were calculated based on the number of teachers who had been sampled by each date. The total teacher sample was drawn by 5/15/12; therefore, response rates beginning on 6/5/12 reflect the response rate for all sampled teachers.

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

Evaluation of Methodology

As noted, the 2011–12 SASS utilized a primarily mail-based data collection strategy with telephone and field follow-up operations. There were elements of the data collection methodology that were successful as well as elements that had a few glitches that either need to be improved upon or completely rethought. The following sections discuss these elements.

Control Center

The 2011–12 SASS methodology incorporated the use of an internet application called the Control Center, which allowed both respondents and telephone interviewers to review the status of questionnaires, complete the screener interview, and request replacement questionnaires. The Control Center also allowed the appropriate respondent (school or district) to provide an electronic list of teachers securely. Overall, the Control Center worked well; however, some features need to be improved.

The Control Center permitted school principals, survey coordinators, and telephone interviewers to view the status of each questionnaire. In prior administrations of the SASS, reminder letters to the survey coordinator stated that one or more questionnaires were outstanding. The missing questionnaires were not listed due to the time that lapses between when letter preparations begin and when respondents receive the letters. For the 2011–12 SASS, reminder letters to the survey coordinator asked them to login to the Control Center to see the up-to-date status of their school's questionnaires. For the most part, this feature worked as intended and was helpful for respondents. One issue that staff should address for the next SASS is the amount of time between when teachers are sampled and when the Teacher Questionnaires are added to the list of questionnaires in the Control Center. Teachers were added as soon as they were sampled, which was approximately two weeks before their initial invitations were prepared and mailed. This caused some survey coordinators and interviewers to request paper questionnaires for teachers before the NPC mailed their initial invitation to complete the internet questionnaire. The Census Bureau recommends that the Control Center be used to provide the up-to-date status of questionnaires to school staff and telephone interviewers, but that teachers not be added to the Control Center until one week after their initial invitation is mailed.

The initial letter sent to school principals and survey coordinators asked them to provide basic information about their school by completing the screener interview through the Control Center. The screener interview is used to verify the school's address, ensure that the school is in-scope for the SASS, and establish a survey coordinator. By having a self-screening option through the Control Center, respondents could complete the interview at a time that was convenient for them. This feature also reduced the number of schools that the telephone interviewers needed to contact during the screener follow-up operation, therefore reducing data collection costs. Approximately 1,450 schools completed the screener interview through the Control Center before the screener follow-up operation began. The Census Bureau recommends that future iterations of SASS use the Control Center to allow school staff to complete the screener interview online.

The feature of the Control Center that allowed respondents to request replacement questionnaires worked well, but the turn-around time for mailing out the questionnaire(s) needs to be reduced. Census Bureau staff process replacement questionnaire requests weekly and the NPC mailed the questionnaires the following week. During this time, the telephone center interviewers were still making follow-up calls to respondents that had requested questionnaires but had not received their replacement yet. The Census Bureau recommends that the turnaround time be shortened with a suspension of follow-up calls to allow ample time for the respondent to receive the questionnaire before follow-up calls resume.

The Control Center included a feature that allowed the appropriate respondent (school or district) to provide an electronic list of teachers over a secure server. This feature worked as intended; however, early in the data collection, check-in staff encountered challenges with correctly checking in the electronic lists that districts provided. This caused significant delays in processing the teacher lists and getting the teacher questionnaires to the teachers in a timely manner. The Census Bureau recommends that electronic lists of teachers be requested primarily from schools; if electronic lists are requested from districts, a new procedure for checking in the lists needs to be developed and tested.

Methods of Collecting Teacher Lists

The Teacher Listing Form (TLF) response rate was a concern throughout the entire data collection period. The final unweighted response rate was 9.5 percentage points lower for public schools and 13.0 percentage points lower for private schools than it was in the 2007–08 SASS.

There are a couple of possible reasons that the response rate for the TLF was lower during the 2011–12 SASS than it was in the 2007–08 SASS. One possible reason is that the Census Bureau requested electronic teacher lists from school districts. This methodological change was introduced in an attempt to reduce the response burden on public schools and collect a higher percentage of teacher lists early in the school year. Collecting the majority of teacher lists early in data collection is important so that teacher invitations can be mailed, allowing teachers sufficient time to complete their questionnaire. A large percentage of districts indicated that they could provide an electronic list of teachers; however, less than half of these districts (approximately 46 percent) provided the list(s). The majority of the teacher lists received for public schools were provided by the school, either by completing the paper TLF or submitting an electronic list of teachers. Districts provided 39.6 percent of the total lists received whereas schools provided 60.4 percent. Schools in districts that agreed to provide a list of teachers but did not provide it by mid-November were asked to complete the paper TLF; however, these schools did not receive the request until late November, which reduced the amount of time available to collect the list from the school.

The lower response rates may also be the result of eliminating a separate field follow-up operation for the TLF. During the 2007–08 SASS, a TLF field follow-up operation was conducted in late fall. During this operation, the 2007–08 unweighted response rate for public school TLFs increased by 29.9 percentage points, resulting in an unweighted response rate of 83.0 percent, which was close to the final unweighted response rates of 86.7 percent. The unweighted response rate for private school TLFs increased by 26.9 percentage points, resulting in an unweighted response rate of 80.5 percent, which was close to the final unweighted response rate of 83.3 percent. The 2011–12 SASS omitted this TLF field follow-up operation under the assumption that the larger school districts would be providing the teacher lists for many schools, resulting in a sufficient response rate early on in data collection. Due to the continued low response rate, schools from which a teacher list had not been received were identified as the highest priority at the beginning of the Field Follow-up operation and the time-frame during which teacher lists were accepted was extended an additional one and a half weeks.

The Census Bureau recommends that the earlier TLF field follow-up operation be reinstated so that the majority of TLFs can be collected in the fall and invitations can be sent to teachers. The Census Bureau also recommends that electronic teacher lists should be requested only from schools rather than from districts in order to ensure accurate processing of lists received. Finally, the Census Bureau recommends the consideration of additional methods of collecting lists of teachers, such as accepting schools' websites as a source to create a teacher list. Late in the data collection, many schools reported that their website includes a list of their teachers. While the Census Bureau was aware that teachers were often listed on school websites, this information was not being used because it is unknown whether the teacher information is current and the school has not consented to the use of their website for obtaining a teacher list. Since the TLF response rate was still low when the field non-response follow-up began, the Census Bureau implemented a new procedure allowing school websites to be used as a source for obtaining the teacher list. The field representatives were instructed to collect the URL that contained the teacher names and the contact information of the person who gave permission to use the website as the source. Field representatives were successful in obtaining 179 websites.

Internet Teacher Questionnaires

Another innovation for the 2011–12 SASS was that the Teacher Questionnaire and the Private School Teacher Questionnaire were available online. Approximately 46 percent of sampled public school teachers and 31 percent of sampled private school teachers completed their survey online. Invitation letters were initially mailed asking sampled teachers to complete the survey online. Paper questionnaires were only initially sent to teachers in Amish or Mennonite schools. Paper questionnaires could be requested through the Control Center and were mailed to non-responding teachers later in the data collection process. It is recommended that use of the online questionnaire be continued for future rounds of SASS.

Guidelines for Accepting Refusals to Participate

In this and previous iterations of SASS, determining when to accept a case as a refusal has not been clear-cut. The entire data collection period lasts nine months, which often leads to some respondents feeling harassed. On numerous occasions, respondents have had to refuse multiple times in order to be removed from the survey. Census Bureau headquarters staff coded cases as refusals when the situation warranted. It is recommended that respondents be coded-out as a refusal if they still refuse after one conversion attempt. This will reduce incidents where respondents feel harassed and decrease follow-up costs; however, the noninterview rate may be higher earlier in the data collection process.

Teacher Invitation Packaging

While planning for the 2011–12 SASS, Census Bureau staff wondered whether asking the survey coordinator at the school to distribute the invitations for the Teacher Questionnaire or Private School Teacher Questionnaire to sampled teachers would result in a higher response rate than sending the invitations directly to the teachers. Two treatment groups were established:

- Treatment group 1—Teacher invitations to complete the survey over the Internet were mailed to the survey coordinator. The package included a letter to the coordinator asking the coordinator to deliver the invitations to the sampled teachers and remind the teachers to complete their survey.
- Treatment group 2—Teacher invitations to complete the survey over the Internet were mailed directly to the sampled teachers. The coordinator received a separate letter informing them that the Census Bureau sent the invitations to the teachers and asking them to remind the teachers to complete their survey.

Schools with survey coordinators were randomly assigned to a treatment group after teachers were sampled. Treatment group 1 included 24,781 teachers; treatment group 2 included 24,731 teachers. The response rate for teachers in treatment group 1 was slightly higher than the response rate for teachers in treatment group 2 (80.9 percent and 77.8 percent, respectively). It is recommended that teacher invitations be sent to the survey coordinator.

Chapter 6. Response Rates

This chapter presents the survey response rates for the 2011–12 SASS. First, the unit response rates are presented in detail. Next, the item response rates for each survey type are summarized. Following these sections, the nonresponse bias analyses that were conducted on both the unit and the items for this SASS are described, and major findings are presented.

Survey Response Rates

Unit response rates are the rate at which the sampled units respond by substantially completing the questionnaire. Unit response rates can be calculated as unweighted or weighted. The unweighted response rates are the number of interviewed sampled units divided by the number of eligible (in-scope) sampled units, which include respondents plus nonrespondents but not ineligible (out-of-scope) units. The weighted response rates are the basic-weighted number of interviewed cases divided by the basic-weighted number of eligible cases. See chapter 8 for further discussion of the weighting.

The unweighted, weighted, and weighted overall (across all stages of selection, in the case of teachers) response rates for each data file and the Teacher Listing Forms are listed in table 17. The geographic variation in response rates can be examined by looking at each state's response rate. Table 18 provides public school response rates by state for districts, schools, principals, teachers, and school library media centers. Table 19 provides private school response rates by private school affiliation for schools, principals, and teachers. The unweighted response rates provide a general indication of the success of the data collection effort while the weighted response rates provide a measure of the quality of the data and the potential for nonresponse bias.

Table 17. Unweighted and basic weighted response rates and weighted overall response rates in percent, by survey population: 2011–12

Survey population	Unweighted response rate	Weighted response rate	Weighted overall response rate ¹
Public School Teacher Listing Form	82.4	79.6	†
Private School Teacher Listing Form	77.2	71.6	†
School district	82.6	80.6	†
Public school	72.2	72.5	†
Private school	64.8	65.7	†
Public school principal	72.7	72.7	†
Private school principal	64.4	64.7	†
Public school teacher	76.8	77.7	61.8
Private school teacher	67.6	69.9	50.0
Public school library media center	72.8	72.9	†

†Not applicable.

¹Weighted questionnaire response rate times the weighted response rate for the Teacher Listing Form.

NOTE: Response rates were weighted using the inverse of the probability of selection.

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

Table 18. Basic weighted response rates in percent for public school districts, schools, principals, teachers, and school library media centers, by state and selected characteristics: 2011–12

State and selected characteristic	Districts	Schools	Principals	Teachers		Overall teacher response rate ¹	School library media centers
				Teacher Listing Form (TLF)	Teacher questionnaire		
Total	80.6	72.5	72.7	79.6	77.7	61.8	72.9
State							
Alabama	92.0	89.6	88.5	88.5	84.6	74.9	85.7
Alaska	78.2	58.1	59.7	64.8	71.3	46.2	52.1
Arizona	74.4	80.3	82.3	87.9	82.7	72.6	80.0
Arkansas	96.2	88.3	88.2	94.5	84.9	80.2	88.2
California	74.3	65.0	64.3	73.6	70.9	52.2	63.1
Colorado	87.6	61.6	61.0	75.8	71.2	54.0	67.3
Connecticut	71.9	69.1	70.2	69.7	73.3	51.1	71.5
Delaware	76.9	89.3	90.5	90.9	79.2	71.9	85.8
District of Columbia	58.7	41.4	38.2	64.6	65.1	42.1	44.6
Florida	86.2	61.8	60.9	66.9	73.8	49.4	64.0
Georgia	81.8	71.7	71.1	81.2	81.8	66.4	75.3
Hawaii	0.0	62.5	59.8	73.5	40.2	29.5	61.8
Idaho	91.3	80.3	80.3	84.1	81.9	68.9	78.3
Illinois	69.9	76.1	79.2	84.3	78.2	66.0	80.1
Indiana	80.6	78.1	78.6	86.8	83.8	72.8	78.8
Iowa	87.6	86.0	83.5	89.1	81.7	72.8	86.9
Kansas	92.1	77.8	79.9	85.3	84.4	72.0	80.9
Kentucky	93.0	87.7	87.0	92.4	82.1	75.9	88.5
Louisiana	61.2	66.9	67.3	77.0	78.5	60.4	66.5
Maine	84.9	81.7	83.9	86.0	77.3	66.5	82.6
Maryland	64.0	31.6	32.8	37.1	76.2	28.3	32.5
Massachusetts	70.3	76.9	77.4	84.2	78.3	65.9	75.2
Michigan	83.5	78.4	77.3	86.5	79.2	68.5	76.3
Minnesota	81.5	79.8	78.2	83.2	79.9	66.5	76.8
Mississippi	91.3	90.1	91.1	96.6	78.9	76.2	88.3
Missouri	89.4	82.3	83.6	92.2	80.7	74.4	83.3
Montana	95.3	92.6	92.8	94.5	82.5	78.0	93.9
Nebraska	90.6	74.5	73.5	81.2	81.3	66.0	74.1
Nevada	80.6	72.0	70.9	86.1	71.2	61.3	74.1
New Hampshire	75.1	84.5	84.0	84.5	83.6	70.7	81.9

See notes at end of table.

Table 18. Basic weighted response rates in percent for public school districts, schools, principals, teachers, and school library media centers, by state and selected characteristics: 2011–12—Continued

State and selected characteristic	Districts	Schools	Principals	Teachers		Overall teacher response rate ¹	School library media centers
				Teacher Listing Form (TLF)	Teacher questionnaire		
New Jersey	75.1	71.2	74.4	77	72.6	55.9	75.7
New Mexico	82.7	64.1	64.8	67.8	76.7	52	65.6
New York	72.1	64.4	61.7	73.1	68.9	50.3	63.2
North Carolina	84.9	70	71.7	75.1	84	63.1	69.6
North Dakota	87.5	87.1	87.5	91.7	84.1	77.1	87.4
Ohio	80.3	79.2	78.2	87.4	79.7	69.6	78.8
Oklahoma	89	86	87.8	94.6	80.6	76.3	89.5
Oregon	72.2	66.7	65	72.8	77.6	56.5	67.7
Pennsylvania	82.9	75.4	77.7	85.9	75.6	64.9	77.6
Rhode Island	85.2	57.5	58.2	60.9	78.6	47.9	56.6
South Carolina	89.8	80.2	80.4	89.8	84.1	75.5	81.4
South Dakota	93.7	84.8	84.2	88.8	88.9	79	88.1
Tennessee	90.2	71.2	71	79.5	81	64.4	70.8
Texas	82.5	68.5	70.1	75.7	76.8	58.2	69.5
Utah	75.1	76.4	74.6	75.9	84.8	64.4	75.6
Vermont	64.1	81.2	81.9	83.9	83	69.6	78.9
Virginia	86.9	73.2	73.7	78	78.6	61.3	76
Washington	75.6	65.2	64.7	72	79.7	57.4	61.7
West Virginia	66.7	90.8	91.1	93.6	83	77.7	92.6
Wisconsin	82.1	70.9	71.5	77.8	83.5	64.9	69.5
Wyoming	88.4	76.4	78.7	83.3	78.2	65.1	79.1
School classification							
Traditional public	†	69.2	72.9	79.7	77.9	62.1	73.4
Charter school	†	72.7	69.7	77.9	70.4	54.8	57.0
Community type							
City	72.6	59.4	59.7	68.0	71.8	48.8	58.3
Suburban	73.6	68.9	68.7	76.6	76.3	58.4	69.6
Town	82.1	83.0	83.5	87.8	82.4	72.4	83.3
Rural	85.9	82.1	82.6	88.4	81.8	72.3	83.1
School level							
Primary	†	71.9	71.9	78.8	80.1	63.1	72.5
Middle	†	73.6	73.7	79.4	77.4	61.5	74.8
High	†	72.1	73.1	81.0	73.6	59.6	72.3
Combined	†	76.2	76.5	82.5	78.9	65.1	73.1

See notes at end of table.

Table 18. Basic weighted response rates in percent for public school districts, schools, principals, teachers, and school library media centers, by state and selected characteristics: 2011–12—Continued

State and selected characteristic	Districts	Schools	Principals	Teachers		Overall teacher response rate ¹	School library media centers
				Teacher Listing Form (TLF)	Teacher questionnaire		
Student enrollment							
Less than 100	†	74.1	72.8	81.6	76.3	62.2	63.0
100–199	†	75.9	76.6	83.6	82.1	68.7	74.6
200–499	†	75.6	76.0	81.7	80.0	65.3	76.2
500–749	†	70.3	71.0	77.9	78.9	61.5	71.7
750–999	†	68.2	67.9	75.6	76.1	57.6	70.1
1,000 or more	†	66.1	65.7	74.6	73.4	54.8	69.4
District size							
1 school	74.3	†	†	†	†	†	†
2–3 schools	84.8	†	†	†	†	†	†
4–5 schools	83.1	†	†	†	†	†	†
6–9 schools	85.8	†	†	†	†	†	†
10–19 schools	81.4	†	†	†	†	†	†
20 or more schools	80.8	†	†	†	†	†	†
District K–12 enrollment							
Less than 250	75.1	†	†	†	†	†	†
250–299	79.9	†	†	†	†	†	†
1,000–1,999	86.0	†	†	†	†	†	†
2,000–4,999	82.4	†	†	†	†	†	†
5,000–9,999	83.1	†	†	†	†	†	†
10,000 or more	80.9	†	†	†	†	†	†
Percent of K–12 students who were approved for free or reduced-price lunches							
0–34	78.9	75.0	75.6	80.1	78.6	63.0	75.0
35–49	82.1	75.4	75.8	82.0	80.0	65.6	75.6
50–74	84.7	75.3	75.6	82.8	78.2	64.7	76.4
75 or more	74.0	62.8	62.3	72.7	72.7	52.9	62.5

† Not applicable.

¹Weighted questionnaire response rate times the weighted response rate for the Teacher Listing Form.

NOTE: Response rates were weighted using the inverse of the probability of selection.

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

Table 19. Base-weighted response rates in percent for private schools, principals, and teachers, by affiliation and selected characteristics: 2011–12

Affiliation stratum and selected characteristic	Schools	Principals	Teachers		Overall teacher response rate ¹
			Teacher Listing Form (TLF)	Teacher questionnaire	
Total	65.7	64.7	71.6	69.9	50.1
Affiliation stratum					
Catholic					
Parochial	75.0	74.7	78.0	76.8	59.9
Diocesan	72.7	71.4	74.4	75.8	56.4
Private order	66.7	68.1	67.3	85.5	57.5
Baptist	66.3	63.8	68.8	64.8	44.6
Jewish	45.5	40.0	49.9	53.8	26.9
Lutheran	81.2	81.1	85.2	72.6	61.8
Seventh-Day Adventist	79.1	77.6	82.0	63.5	52.0
Other religious	60.6	57.8	68.1	64.9	44.2
Nonsectarian					
Regular program	57.5	56.9	66.1	66.5	44.0
Special emphasis	63.7	66.4	68.7	64.1	44.1
Special education	77.9	80.7	82.7	77.9	64.5
School classification					
Catholic	72.9	72.4	75.0	78.0	58.5
Other religious	64.2	61.7	70.1	64.5	45.2
Nonsectarian	63.6	64.7	70.3	68.0	47.9
Community type					
City	67.2	67.0	72.7	70.1	50.9
Suburban	64.2	64.2	69.5	69.8	48.5
Town	67.7	66.9	68.0	76.8	52.2
Rural	64.9	61.4	74.4	66.8	49.7
School level					
Elementary	70.0	68.4	75.6	70.6	53.4
Secondary	67.2	67.2	71.5	74.2	53.0
Combined	58.2	58.1	65.3	67.2	43.9
Student enrollment					
Less than 100	65.2	63.8	72.6	63.9	46.4
100–199	67.0	66.8	71.8	65.9	47.3
200–499	67.6	66.4	71.7	72.2	51.7
500–749	62.1	61.1	66.7	76.3	51.0
750 or more	53.4	55.0	60.1	73.6	44.2

¹Weighted questionnaire response rate times the weighted response rate for the teacher listing form.

NOTE: Response rates were weighted using the inverse of the probability of selection.

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

Item Response Rates

Item response rates indicate the percentage of respondents that answered a given survey question, or item. Weighted item response rates are produced by dividing the number of sampled cases responding to an item by the number of sampled cases eligible to answer the item and adjusted by either the basic or final weight. The final weight for each sampled unit is the base weight adjusted for unit nonresponse and then ratio adjusted to the frame total. See chapter 8 for further discussion of the weighting.

For most items, a counted response is any item that is not missing and the value of the associated imputation flag is 0. See chapter 7 for detailed information on imputations.

For the SASS, the basic weighted item response rates ranged from 57.4 percent to 100 percent, and the final-weighted item response rates ranged from 53.4 percent to 100 percent. For all eight SASS data files, between 93.8 and 100 percent of the items had a base-weighted response rate of 85 percent or higher, and between 92.4 and 98.9 percent of the items had a final-weighted response rate of 85 percent or higher.

Table 20 provides a brief summary of the basic weighted item response rates, and exhibit 4 provides information about the SASS items that have a base-weighted response rate below 70 percent. Similarly, Table 21 provides a brief summary of the final-weighted item response rates, and exhibit 5 provides information about the SASS items that have a final-weighted response rate below 70 percent.

Table 20. Summary of base-weighted item response rates, by survey population: 2011–12

Survey population	Range of item response rates	Percent of items with a response rate of 85.0 percent or more	Percent of items with a response rate of 70.0–84.9 percent	Percent of items with a response rate of less than 70.0 percent
School district	85.8–100	100.0	0.0	0.0
Public school	80.4–100	96.2	3.8	0.0
Private school ¹	73.6–100	93.9	5.7	0.0
Public school principal	84.8–100	99.5	0.5	0.0
Private school principal	82.6–100	98.3	1.7	0.0
Public school teacher	72.9–100	93.9	6.1	0.0
Private school teacher	57.4–100	93.8	5.9	0.3
Public school library media center	88.9–100	100.0	0.0	0.0

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

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

Exhibit 4. Item with base-weighted response rate of less than 70 percent, by survey population: 2011–12

Survey population	Items
Teacher survey	
Private	Q39e(4)certificate

NOTE: Numbers in this table refer to questionnaire item numbers, while letters or parenthetical descriptions refer to sub-items. For example, item 39e(4) refers to sub-item e4 of item 39 on the Private School Teacher Questionnaire.

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

Table 21. Summary of final weighted item response rates, by survey population: 2011–12

Survey population	Range of item response rates	Percent of items with a response rate of 85.0 percent or more	Percent of items with a response rate of 70.0–84.9 percent	Percent of items with a response rate of less than 70.0 percent
School district	85.6–100	100.0	0	0
Public school	80.2–100	96.2	3.8	0
Private school ¹	73.2–100	93.5	6.1	0
Public school principal	84.2–100	98.9	1.1	0
Private school principal	81.8–100	98.3	1.7	0
Public school teacher	72.6–100	94.2	5.8	0
Private school teacher	53.4–100	92.5	6.9	0.7
Public school library				
Media center	83.9–100	100.0	0	0

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

NOTE: Percentages may not sum to 100 due to rounding.

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

Exhibit 5. Items with final weighted response rates of less than 70 percent, by survey population: 2011–12

Survey population	Items
Teacher survey	
Private	Q39e(4)Certificate, Q72Howmuch

NOTE: Numbers in this table refer to questionnaire item numbers, while letters or parenthetical descriptions refer to subitems.

For example, item 39e(4) refers to sub-item e(4) of item 39 on the Private School Teacher Questionnaire.

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

Nonresponse Bias Analysis

A comprehensive nonresponse bias analysis was conducted for the 2011–12 SASS. The analysis evaluated the extent of potential bias introduced by nonresponse at both unit and item levels, and the extent to which noninterview weighting adjustments mitigated bias at the unit level.

Unit-Level Nonresponse

Overview of Methodology

Because NCES Statistical Standard 4-4 requires analysis of unit nonresponse bias for any survey stage with a base-weighted response rate of less than 85 percent, both 2011–12 SASS teacher data files were evaluated for potential bias. Comparisons between the frame and respondent populations were made before and after the noninterview weighting adjustments were applied in order to evaluate the extent to which the adjustments reduced or eliminated nonresponse bias. The following section explains the methodology and summarizes the conclusions.

As outlined in appendix B of the *NCES Statistical Standards* (U.S. Department of Education 2003), the degree of nonresponse bias is a function of two factors: the nonresponse rate and how much the respondents and nonrespondents differ on survey variables of interest. The mathematical formulation to estimate bias for a sample mean of variable y is as follows:

$$B(\bar{y}_R) = \bar{y}_R - \bar{y}_T = \left(\frac{n_M}{n_T} \right) (\bar{y}_R - \bar{y}_M)$$

where

\bar{y}_T = the estimated mean based on all eligible sample cases

\bar{y}_R = the estimated mean based only on respondent cases

\bar{y}_M = the estimated mean based only on nonrespondent cases

n_T = the estimated number of cases (i.e., $n_T = n_R + n_M$)

n_M = the estimated number of nonrespondents

n_R = the estimated number of respondents

A variable-free estimate of the bias, referred to as a relative bias, was used to compare biases across all variables included in the analysis. The relative bias for an estimated mean using only the respondent data, \bar{y}_R , is calculated using the following formula:

$$RelB(\bar{y}_R) = \frac{B(\bar{y}_R)}{\bar{y}_R}$$

Relative bias was estimated for variables known for respondents and nonrespondents. There are a number of variables available for each data file from the 2011–12 SASS sampling frames. The variables used are presented in exhibit 6.

Exhibit 6. Variables used in the SASS unit nonresponse bias analysis: 2011–12

<p>School districts</p> <ul style="list-style-type: none"> • State • Locale • Enrollment • Agency type • State by locale • State by enrollment <p>Regular public schools, principals, libraries, and teacher listing form</p> <ul style="list-style-type: none"> • Enrollment • Percent races other than White • Percent free lunch eligible • Locale • Pupil-teacher ratio • Grade level • Region • Number of teachers • Title 1 status • State • State by enrollment • State by locale • State by grade level <p>Regular public school teachers</p> <ul style="list-style-type: none"> • Enrollment • Percent races other than White • Percent free lunch eligible • Locale • Pupil-teacher ratio • Grade level • Region • Number of teachers • Title 1 status • Subject • Experience • State • State by subject • State by locale • State by grade level 	<p>Private schools, principals, and teacher listing form</p> <ul style="list-style-type: none"> • Affiliation • Locale • Enrollment • Number of teachers • Grade level • Region • Affiliation by grade level • Affiliation by region <p>Charter public schools, principals, libraries, and teacher listing form</p> <ul style="list-style-type: none"> • Enrollment • Percent races other than White • Percent free lunch eligible • Locale • Pupil-teacher ratio • Grade level • Region • Number of teachers • Title 1 status <p>Public charter school teachers</p> <ul style="list-style-type: none"> • Enrollment • Percent races other than White • Percent free lunch eligible • Locale • Pupil-teacher ratio • Grade level • Region • Number of teachers • Title 1 status • Subject • Experience <p>Private school teachers</p> <ul style="list-style-type: none"> • Affiliation • Locale • Enrollment • Number of teachers • Grade level • Region • Subject • Experience • Full- or part-time status • Affiliation by grade level • Affiliation by region
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SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2011–12.

The following steps were followed to compute the relative bias. First, the nonresponse bias was estimated and tested to determine if the bias is significant at the 5 percent level. Second, noninterview adjustments were computed, and the variables listed above were included in the nonresponse models. The noninterview adjustments, which are included in the weights (see chapter 7 for more detail), were designed to significantly reduce or eliminate unit nonresponse bias for variables included in the models. Third, after the weights were computed, any remaining bias was estimated for the variables listed above and statistical tests were performed to check the remaining significant nonresponse bias. For this comparison, nonresponse bias was calculated as the difference between the base-weighted sample mean and the nonresponse-adjusted respondent mean, which evaluates the effectiveness of each noninterview adjustment in mitigating nonresponse bias. Sample units found to be ineligible for SASS were excluded from the analysis.

The tables included in this chapter outline the summary statistics of the bias analysis findings for each questionnaire by sector. For detailed information about the 2011–12 SASS nonresponse bias analyses results, please refer to the tables in “Appendix K. 2011–12 SASS Unit Nonresponse Bias Analysis.”

School Districts

Tables 22 through 24 contain summary statistics of the findings.

Table 22. Summary of SASS district (1A) unit nonresponse bias—national items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	10.09
Median estimated percent relative bias (absolute value)	6.92
Percent of variable categories significantly biased	55.68
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	6.45
Median estimated percent relative bias (absolute value)	3.18
Percent of variable categories significantly biased	32.95

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

Table 23. Summary of SASS district (1A) unit nonresponse bias—state summary items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	14.84
Median estimated percent relative bias (absolute value)	9.26
Percent of variable categories significantly biased	40.45
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	14.39
Median estimated percent relative bias (absolute value)	8.82
Percent of variable categories significantly biased	36.76

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

Table 24. Effects of nonresponse adjustment on bias reduction—SASS district (1A) unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	National	State
Not significant	–	Significant	6	35
Significant	>50 percent reduction	Not significant	21	32
		Significant	10	7
	10–50 percent reduction	Not significant	5	15
		Significant	8	35
	<10 percent reduction	Not significant	0	1
		Significant	2	36
	Increase in difference	Not significant	0	5
		Significant	3	66

— Not available.

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

Summary of Conclusions

As shown in tables 22 through 24, the weighting adjustments eliminated some, but not all, significant bias. For all respondents, 56 percent of the variable categories at the national level and 40 percent of state estimates were significantly biased before nonresponse weighting adjustments. After the adjustments, 33 percent of categories at the national level and 37 percent of state estimates were significantly biased. Table 24 reveals that for national estimates, bias was substantially reduced for most items while many state-level estimates remained biased.

Public Schools

Tables 25 through 27 contain summary statistics of the findings.

Table 25. Summary of SASS public school (3A) unit nonresponse bias—national items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	9.80
Median estimated percent relative bias (absolute value)	6.23
Percent of variable categories significantly biased	41.54
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	4.29
Median estimated percent relative bias (absolute value)	2.44
Percent of variable categories significantly biased	6.92

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

Table 26. Summary of SASS public school (3A) unit nonresponse bias—state summary items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	14.55
Median estimated percent relative bias (absolute value)	8.38
Percent of variable categories significantly biased	20.51
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	12.32
Median estimated percent relative bias (absolute value)	6.34
Percent of variable categories significantly biased	12.22

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

Table 27. Effects of nonresponse adjustment on bias reduction—SASS public school (3A) unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	National	State
Not significant	—	Significant	4	8
Significant	>50 percent reduction	Not significant	46	42
		Significant	2	1
	10–50 percent reduction	Not significant	3	17
		Significant	1	18
	<10 percent reduction	Not significant	0	3
		Significant	1	25
	Increase in difference	Not significant	0	1
		Significant	1	29

— Not available.

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

Summary of Conclusions

As shown in tables 25 through 27, the weighting adjustments eliminated some, but not all, significant bias. For all respondents, 42 percent of the variable categories at the national level and 21 percent of state estimates were significantly biased before nonresponse weighting adjustments. After the adjustments, 7 percent of categories at the national level and 12 percent of state estimates were significantly biased. Table 27 reveals that for national estimates, bias was substantially reduced for most items while many state-level estimates remained biased.

Private Schools

Tables 28 through 30 contain summary statistics of the findings.

Table 28. Summary of SASS private school (3B) unit nonresponse bias—national items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	8.20
Median estimated percent relative bias (absolute value)	5.58
Percent of variable categories significantly biased	41.18
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	3.08
Median estimated percent relative bias (absolute value)	2.64
Percent of variable categories significantly biased	0.00

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

Table 29. Summary of SASS private school (3B) unit nonresponse bias—affiliation summary items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	12.11
Median estimated percent relative bias (absolute value)	8.12
Percent of variable categories significantly biased	11.90
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	10.90
Median estimated percent relative bias (absolute value)	6.60
Percent of variable categories significantly biased	4.76

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

Table 30. Effects of nonresponse adjustment on bias reduction—SASS private school (3B) unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	National	Affiliation
Not significant	—	Significant	0	0
Significant	>50 percent reduction	Not significant	13	3
		Significant	0	0
	10–50 percent reduction	Not significant	1	3
		Significant	0	1
	<10 percent reduction	Not significant	0	0
		Significant	0	1
	Increase in difference	Not significant	0	0
		Significant	0	2

— Not available.

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

Summary of Conclusions

As shown in tables 28 through 30, the weighting adjustments eliminated some, but not all, significant bias. For all respondents, 41 percent of the variable categories at the national level and 12 percent of affiliation estimates were significantly biased before nonresponse weighting adjustments. After the adjustments, 0 percent of categories at the national level and 5 percent of affiliation estimates were significantly biased. Table 30 reveals that for national estimates, bias was substantially reduced for most items while some affiliation-level estimates remained biased.

Public Principals

Tables 31 through 33 contain summary statistics of the findings.

Table 31. Summary of SASS public school principal (2A) unit nonresponse bias—national items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	9.86
Median estimated percent relative bias (absolute value)	6.35
Percent of variable categories significantly biased	43.08
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	4.01
Median estimated percent relative bias (absolute value)	2.31
Percent of variable categories significantly biased	8.46

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

Table 32. Summary of SASS public school principal (2A) unit nonresponse bias—state summary items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	16.29
Median estimated percent relative bias (absolute value)	8.10
Percent of variable categories significantly biased	20.21
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	14.08
Median estimated percent relative bias (absolute value)	6.89
Percent of variable categories significantly biased	11.31

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

Table 33. Effects of nonresponse adjustment on bias reduction—SASS public school principal (2A) unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	National	State
Not significant	—	Significant	3	9
Significant	>50 percent reduction	Not significant	45	41
		Significant	4	0
	10–50 percent reduction	Not significant	3	22
		Significant	1	27
	<10 percent reduction	Not significant	0	4
Significant		2	18	
Increase in difference		Not significant	0	1
		Significant	1	21

— Not available.

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

Summary of Conclusions

As shown in tables 31 through 33, the weighting adjustments eliminated some, but not all, significant bias. For all respondents, 43 percent of the variable categories at the national level and 20 percent of state estimates were significantly biased before nonresponse weighting adjustments. After the adjustments, 8 percent of categories at the national level and 11 percent of state estimates were significantly biased. Table 33 reveals that for national estimates, bias was substantially reduced for most items while some state-level estimates remained biased.

Private Principals

Tables 34 through 36 contain summary statistics of the findings.

Table 34. Summary of SASS private principals (2B) unit nonresponse bias—national items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	9.16
Median estimated percent relative bias (absolute value)	6.20
Percent of variable categories significantly biased	47.06
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	3.05
Median estimated percent relative bias (absolute value)	1.66
Percent of variable categories significantly biased	5.88

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

Table 35. Summary of SASS private principals (2B) unit nonresponse bias—affiliation summary items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	11.87
Median estimated percent relative bias (absolute value)	6.99
Percent of variable categories significantly biased	9.52
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	9.99
Median estimated percent relative bias (absolute value)	5.83
Percent of variable categories significantly biased	5.95

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

Table 36. Effects of nonresponse adjustment on bias reduction—SASS private principals (2B) unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	National	Affiliation
Not significant	—	Significant	0	1
Significant	>50 percent reduction	Not significant	14	2
		Significant	1	0
	10–50 percent reduction	Not significant	0	2
		Significant	1	0
	<10 percent reduction	Not significant	0	0
		Significant	0	0
	Increase in difference	Not significant	0	0
		Significant	0	4

— Not available.

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

Summary of Conclusions

As shown in tables 34 through 36, the weighting adjustments eliminated some, but not all, significant bias. For all respondents, 47 percent of the variable categories at the national level and 10 percent of affiliation estimates were significantly biased before nonresponse weighting adjustments. After the adjustments, 6 percent of categories at the national level and 6 percent of the affiliation estimates were significantly biased. Table 36 reveals that for national estimates, bias was substantially reduced for most items while some affiliation-level estimates remained biased.

Public School Libraries

Tables 37 through 39 contain summary statistics of the findings.

Table 37. Summary of SASS public school library (LS1A) unit nonresponse bias—national items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	8.51
Median estimated percent relative bias (absolute value)	6.02
Percent of variable categories significantly biased	40.77
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	3.97
Median estimated percent relative bias (absolute value)	2.25
Percent of variable categories significantly biased	9.23

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

Table 38. Summary of SASS public school library (LS1A) unit nonresponse bias—state summary items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	14.26
Median estimated percent relative bias (absolute value)	7.70
Percent of variable categories significantly biased	20.97
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	12.83
Median estimated percent relative bias (absolute value)	6.55
Percent of variable categories significantly biased	14.93

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

Table 39. Effects of nonresponse adjustment on bias reduction—SASS public school library (LS1A) unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	National	State
Not significant	—	Significant	4	9
Significant	>50 percent reduction	Not significant	43	27
		Significant	4	1
	10–50 percent reduction	Not significant	2	21
		Significant	2	25
	<10 percent reduction	Not significant	0	1
		Significant	1	21
	Increase in difference	Not significant	0	0
		Significant	1	43

— Not available.

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

Summary of Conclusions

As shown in tables 37 through 39, the weighting adjustments eliminated some, but not all, significant bias. For all respondents, 41 percent of the variable categories at the national level and 21 percent of state estimates were significantly biased before nonresponse weighting adjustments. After the adjustments, 9 percent of categories at the national level and 15 percent of state estimates were significantly biased. Table 39 reveals that for national estimates, bias was substantially reduced for most items while some state-level estimates remained biased.

Public School Teachers

Tables 40 through 45 contain summary statistics of the findings. Tables 40 through 42 apply to the Teacher Listing Form. Tables 43 through 45 apply to teachers from schools that provided Teacher Listing Forms.

Table 40. Summary of SASS public teacher (4A) Teacher Listing Form unit nonresponse bias—national items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	7.47
Median estimated percent relative bias (absolute value)	4.75
Percent of variable categories significantly biased	43.08
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	3.60
Median estimated percent relative bias (absolute value)	1.93
Percent of variable categories significantly biased	13.85

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

Table 41. Summary of SASS public teacher (4A) Teacher Listing Form unit nonresponse bias—state summary items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	16.02
Median estimated percent relative bias (absolute value)	7.00
Percent of variable categories significantly biased	18.09
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	14.70
Median estimated percent relative bias (absolute value)	6.30
Percent of variable categories significantly biased	10.35

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

**Table 42. Effects of Nonresponse Adjustment on Bias Reduction—SASS Public Teacher (4A)
Teacher Listing Form Unit Nonresponse Bias: 2011–12**

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	National	State
Not significant	—	Significant	6	18
Significant	>50 percent reduction	Not significant	43	29
		Significant	1	2
	10–50 percent reduction	Not significant	1	35
		Significant	9	18
	<10 percent reduction	Not significant	0	4
		Significant	1	16
	Increase in difference	Not significant	0	9
		Significant	1	25

— Not available.

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

Summary of Conclusions

As shown in tables 40 through 42, the weighting adjustments eliminated some, but not all, significant bias. For all respondents, 43 percent of the variable categories at the national level and 18 percent of state estimates were significantly biased before nonresponse weighting adjustments. After the adjustments, 14 percent of categories at the national level and 10 percent of state estimates were significantly biased. Table 42 reveals that for national estimates, bias was substantially reduced for most items while some state-level estimates remained biased. In particular, estimates in Alaska, Hawaii, Maryland, Rhode Island, and the District of Columbia remained severely biased after weighting, with the mean relative bias remaining above 25 percent. Estimates from the states of Connecticut, Idaho, Kansas, Massachusetts, Nebraska, New Hampshire, New Mexico, Utah, Vermont, and Wyoming remained moderately biased after weighting, with the mean relative bias in the range of 10 to 25 percent. For additional information about these and all 2011–12 SASS nonresponse bias analyses results, please refer to the tables in “Appendix K. 2011–12 SASS Unit Nonresponse Bias Analysis.”

Table 43. Summary of SASS public teacher unit nonresponse bias—national items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	6.51
Median estimated percent relative bias (absolute value)	4.32
Percent of variable categories significantly biased	35.26
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	2.72
Median estimated percent relative bias (absolute value)	1.22
Percent of variable categories significantly biased	5.13

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

Table 44. Summary of SASS public teacher (4A) unit nonresponse bias—state summary items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	11.23
Median estimated percent relative bias (absolute value)	5.97
Percent of variable categories significantly biased	11.60
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	9.43
Median estimated percent relative bias (absolute value)	4.88
Percent of variable categories significantly biased	4.70

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

Table 45. Effects of nonresponse adjustment on bias reduction—SASS public teacher (4A) unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	National	State
Not significant	—	Significant	3	14
Significant	>50 percent reduction	Not significant	41	41
		Significant	2	1
	10–50 percent reduction	Not significant	9	31
		Significant	1	12
	<10 percent reduction	Not significant	0	5
		Significant	1	6
	Increase in difference	Not significant	0	3
		Significant	1	12

— Not available.

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

Summary of Conclusions

As shown in tables 43 through 45, the weighting adjustments eliminated some, but not all, significant bias. For all respondents, 35 percent of the variable categories at the national level and 12 percent of state estimates were significantly biased before nonresponse weighting adjustments. After the adjustments, 5 percent of categories at the national level and 5 percent of state estimates were significantly biased. Table 45 reveals that for national estimates, bias was substantially reduced for most items while some state-level estimates remained biased. In particular, estimates from Hawaii remained severely biased after weighting, with the mean relative bias above 25 percent. Estimates from Alaska, the District of Columbia, Maine, Maryland, and Rhode Island remained moderately biased after weighting, with the mean relative bias in the range of 10 to 25 percent. For additional information about these and all 2011–12 SASS nonresponse bias analyses results, please refer to the tables in “Appendix K. 2011–12 SASS Unit Nonresponse Bias Analysis.”

Private School Teachers

Tables 46 through 51 contain summary statistics of the findings. Tables 46 through 48 apply to the Teacher Listing Form. Tables 49 through 51 apply to teachers from schools that provided Teacher Listing Forms.

Table 46. Summary of SASS private teachers (4B) Teacher Listing Form unit nonresponse bias—national items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	6.79
Median estimated percent relative bias (absolute value)	4.99
Percent of variable categories significantly biased	32.35
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	2.00
Median estimated percent relative bias (absolute value)	1.65
Percent of variable categories significantly biased	0.00

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

Table 47. Summary of SASS private teachers (4B) Teacher Listing Form unit nonresponse bias—affiliation summary items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	9.98
Median estimated percent relative bias (absolute value)	7.02
Percent of variable categories significantly biased	4.76
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	9.34
Median estimated percent relative bias (absolute value)	6.57
Percent of variable categories significantly biased	0.00

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

Table 48. Effects of nonresponse adjustment on bias reduction—SASS private teachers (4B) Teacher Listing Form unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	National	Affiliation
Not significant	—	Significant	0	0
Significant	>50 percent reduction	Not significant	10	1
		Significant	0	0
	10–50 percent reduction	Not significant	1	2
		Significant	0	0
	<10 percent reduction	Not significant	0	1
		Significant	0	0
	Increase in difference	Not significant	0	0
		Significant	0	0

— Not available.

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

Summary of Conclusions

As shown in tables 46 through 48, the weighting adjustments eliminated all, significant bias. For all respondents, 32 percent of the variable categories at the national level and 5 percent of affiliation estimates were significantly biased before nonresponse weighting adjustments. After the adjustments, none of the categories at the national level or of the affiliation estimates were significantly biased. Table 48 reveals that for national estimates, bias was substantially reduced for most items while some affiliation-level estimates showed some bias even as their significance was reduced. In particular, estimates of Jewish schools remained severely biased after weighting, with the mean relative bias above 25 percent. Estimates from the area frame remained moderately biased after weighting, with the mean relative bias in the range of 10 to 25 percent. For additional information about these and all 2011–12 SASS nonresponse bias analyses results, please refer to the tables in “Appendix K. 2011–12 SASS Unit Nonresponse Bias Analysis.”

Table 49. Summary of SASS private teachers (4B) unit nonresponse bias—national items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	8.02
Median estimated percent relative bias (absolute value)	5.31
Percent of variable categories significantly biased	26.00
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	2.81
Median estimated percent relative bias (absolute value)	1.69
Percent of variable categories significantly biased	2.00

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

Table 50. Summary of SASS private teachers (4B) unit nonresponse bias—affiliation summary items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	8.97
Median estimated percent relative bias (absolute value)	5.43
Percent of variable categories significantly biased	4.76
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	8.84
Median estimated percent relative bias (absolute value)	6.32
Percent of variable categories significantly biased	2.38

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

Table 51. Effects of nonresponse adjustment on bias reduction—SASS private teachers (4B) unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	National	Affiliation
Not significant	—	Significant	0	0
Significant	>50 percent reduction	Not significant	10	0
		Significant	0	0
	10–50 percent reduction	Not significant	2	1
		Significant	1	0
	<10 percent reduction	Not significant	0	1
		Significant	0	1
	Increase in difference	Not significant	0	0
		Significant	0	1

— Not available.

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

Summary of Conclusions

As shown in tables 49 through 51, the weighting adjustments eliminated some, but not all, significant bias. For all respondents, 26 percent of the variable categories at the national level and 5 percent of affiliation estimates were significantly biased before nonresponse weighting adjustments. After the adjustments, 2 percent of categories at the national level and 2 percent of affiliation estimates were significantly biased. Table 51 reveals that for national estimates, bias was substantially reduced for most items while some affiliation-level estimates remained biased. In particular, estimates of Jewish, Lutheran, and area frame schools remained moderately biased after weighting, with the mean relative bias in the range of 10 to 25 percent. For additional information about these and all 2011–12 SASS nonresponse bias analyses results, please refer to the tables in “Appendix K. 2011–12 SASS Unit Nonresponse Bias Analysis.”

Additional Bias Analysis for Public School Teachers—Cities

Due to the low response rate for public school teachers located in cities, additional bias analysis was conducted for teachers with a locale code of city. Public school city teachers had a teacher listing form response rate of 68.0 percent and a teacher response rate of 71.8 percent, for an overall response rate of 48.8 percent. This low response rate prompted the need for additional bias analysis.

To conduct the additional unit nonresponse bias analysis, first the same comparison as had been conducted for all public school teachers was conducted for city public school teachers in isolation. Second, some key estimates were analyzed cross-tabulated by city size. Last, key estimates were cross-tabulated by grade level.

Tables 52 through 63 contain summary statistics of the findings. Tables 52 through 57 apply to the teacher listing form. Tables 58 through 63 apply to teachers from schools which provided teacher listing forms.

Table 52. Summary of SASS city public school TLF (4A) unit nonresponse bias—national items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	28.43
Median estimated percent relative bias (absolute value)	18.58
Percent of variable categories significantly biased	70
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	13.60
Median estimated percent relative bias (absolute value)	5.26
Percent of variable categories significantly biased	28

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

Table 53. Effects of nonresponse adjustment on bias reduction—SASS city public school TLF (4A) unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	National
Not significant	—	Significant	2
Significant	>50 percent reduction	Not significant	32
		Significant	9
	10–50 percent reduction	Not significant	4
		Significant	8
	<10 percent reduction	Not significant	0
		Significant	3
	Increase in difference	Not significant	2
		Significant	2

— Not available.

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

Table 54. Summary of SASS city public school TLF (4A) cross-tabbed unit nonresponse bias—city items by city size: 2011–12

Nonresponse bias statistics	Large city	Midsized city	Small city
Before noninterview adjustment			
Mean estimated percent relative bias (absolute value)	58.15	6.79	4.53
Median estimated percent relative bias (absolute value)	51.52	5.67	3.76
Percent of variable categories significantly biased	100	23.08	15.38
After noninterview adjustment			
Mean estimated percent relative bias (absolute value)	31.37	14.77	18.23
Median estimated percent relative bias (absolute value)	21.51	15.41	16.89
Percent of variable categories significantly biased	84.62	53.85	100

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

Table 55. Effects of nonresponse adjustment on bias reduction—SASS city public school TLF (4A) cross-tabbed unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	Large city	Midsized city	Small city
Not significant	—	Significant	0	6	10
Significant	>50 percent reduction	Not significant	1	0	0
		Significant	2	0	0
	10–50 percent reduction	Not significant	1	1	0
		Significant	8	0	0
	<10 percent reduction	Not significant	0	1	0
		Significant	1	0	0
	Increase in difference	Not significant	0	0	0
		Significant	0	1	2

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

Table 56. Summary of SASS city public school TLF (4A) cross-tabbed unit nonresponse bias—city items by grade level: 2011–12

Nonresponse bias statistics	Primary	Middle	High school	Combined
Before noninterview adjustment				
Mean estimated percent relative bias (absolute value)	18.52	22.70	24.48	25.05
Median estimated percent relative bias (absolute value)	18.62	23.84	18.21	24.71
Percent of variable categories significantly biased	66.67	77.78	77.78	11.11
After noninterview adjustment				
Mean estimated percent relative bias (absolute value)	8.31	6.08	7.16	14.52
Median estimated percent relative bias (absolute value)	7.37	5.92	4.84	13.43
Percent of variable categories significantly biased	0	0	11.11	11.11

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

Table 57. Effects of nonresponse adjustment on bias reduction—SASS city public school TLF (4A) cross-tabbed unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	Primary	Middle	High school	Combined
Not significant	—	Significant	0	0	0	1
Significant	>50 percent reduction	Not significant	4	6	6	1
		Significant	0	0	0	0
	10–50 percent reduction	Not significant	1	1	0	0
		Significant	0	0	1	0
	<10 percent reduction	Not significant	0	0	0	0
		Significant	0	0	0	0
	Increase in difference	Not significant	1	0	0	0
		Significant	0	0	0	0

— Not available.

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

Summary of Conclusions

As shown in Tables 52 through 57, the weighting adjustments eliminated some, but not all, significant bias. For city teacher national items, 70 percent of variable categories were significantly biased before nonresponse weighting adjustments, and 28 percent after adjustments. For cross-tabulated items by city size, 100 percent of large city categories, 23 percent of midsize city categories, and 15 percent of small city categories were significantly biased before nonresponse weighting adjustments. After adjustment, 85, 54, and 100 percent of variable categories were significantly biased. For cross-tabulated items by grade level, 67 percent of primary school, 78 percent of middle and high school categories, and 11 percent of combined school categories were significantly biased before nonresponse weighting adjustments. After adjustment, 11 percent of combined and high school and no primary and middle school categories were

significantly biased. The overall conclusion is that weighting adjustments substantially reduced nonresponse bias for national city item categories as well as for categories by grade level. With regard to city size, bias was reduced slightly, but not eliminated, for large cities, and increased substantially for midsized and small cities. For this reason, data users should avoid analyzing city public school teachers by city size.

Table 58. Summary of SASS city public school teacher (4A) unit nonresponse bias—national items: 2011–12

Nonresponse bias statistics	Total
Before noninterview adjustment	
Mean estimated percent relative bias (absolute value)	10.05
Median estimated percent relative bias (absolute value)	7.19
Percent of variable categories significantly biased	43.43
After noninterview adjustment	
Mean estimated percent relative bias (absolute value)	6.47
Median estimated percent relative bias (absolute value)	2.84
Percent of variable categories significantly biased	5.05

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

Table 59. Effects of nonresponse adjustment on bias reduction—SASS city public school teacher (4A) unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	National
Not significant	—	Significant	1
Significant	>50 percent reduction	Not significant	31
		Significant	3
	10–50 percent reduction	Not significant	8
		Significant	0
<10 percent reduction	Not significant	1	
	Significant	0	
	Increase in difference	Not significant	0
		Significant	0

— Not available.

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

Table 60. Summary of SASS city public school teacher (4A) cross-tabbed unit nonresponse bias—city items, by city size: 2011–12

Nonresponse bias statistics	Large city	Midsized city	Small city
Before noninterview adjustment			
Mean estimated percent relative bias (absolute value)	17.85	6.62	3.79
Median estimated percent relative bias (absolute value)	20.64	4.52	2.74
Percent of variable categories significantly biased	76.47	5.88	17.65
After noninterview adjustment			
Mean estimated percent relative bias (absolute value)	7.62	7.27	2.95
Median estimated percent relative bias (absolute value)	6.13	5.96	1.92
Percent of variable categories significantly biased	23.53	11.76	5.88

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

Table 61. Effects of nonresponse adjustment on bias reduction—SASS city public school teacher (4A) cross-tabbed unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	Large city	Midsized city	Small city
Not significant	—	Significant	0	2	1
Significant	>50 percent reduction	Not significant	7	1	3
		Significant	1	0	0
	10–50 percent reduction	Not significant	2	0	0
		Significant	3	0	0
	<10 percent reduction	Not significant	0	0	0
		Significant	0	0	0
Increase in difference	Not significant	0	0	0	
	Significant	0	0	0	

— Not available.

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

Table 62. Summary of SASS city public school teacher (4A) cross-tabbed unit nonresponse bias—city items, by grade level: 2011–12

Nonresponse bias statistics	Primary	Middle	High school	Combined
Before noninterview adjustment				
Mean estimated percent relative bias (absolute value)	7.60	4.99	12.69	9.52
Median estimated percent relative bias (absolute value)	7.57	4.91	9.91	7.94
Percent of variable categories significantly biased	25	25	50	37.5
After noninterview adjustment				
Mean estimated percent relative bias (absolute value)	3.30	2.87	4.24	7.76
Median estimated percent relative bias (absolute value)	2.85	1.86	3.8	7.13
Percent of variable categories significantly biased	12.5	0	12.5	0

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

Table 63. Effects of nonresponse adjustment on bias reduction—SASS city public school teacher (4A) cross-tabbed unit nonresponse bias: 2011–12

Before nonresponse adjustment	Change in absolute difference	After nonresponse adjustment	Primary	Middle	High School	Combined
Not significant	—	Significant	0	0	0	0
Significant	>50 percent reduction	Not significant	1	2	2	1
		Significant	0	0	1	0
	10–50 percent reduction	Not significant	0	0	1	2
		Significant	1	0	0	0
	<10 percent reduction	Not significant	0	0	0	0
		Significant	0	0	0	0
	Increase in difference	Not significant	0	0	0	0
		Significant	0	0	0	0

— Not available.

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

Summary of Conclusions

As shown in tables 58 through 63, the weighting adjustments eliminated some, but not all, significant bias. For city teacher national items, 43 percent of variable categories were significantly biased before nonresponse weighting adjustments, and 5 percent after adjustments. For cross-tabulated items by city size, 76 percent of large city categories, 6 percent of midsize city categories, and 18 percent of small city categories were significantly biased before nonresponse weighting adjustments. After adjustment, 24, 12, and 6 percent of variable categories were significantly biased. For cross-tabulated items by grade level, 25 percent of primary and middle school categories, 50 percent of high school categories, and 38 percent of combined school categories were significantly biased before nonresponse weighting adjustments. After adjustment, 13 percent of primary and high school and no middle school and combined school categories

were significantly biased. The overall conclusion is that weighting adjustments substantially reduced nonresponse bias for national city item categories as well as for categories by grade level. With regard to city size, bias was reduced but not eliminated for large cities, increased for midsized cities, and was substantially reduced for small cities. For this reason, data users should avoid analyzing city public school teachers by city size.

Item-Level Nonresponse

Overview of Methodology

The item bias analysis examined the overall response rate for each item on all SASS data files. The analysis included examining the item response rates by the characteristics listed in exhibit 7 below, using the final weight for all in-scope sampled units. If the overall response rate for the item fell below 70 percent, the item will be footnoted in NCES publications with “Item response rate fell below 70 percent” as a method of cautioning the user that the low item response rate introduces some potential for bias in the imputation procedure. For any characteristic where the item response rate was less than 85 percent, a more detailed analysis was done by the characteristics listed in exhibit 7. The results were highlighted if that particular cell had a significantly higher or lower response rate than the file as a whole and bolded if the difference was noteworthy. A noteworthy difference met the following conditions:

- The difference relative to the overall response rate for the particular item was greater than 10 percent.
- The absolute difference was greater than one percentage point.
- The cell had at least 30 interviews.

Exhibit 7. Variables used in the SASS item nonresponse bias analysis: 2011–12

School districts <ul style="list-style-type: none"> • State • Locale • Enrollment • Agency type 	Private schools and principals <ul style="list-style-type: none"> • Affiliation • Locale • Enrollment • Number of teachers • Grade level • Region
Public schools, principals, and libraries <ul style="list-style-type: none"> • Enrollment • Percent races other than White • Percent free lunch eligible • Locale • Pupil-teacher ratio • Grade level • Region • Number of teachers • Title 1 status • State 	Private school teachers <ul style="list-style-type: none"> • Affiliation • Locale • Enrollment • Number of teachers • Grade level • Region • Subject • Experience • Full or part-time status
Public school teachers <ul style="list-style-type: none"> • Enrollment • Percent races other than White • Percent free lunch eligible • Locale • Pupil-teacher ratio • Grade level • Region • Number of teachers • Title 1 status • Subject • Experience • State 	

Table 64 presents the number of items by response rate for each file. Note that two private teacher items were below 70 percent, necessitating a footnote. These two items were Q.39e, (4) “Using Table 3 on page 23, please record all additional content areas and grade ranges in which this certificate allows you to teach and Q.72 “During the current school year, do you, or will you, earn any additional compensation from this school system based on your students’ performance (e.g., through a merit pay or pay-for-performance agreement)?—How much?”

Table 64. SASS number of items, by response rate for each file: 2011–12

File	Total items	Number of items 95 percent or above	Number of items 85.0 to 94.9 percent	Number of items 70.0 to 84.9 percent	Number of items below 70 percent
School districts	117	92	25	0	0
Public schools	184	126	51	7	0
Private schools	261	178	67	16	0
Public school principals	183	176	5	2	0
Private school principals	178	158	17	3	0
Public school libraries	54	44	10	0	0
Public school teachers	295	236	42	17	0
Private school teachers	305	216	66	21	2

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

Summary of Conclusions

School Districts

No items had a response rate below 85 percent, so there was no need for a closer examination.

Public Schools

Seven items had a response rate below 85 percent, requiring a closer examination. A closer examination of these items revealed no substantial evidence of a bias.

Private Schools

Sixteen items had a response rate below 85 percent, requiring a closer examination. A closer examination of these items revealed no substantial evidence of a bias.

Public School Principals

Two items had a response rate below 85 percent, requiring a closer examination. A closer examination of these items revealed no substantial evidence of a bias.

Private School Principals

Three items had a response rate below 85 percent, requiring a closer examination. A closer examination of these items revealed no substantial evidence of a bias.

Public School Libraries

No items had a response rate below 85 percent.

Public School Teachers

Seventeen items had a response rate below 85 percent, requiring a closer examination. A closer examination of these items revealed no substantial evidence of a bias.

Private School Teachers

Twenty-one items had a response rate below 85 percent, requiring a closer examination. A closer examination of these items revealed no substantial evidence of a bias.

Chapter 7. Data Processing

Data processing includes all activities related to the management of the sampled cases and their outcomes and those activities involved in capturing, transmitting, and editing the data provided by the respondents. As a result, the very first data processing step is to assign an appropriate outcome code for each case. Given the various ways respondents could have provided the survey information (e.g., paper questionnaire, telephone, internet questionnaire, in-person interview), the Census Bureau also had to use a variety of methods to assign the appropriate outcome code for each questionnaire.

All paper questionnaires that were received in Jeffersonville, Indiana were transmitted to the Census Bureau clerical processing staff who assigned a check-in code using the Automatic Tracking and Control (ATAC) system. The data from completed paper questionnaires were captured (converted from paper to electronic format) and sent to Census Bureau analysts in weekly waves of reformatted SAS datasets, by questionnaire type. The data from the SASS teacher questionnaires completed on the Internet were retrieved daily from the instrument by Census Bureau programming staff and assigned a check-in code (“net code”) based on the items completed by the respondent. These data were combined with the reformatted paper questionnaire data into SAS datasets for data review, and a status code was assigned to each record based upon its ATAC code or net code. Field Representatives (FRs) used the Census Bureau’s Case Management system to track cases in their workload as well as assign an outcome code indicating the status (e.g., unable to contact, refusal, out of scope, etc.) of each questionnaire.

Data processing procedures were created specifically for each type of questionnaire: public school, private school, school district, public school principal, private school principal, public school teacher, private school teacher, and library media center. Data were not mixed across these types, with one exception. The Public School Questionnaire (With District Items) (SASS-3Y) included questions for the school district and the school. Therefore, during processing, the data from the SASS-3Y were split from each other and combined with the School Questionnaire (SASS-3A) or the School District Questionnaire (SASS-1A) as appropriate. This change was made early in the data reformatting stage of data processing so that data from the SASS-3Y were not processed independently.

Aside from the exception noted above, each file contained data from a single questionnaire type. Although the files had different details, the editing and imputation processes followed the same structure. Once the data from all the different collection mechanisms were combined into SAS data sets with their status codes, Census Bureau analysts began the data editing/review process by assigning a preliminary interview status code. Once the preliminary interview status code was assigned, the analysts ran the data file through a series of computer edits to identify inconsistencies, assign a final interview status to each case, and impute items that were still “not-answered” after taking into account item responses that were blank due to a questionnaire skip pattern. Once all of the “not-answered” items were imputed during the imputation stage and analysts had reviewed all data, the final data release files were prepared. These data files are the source files for the documentation files and restricted-use files.

Questionnaire Check-in

Check-in of Paper Questionnaires

Respondents were encouraged to complete and mail back all forms sent to the school or school district. Questionnaires received by the National Processing Center (NPC) were immediately checked into the ATAC system by clerical staff. At this stage, questionnaires received an outcome code of complete if any items on the questionnaire were answered. Additional outcome codes that were set included refusals,

blanks, duplicates, Undeliverable as Addressed (UAA), and various out-of-scope codes.¹⁶ The questionnaires were then grouped into batches by questionnaire type and interview status (i.e., completes, noninterviews, and out-of-scope for the survey), and those classified as “complete” were sent on for data capture. These outcome codes assigned during check-in were later used to determine the status code of each case.

For cases that did not mail in the paper questionnaire during the initial phase of data collection, the Census Bureau had two follow-up operations. One was a telephone call operation and the other was an in-person visit by a field representative (FR). The aim of both of these operations was to encourage the respondent to complete the paper questionnaire. All paper questionnaires received by NPC during these operations were checked-in as described above.

Some of the cases that went through the telephone follow-up data collection process completed the questionnaire over the phone with the Telephone Center (TC) interviewers. In these later phases, the telephone centers used a modified ATAC system, along with an internal paper system, to track the telephone interview questionnaires.

If a questionnaire was still outstanding following telephone follow-up, the case was sent to Field. FRs had discretion over the method by which respondents returned their forms. The FR could arrange to pick up completed questionnaires at the school or could provide postage-paid envelopes for the schools to mail their completed questionnaires to the NPC. If the FR picked up the completed questionnaires at the school, he or she would then send the forms to NPC.

Questionnaires completed over the phone or picked up by an FR were grouped into batches of 100 by questionnaire type and shipped to the clerical processing staff at the NPC for ATAC check-in and data keying.

The Regional Office Survey Control (ROSCO) system was not used for the school district questionnaires (SASS-1A). These questionnaires were tracked by the Jeffersonville TC (JTC) and the various regional offices (ROs) manually, using a specially designed series of spreadsheets. When the school district questionnaires were mailed to the NPC, they were checked in using the ATAC system.

Check-in of Internet Questionnaires

Approximately 66 percent of teachers who completed a SASS public or private school teacher questionnaire completed the internet version of the questionnaire. Data from the SASS teacher questionnaires completed on the Internet were retrieved daily from the instrument by Census Bureau programming staff and assigned a check-in code (“net code”) based on the items completed by the respondent; this net code, along with the ATAC outcome code discussed above, was later used to determine the status code of each teacher record.

¹⁶ The following out-of-scope codes apply to all SASS questionnaire types: school/district closed, not a school/district, closed and may open later, temporarily without students, and duplicate school in sample. The following out-of-scope codes apply to all SASS questionnaire types except the District Questionnaire: wrong grade range, and school wrongly classified. The following out-of-scope codes apply only to the SASS teacher questionnaires: teacher never worked at this school, teacher no longer works at this school, not a teacher/does not teach a regularly scheduled class, teacher deceased, and teacher moved outside of the United States. The following out-of-scope code applies only to the SASS principal questionnaires: no principal/headmaster/school director. The following out-of-scope code applies only to the SASS Library Media Center Questionnaire: no library media center.

The internet instrument was programmed so that internet respondents could not skip over critical items (those items that must be answered in order for a questionnaire to be considered complete). On the last screen of the internet questionnaire, the respondent was given the option to submit the completed questionnaire. The internet questionnaires were assigned a check-in code of complete as long as the respondent completed all of the critical items plus ten percent of the remaining items and successfully submitted the completed survey. All other situations where the respondent accessed the instrument but did not complete the questionnaire were considered to be partially complete and were assigned an interview status code during the preliminary and final interview status recode (ISR) stages of data processing that was dependent upon which items the respondent did or did not answer. For further information about the preliminary and final ISR classification, refer to the Data Review section of this chapter.

Data Capture and Imaging

Data Capture of Paper Questionnaires

The 2011–12 SASS paper questionnaire data were captured using a combination of manual data keying and imaging technology, both of which were facilitated by the Integrated Computer Assisted Data Entry (iCADE) system. The first step in the iCADE system is imaging. The images are then used as the source for electronic data capture, manual keying, and analyst data review.

When the SASS paper questionnaires were received and checked-in by the Census Bureau clerical processing staff as “complete” (i.e., any items on the questionnaire were answered), they were entered into the iCADE system for control purposes and grouped into batches by questionnaire type for data capture and imaging. The batches of questionnaires were disassembled using a guillotine, and each duplex page was scanned. At the conclusion of the scanning process, the iCADE system matched the number of imaged pages with the number of pages expected for each questionnaire type. If there was a discrepancy between the images scanned and the number of pages expected, a series of screens was presented to clerical staff, enabling a clerk or supervisor either to accept the batch as it was or to pull it from processing until the issue was resolved.

The batches that were accepted after the scanning process were sent to the next stages of data capture: auto registration, Optical Mark Recognition (OMR), and manual registration. During auto registration, all of the scanned images were read into the server by their barcodes, which then identified each page in the batch. Once the pages were identified, the OMR server could then read and recognize the presence of answer marks in the boxes next to pre-coded, categorical items. The OMR server was programmed with the locations of the answer boxes for pre-coded items prior to data capture. The program automatically entered the appropriate data into the OMR script file for that questionnaire.

The automated processes (registration and OMR) were not able to complete every paper questionnaire. Certain circumstances could cause them to fail. For example, an unreadable barcode or a checkbox ambiguity would be flagged by the program for intervention. Batches that could not be completed in the automated processes were directed to a manual registration phase of data capture. This process included showing the images to clerical staff, enabling a clerk or supervisor to resolve the issue by manual repair.

The next stage of data capture was a data quality check of the OMR responses, referred to as the Optical Mark Analysis (OMA) Sample Verification. During this check, a percentage of blank OMR fields and nonblank OMR fields were sampled so that clerks could verify the output from OMR and all sampled fields were added to an OMA data file. This OMA data file was then sent to a verification clerk who

verified the validity of the OMA output. The verification clerk was presented with an image of the sample fields and was instructed to enter the response (if any) that he or she found in each field.

The OMA process included the computation of error rates for both the blank and nonblank fields. An error occurred when the clerk's field verification differed from the OMR recognition. When differences were found, the batch sample was forwarded to a second clerk, an Adjudicator, who was then required to provide an interpretation of the marks with differences. When the Adjudicator had made a decision and the data had been adjusted if necessary, the batch was marked as finished and was then checked for batch completeness.

Once all of the OMR data were captured correctly and verified as necessary, all write-in fields (e.g., open-ended, numeric, and character fields) were captured by a process called Key from Image (KFI). First, the server was programmed with the location of expected answer marks for items that were not precoded. Then, clerical staff, called keyers, viewed the write-in fields and manually typed (keyed) the data present in the field or entered a code to indicate the field was blank.

The next stage of data capture was a data quality check of the KFI responses, referred to as Analyze KFI. During this check, a percentage of non-blank KFI fields were sampled so that clerks could verify the output. A random number was generated at the starting point for non-blank fields within a batch. Then, the system began at the randomly generated number and took every X'th field for the non-blank fields and all sampled fields were added to a KFI data file. This KFI data file was then sent to a verification clerk who would verify the validity of the KFI output. The verification clerk was presented with an image of the sample fields and was instructed to enter the response, if any, that he or she found in each field. This clerk was not provided with the data entered by the original keyer.

The system compared the KFI entry from the first entry and the verification entry. The fields with differences were flagged in the KFI script file. In addition, the system computed error rates for the non-blank fields. An error occurred when the clerk's field verification differed from the original KFI entry. Errors were classified into a number of categories, based upon the keying error situation.

For these cases where there was a difference, the batch KFI script file was forwarded to a third clerk, an Adjudicator, who was required to provide an interpretation of the marks with differences. The Adjudicator could 1) agree with the keyer, 2) agree with the verifier, or 3) provide his or her own interpretation of the respondent's answer. The Adjudicator then classified the error into a number of categories based on the keying error situation; this classification served as the final classification. Once the Adjudicator had made a decision and the data had been adjusted if necessary, the batch was marked as finished and released to Census Bureau analysts.

Data Capture of the Teacher Internet Questionnaires

Data collected in the teacher internet instrument did not go through a separate data capture operation. Internet response data were saved by the system in electronic format, so they did not require a data capture process.

Reformatting

After SASS questionnaire data were captured and transmitted (or just transmitted in the case of the internet questionnaire), the resulting output files of raw data were reformatted into SAS datasets in order to facilitate the remaining data processing. Once the waves of output files were reformatted, they were sent to Census Bureau analysts weekly for data review.

Once the reformatted SAS datasets for the data collected on the Public School Questionnaire (With District Items) (SASS-3Y) were created, some additional reformatting steps were required. The SASS-3Y was distributed to the following types of schools:

- school district institutions with only one school;
- public charter schools operating within regular public school districts;
- public charter schools operating within school districts only containing charter schools;
- independent charter schools that are not affiliated with regular school districts; and
- state-run schools.

The SASS-3Y included items from both the School Questionnaire and the School District Questionnaire. This questionnaire was specifically designed for schools with no known school district or schools which function as the district.¹⁷ Therefore, district-level data were collected on either the SASS-3Y or the School District Questionnaire (SASS-1A).¹⁸ Likewise, public school-level data were collected on either the SASS-3Y or the Public School Questionnaire (SASS-3A).

Following the reformat of the 1A, 3A, and 3Y data, the school district items that appeared on the 3Y questionnaire were split out from the 3Y data file and included with data from the School District Questionnaire. The school items that appeared on the 3Y questionnaire were split out from the 3Y data file and were included with data from the Public School Questionnaire. Data remained on these files throughout all stages of data processing, until the final files were created.

Data Review

The overall goal of the data review process was to make sure that the final datasets contained clean, accurate data and that there were no “not answered” (.n) items on any questionnaire records in the final data files. Each phase of processing had an associated review of the data where analysts looked at the frequencies data, source code by source code (or groups of source codes, as necessary) in order to observe the changes that occurred in the data throughout the different stages of data processing. These data processing steps, which are outlined and discussed further in this document, include: a preliminary interview status classification; a series of computer edits that check that the data are in range, consistent throughout a questionnaire record, follow the correct skip pattern, and logically follow from responses on

¹⁷ All of the SASS-3A items appeared on the SASS-3Y questionnaire, while not all of the SASS-1A items appeared on the SASS-3Y questionnaire. Items that pertain only to school districts were not included on the SASS-3Y. Specifically, these items include those concerning: district-wide staff members; principal salary schedules; school choice within districts; and migrant education. In addition, there was one item that appeared on the SASS-3Y but did not appear on either the SASS-1A or SASS-3A. A table containing the specific district items that were not included on the SASS-3Y can be found in appendix M.

¹⁸ Charter schools operating within regular public school districts were administered a SASS-3Y questionnaire, and their dependent districts were administered a SASS-1A questionnaire. Therefore, district level data were collected twice for these schools. Their district’s SASS-1A district data were processed with the SASS-1A district data and published on the Public School District data files. The district data collected on the SASS-3Y were processed independently and are published on the forthcoming Charter School Analysis File. There were a few exceptions to this, however. Four dependent charter schools within two regular districts that contained only charter schools were included in the school sample. Due to operational error, the associated districts themselves were not sampled or mailed a District Questionnaire. In addition, there were 40 dependent charter schools sampled that were the only school sampled from their associated regular school district. Due to operational error, the associated districts were not mailed a District Questionnaire. As a result, these 42 districts were classified as noninterviews on the Public School District data file.

related SASS questionnaires; a final interview status classification; and an imputation stage, during which any remaining “not answered” survey items were imputed. At every step in which data were changed by a computer edit, an edit flag was set to indicate the nature of the change. Similarly, imputation flags were set when data were added to indicate that data were imputed. As part of data review, analysts examined those changes.

The primary objectives of the data review were to validate that the processing programs were working as intended and identify suspicious values. By reviewing the frequency counts of data items at each stage of data processing, analysts were able to make sure that the edit and imputation programs were working correctly; that is, that they were doing what analysts intended for them to do. The data review also helped to ensure that the imputed values were consistent with the other data on the questionnaire record.

Analysts used the frequencies of each data item at each stage of data processing to identify suspicious values (e.g., if an item’s response was outside the range of possible answer choices or if an answer seemed unlikely given the respondent’s other responses in the survey). In the early stages of processing, analysts investigated anomalies by visually examining the image of the paper questionnaire page. Analysts verified that the data were keyed correctly and looked for additional information the respondent may have written on the questionnaires outside of the answer spaces provided. Analysts updated the files with corrected information as appropriate.

The 2011–12 school year was a survey year for both the SASS and the Private School Survey (PSS). In order to minimize the burden for private schools selected for the SASS sample, the SASS Private School Questionnaire included all of the PSS questions, in addition to the necessary SASS school data. PSS items are defined as any item collected for the PSS that also remain on the SASS private school record. Items 1, 2, 4, 5, 6, 8, 10–19, 34–37, 73–74, and 76–79 were all PSS items and were processed (edited and imputed) with the PSS data files then copied back to the SASS private school data file. The edit and imputation flag values that reside on the SASS private school documentation file are the same for the PSS items as for the SASS items. The edit flags are not included on the restricted-use file.

Preliminary ISR Classification

The preliminary Interview Status Recode (ISR) was a preliminary determination of whether each case was an interview, a non-interview, or was out-of-scope for SASS. In general, cases with an “out-of-scope” outcome code that had been assigned during data collection were classified as out-of-scope (ISR=3) for the preliminary ISR. Otherwise, cases with data entries were classified as completed interviews (ISR=1). Cases with no data and cases where the district or school had refused were classified as noninterviews (ISR=2). A more detailed discussion of interview status can be found in Chapter 6.

Computer Edits

After the preliminary ISR classification, all files were submitted to a series of computer edits.¹⁹ These edits consisted of a range check, a consistency edit, a blanking edit, and a logic edit.

¹⁹ The “computer edits” referenced through out this chapter refer to the range checks, consistency edits, blanking edits, and logic edits that took place after the data were collected and reformatted into SAS datasets. They do not include the edits that were embedded into the teacher internet instrument, which included range checks and consistency edits that would prompt the respondent if a response they entered was out of range or inconsistent with other entries. The teacher questionnaires completed in the internet instrument still underwent the computer edit stage of processing as described throughout this chapter. However, their data went through a more stringent filter before data processing began at the time of respondent questionnaire completion.

Creating Edit Flags

Because the consistency edits and logic edits made actual changes to the existing SASS data, a series of computer edit flags were created to indicate such changes. These flags enabled analysts to keep track of how much editing was occurring overall, along with what kinds of changes and at which stage of processing these changes were made. The definitions for each flag used during the consistency and logic edits are described in exhibit 8 below.

Exhibit 8. Edit flags created in processing: 2011–12 SASS questionnaires

Processing step	Flag variables	Flag values and definitions
Computer edit	ef_[source code] =	<p>0 Item was not edited during the consistency or logic edits.</p> <p>1 Item was edited during only the consistency edits.</p> <p>2 Original value was ratio adjusted during the logic edit.</p> <p>3 Data were added using data from other variables in same questionnaire.</p> <p>4 Data were added using data from another associated questionnaire (principal record, district record, school record or TLF).</p> <p>5 Data were added using data from the sample frame file (CCD for public nonteachers, PSS for private nonteachers, or TLF).</p> <p>12 Item was edited during the consistency edits, and item was ratio adjusted during the logic edit.</p> <p>13 Item was edited during the consistency edits, and data were added using data from other variables in same questionnaire.</p> <p>14 Item was edited during the consistency edits and data were added using data from another associated questionnaire (principal record, district record, school record or TLF).</p> <p>15 Item was edited during the consistency edits and data were added using data from the sample file (CCD for public nonteachers, PSS for private nonteachers, or TLF).</p>

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

The edit flags created in data processing are not included on the restricted-use data files.

Range Check

The first of the computer edits was the range check. The range check was used to delete entries that were outside the range of acceptable values that were set prior to the administration of SASS. Entries that were deleted as a result of range checks had data added during the logic edit and imputation stages of data processing. The edit flags described above do not reflect the deletion of entries due to range checks.

Consistency Edit

The consistency edits identified inconsistent entries within each case and, whenever possible, corrected them. If the inconsistencies could not be corrected, the inconsistent values entries were deleted. These inconsistencies were:

1. within items (e.g., if the response to the “Yes/No” part of School Questionnaire item 25—whether or not any students were enrolled in the 12th grade during last school year (2010–11)—was “No,” but the number of students enrolled in the 12th grade on October 1, 2010 was greater than zero for the second part of the item); or
2. between items (e.g., if School District Questionnaire item 16 indicated that there were fewer days in the normal contract year for a principal in the school district than days in the school year for most students in the district in item 7).

In addition, the consistency edits filled in some items where data were missing or incomplete by using other information on the same data record. For example, if some parts of School Questionnaire item 5—student enrollment counts by race—had entries, and the sum of those parts was greater than or equal to the school’s total enrollment, then a zero entry was put in each part that was unanswered during the consistency edit.

Blanking Edit

The blanking edits deleted extraneous entries (e.g., in situations where skip patterns were not followed correctly) and assigned the “not answered” (.n) code to items that should have been answered but were not. Entries that were assigned the “not answered” (.n) code had data added during the logic edit and imputation stages of data processing. The edit flags do not reflect the deletion or assignment of the “not answered” (.n) due to blanking edits.

Logic Edit

Data were added to questionnaire records during the logic edits, which filled in some items where data were missing or incomplete using other information on the same questionnaire or from other related data sources. The four main types of edits that occurred during the logic edits are described in further detail below.

- *Editing data by ratio adjusting the original value.* Data were ratio adjusted in some circumstances so that items were consistent with one another. For example, if the counts of students by race on School Questionnaire item 5 did not sum to the reported total enrollment in item 2, then the ratio of each race to the total enrollment was preserved, but the actual number was adjusted to be consistent with the total enrollment figure.
- *Editing data using other items on the same SASS questionnaire record.* Based on entries from related items on the same SASS questionnaire record, assumptions were made about how the respondent might have answered items. For example, item 4 on the Teacher Questionnaire asks how much the respondent works as a teacher in any of grades K–12 or comparable ungraded levels at this school. If this item was left blank by the respondent, and the respondent indicated that he or she is required to work at least 35 hours during a typical full week to receive base pay in item 55, then item 4 was marked “full time” by the logic edit.
- *Editing data using related items from an associated SASS questionnaire.* Information from an associated SASS questionnaire record was sometimes used to add data to the applicable record during the logic edits. For example, item 28 on the Principal Questionnaire asks if the school has students enrolled in the third grade. If this item was left blank on the Principal Questionnaire, then the response from the associated School Questionnaire item 1, which asks which grades are offered at the school, was used to add data to the principal record.

- *Editing data using information from the sample file.* Information from the sample file was sometimes used to add data to the applicable record during the logic edit. For example, item 5a on the School District Questionnaire asks whether the district enrolls any prekindergarten students. If the respondent left this item blank and the sample file indicated that the lowest grade offered by the district was not prekindergarten, then item 5a was marked “no” by the logic edit.

Values filled in by the logic edits were valid responses because they were within the range of acceptable values that was set prior to the administration of SASS and were consistent with the respondent’s answers to related items.

The only records that were put through the series of computer edits were those classified as interviews in the preliminary ISR. The tables in appendix N show the number of edit changes made to entries for each of the variables within each data file. These changes are summarized in table 65 below.

Table 65. Summary of changes made to variables in the consistency and logic computer edits, by data file: 2011–12

Data file	Total number of complete interviews (ISR = 1)	Total number of variables in questionnaire	Number of variables changed during edits by percent of records on which the variable was changed			
			None	1–15 percent	16–30 percent	More than 30 percent
Public School District	4,641	132	44	77	11	0
Public School Principal	7,512	188	47	131	1	9
Private School Principal	1,723	183	46	122	6	9
Public School	7,481	197	36	129	31	1
Private School	1,758	308	72	189	16	31
Public School Teacher	37,497	378	194	163	10	11
Private School Teacher	4,523	403	225	156	16	6
Public School Library Media Center	7,003	54	4	46	4	0

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

Final Interview Status Edit

After the range checks, consistency edits, blanking edits, and logic edits were completed, the records were put through an edit to make a final determination of whether the case was eligible for the survey and, if so, whether sufficient data had been collected for the case to be classified as a completed interview. A final interview status recode (ISR) value was assigned to each case as a result of this edit.

1. School District Survey (SASS-1A)

A case was classified as **out-of-scope** (ISR=3) if:

- the agency named on the questionnaire label was not a school district or other local education agency; or
- the district or local education agency named on the questionnaire was no longer in operation; or
- the district did not serve any students in grades 1–12 or comparable ungraded levels.

A case was classified as an **interview** (ISR=1) if:

- none of the conditions for out-of-scope cases was met; and
- the number of students in K–12 and comparable ungraded levels in the district was reported (D0418); and
- the total number of FTE teachers employed by the district was reported (D0440); and
- there were data in at least 10 percent of the remaining items (13 items for the School District Questionnaire, 10 items for the Public School Questionnaire [With District Items]).

A case was classified as a **noninterview** (ISR=2) if an eligible case did not meet the requirements to be an interview case.

2. School Principal Surveys (Forms SASS-2A and -2B)

A case was classified as **out-of-scope** (ISR=3) if:

- the school named on the questionnaire label was classified as out-of-scope; or
- the school had no principal, headmaster, or administrator.

A case was classified as an **interview** (ISR=1) if:

- neither of the conditions for out-of-scope cases was met; and
- the respondent reported the total number of years served as a principal of his/her current school as well as any other school (A0025) or the respondent reported the total number of years served as principal at the school where she/he is currently principal (A0026); and
- there were valid entries in at least two of these five items:
 - licensure or certificate (A0038);
 - gender (A0320);
 - Hispanic origin (A0321);
 - race (A0322—A0326);
 - year of birth (A0330); and
- there were valid entries in at least one of these three items:
 - bachelor's degree (A0055);
 - master's degree (A0055);
 - highest degree earned (A0058); and
- there were data in at least 10 percent of the remaining items (18 items for both the Principal Questionnaire and the Private School Principal Questionnaire).

A case was classified as a **noninterview** (ISR=2) if an eligible case did not meet the requirements to be an interview case.

3. Public School Survey (Forms SASS-3A and -3Y)

A case was classified as **out-of-scope** (ISR=3) if:

- the school named on the questionnaire was not in operation during the 2011–12 school year; or
- the school did not serve students in any of grades 1–12 or comparable ungraded levels; or
- the institution named on the questionnaire was not a public school.

A case was classified as an **interview** (ISR=1) if:

- none of the conditions for out-of-scope cases was met; and
- the K–12 student enrollment was reported (S0039); and
- the type of school was reported (S0055); and
- the number of teachers working at the school was reported (full- and/or part-time teachers was reported in S0150 and/or S0151, or total teachers was reported in S0152); and
- there were data in at least 10 percent of the remaining items (19 items on both the School Questionnaire and the Public School Questionnaire (with District Items)).

A case was classified as a **noninterview** (ISR=2) if an eligible case did not meet the requirements to be an interview case.

4. Private School Survey (Form SASS-3B)

A case was classified as **out-of-scope** (ISR=3) if:

- the school named on the questionnaire was not in operation during the 2011–12 school year; or
- the school did not serve students in any of grades 1–12 or comparable ungraded levels; or
- the institution named on the questionnaire was not a private school.

A case was classified as an **interview** (ISR=1) if:

- none of the conditions for out-of-scope cases was met; and
- the total student enrollment was reported (S0734); and
- the number of teachers working at the school was reported (full- and/or part-time teachers was reported in S0150, S0820-S0823, or total teachers was reported in S0152); and
- there were data in at least 10 percent of the remaining items (29 items).

A case was classified as a **non-interview** (ISR=2) if an eligible case did not meet the requirements to be an interview case.

5. Teacher Surveys (Forms SASS-4A and -4B)

A case was classified as **out-of-scope** (ISR=3) if:

- the school from which the teacher was sampled was classified as out-of-scope by the Screener instrument; or
- the teacher no longer worked at the school named on the questionnaire (e.g., he/she transferred to another school, left teaching, retired or was deceased); or

- the person named on the label was a short-term substitute teacher, student teacher, or teacher's aide; or
- the person named on the label was not a teacher; or
- the person named on the questionnaire label had never worked at the school; or
- the person named on the questionnaire worked at the school but did not teach any classes (e.g., he/she was an assistant principal, counselor, or librarian); or
- the teacher moved out of the U.S.

A case was classified as an **interview** (ISR=1) if:

- none of the conditions for out-of-scope cases was met; and
- the respondent reported either his/her position at the school (T0025) or his/her full- or part-time teaching status in the school (T0028); and
- at least one grade level of students taught by the respondent was reported (T0070-T0084); and
- the respondent reported his/her main teaching assignment field (T0090 or T5090); and
- the respondent reported either the year that he/she began teaching full- or part-time teaching at the elementary or secondary level (T0040) or the total number of years he/she worked as a full- or part-time teacher at the elementary or secondary level (T0042); and
- the respondent reported whether he/she had a college degree (T0160 or T0170 or T0180-T0201); and
- there were valid entries in at least four of the following eight items:
 - gender (T0525);
 - Hispanic or Latino origin (T0527);
 - race (T0528–T0532);
 - year of birth (T0534); and
- there were data in at least 10 percent of the remaining items (32 items for the Teacher Questionnaire, 34 items for the Private School Teacher Questionnaire).

A case was classified as a **noninterview** (ISR=2) if an eligible case did not meet the requirements to be an interview case.

6. School Library Media Center Survey (Form LS-1A)

A case was classified as **out-of-scope** (ISR=3) if:

- the school named on the questionnaire was classified as out-of-scope; or
- the school did not have a library.

A case was classified as an **interview** (ISR=1) if:

- neither of the conditions for out-of-scope cases was met; and
- information about library staff was reported as a valid entry in at least one of these seven items:
 - paid state-certified library specialists (M0051 or M0052);
 - paid professional staff (M0055 or M0056);
 - aides or clerical staff (M0059 or M0060);
 - no paid staff (M0062); and
- There were data in at least 10 percent of the remaining items (five items).

Cases were classified as **noninterviews** (ISR=2) if an eligible case did not meet the requirements to be an interview case.

The preliminary ISR and final ISR counts for each data file and the percent of change for each ISR classification are shown in table 66.

Table 66. Preliminary and final interview status recode (ISR) counts and percent change, by data file: 2011–12

Data file	Sample size	Preliminary ISR			Final ISR			Percent change in ISR		
		Inter-views	Non-inter-views	Out of scope	Inter-views	Non-inter-views	Out of scope	Inter-views	Non-inter-views	Out of scope
Public School District	5,798	4,720	897	181	4,641	976	181	-0.0167	0.0881	0.0000
Public School Principal	11,000	7,539	2,808	653	7,512	2,822	666	-0.0036	0.0050	0.0199
Private School Principal	3,000	1,733	945	322	1,723	953	324	-0.0058	0.0085	0.0062
Public School	11,000	7,506	2,849	645	7,481	2,874	645	-0.0033	0.0088	0.0000
Private School	3,000	1,763	952	285	1,758	957	285	-0.0028	0.0053	0.0000
Public School Teacher	51,062	37,909	10,958	2,195	37,497	11,332	2,233	-0.0109	0.0341	0.0173
Private School Teacher	7,066	4,599	2,089	378	4,523	2,163	380	-0.0165	0.0354	0.0053
Public School Library Media Center	11,000	7,009	2,615	1,376	7,003	2,613	1,384	-0.0009	-0.0008	0.0058

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

After the final ISR edits, there were still several cases with “not-answered” values on the data files for some variables. Values were created for these items in the next step of the processing—imputation.

Imputation Procedures

During the computer edit stage of data processing, extraneous entries were deleted in situations where skip patterns were not followed correctly and the “not answered” (.n) code was assigned to the items that should have been answered but were not. In addition, some data were added or modified based on other items on the same or an associated SASS questionnaire record. The remaining “not answered” items were eligible for imputation after the computer edit stage of processing was complete. SASS is a fully-imputed survey, meaning that all “not answered” items that remained after the computer edits were filled with data during imputation.

In order to fill “not answered” items with data, questionnaires were put through an imputation stage of processing during which two main approaches were used. In one approach, “hot deck” imputation, data were imputed from items found on questionnaires of the same type that had certain characteristics in common. These records are called “donor records.”

If the donor, or “hot deck,” imputation was unsuccessful in finding an appropriate donor, the second method of imputation was applied. The second method is known as mean or mode imputation, during which data are imputed from the mean or mode of data found on questionnaires of the same type among respondents who have certain characteristics in common (“donor groups”). This mean and mode imputation was implemented only as a final method of imputation and on an as-needed basis.

When a missing item was imputed from a donor record and the donor answered using the “other” option, the write-in “please specify” portion was not imputed. In addition, none of the write-in items (e.g., open-ended items) were imputed from donor records. Many of the write-in items ask for information that is very specific to each respondent. For instance, items 8b and 8c on the Teacher Questionnaire are open-ended write in items that ask information about the respondent’s occupation during the previous school year, such as what was the specific occupation and what were the usual activities or duties at that job. Items such as these were not imputed and were left unanswered on the final data files (i.e., given a value of -9 for missing data).

Once the imputation stage was complete, there were no more unanswered items other than the write-in items (e.g., open-ended items) that are not imputed. At this point, Census Bureau analysts performed checks on the imputed data to make sure that they were consistent with other data on the same record. For a small number of cases where imputed data were either inconsistent with other data on the same record or appeared to be outlier data, analysts made adjustments to the imputed data during a postimputation data review process.

Creating Imputation Flags

Flags that were used in the imputation stage of processing were different from those used for the computer edits in that they were in the format of `f_[sourcecode] = (value of 0, 7, 8, or 9)`. The definitions for each imputation flag used in the 2011–12 SASS are described in exhibit 9.

Exhibit 9. Imputation flags created in processing: 2011–12 SASS questionnaires

Processing step	Flag variables	Flag values and definitions
Imputation specs	f_[source code] =	0 Data reported. Not imputed.
		7 Item was imputed by using data from the record for a similar case (donor).
		8 Item was imputed by using the mean or mode of data for groups of similar cases.
		9 Data value was adjusted during analysts' postimputation review of data.

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

The imputation flags are included on the restricted-use data files. By looking at the flag values, data users are able to identify which items were imputed and how the imputations were performed. The data user can use this imputation flag to decide whether or not to include imputed data in his or her analysis and which types of imputed data to employ.

Hot Deck Imputation

During hot deck imputation, responses were determined by establishing a donor record and then basing imputation on data found within the donor record. Donors were selected based on their answers to specified items called "matching variables." If two respondents answered the selected matching variables in similar ways, then it was assumed that they were comparable and that imputation of one data item from the other was reasonable.

The matching variables used to establish donor relationships were selected based on the type of data the donor would supply to the record undergoing imputation. For example, since a respondent's answer to a given item may be influenced by the school's enrollment and the proximity of the school to a metropolitan center, these variables were used to find another respondent in a school with similar characteristics.

Each item on each questionnaire was assigned a group of matching variables along with a routine describing the hierarchy of importance of each of the matching variables in determining an appropriate donor. The matching variables were chosen and ordered to ensure that the donors chosen were the most similar to the record with the unanswered data and therefore the best donors possible. All public school sector donor records needed to be from the same state or group of states²⁰ as the record with missing data. Similarly, all private school sector donor records needed to have the same religious affiliation, or matching strata, as the record with missing data.

For example, on the Principal Questionnaire, item 54 asks for the principal's birth year. If the respondent left this item blank, then the most important variable in predicting its value would be the number of years as a principal in any school (YEARPRIN), followed by the grade levels offered by the school (NLEVEL). Therefore, the ordered matching variables were STGROUP, YEARPRIN, NLEVEL.

²⁰ STGROUP classifies states into 23 groups according to their geographic locations and school system similarities. STGROUP was used, rather than the school's specific state, because there are occasional problems with finding appropriate donor records for records with unanswered items for schools in small states.

However, item 25 concerns the frequency at which a number of problems occur at the school, an area in which the number of years as a principal would not be useful predictors. Instead, the grade levels offered by the school (NLEVEL) would be the most important indicator, followed by the type of school at which the respondent served as principal (TYPE), and the proximity of the respondent's school to a metropolitan center (URB). Therefore, the ordered matching variables for this item would be STGROUP, NLEVEL, TYPE, URB. The tables in appendix O show the complete list of matching variables used during 2011–12 SASS hot deck imputation for each data file, along with their definitions and items for which they were used as matching variables.

The matching variables of the donor records had to perfectly match those of the record undergoing imputation. When there were not enough donor records within any given stratification cell of perfectly matched matching variables, the matching variable(s) of least importance was dropped, and the imputation program began a new search for a donor record based upon the subset of matching variables established as variable(s) were dropped in sequence.

All public school sector donor records needed to be from the same state or group of states as the record with missing data and all private school sector donor records needed to have the same religious affiliation as the record with missing data; therefore, these variables could never be dropped when searching for a donor. If the matching variables were reduced to state group or religious affiliation and no donor was found, then the value was imputed based on the mean or mode of matching groups of respondents. Once the donor relationship was established, the donor record provided data items either directly or indirectly to the imputed record. Directly meant that the donor's response to an item was imputed to the record undergoing imputation; this occurred most frequently with categorical items. Indirectly meant that a combination of donor's replies, most commonly a ratio, was used to derive a response for the record undergoing imputation. Eight main types of commonly-used direct and indirect donor relationships were defined and used during hot deck imputation, and these are described in further detail below.

- *Simple Imputation.* During the most basic type of imputation, known as simple imputation, the missing item was imputed directly from that item on the donor record. For example, item 33 on the School District Questionnaire asks if training is available to prepare staff members in the district to teach in fields with current or anticipated shortages, at no cost to themselves. If this item was still unanswered upon entering the imputation stage of data processing, then item 33 was imputed with the response from the donor record and flagged accordingly.
- *Simple Imputation for Multiple Items.* Simple imputation for multiple items was an expansion of simple imputation, where a series of missing items were imputed directly from those items on the donor record. For example, item 6 on the Principal Questionnaire asks whether the principal held a variety of positions at a school prior to becoming a principal. The item has seven parts, a through g, which include the positions of department head, curriculum specialist or coordinator, assistant principal or program director, guidance counselor, library media specialist/librarian, athletic coach/athletic director, or sponsor for student clubs or debate teams. If any or all parts of this item were still unanswered upon entering the imputation stage of data processing, then they were imputed with the response from the donor record and flagged accordingly.
- *Simple Imputation with Blanking Edit, then Simple Imputation.* Items requiring simple imputation with blanking edits, then simple imputation had two parts. The first part was a simple imputation, where the initial missing item (an item with a yes/no response, referred to as a “screener” item) was imputed using simple imputation, directly from that item on the donor record. Then, depending on the imputed response, the subsequent item(s) were either imputed using simple imputation (when “yes” is imputed to the screener item) or blanked (if “no” is imputed to the

screeners item). This type of imputation occurs for items where this skip pattern is present. Items following a different skip pattern likely fell into the “Complex Imputation” donor relationship described later in this section.

For these items, there were always two donors established. The first donor was used when both parts (the “screeners” portion and the subsequent items) of the imputed item were missing. The second donor was used when the respondent answered the screener item with a “yes” response, but the subsequent item(s) were missing and needed to be imputed. The method of imputation for this second donor was simple imputation.

For example, item 14a on the School Questionnaire asks if the school uses any special requirements when admitting students other than proof of immunization, age, or residence. If the response to 14a is “yes,” then item 14b asks whether the school uses a variety of requirements for admission. This item has eight parts, which include student scores on an admission test, student scores on a standardized achievement test, academic record, special student needs, special student aptitude, skills, or talents, a personal interview, recommendations, and a signed school-parent compact. If both 14a and 14b were unanswered upon entering the imputation stage of data processing, then item 14a was imputed with the response from the donor record and flagged accordingly first. If “No” was imputed to 14a, then all parts of item 14b were assigned the valid skip code. However, if “Yes” was imputed to 14a, then all parts of item 14b were imputed with the responses from the donor record and flagged accordingly.

- *Ratio Imputation.* During ratio imputation, the missing item was imputed using the donor's ratio of that item to some predetermined related item (“ratio variable”) and applying it to that same related item on the record being imputed. For example, item 18b on the School Library Media Center Questionnaire asks how many of the computer workstations in the library media center have access to the Internet. If this item was still unanswered upon entering the imputation stage of data processing, then item 18b was imputed by applying the ratio of the computers with internet access (item 18b) to total computers for student or staff use in the library media center (item 18a) from the donor record to the total computers for student or staff use (item 18a) on the record undergoing imputation and flagged accordingly.
- *Ratio Imputation for Multiple Items.* Ratio imputation for multiple items was an expansion of basic ratio imputation, where a series of missing items were imputed using the donor’s ratio of each of those items to some predetermined related item (“ratio variable”) and applying these ratios to that same related item on the record being imputed. For example, item 39e on the Private School Questionnaire asks how many full- and part-time staff held the position of librarians or library media specialist in the school. If one or both parts of this item were still unanswered upon entering the imputation stage of data processing, then they were imputed by applying the ratio of the number of full- or part-time librarians or library media center specialists (item 39e) to total teachers (item 37, total) from the donor record to the total teachers (item 37, total) on the record undergoing imputation and flagged accordingly.
- *Simple Imputation with Blanking Edit, then Ratio Imputation.* Items requiring simple imputation with blanking edit, then ratio imputation had two parts. The first part was a simple imputation, where the initial missing item (usually an item with a yes/no response, referred to as a “screeners” item) was imputed using simple imputation, directly from that item on the donor record. Then, depending on the imputed response, the subsequent item(s) were either imputed using ratio imputation (when “yes” was imputed to the screener item) or blanked (if “no” was imputed to the screener item). This type of imputation occurred for items where this skip pattern was present.

Items following different skip patterns likely fell into the “Complex Imputation” donor relationship.

For these items, there were always two donors. The first donor was used when both parts (the “screener” portion and the subsequent items) of the imputed item were missing. The second donor was used when the respondent answered the screener item with a “yes” response, but the subsequent item(s) were missing and needed to be imputed. The method of imputation for the second donor was ratio imputation.

For example, item 5a on the School District Questionnaire asks if the district enrolls any prekindergarten students. If the response to 5a is “yes,” then item 5b asks how many prekindergarten students were enrolled in the district around the first of October. If both 5a and 5b were unanswered upon entering the imputation stage of data processing, then item 5a was imputed with the response from the donor record and flagged accordingly first. If “No” was imputed to item 5a, then item 5b was assigned the valid skip code. However, if “Yes” was imputed, then item 5b was imputed by applying the ratio of prekindergarten students (item 5b) to total students enrolled in the district (item 2) from the donor record to the total students enrolled in the district (item 2) on the record undergoing imputation and flagged accordingly.

- *Ratio Imputation with Blanking Edit, then Ratio Imputation.* Items requiring ratio imputation with blanking edit, then ratio imputation have two parts. The first part was a ratio imputation, where the initial missing item (referred to as a “screener” item) was imputed using the donor's ratio of that item to some predetermined related item (“ratio variable”) and applying it to that same related item on the record being imputed. Then, depending on the imputed response (whether a value of 0 or a value greater than 0 was imputed), the subsequent item(s) were either imputed using ratio imputation (when a value greater than 0 was imputed to the screener item) or blanked (if a value of 0 was imputed to the screener item). This type of imputation occurred for items where this skip pattern was present. Items following different skip pattern patterns likely fell into the “Complex Imputation” donor relationship.

For these items, there were always two donors. The first donor was used when both parts (the “screener” portion and the subsequent items) of the imputed item were missing. The second donor was used when the respondent answered the screener item with a response greater than 0, but the subsequent item(s) were missing and needed to be imputed. The method of imputation for the second donor was ratio imputation.

For example, item 32a on the School Questionnaire asks how many teachers were newly hired by the school for grades K–12 and comparable ungraded levels. If the response to 32a is greater than 0, then item 32b asks how many of the newly hired teachers are in their first year of teaching. If both 32a and 32b were unanswered upon entering the imputation stage of processing, then item 32a was imputed by applying the ratio of newly hired teachers (item 32a) to total teachers (item 27c) from the donor record to the total teachers (item 27a) on the record undergoing imputation. If a value of 0 was imputed to 32a, then item 32b was assigned the valid skip code. However, if a value greater than 0 was imputed to 32a, then item 32b was imputed by applying the ratio of newly hired first year teachers (item 32b) to total newly hired teachers (item 32a) from the donor record to the total newly hired teachers (item 32a) on the record undergoing imputation and flagged accordingly.

- *Complex Imputation.* Complex imputation was used when the imputation could not be accomplished using one of the other seven donor relationship types. In these cases, it was simply because, while the general methodology might fit one of the other donor relationships, the skip

pattern might have been reverse (e.g. the subsequent items are imputed if the screener is imputed as “No” rather than “Yes”). In other cases, the imputation was deemed “complex” due to its level of difficulty (e.g., too many steps in the imputation process), and therefore separate imputation programs had to be drafted.

Finally, to prevent a single record from having an undue impact on the data, a record could only be used as a donor a maximum of five times.

Data imputed during the “hot deck” imputation were given an imputation flag of value “7.”

Mean and Mode Imputation

During mean and mode imputation, responses were imputed by establishing groups of similar questionnaires (donor groups) and then imputing for a particular item by substituting either the mean (the average of all the responses for that item) or mode (the response that occurs most frequently) of the same data item within that established donor group. Donor groups were selected based on respondents’ data for specified items called “matching variables.” If several respondents answered the selected matching variables in the same manner, then it was assumed that imputation of one data item from the mean or mode of the cases within the similar group was reasonable. The mode of responses within a donor group was used for the categorical items, while the mean was used for continuous items.

The matching variables used to establish donor groups for mean and mode imputation were the same matching variables used during the hot deck imputation. However, if a donor group could not be established even after collapsing each matching variable completely, the mean and mode imputation would drop the least important matching variable(s) in the established matching variable hierarchy and look for a donor group until one was established and the missing data item was imputed.

Data imputed during the mean and mode imputation were given an imputation flag of value “8.”

Postimputation Processing

Following imputation, the computer edits were re-run and any remaining data issues were resolved. These edits were used to ensure that the values imputed were within acceptable ranges and were consistent with other items on the same questionnaire. In a very small number of cases, an imputed value was blanked out by one of these computer edits due to inconsistency with other data within the same questionnaire or because it was out of the range of acceptable values. In these situations, Census Bureau analysts looked at the items and tried to determine an appropriate value based on a number of factors. Census Bureau analysts reviewed:

- the original image of the questionnaire to see if the respondent had made any notes in the margin that might provide insight;
- other items within the same record with related information;
- similar cases to get an understanding of what the respondent might have answered; and/or
- means and modes of similar subsamples.

When analysts changed or added data for any reason during the postimputation data review, an imputation flag with a value of “9” was set to indicate this. Once this analyst review was complete, any items that were imputed at a rate greater than 15 percent were analyzed as part of the item bias analysis (see chapter 6 for details about nonresponse bias analysis).

Imputation Summary Tables

The number of source codes (specific items) that were imputed for a given percentage of records during each imputation method are summarized in tables 67 through 74. For example, during hot deck imputation, 109 survey items were imputed for between 1 and 15 percent of the school district items.

The first column, “Not imputed for any record,” includes items that are not eligible for imputation (e.g., “please specify” write-in items, respondent information not included on the final data files, time to complete survey) as well as items that required no imputation at one or both of the stages.

The tables in appendix P show the number of imputations applied during each method of imputation to each source code, by data file.

Table 67. Number of source codes for public school districts, including district items from the Public School Questionnaire (With District Items) imputed, by percentage of records receiving imputation and type of imputation: 2011–12

Type of imputation	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Donor	28	104	0	0
Mean or mode	127	5	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the variable names for these data.

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

Table 68. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for public school principals, including public charter school principals: 2011–12

Type of imputation	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Donor	10	178	0	0
Mean or mode	168	20	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the variable names for these data.

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

Table 69. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for private school principals: 2011–12

Type of imputation	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Donor	12	170	1	0
Mean or mode	176	7	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the variable names for these data.

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

Table 70. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for public schools, including public charter schools: 2011–12

Type of imputation	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Donor	27	165	5	0
Mean or mode	193	4	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the variable names for these data.

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

Table 71. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for private schools: 2011–12

Type of imputation	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Donor	82	224	2	0
Mean or mode	292	16	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the variable names for these data.

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

Table 72. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for public school teachers, including public charter school teachers: 2011–12

Type of imputation	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Donor	101	272	5	0
Mean or mode	338	40	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the variable names for these data.

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

Table 73. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for private school teachers: 2011–12

Type of imputation	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Donor	122	275	6	0
Mean or mode	371	32	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the variable names for these data.

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

Table 74. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for public school libraries, including public charter school libraries: 2011–12

Type of imputation	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Donor	3	51	0	0
Mean or mode	54	0	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the variable names for these data.

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

Preliminary Data Products

After all stages of imputation were completed and the blanking and consistency edits were run once again, the data were split into data files by questionnaire type (i.e., District, Principal, School, Teacher, and Library). Eight data files were created from the questionnaire data files so that the data could be categorized by school type (i.e., Public and Private).

Public School District (doc_District)

The public school district final file includes all items from the School District Questionnaire (Form SASS-1A). It also includes the district items included on the Public School Questionnaire (with District Items) (form SASS-3Y; these items can be found on both questionnaires and include topics such as student enrollment, recruitment and hiring of staff, and teacher compensation. It does not include the district items for public charter schools governed by school districts.

Public School Principal (doc_PubPrinc)

The public school principal final file includes all items from the Principal Questionnaire (Form SASS-2A).

Private School Principal (doc_PriPrinc)

The private school principal final file includes all items from the Private School Principal Questionnaire (Form SASS-2B).

Public School (doc_PubSch)

The public school final file includes all items from the School Questionnaire (form SASS-3A). It also includes the school-level items from the Public School Questionnaire (with District Items) (Form SASS-3Y).

Private School (doc_PriSch)

The private school final file includes all items from the Private School Questionnaire (Form SASS-3B).

Public School Teacher (doc_PubTea)

The public school teacher final file includes all items from the Teacher Questionnaire (Form SASS-4A).

Private School Teacher (doc_PriTea)

The private school teacher final file includes all items from the Private School Teacher Questionnaire (Form SASS-4B).

Public Library Media Center (doc_PubLibr)

The public school library media center final file includes all items from the School Library Media Center Questionnaire (Form SASS LS-1A).

Each of these data files included all variables, including frame variables, survey variables, created variables, weighting variables, and imputation flags. These files were used as the source files for the documentation files and the restricted-use files. The documentation files were used to run the unit and item response rates and contain all sampled cases and the base weights in addition to the final weights. The restricted-use files contain only the respondents' records; processing variables and most sampling

variables were removed. In addition, the documentation files and restricted-use files were altered to meet the requirements of data nondisclosure.

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Chapter 8. Weighting and Variance Estimation

This chapter describes the weighting procedure used for 2011–12 Schools and Staffing Survey (SASS). The final weights are needed to have the sample estimates reflect the target survey population when analyzing the data. In addition, the variance estimation procedures are discussed, which include the methods of estimating sampling errors for weighted estimates in SASS using the replicate weights.

Weighting

This section describes the weighting processes for each SASS respondent. The general purpose of weighting is to scale up the sample estimates to represent the target survey population. The steps for weighting various types of respondents are largely the same. The initial basic weight (the inverse of the sampled unit's probability of selection at the time of initial selection) is used as the starting point, then a sampling adjustment factor is applied to account for any additional circumstances impacting the probability of selection (e.g., merged schools or split schools), which produces the base weight. Next, a nonresponse adjustment factor is calculated and applied using information known about the respondents and nonrespondents from the sampling frame data. Finally, various ratio-adjustment factors are calculated and applied to the sample. The type and number of ratio-adjustment factors varies with each SASS data file. However, in general, each adjusts the sample totals to frame totals in order to reduce sampling variability.

Most components of the weighting process employ weighting classes in the calculation of the weighting adjustments factors. Weighting classes allow for differential adjustment factors to be computed for the same weighting component. This technique is especially useful when the computed factors are presumed to differ substantially, such as when patterns of nonresponse vary across subpopulations. In subsequent sections, the formula for computing the particular weighting component is presented for each component of SASS, along with a brief description of each component of the weight. When computations were done within weighting classes, or cells, such as nonresponse adjustments, the cells are described. Sometimes a cell did not have enough data to produce a reliable estimate, and was collapsed according to specified criteria. The most important variables were always collapsed last. The collapsing criteria are also described below for each component of SASS.

The school weight is described first since it is the primary sampling unit. The public and private school weights have similar structures and are presented together. They differ only by the definition of the cells that are used to compute the nonresponse adjustment factor and the ratio-adjustment factor(s). The specific weighting adjustment factors and cells are described in the second section. Since the public and private school principal weights are similar to the school weights, they are described third. In the fourth section, the public school district weights are described. The fifth section describes how district base weights are computed. Teacher weights are described in the sixth section. Since the public and private school teacher weights have the same structure, they are presented together. They differ only in the definition of the cells that are used to compute the various weighting factors. These cells are described separately within the teacher weight section. The final section describes the school library weights. The School Library Media Center Questionnaire was only offered to public schools in this administration of SASS.

The distribution of the final weights from each file is provided in table 75 below.

Table 75. Distribution of final weights for interviewed cases, by data file: 2011–12

Source	Mini- mum	Weight at given percentile									Maxi- mum	Mean
		1 st	5 th	10 th	25 th	50 th	75 th	90 th	95 th	99 th		
Public School District	0.58	0.98	1.07	1.14	1.41	2.25	3.97	7.79	11.05	21.58	85.56	3.66
Traditional Public School	0.90	1.21	1.76	2.33	4.23	7.61	16.09	27.16	36.20	64.52	126.50	12.18
Public Charter School	1.23	1.60	1.92	2.47	3.98	7.38	13.73	20.08	23.65	33.29	42.90	9.72
Private School	0.98	1.59	3.35	4.71	7.79	12.25	19.11	28.09	35.23	56.93	107.70	14.92
Traditional Public School Principal	0.98	1.22	1.76	2.36	4.18	7.54	15.89	26.73	36.23	63.32	126.59	12.13
Public Charter School Principal	1.08	1.50	1.90	2.45	3.83	7.44	13.94	19.78	22.58	31.31	43.64	9.42
Private School Principal	1.12	1.51	3.27	4.50	7.49	12.54	19.33	28.12	33.45	54.45	133.97	14.93
Traditional Public School Teacher	1.85	6.60	11.05	15.46	27.35	49.33	97.68	213.03	320.03	707.17	2107.58	93.53
Public Charter School Teacher	2.41	3.41	4.67	5.72	10.87	19.77	66.04	122.77	157.62	231.16	418.08	45.51
Private School Teacher	3.10	8.03	11.67	18.85	38.06	79.32	124.76	191.19	299.05	550.73	1392.77	102.78
Public School Library Media Center	0.78	1.15	1.70	2.25	4.06	7.29	15.10	25.46	34.55	60.96	225.00	11.59

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

School Weight (Public School and Private School Data Files)

The final weight for the public and private school data is the product of:

(Initial Basic Weight) and (Sampling Adjustment Factor) and (Nonresponse Adjustment Factor) and (First-Stage Ratio-Adjustment Factor) and (Second-Stage Ratio-Adjustment Factor)²¹

where:

²¹ The second-stage ratio-adjustment factor applies to private schools only.

Initial Basic Weight is the inverse of the probability of selection of the school at the time of selection.

Sampling Adjustment Factor is an adjustment that accounts for circumstances that affect the school's probability of selection that are identified after the data collection has begun, such as a merger, duplication, or incorrect building-level collapsing (i.e., a junior high school and a senior high school merge to become a junior/senior high school). Any changes in the school collapsing described in chapter 4 (i.e., uncollapsing or additional collapsing of schools) are adjusted for in this step. The collapsing described in chapter 4 is reflected in the initial basic weight.

Nonresponse Adjustment Factor is an adjustment that accounts for total school nonresponse. It is the weighted (product of initial basic weight and sampling adjustment factor) ratio of the total eligible in-scope schools (interviewed schools plus noninterviewed schools) to the total responding in-scope schools (interviewed schools) within cells. For the first time, the 2011–12 SASS determined cell definitions by a procedure known as CHAID (Chi-squared Automatic Interaction Detection). The CHAID procedure determines an optimal set of cell definitions. These cells require no further collapsing. The cells used are as presented in appendix Q. At this stage of the weighting process, noninterviewed and out-of-scope schools are assigned a weight of zero.

First-Stage Ratio-Adjustment Factor is a factor that adjusts the sample estimates to known final frame totals after all frame construction. Construction of the frame is described in chapter 4. For public schools, the first-stage ratio-adjustment factor is equal to the ratio of the total number of SASS frame schools minus out of scope sample schools to the weighted sample estimate of the total number of schools within each weighting class, or cell, defined for this step in the weighting procedure. For private schools, the adjustment was the same, except for the area frame. For the area frame, all private schools in noncertainty primary sampling units (PSUs) were in sample and there were no universe counts for all noncertainty PSUs. These schools were assigned a factor equal to one.

Second-Stage Ratio-Adjustment Factor applies only to private schools. It is a factor that adjusts sample estimates based on an older sampling frame to current independent control counts. For the 2011–12 SASS, the list frame for private schools was the current 2011–12 PSS list frame, whereas the area frame was based on an older 2009–10 PSS area frame sample. The second-stage ratio-adjustment factor is the ratio of the weighted 2011–12 PSS estimates of schools to the weighted 2011–12 SASS sample estimate of schools within each cell.

School Weighting Adjustment Cells

The school nonresponse adjustment factor and first- and second-stage ratio-adjustments were computed within cells. The schools were classified into cells based on sampling frame data for the noninterview and first-stage ratio-adjustments. For the second-stage ratio-adjustment, private schools were classified into cells using questionnaire data.

Nonresponse adjustments were determined using CHAID, or Chi-squared Automatic Interaction Detection. CHAID is a classification method for building decision trees by using chi-square statistics to identify optimal splits.

CHAID first examines the cross tabulations between each of the input fields and the outcome, and tests for significance using a chi-square independence test. If more than one of these relations is statistically significant, CHAID will select the input field that is the most significant (smallest p value). If an input has more than two categories, these are compared, and categories that show no differences in the outcome are

collapsed together. This is done by successively joining the pair of categories showing the least significant difference. This category-merging process stops when all remaining categories differ at the specified testing level.

Public, Public Charter, and Private School Adjustment Cells

Exhibit 10 presents a summary of the collapsing criteria applied for the first- and second-stage ratio-adjustment factors to the different types of schools in the weighting process. The exact cells are shown in appendix Q.

Exhibit 10. Adjustment factors and collapsing criteria for school weights: 2011–12

	First-stage ratio-adjustment factor			Second-stage ratio adjustment factor (list and area frames)		
	Collapsing criteria		Collapsing order	Collapsing criteria		Collapsing order
Public schools						
Public charter	Factor	$\geq .667$ and ≤ 1.5	Grade level, state/region			
	Interviews	≥ 10				
Other public	Factor	$\geq .667$ and ≤ 1.5	Enrollment category, collapsed locale, grade level			
	Interviews	≥ 10				
Private schools						
List frame	Factor	$\geq .667$ and ≤ 1.5	Grade level, affiliation	Factor	$\geq .667$ and ≤ 1.5	Enrollment category, collapsed locale, grade level
	Interviews	≥ 15				
Area frame	†			Interviews	≥ 15	

† Not applicable.

NOTE: Grade level is defined for charter and private schools as elementary, secondary, and combined. For other public schools, grade level is primary, middle, high, and combined. Collapsed locale consists of city, suburb, town, and rural. Affiliation, enrollment category, and state/region are as listed in Appendix Q.

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

This table is used to identify the differences in the criteria used in each adjustment factor calculation. The collapsing criteria are used within a cell, while the collapsing order is used to determine a homogenous cell with which to collapse. The categories used in the collapsing order differed by sector, type of public school, state or affiliation stratum and are detailed in appendix Q. Note that collapsing for public schools was restricted to within type (public charter, other public). For example, if a particular cell in the charter public school table met the collapsing criteria (i.e., had at least ten interviewed schools and an initial factor of less than 1.5), then it was not collapsed into another cell. However, if that cell did not meet any one of the above criteria, it was collapsed with a similar cell. In this case, the cell would have been collapsed into a cell with a similar grade level. The number of interviews needed to keep the cell from collapsing was always used as a criterion for collapsing and can differ for different types of schools.

Principal Weight (Public School Principal and Private School Principal Data Files)

The regular public, public charter, and private school principal weighting was done the same way as the school questionnaire weighting described above. Since the response status for each of the principal surveys and the corresponding school surveys could be different, the weighting process was done separately for each questionnaire. The sum of the principal weights may be less than the sum of the

school weights because some schools do not have principals. See chapter 7 for a discussion of school and principal interview status.

Public School District Weight (School District Data File)

The final weight for the public school district data is the product of:

(Initial Basic Weight) and (Sampling Adjustment Factor) and (Nonresponse Adjustment Factor) and (First-Stage Ratio-Adjustment Factor)

where:

Initial Basic Weight is the inverse of the probability of selection of the district at the time of selection. Note that districts were not selected directly, making the computation of this probability more complex. See the next section “District Initial Basic Weights,” for a detailed description of the computation.

Sampling Adjustment Factor is an adjustment that accounts for circumstances that affect the district’s probability of selection that are identified after the data collection has begun, such as a merger or split. For example, if two districts consolidated into one, the consolidated district’s base weight would reflect the two chances of selection (i.e., the joint probability of selection).

Nonresponse Adjustment Factor is an adjustment that accounts for total district nonresponse. It is the weighted (product of the initial basic weight and sampling adjustment factor) ratio of total eligible in-scope districts to the total responding in-scope districts, computed within weighting classes, or cells, within each state. At this stage of the weighting, out-of-scope and noninterviewed districts are assigned a weight of zero. As with schools, the district nonresponse cells were determined using the CHAID procedure.

First-Stage Ratio-Adjustment Factor is a factor that adjusts the sample estimates to the 2009–10 CCD total number of districts with schools. It is the ratio of the total number of noncertainty districts in the frame to the weighted sample estimate of the total number of noncertainty districts in the frame, computed within weighting classes, or cells, (see exhibit 11) within each state. Certainty districts were assigned a factor of one.

Exhibit 11. Adjustment factors and collapsing criteria as applied to public school district weights: 2007–08

Type of public school district	First-stage ratio adjustment factor		
	Collapsing criteria	Collapsing order	
Certainty districts	†		
Remaining districts	Factor	≥.667 and ≤1.5	Enrollment category, collapsed locale
	Interviews	≥10	

† Not applicable.

NOTE: Collapsed locale consists of city, suburb, town, and rural. Enrollment categories are as described in appendix Q.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2011–12.

This table is used to identify the differences in the criteria used in each adjustment factor calculation. Some of the criteria (collapsing criteria) apply within a cell, while the other criteria (collapsing order) are used to determine a similar cell with which to collapse. Criteria vary by whether or not the district was selected with certainty.

District Initial Basic Weights

Given the complexity of the sampling scheme, the calculation of the district initial basic weights is not straightforward. Districts were divided into two groups: 1) districts outside Florida, Maryland, Nevada, and West Virginia, and 2) districts in Florida, Maryland, Nevada, and West Virginia, which are all certainty districts. See chapter 4 for a discussion of district sample selection.

District Initial Basic Weights for Districts Outside Florida, Maryland, Nevada, and West Virginia

The district sample was not selected directly through a district frame. Instead, the districts were selected through the school sampling. In other words, the districts associated with the sampled schools comprised the district sample. The base weight, therefore, is more complex than for other respondents.

Since schools were stratified by grade level (i.e., primary, middle, high, and combined for traditional schools; elementary, secondary, and combined for charter schools) and by type (i.e., public charter, other public) the probability of selection for district k , $P_k(\text{sel})$ can be written as follows:

$$P_k(\text{sel}) = 1 - [(1 - P_k(\text{PUB,PRI})) (1 - P_k(\text{PUB,MID})) (1 - P_k(\text{PUB,HIG})) (1 - P_k(\text{PUB,COM})) (1 - P_k(\text{CHA,ELM})) (1 - P_k(\text{CHA,SEC})) (1 - P_k(\text{CHA,COM}))]$$

where:

- $P_k(\text{PUB,PRI})$ is the probability of selecting district k which contains schools that are classified as primary (PRI) and not charter (PUB). This equals the sum of the school selection probabilities for the schools that are regular public primary and in district k . If the sum is greater than one, $P_k(\text{PUB,PRI})$ is set equal to one.
- $P_k(\text{PUB,MID})$ is the probability of selecting district k which contains schools that are middle (MID) and are not public charter schools (PUB). This equals the sum of the school selection probabilities for the schools that are not public charter, but are middle and in district k . If the sum is greater than one, then $P_k(\text{PUB,MID})$ is set equal to one.
- $P_k(\text{PUB,HIG})$ is the probability of selecting district k which contains schools that are high (HIG) and are not public charter schools (PUB). This equals the sum of the school selection probabilities for the schools that are not public charter, and are high schools and in district k . If the sum is greater than one, then $P_k(\text{PUB,HIG})$ is set equal to one.
- $P_k(\text{PUB,COM})$ is the probability of selecting district k which contains schools that are combined (COM) and not public charter (PUB). This equals the sum of the school selection probabilities for the schools that are not public charter, and are combined and in district k . If the sum is greater than one, then $P_k(\text{PUB,COM})$ is set equal to one.

$P_k(\text{CHA,ELM})$ is the probability of selecting district k which contains schools that are elementary (ELM) and public charter (CHA). This equals the sum of the school selection probabilities for the schools that are public charter, elementary, and in district k . If the sum is greater than one, then $P_k(\text{CHA,ELM})$ is set equal to one.

$P_k(\text{CHA,SEC})$ is the probability of selecting district k which contains schools that are classified as secondary (SEC) and public charter (CHA). This equals the sum of the school selection probabilities for the schools that are public charter, secondary, and in district k . If the sum is greater than one, then $P_k(\text{CHA,SEC})$ is set equal to one.

$P_k(\text{CHA,COM})$ is the probability of selecting district k which contains schools that are classified as combined (COM) and public charter (CHA). This equals the sum of the school selection probabilities for the schools that are public charter, combined, and in district k . If the sum is greater than one, $P_k(\text{CHA,COM})$ is set equal to one.

Note that $1/P_k(\text{sel})$ equals the initial basic weight.

District Initial Basic Weights for Florida, Maryland, Nevada, and West Virginia

The initial basic weight was one for all regular districts in Florida, Maryland, Nevada, and West Virginia since all districts in these four states were guaranteed to be selected for sample. Their final weights, however, may not equal one due to adjustment for nonresponse.

Teacher Weight (Public School Teacher and Private School Teacher Data Files)

The final weight for public and private school teachers is the product of:

(Initial Basic Weight) and (School Sampling Adjustment Factor) and (Teacher List Nonresponse Adjustment Factor) and (Teacher-Within-School Nonresponse Adjustment Factor) and (First-Stage Ratio-Adjustment Factor) and (Teacher Adjustment Factor)

where:

Initial Basic Weight is the inverse of the probability of selection of the teacher at the time of selection.

Sampling Adjustment Factor is an adjustment that accounts for circumstances that affect the school's probability of selection that are identified after the data collection has begun, such as a merger, duplication, or incorrect building-level collapsing (i.e., a junior high school and a senior high school merge to become a junior/senior high school). Any changes in the school collapsing described in chapter 4 (i.e., uncollapsing or additional collapsing) are adjusted for in this step. The collapsing described in chapter 4 is reflected in the initial basic weight.

Teacher List Nonresponse Adjustment Factor is an adjustment that accounts for teachers in schools that did not provide a list of its teachers. It is the weighted (the product of the school initial basic weight and the school sampling adjustment factor) ratio of total eligible in-scope schools to the total in-scope schools providing teacher lists, computed within cells (see appendix Q). As with other nonresponse adjustments, the cells were determined using CHAID.

Teacher-Within-School Nonresponse Adjustment Factor is an adjustment that accounts for sampled teachers who did not respond to the survey. It is the weighted (product of all previously

defined components) ratio of the total eligible teachers to the total eligible responding teachers computed within cells (see appendix Q). CHAID was used to define the cells. At this stage of the weighting procedure, noninterviewed and out-of-scope teachers are assigned a weight of zero.

First-Stage Ratio-Adjustment Factor is a factor computed at the school level that adjusts the sampled schools' frame estimates of full-time equivalent (FTE) teachers to the total full-time equivalent teachers in the whole school sampling frame (either the 2009–10 CCD or the updated 2009–10 PSS). For the set of noncertainty schools, the factor is the ratio of the frame estimate of the total number of FTE teachers to the weighted (product of all previously defined components) sample estimate of the total number of FTE teachers. These factors are computed within cells (see exhibit 12). The sample estimate uses the frame count of the number of FTE teachers in the school.

For teachers from certainty schools, the factor is one.

Teacher Adjustment Factor is a factor that adjusts the inconsistency between the estimated number of teachers from the SASS school data files and the SASS teacher data files. It is the ratio of the weighted number of teachers from the school data file for a cell to the weighted number of teachers on the teacher data file for a cell. The weight is the product of all previously defined components. This factor ensures that teacher estimates from the teacher file will agree with the corresponding teacher aggregates from the school file (after imputation), since the teacher file counts are being adjusted to agree with the school counts.

The teacher list nonresponse adjustments, the teacher-within-school nonresponse adjustments, the first-stage ratio adjustments, and the teacher adjustments are computed within cells. The cells for the first-stage ratio adjustments are the same as those used in the school first-stage adjustments, and are described in the previous School Weight section. However, exhibit 12 describes the criteria for the teacher adjustments.

Exhibit 12. Adjustment factors and collapsing criteria as applied to teacher weights: 2011–12

	Teacher adjustment factor		
	Collapsing criteria		Collapsing order
Public charter	Factor	$\geq .667$ and ≤ 1.5	Grade level, race/ethnicity, state/region
	Interviews	≥ 15	
Other public	Factor	$\geq .667$ and ≤ 1.5	Enrollment category, race/ethnicity, grade level, state
	Interviews	≥ 15	
Private	Factor	$\geq .667$ and ≤ 1.5	Race/ethnicity, enrollment category, grade level, affiliation
	Interviews	≥ 15	

NOTE: For charter and private schools, grade level is defined as elementary, secondary, combined. For other public schools, grade level is defined as primary, middle, high, and combined. Race/ethnicity is defined as Asian/Pacific Islander, White, American Indian/Alaskan Native, Hispanic, and Black. Enrollment category, affiliation, and state/region are as defined in Appendix Q.

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

This table is used to identify the differences in the criteria used in each adjustment factor calculation. The collapsing criteria apply within a cell, while the collapsing order is used to determine a similar cell with which to collapse. Criteria vary by school sector and type of school.

School Library Weight (Library Media Center Data File)

SASS school library data were used to estimate the characteristics of schools with libraries as well as schools without libraries. Whenever possible, sampled schools with libraries and sampled schools without libraries were adjusted separately. Thus, interviewed libraries were weighted up to the weighted estimate of sampled schools known to have libraries, as determined at the time library questionnaires were distributed. Likewise, the number of interviewed schools with no library was weighted up to the weighted number of all schools without libraries as determined from the questionnaire distribution. This was done to study the characteristics of each type of school. When it was not possible to adjust the library weights by the type of school, all sampled libraries and schools without libraries were adjusted as a whole. This was necessary to handle instances where the existence of the library could not be established during data collection. Due to reporting inconsistencies between the library survey and the school survey, library survey data is not adjusted directly to schools reporting to have libraries on the school questionnaire.

The final weight for the public school library data is the product of the following:

(Initial School Basic Weight) and (Sampling Adjustment Factor) and (Library Type A, or Unknown status, Nonresponse Adjustment Factor) and (Library Type B, or Known Status, Nonresponse Adjustment Factor) and (First-Stage Ratio-Adjustment Factor)

where:

Initial School Basic Weight is the inverse of the probability of selection from the school sample file as reflected at the time of the school sampling.

Sampling Adjustment Factor is an adjustment that accounts for circumstances that affect the school's probability of selection that are identified after the data collection has begun, such as a merger, duplication, or incorrect building-level collapsing (i.e., a junior high school and a senior high school merge to become a junior/senior high school). Any changes in the school collapsing described in chapter 4 (i.e., uncollapsing or additional collapsing) are adjusted for in this step. The collapsing described in chapter 4 is reflected in the initial basic weight.

Library Type A (Unknown Status) Nonresponse Adjustment Factor is an adjustment that accounts for schools that were general refusals or were never contacted and the library status was not known. This factor adjusts all schools (with and without libraries) together because it was not clear whether the school had a library. It is the weighted (product of the initial basic weight and the sampling adjustment factor) ratio of the total school library records to the total in-scope interviewed school libraries plus out-of-scope school libraries. Cells (as described in appendix Q) were defined using CHAID.

Library Type B (Known Status) Nonresponse Adjustment Factor is an adjustment that accounts for library nonrespondents where the status of the library is known based on the status of the School Library Media Center Questionnaire. Given that schools with libraries were able to be distinguished from schools without libraries, this adjustment was made separately for SASS sampled schools with and without libraries. Cells (as described in appendix Q) were defined using CHAID.

Schools with libraries: This adjustment is the weighted (product of the initial basic weight and the sampling adjustment factor and the type A nonresponse adjustment factor) ratio of the interviewed libraries plus the noninterviewed libraries to the interviewed libraries.

Schools without libraries: This adjustment is the weighted (product of the initial basic weight and the sampling adjustment factor and the type A nonresponse adjustment factor) ratio of the interviewed schools without libraries plus the noninterviewed schools without libraries to the interviewed schools without libraries. At the conclusion of the nonresponse adjustment procedures, noninterviewed libraries are assigned a weight of zero.

First-Stage Ratio-Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. Construction of the frame is described in chapter 4. For public schools, the first-stage ratio-adjustment factor is equal to the ratio of the total number of SASS frame schools minus out-of-scope sample schools to the weighted sample estimate of the total number of schools within each weighting class, or cell, defined for this step in the weighting procedure. This is the same factor that was applied to the SASS school sample.

Variance Estimation

Producing Replicate Weights

In surveys with complex sample designs, such as SASS, direct estimates of sampling errors that assume a simple random sample will typically underestimate the variability in the estimates. The SASS sample design and estimation included procedures that deviate from the assumption of simple random sampling, such as stratifying the school sample, oversampling new teachers, and sampling with differential probabilities. This section describes the variance estimation used for the 2011–12 SASS, how the replicates were assigned, and how to use the replicate weights to compute variances.

The preferred method of calculating sampling errors to reflect these aspects of the complex sample design of SASS is using replication. Replication methods involve constructing a number of subsamples, or 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. The replicate weights are used to compute the variance of a statistic, Y , as given below:

$$\text{Variance}(Y) = \left(\frac{1}{n}\right) \sum_r (Y_r - Y)^2$$

Where: Y_r = the estimate of Y using the r^{th} set of replicate weights
 n = the number of replicates

The SASS surveys completed before 1993 used a procedure known as balanced repeated replication (BRR) for the calculation of sampling variance. BRR assumes sampling is done with replacement, and hence, BRR does not reflect the increase in precision due to sampling a large proportion of a finite population. For most surveys, where the sampling rates are small, the increase in precision will be small and can be disregarded safely. However, with SASS, the public surveys (i.e., school, principal, school district, teacher, and library) are designed to produce reliable state estimates. This necessarily implies large sampling rates, which can lead to very large overestimates of variance with BRR. Likewise, the private sector surveys (i.e., school, principal, and teacher) are designed to produce detailed private school affiliation stratum estimates, which also imply large sampling rates, and subsequent overestimation of variance with BRR.

It is possible to adjust the BRR to include a finite population adjustment (FPC). The FPC corrects the standard error in instances where a large proportion of the frame is in sample. However, since SASS uses a probability proportionate to size (PPS) systematic selection procedure, it is not clear what the appropriate FPC would be. It is even possible for an appropriate FPC to be greater than one (see Kaufman, 2001).

To overcome this limitation, a bootstrap variance estimator was implemented for the 1993–94 SASS and its role was expanded in 1999–2000 and even more so in the 2003–04 SASS. The bootstrap variance estimator was used for public schools, private list frame noncertainty schools, and public school districts in 1993–94. In 1999–2000, an additional bootstrap estimator was also included for public schools and private list frame certainty schools. The bootstrap estimator used in the 2003–04 SASS was modified from the 1999–2000 estimator to make it more stable. In 2003–04 a new bootstrap estimator for both public and private school teachers was included. The bootstrap variance reflects the increase in precision due to large sampling rates because the bootstrap sampling is done systematically without replacement, as was the original sampling. The 2011–12 SASS used the same bootstrap variance estimation procedure as the 2003–04 SASS.

The idea behind the public school district bootstrap variance estimation is to use the distribution of the sample weights to generate a bootstrap frame. A series of bootstrap samples of a prespecified bootstrap sample size can be selected from the bootstrap frame, respective replicate weights computed, and variances estimated with standard BRR software. This process is repeated for a number of independent samples following the SASS sample design, using variables from the frame. With estimates from a number of samples, a true estimate of the variance is computed. Given the true variance estimate, the bootstrap stratum sample sizes are chosen to get as close as possible to the true stratum variance estimates. Once the bootstrap stratum sample sizes are determined, bootstrap samples and replicate weights are generated for the actual fielded sample using these bootstrap stratum sample sizes. This process indirectly generates an appropriate FPC. For further details see Kaufman (1998). The district bootstrap replicate basic weights (inverse of the probability of selection) generated for the fielded sample were subsequently reweighted by processing each set of replicate basic weights through the weighting procedure.

The other bootstrap weights (public schools and teachers and private list frame schools and teachers) were calculated using the updated bootstrap system. This system is based on a series of assumptions about the sampling design: 1) the traditional systematic PPS first-stage sample can be approximated using a randomized systematic sample, and 2) the stratified equal probability systematic sample can be approximated by a stratified without replacement simple random sample. Using these assumptions, the bootstrap replicate weights are computed from a single sample. Again, the appropriate bootstrap replicate base weights (inverse of the probability of selection) generated for the sample were subsequently reweighted by processing each set of replicate base weights through the weighting procedure.

Since the number of certainty schools is substantial, it was decided to treat nonresponse as a stage of sample selection. For certainty schools, this allowed for the reflection of a variance component that otherwise would be regarded as a bias. The nonresponse sampling model is:

- For noncertainty schools, nonresponse is considered a nested random process within selected PSUs. Within appropriately defined cells (see the earlier section on “School Weighting Adjustment Cells”), it is assumed nonresponse follows a “missing at random process.”
- For certainty schools, nonresponse is considered the first stage of selection. It is assumed that this process follows a simple random sample without replacement model within appropriately defined

cells (see the earlier section on “School Weighting Adjustment Cells”). The frame size for this selection is assumed to be the number of selected certainty schools in the cell and the sample size is the number of responding certainty schools in the cell.

This procedure also allows for correctly estimating variances for school-based estimates that use school teacher averages generated from the SASS teacher data files.

To be consistent with the bootstrap procedures described above, the nonresponse modeling of certainty schools was reflected through an appropriately defined bootstrap procedure. For more details on the bootstrap methodology and how it applies to SASS, see Efron (1982), Kaufman (1992, 1993, 1994, 1998, and 2001), and Sitter (1990).

The newest version of the bootstrap procedure made it possible to compute teacher bootstrap replicate weights at the same time as the school weights, considerably reducing the processing time to form the replicates.

Each SASS data file includes a set of 88 replicate weights designed to produce variance estimates. Replicate weights were created for each of the 88 samples using the same estimation procedures used for the full sample and are included in the data files. Most of the replicate weights were produced using a bootstrap procedure. The next sections describe how replicate weights were produced for each file.

Applying Replicate Weights

As described above, the replicate weights are used to compute the variance of a statistic, Y , as given below.

$$\text{Variance } (Y) = \left(\frac{1}{88} \right) \sum_{r=1}^{88} (Y_r - Y)^2$$

Where: Y_r = the estimate of Y using the r^{th} set of replicate weights, and the number of replicate weights is 88 for SASS.

Analysis of the bootstrap replicate weights revealed that approximately 3 percent of the school (public and private) and teacher (public and private) weights and approximately 9 percent of the district replicate weights fell outside a 95 percent confidence interval. These are nearly the expected 5 percent, indicating the bootstrap replicate weights are close to normally distributed.

The computation of sampling errors using these replicate weights can be done easily using one of the following software packages: WesVar Complex Sample Software, SUDAAN (Research Triangle Institute 2001), AM Statistical Software, or STATA 9.

- WesVar—The user needs to create a new WesVar data file by specifying the full sample weight variable and the replicate weight variables as defined above, and the replication method, BRR. The replicate weights and the full sample weight can be highlighted and dragged to their appropriate place on the “New WesVar Data File” window. For more information, visit <https://www.westat.com/our-work/information-systems/wesvar-support>.
- SUDAAN—The user needs to specify the sample design as a “balanced repeated replication” design as well as specifying the replicate weight variables. Specifying the sample design (DESIGN = BRR) is done in the procedure call statement (i.e., PROC DESCRIPT DESIGN =

BRR;). The specification of the replicate weights is done with the REPWGT statement (i.e., to produce the sampling errors for estimates from the Principal files use the statement: REPWGT AREPWT1-AREPWT88;). For more information, visit www.rti.org/sudaan/.

- AM—The user needs to set the replicate weights along with the replication method using the right-click context menu in the variable list window. Once the “Set Replicate Weights” window is displayed, the replicate weights as identified above can be highlighted and dragged into the window. At the bottom of the window are four options for the replication method; BRR should be selected. For more information, visit <http://am.air.org>.
- STATA—The use of replicate weights for the generation of standard errors is a new feature to STATA 9. First, the user needs to survey set the data (SVY SET) by defining: the probability weight ([pw =]); balanced repeated replication weights (brrweight(varlist)); variance estimation type (vce(brr)); and turning on the mse formula (mse). Once these parameters are set, users are able to call up the survey settings and tell STATA which type of standard errors to produce using the SVY BRR command. SVY BRR also allows users to specify the statistics to be collected (exp_list) and the command to perform (e.g., mean or tab). For more information, visit <http://www.stata.com/>.

Public School and Public School Principal Replicates

The bootstrap estimator as described in the previous section was used for developing both the public school and administrator replicates. The replicate weights for the school files are SREPWT1 through SREPWT88. The replicate weights for the public school principals are AREPWT1 through AREPWT88.

Private School and Private School Principal Replicates

For private schools, the list frame used the bootstrap methodology as described above. For the area frame, the PSU sampling rates were very small; consequently, there is no advantage in using the bootstrap. BRR methodology was used in the area frame as it had been for all previous rounds of SASS. Half-samples are defined by pairing sample PSUs within each sampling stratum, forming variance strata. The final product is 88 replicate weights. After the variance strata were assigned, an orthogonal matrix (matrix H where: $HH^T = nI_n$ where I_n is the identity matrix of order n) was used to form the 88 balanced half-sample replicates. Thus, the same methodology can be applied to both the list frame and the area frame replicate weights to compute variances. The replicate weights for the private school file are SREPWT1 through SREPWT88.

Private school principal replicate weights were calculated similarly to the school replicate weights. The replicate weights for the private principal file are AREPWT1 through AREPWT88.

School Library Media Center Replicates

The library replicate weights were developed similarly to the school bootstrap replicate weights. The replicate weights for the public and public charter school library files are MREPWT1 through MREPWT88.

Teacher Replicates

The teacher replicate weights were generated at the same time as the school replicate weights as part of the 2011–12 bootstrap system.

BRR methodology was employed rather than bootstrap if a teacher was in the private school area frame. Teacher sample records were assigned replicate weights by multiplying the school BRR replicate weight times the teacher's conditional probability of selection given the school is selected in the SASS school sample. The replicate weights for the public, public charter, and private teacher files are TREPWT1 through TREPWT88.

School District Replicates

To reflect that the districts were selected through the school, the school district bootstrap samples were drawn from a frame that reflected both the public school and district distributions. This frame was the major difference between the district bootstrap methodology and that described above for schools. The replicate weights for the district file are DREPWT1 through DREPWT88.

Chapter 9. Reviewing the Quality of SASS Data

National Center for Education Statistics (NCES) program staff members have the responsibility of ensuring that data files are acceptable for public release. Before files are released to the public, staff members review the data for errors associated with the edit, imputation, and weighting programs. This review includes a number of checks that incorporate univariate, bivariate, and multivariate analysis that rigorously examine as many aspects of the data as possible without delaying timely release of the Schools and Staffing Survey (SASS). The following are aspects of the datasets that were reviewed:

- general data quality;
- nonresponse;
- weighting; and
- external data checks.

General Data Quality

General data quality included a number of reviews that could be characterized as consistency edits. These checks involved an examination of the individual responses, patterns of response, and summary statistics for variables and files to ensure consistency within items, respondents, and files. In addition, key variables and cross tabulations of key variables were examined for distributions and relationships that were expected based upon prior administrations and other research, a check of face validity. The specific data checks included edits, frequency counts, and reasonableness of data, as described below.

Edits. The validity of the skip patterns in the questionnaire was established for each SASS questionnaire during the processing of the data; that is, Census Bureau analysts verified that each item in the questionnaire had the number of responses it should have if skip instructions were followed correctly. Quality checks on the edit specifications were performed and resulted in some corrections (which were treated as a form of imputation).

Frequency Counts. Unweighted record counts for every variable were examined from the restricted-use data files. Variables with out-of-range values or inconsistent values were identified, and these values were corrected.

Reasonableness of Data. Univariate, bivariate, and multivariate tabulations of key survey variables were obtained and compared to estimates from the previous SASS. Tabulations were reviewed to determine whether the basic relationships observed were within reasonable bounds, allowing for elements of change (such as random fluctuations in variance, or a trend such as overall population growth in a state). The distributions and relationships observed were consistent with expectations.

Response Rates

Response rates were examined for possible bias, and any evidence of bias at the unit or item level was investigated. The details of this analysis are discussed in greater detail in chapter 6. The nonresponse analysis identifies the levels of possible bias, methods for addressing potential bias, and the reduction in bias as a result of these efforts.

Unit Nonresponse. Response rates were calculated at the state or affiliation stratum level for all SASS data files. (See chapter 6 for unit response rate information.) Nonresponding districts, schools, principals, teachers, and library media centers were studied in greater detail to identify patterns of unit nonresponse. (See chapter 6 for information on the nonresponse unit bias analysis.) The findings across public school respondents showed

that weighting adjustments substantially reduced possible bias for national estimates, though many state-level estimates remained biased. Similarly, for private school respondents, weighting adjustments substantially reduced bias for most items nationally, but a number of affiliation-level estimates remained biased. The weighted national response rates for questionnaires varied from 64.7 percent for the Private School Principal Questionnaire to 80.6 percent for the School District Questionnaire. The base-weighted response rate was below 50 percent for at least one questionnaire for the following states: Alaska, District of Columbia, Florida, Hawaii, Maryland, Rhode Island. The Baptist, Jewish, other religious, nonsectarian regular program, and nonsectarian special emphasis program affiliation stratum each had at least one questionnaire with a base-weighted response weight less than 50 percent.

Item Nonresponse. The extent of item nonresponse for each SASS data file was determined. (See chapter 6 for item response rate information.) Items with high nonresponse rates are identified and reported in tables. Following this review, there were no items removed from the data files. However, items with a response rate lower than 70 percent are footnoted as such in published tables.

Replicate Weight Checks

The review of the SASS replicate weights consisted of reviewing the distribution of these weights. The following was done:

1. For each replicate, the weights were totaled. Each replicate total, as well as the average of those numbers, was checked against the full-sample estimate. The standard error of the replicate totals was computed and checked for reasonableness.
2. A coverage analysis was performed for the public school and private school final replicate weights using the school frame, Common Core of Data, and Private School Survey frame variables such as full-time teacher equivalents and Title I status. Normal distribution theory dictates that confidence intervals generated using the standard errors from the replicate weights (equal to the sample estimate plus or minus two standard errors) should cover the true population 95 percent of the time. This was checked empirically using these known frame variables as the true population values: the percentages of times the true population value was within the confidence intervals using the replicate standard errors was tabulated as a quality check on the replicate weights.

External Data Checks

One way to verify the external validity of SASS data is to make comparisons to the survey universe, or frame, from which the sample is drawn. For public school districts, schools, principals, and teachers, the external file is an adjusted version of the Common Core of Data (CCD), an annual administrative census of all public schools and public school districts in the United States and its territories. The corresponding frame for private schools, principals, and teachers is the Private School Universe Survey (PSS).

The sampling frame is drawn from the universe data files, which pertain to 2 years prior to the field collection of SASS data. Direct comparison can be made between the estimated count of the survey unit, such as school districts or schools, and the corresponding CCD or PSS count. Such comparisons are usually made between SASS and the sampling frame year of the universe data files.

SASS survey estimates of a characteristic of districts or schools, such as enrollment, were compared to CCD or PSS estimates. Those comparisons are usually made to the concurrent years of the universe data files, as the data collected in the field for any given school year are only valid for the same year of the universe. The number of students attending school or the number of teachers employed is subject to more year-to-year change than the number of schools or districts.

Public School District Unit Count Comparison (Public School District Data File)

Comparisons of the number of public school districts by state and region were made to the CCD 2009–10 Public Education Agency Universe. The CCD estimates are independent from SASS because SASS collects its data directly from school districts that are in sample and CCD data are collected from the state education agencies. For the 2011–12 SASS, the district sample consisted of the set of districts that were associated with the SASS public school sample, including public charter schools that operated independently of a public school district. The districts in scope (i.e., eligible) for SASS are those that employed elementary- and/or secondary-level teachers and were in operation in the 2011–12 school year. CCD utilizes a less restrictive definition of a district and collects information on supervisory unions and districts that neither administer schools nor hire teachers.

Thus, two SASS-CCD comparisons were made; one to the total number of CCD districts for the state and one to the number of “regular” CCD districts (as defined by CCD) in the state. Depending upon the number of out-of-scope districts in each particular state, the SASS estimates are either closer to the total number of districts or to the number of regular districts in CCD. Comparisons in counts of public school districts by state between CCD and SASS are shown in tables 76 and 77. The first table compares the estimated number of public school districts in SASS (calculated using the district final weight) with the number of total and regular school districts in the 2009–10 CCD Public Education Agency Universe. The second table compares the estimated number of public school districts in SASS (calculated using the district base weight) with the adjusted frame developed by the sampling statisticians at the Census Bureau in preparation for SASS data collection. These are two different measures of “fit” between the weighted count from SASS and the frame count of districts. The sampling frame version of CCD used in table 77 is between the total number of districts and the number of regular districts.

Table 76. Estimated number and percentage of public school districts in the 2011–12 SASS compared with total and regular districts in 2009–10 CCD Public Education Agency Universe, by state, region, and community type: 2009–10 and 2011–12

State and region (1)	2009–10 CCD regular districts ¹ (2)	2009–10 CCD regular districts with students ² (3)	2009–10 CCD regular districts with schools ³ (4)	2011–12 SASS frame (2009–10 CCD without charter and state-run districts) ⁴ (5)	2011–12 SASS frame (charter and state-run districts only) ⁵ (6)	2011–12 SASS districts (charter and state- run only) ⁶ (7)	2011–12 SASS districts (without charter and state-run) ⁷ (8)	SASS estimate as a percent- age of CCD districts with schools ⁸ (9)	SASS estimate as a percent- age of 2011–12 SASS frame ⁹ (10)
Total	17,807	13,629	14,245	14,213	3,871	2,803	14,188	99.6	99.8
State									
Alabama	171	133	133	133	48	4	146	109.8	109.8
Alaska	54	53	53	53	1	16	42	79.2	79.2
Arizona	642	224	242	242	575	79	599	247.5	247.5
Arkansas	295	244	258	258	22	55	222	86.0	86.0
California	1,190	958	1,102	1,102	55	106	943	85.6	85.6
Colorado	262	178	186	186	18	45	154	82.8	82.8
Connecticut	200	169	172	172	65	39	165	95.9	95.9
Delaware	40	19	19	19	25	4	41	215.8	215.8
District of Columbia	59	1	1	1	94	6	47	4,700.0	4,700.0
Florida	75	67	72	72	15	3	78	108.3	108.3
Georgia	206	180	183	183	36	4	201	109.8	109.8
Hawaii	1	1	1	1	0	0	0	0.0	0.0
Idaho	142	116	116	116	26	14	115	99.1	99.1
Illinois	1,076	869	1,002	1,002	48	246	621	62.0	62.0
Indiana	387	294	309	309	64	26	338	109.4	109.4
Iowa	371	361	361	361	0	93	276	76.5	76.5
Kansas	327	316	292	292	11	7	310	106.2	106.2
Kentucky	194	174	175	175	3	22	150	85.7	85.7
Louisiana	123	69	74	74	129	0	157	212.2	212.2
Maine	255	246	182	182	4	61	142	78.0	78.0
Maryland	25	24	24	24	1	0	22	91.7	91.7
Massachusetts	393	244	330	330	67	65	324	98.2	98.2
Michigan	855	551	605	605	320	73	853	141.0	141.0
Minnesota	558	337	381	381	190	75	456	119.7	119.7
Mississippi	165	152	152	152	13	9	166	109.2	109.2
Missouri	565	523	527	527	145	214	396	75.1	75.1
Montana	502	417	345	345	3	238	114	33.0	33.0
Nebraska	294	253	281	281	5	122	164	58.4	58.4
Nevada	18	17	18	17	12	0	21	116.7	123.5
New Hampshire	280	180	158	158	13	29	166	105.1	105.1

See notes at end of table.

Table 76. Estimated number and percentage of public school districts in the 2011–12 SASS compared with total and regular districts in 2009–10 CCD Public Education Agency Universe, by state, region, and community type: 2009–10 and 2011–12—Continued

State and region (1)	2009–10 CCD regular districts ¹ (2)	2009–10 CCD regular districts with students ² (3)	2009–10 CCD regular districts with schools ³ (4)	2011–12 SASS frame (2009–10 CCD without charter and state-run districts) ⁴ (5)	2011–12 SASS frame (charter and state-run districts only) ⁵ (6)	2011–12 SASS districts (charter and state- run only) ⁶ (7)	2011–12 SASS districts (without charter and state-run) ⁷ (8)	SASS estimate as a percent- age of CCD districts with schools ⁸ (9)	SASS estimate as a percent- age of 2011–12 SASS frame ⁹ (10)
New Jersey	675	603	592	592	174	149	571	96.5	96.5
New Mexico	108	89	89	89	30	18	85	95.5	95.5
New York	879	696	765	734	175	148	631	82.5	86.0
North Carolina	231	115	116	116	124	0	256	220.7	220.7
North Dakota	228	185	191	191	3	112	62	32.5	32.5
Ohio	1,047	615	663	663	348	86	857	129.3	129.3
Oklahoma	584	532	548	548	9	222	306	55.8	55.8
Oregon	221	190	194	194	17	26	184	94.8	94.8
Pennsylvania	798	500	610	610	152	36	735	120.5	120.5
Rhode Island	52	32	36	36	18	1	53	147.2	147.2
South Carolina	103	85	99	99	37	0	124	125.3	125.3
South Dakota	166	156	158	158	5	40	135	85.4	85.4
Tennessee	140	140	140	140	0	0	140	100.0	100.0
Texas	1,280	1,032	1,031	1,031	500	131	1,333	129.3	129.3
Utah	117	41	41	41	84	0	103	251.2	251.2
Vermont	357	291	183	183	3	0	246	134.4	134.4
Virginia	207	134	198	198	96	38	223	112.6	112.6
Washington	310	295	305	305	0	81	206	67.5	67.5
West Virginia	57	55	55	55	25	0	68	123.6	123.6
Wisconsin	461	425	428	428	50	55	400	93.5	93.5
Wyoming	61	48	49	49	13	4	44	89.8	89.8

See notes at end of table.

Table 76. Estimated number and percentage of public school districts in the 2011–12 SASS compared with total and regular districts in 2009–10 CCD Public Education Agency Universe, by state, region, and community type: 2009–10 and 2011–12—Continued

State and region (1)	2009–10 CCD regular districts ¹ (2)	2009–10 CCD regular districts with students ² (3)	2009–10 CCD regular districts with schools ³ (4)	2011–12 SASS frame (2009–10 CCD without charter and state-run districts) ⁴ (5)	2011–12 SASS frame (charter and state-run districts only) ⁵ (6)	2011–12 SASS districts (charter and state- run only) ⁶ (7)	2011–12 SASS districts (without charter and state-run) ⁷ (8)	SASS estimate as a percent- age of CCD districts with schools ⁸ (9)	SASS estimate as a percent- age of 2011–12 SASS frame ⁹ (10)
Region									
Northeast	3,889	2,961	3,028	2,997	671	528	3,033	100.2	101.2
Midwest	6,335	4,885	5,198	5,198	1,187	1,150	4,867	93.6	93.6
South	3,955	3,156	3,278	3,278	1,177	498	3,678	112.2	112.2
West	3,628	2,627	2,741	2,740	836	627	2,610	95.2	95.3

¹ CCD Published Count, 2009–10, Overview of Public and Secondary Schools and Districts: School Year 2009–10 (NCES 2011-346), Table 2, Column 1 (regular school districts include those that are components of supervisory unions).

² CCD Published Count, 2009–10, Overview of Public and Secondary Schools and Districts: School Year 2009–10 (NCES 2011-346), Table 4, Column 1.

³ CCD 2009–10 Preliminary File: ccdsch09_combined.sas7bdat (regular districts do not include those that supervise charter schools or are run by the state).

⁴ 2011–12 SASS Frame (CCD 2009–10 with adjustments), Final District Frame File (only includes regular school districts)

⁵ 2011–12 SASS Frame (CCD 2009–10 with adjustments), Final District Frame File (only includes charter and state run districts).

⁶ SASS, 2011–12, District File, Final Weight (only includes regular school districts).

⁷ SASS, 2011–12, District File, Final Weight (only includes charter school and state run districts).

⁸ Calculated by dividing column 7 by column 4.

⁹ Calculated by dividing column 7 by column 5.

NOTE: CCD refers to the Common Core of Data. 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), “Final District Frame Data File and District Data File,” 2011–12; Common Core of Data (CCD), “Preliminary File,” 2009–10, ccdsch09_combined.sas7bdat; *Overview of Public and Secondary Schools and Districts: School Year 2009–10*, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2009–10.

Table 77. Estimated number and percentage of public school districts in the 2011–12 SASS compared with total public school districts in 2009–10 CCD Public Education Agency Universe, by state and region: 2009–10 and 2011–12

State and region (1)	2009–10 CCD total districts (2)	2011–12 SASS frame total with charter and state-run schools (3)	2011–12 SASS total districts (including charter and state-run) (4)	SASS estimate as a percentage of CCD total districts ¹ (5)	SASS estimate as a percentage of 2011–12 SASS frame ² (6)
Total	18,226	18,084	16,991	93.2	94.0
State					
Alabama	171	181	151	88.3	83.4
Alaska	54	54	58	107.4	107.4
Arizona	674	817	678	100.6	83.0
Arkansas	297	280	277	93.3	98.9
California	1,197	1,157	1,049	87.6	90.7
Colorado	262	204	199	76.0	97.5
Connecticut	201	237	204	101.5	86.1
Delaware	43	44	44	102.3	100.0
District of Columbia	63	95	53	84.1	55.8
Florida	77	87	81	105.2	93.1
Georgia	208	219	205	98.6	93.6
Hawaii	1	1	0	0.0	0.0
Idaho	142	142	129	90.8	90.8
Illinois	1,083	1,050	868	80.1	82.7
Indiana	387	373	364	94.1	97.6
Iowa	374	361	369	98.7	102.2
Kansas	332	303	317	95.5	104.6
Kentucky	195	178	172	88.2	96.6
Louisiana	123	203	157	127.6	77.3
Maine	324	186	203	62.7	109.1
Maryland	25	25	22	88.0	88.0
Massachusetts	502	397	389	77.5	98.0
Michigan	859	925	926	107.8	100.1
Minnesota	567	571	530	93.5	92.8
Mississippi	165	165	174	105.5	105.5
Missouri	566	672	611	108.0	90.9
Montana	514	348	352	68.5	101.1
Nebraska	296	286	286	96.6	100.0
Nevada	18	29	21	116.7	72.4
New Hampshire	281	171	195	69.4	114.0
New Jersey	698	766	720	103.2	94.0
New Mexico	108	119	103	95.4	86.6
New York	914	909	779	85.2	85.7
North Carolina	234	240	256	109.4	106.7
North Dakota	233	194	174	74.7	89.7

See notes at end of table.

Table 77. Estimated number and percentage of public school districts in the 2011–12 SASS compared with total public school districts in 2009–10 CCD Public Education Agency Universe, by state and region: 2009–10 and 2011–12—Continued

State and region (1)	2009–10 CCD total districts (2)	2011–12 SASS frame total with charter and state-run schools (3)	2011–12 SASS total districts (including charter and state-run) (4)	SASS estimate as a percentage of CCD total districts ¹ (5)	SASS estimate as a percentage of 2011–12 SASS frame ² (6)
Ohio	1,089	1,011	943	86.6	93.3
Oklahoma	586	557	528	90.1	94.8
Oregon	221	211	210	95.0	99.5
Pennsylvania	803	762	771	96.0	101.2
Rhode Island	56	54	54	96.4	100.0
South Carolina	104	136	124	119.2	91.2
South Dakota	169	163	175	103.6	107.4
Tennessee	140	140	140	100.0	100.0
Texas	1,284	1,531	1,464	114.0	95.6
Utah	124	125	103	83.1	82.4
Vermont	362	186	246	68.0	132.3
Virginia	208	294	261	125.5	88.8
Washington	310	305	287	92.6	94.1
West Virginia	57	80	68	119.3	85.0
Wisconsin	464	478	454	97.8	95.0
Wyoming	61	62	48	78.7	77.4
Region					
Northeast	4,141	3,668	3,561	86.0	97.1
Midwest	6,419	6,385	6,017	93.7	94.2
South	3,980	4,455	4,177	104.9	93.8
West	3,686	3,576	3,237	87.8	90.5

¹ Calculated by dividing column 4 by column 2.² Calculated by dividing column 4 by column 3.

NOTE: Column 2 source: Common Core of Data (CCD), “Preliminary Public Education Agency Universe Survey File.” Column 3 source: “Final District Frame Data File,” 2011–12. Column 4 source: SASS 2011–12, “District File (weighted total).” Total school districts include all types of education agencies that manage traditional public or public charter schools. CCD refers to the Common Core of Data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Preliminary Public Education Agency Universe Survey File,” 2009–10; Schools and Staffing Survey (SASS), “Final District Frame Data File,” 2011–12.

The sample selection for districts included “other” types of districts that have become more common in CCD. These “other” types of districts are largely either administrative units that oversee charter schools or independent charter schools that are recognized within their state as if they were districts. Methodologically, single-school districts, some public charter schools, and some state and federally-run schools were not sent a separate district questionnaire, but instead received the Public School Questionnaire (with District Items). The Public School Questionnaire with District Items incorporated most, but not all, district-level items into the school questionnaire.

When the data files were created from the questionnaires, district-level data for these “other” types of districts were included on the district data file, with the exception of charter school data for public charter schools that are under the jurisdiction of a regular school district. It is important to include these district-level data for a single-school district, state or federally-funded school, or public charter school record on the district file in order to approximate the district data reported by CCD and to provide SASS data for “other” types of districts that exist at the elementary and secondary level. Table 77 provides the comparison between the total district count in CCD and the SASS estimate of districts, including those for public charter or state-run schools.

Differences in the count of districts between CCD and SASS do occur for various reasons. In New England, the main reason why CCD and SASS estimates diverge is that CCD counts all local districts as districts. SASS, however, defines a district as an entity that operates at least one school and is responsible for hiring, firing, and setting policies. In Vermont and, to some extent, in Maine, the functions that define a district in SASS are performed by the supervisory union, school union, or co-op. Supervisory unions, school unions, or co-ops may oversee several districts, as defined by CCD. Consequently, the “district of record” in CCD may not actually be the district that directs the operations for these small, rural schools.

The adjusted SASS sampling frame reflects the changes that are made to better fit the SASS definition of eligible districts for sampling. Even after those adjustments are made, there are still some remaining discrepancies between the SASS sampling frame and the actual sample, as shown in table 76’s rightmost column. In general, it is not possible to completely subtract districts that would be ineligible for SASS from CCD because they are not always readily identifiable. For example, in some states supervisory units may oversee school operations, while in other states that is not as common.

The largest differences between SASS estimates and CCD or the adjusted SASS frame occurred in the following states: Arizona, District of Columbia, Louisiana, Michigan, North Carolina, Rhode Island, and Utah. With the exception of Rhode Island, the primary difference between the SASS district estimates and the CCD totals may be attributable to the high number of charter schools in those states. Because SASS considered independent charter schools as ‘district entities,’ these changes are substantive differences between the two data collections and will impact the district count for SASS. The estimates in table 77 provide comparisons that eliminate the majority of these discrepancies. The two remaining states with large discrepancies are the District of Columbia and Vermont. The difference in the District of Columbia is related to the large number of charter schools and the presence of only one regular district. In Vermont, the discrepancies are related to the issues discussed above.

Public School Unit Count Comparison (Public School and School Files)

Comparisons of the number of public schools in SASS were made to the total number of public schools and the number of public schools with students in the 2009–10 CCD, the year from which SASS drew its sample of schools. The number of public schools in SASS is 2.0 percentage points higher than the number of CCD public schools with students (table 78). There were four states (California, Delaware, Kentucky, and Minnesota) that exceeded the CCD number by more than 15 percent and four states (Iowa, Montana, North Dakota, and South Dakota) that were more than 15 percent lower. The four states with estimates higher than CCD include a number of schools with a discrepancy between the CCD-reported number of students and SASS-eligibility (the presence of students) and the presence and number of students reported in SASS. The schools with lower estimates include states that experience collapsing of schools between the CCD frame year and SASS collection. However, all of these states were within that range when comparing the SASS estimate as a percentage of the frame. Five states have an estimated number of public schools for SASS that is below 90 percent of the SASS frame: Alabama, Arizona, District of Columbia, Minnesota, and South Dakota. Overall, the percentage difference between SASS and the frame year CCD count of public schools was 2.0; this increases to 4.9 once the school collapsing operation is taken into consideration. The school collapsing operation described in chapter 4 was expected to reduce the consistency of the count of schools between CCD

(particularly in the frame year) and SASS, in some states. These are states in which K–12 schools may be broken up administratively into several different schools for either internal state administrative reasons or for reporting to CCD.

Table 78. Estimated number and percentage of public schools in 2011–12 SASS compared with 2009–10 CCD, by state, region, and community type: 2009–10 and 2011–12

State and region (1)	2009–10 CCD public schools ¹ (2)	2009–10 CCD public schools with students (published count) ² (3)	2011–12 SASS Frame (2009–10 CCD with adjustments) ³ (4)	2011–12 SASS public schools ⁴ (5)	SASS estimate as a percentage of CCD public schools with students ⁵ (6)	SASS estimate as a percentage of SASS frame ⁶ (7)
Total	98,817	88,214	95,606	90,012	102.0	94.1
State						
Alabama	1,600	1,347	1,598	1,412	104.8	88.4
Alaska	506	450	516	505	112.2	97.9
Arizona	2,248	1,912	2,337	2,007	105.0	85.9
Arkansas	1,120	1,078	977	944	87.6	96.6
California	10,068	8,392	10,075	9,766	116.4	96.9
Colorado	1,793	1,683	1,671	1,587	94.3	95.0
Connecticut	1,165	1,040	1,120	1,029	98.9	91.9
Delaware	217	181	216	220	121.5	101.9
District of Columbia	233	198	222	172	86.9	77.5
Florida	4,043	3,222	3,913	3,520	109.2	90.0
Georgia	2,461	2,236	2,450	2,370	106.0	96.7
Hawaii	289	284	290	281	98.9	96.9
Idaho	742	632	721	714	113.0	99.0
Illinois	4,405	4,005	4,147	3,922	97.9	94.6
Indiana	1,961	1,867	1,944	1,776	95.1	91.4
Iowa	1,468	1,402	1,266	1,173	83.7	92.7
Kansas	1,419	1,380	1,373	1,271	92.1	92.6
Kentucky	1,542	1,217	1,517	1,443	118.6	95.1
Louisiana	1,488	1,259	1,464	1,349	107.1	92.1
Maine	649	619	643	622	100.5	96.7
Maryland	1,447	1,321	1,436	1,364	103.3	95.0
Massachusetts	1,836	1,755	1,834	1,722	98.1	93.9
Michigan	3,879	3,249	3,690	3,351	103.1	90.8
Minnesota	2,433	1,647	2,204	1,936	117.5	87.8
Mississippi	1,085	924	1,094	1,010	109.3	92.3
Missouri	2,427	2,166	2,123	1,938	89.5	91.3
Montana	828	822	570	555	67.5	97.4
Nebraska	1,120	1,021	909	871	85.3	95.8
Nevada	636	590	656	589	99.8	89.8
New Hampshire	484	483	452	438	90.7	96.9

See notes at end of table.

Table 78. Estimated number and percentage of public schools in 2011–12 SASS compared with 2009–10 CCD, by state, region, and community type: 2009–10 and 2011–12—Continued

State and region (1)	2009–10 CCD public schools ¹ (2)	2009–10 CCD public schools with students (published count) ² (3)	2011–12 SASS Frame (2009–10 CCD with adjustments) ³ (4)	2011–12 SASS public schools ⁴ (5)	SASS estimate as a percentage of CCD public schools with students ⁵ (6)	SASS estimate as a percentage of SASS frame ⁶ (7)
New Jersey	2,590	2,358	2,584	2,470	104.7	95.6
New Mexico	855	804	762	734	91.3	96.3
New York	4,730	4,584	4,752	4,621	100.8	97.2
North Carolina	2,550	2,507	2,574	2,554	101.9	99.2
North Dakota	517	471	378	352	74.7	93.1
Ohio	3,796	3,644	3,649	3,383	92.8	92.7
Oklahoma	1,795	1,786	1,494	1,476	82.6	98.8
Oregon	1,301	1,252	1,285	1,205	96.2	93.8
Pennsylvania	3,244	3,120	3,281	3,156	101.2	96.2
Rhode Island	321	295	313	282	95.6	90.1
South Carolina	1,206	1,132	1,196	1,176	103.9	98.3
South Dakota	714	670	482	425	63.4	88.2
Tennessee	1,772	1,672	1,716	1,713	102.5	99.8
Texas	8,619	7,490	8,919	8,297	110.8	93.0
Utah	1,046	851	1,000	937	110.1	93.7
Vermont	323	307	325	311	101.3	95.7
Virginia	2,164	1,866	2,146	2,040	109.3	95.1
Washington	2,318	1,865	2,209	2,013	107.9	91.1
West Virginia	759	692	756	756	109.2	100.0
Wisconsin	2,242	2,132	2,016	1,932	90.6	95.8
Wyoming	363	334	341	320	95.8	93.8
Region						
Northeast	15,342	14,561	24,181	14,651	95.5	60.6
Midwest	26,381	23,654	15,304	22,330	84.6	145.9
South	34,101	30,128	33,688	31,817	93.3	94.4
West	22,993	19,871	22,433	21,214	92.3	94.6

¹ CCD Published Count, 2009–10, Overview of Public and Secondary Schools and Districts: School Year 2009–10 (NCES 2011-346), Table 2, Column 1, regular school districts include those that are components of supervisory unions).

² CCD Published Count, 2009–10, Overview of Public and Secondary Schools and Districts: School Year 2009–10 (NCES 2011-346), Table 4, Column 1.

³ CCD 2009–10 Preliminary File: ccdsch09_combined.sas7bdat (regular districts do not include those that supervise charter schools or are run by the state).

⁴ SASS, 2011–12, School File, Final Weight.

⁵ Calculated by dividing column 5 by column 3.

⁶ Calculated by dividing column 5 by column 4.

NOTE: CCD refers to the Common Core of Data. 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), “Final Public School Frame Data File and Public School Data File,” 2011–12; Common Core of Data (CCD), “Preliminary File,” 2009–10, ccdsch09_combined.sas7bdat; *Overview of Public and Secondary Schools and Districts: School Year 2009–10*, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2009–10.

Public School Student Count Comparison (Public School Data File)

Comparisons of the number of public school students in SASS were made to the frame year of CCD from the published student counts for 2009–10 (table 79). Two comparisons were made, one to the CCD total number of students and the other to the CCD K–12 student count. The latter count does not include any prekindergarten students. The SASS student counts are for K–12 grade levels, as long as the school reporting a kindergarten also has a 1st grade. While there are at least some public schools included in CCD’s definition of K–12 that may not have been eligible for SASS, in general most public kindergarten students would be eligible as students in SASS; therefore, it does not make sense to exclude kindergarten from the student counts when making the comparison to CCD.

Overall, the SASS student count is about 0.1 percentage points higher than CCD’s count of total K–12 students from 2 years prior to SASS (table 79). There were 1,278,678 prekindergarten students included in CCD in 2009–10. Excluding the prekindergarten students brings the SASS student count into a closer degree of “fit” than was achieved with the comparison of the number of schools in SASS to CCD. However, excluding the prekindergarten students enlarges the amount of difference in those states for which SASS has a higher number of students than the prekindergarten–12 frame-year CCD counts. Population growth (i.e., births and/or migration) may account for SASS count in 2011–12 in some states being higher than the frame year CCD count, but that does not help to explain why the SASS count of students in 2011–12 is lower for 17 states than the adjusted frame-year CCD count.

There were three states in which the amount of the difference between the 2009–10 CCD and SASS as a percentage of the SASS frame was 10 percentage points or more: Alaska, New York, Tennessee, and West Virginia. The remaining states with a higher count in the SASS frame than estimated in the 2011–12 SASS were less than 10 percent different from the adjusted frame count. The amount of that difference may be reduced in some states when comparing the SASS data to the same year of CCD, if those data were available (which they are not as of the time this report is being prepared). There were 21 states in which the number of students was more than 5 percentage points higher in SASS compared to the 2009–10 CCD. Some of these states are among those that have sometimes had over-reporting of enrollment and teachers in SASS. This may indicate that the school collapsing operation narrowed, but did not entirely eliminate, the over-reporting of students in some states and perhaps over-compensated on the over-reporting in other states. The reports of enrollment in Alaska have been inconsistent in previous SASS administrations.

Table 79. Estimated number and percentage of public students in 2011–12 SASS compared to 2009–10 and 2011–12 CCD, by state and region: 2009–10 and 2011–12

State and region (1)	2009–10 CCD public students ¹ (2)	2009–10 CCD public students less pre-K ² (3)	2011–12 SASS public students ³ (4)	SASS as a percentage of CCD public students less pre-K (preliminary file), 2009–10 count ⁴ (5)
Total	49,484,181	48,205,503	49,509,048	100.1
State				
Alabama	755,552	747,373	680,465	91.0
Alaska	132,104	129,114	101,709	78.8
Arizona	1,071,751	1,063,197	1,137,406	107.0
Arkansas	482,114	468,055	506,215	108.2
California	6,289,578	6,217,174	6,286,985	101.1
Colorado	843,316	812,723	857,651	105.5
Connecticut	560,546	544,625	507,037	93.1
Delaware	129,403	127,777	130,158	101.9
District of Columbia	71,284	61,703	63,959	103.7
Florida	2,643,347	2,590,568	2,599,613	100.3
Georgia	1,677,067	1,634,251	1,770,145	108.3
Hawaii	179,601	178,208	193,454	108.6
Idaho	275,859	274,038	296,617	108.2
Illinois	2,091,654	2,013,394	1,953,731	97.0
Indiana	1,047,232	1,035,580	1,046,015	101.0
Iowa	495,775	468,564	472,810	100.9
Kansas	483,701	466,383	443,082	95.0
Kentucky	673,128	648,868	691,105	106.5
Louisiana	696,558	666,901	608,399	91.2
Maine	189,077	184,830	202,057	109.3
Maryland	852,211	822,834	770,459	93.6
Massachusetts	955,563	927,816	972,718	104.8
Michigan	1,587,067	1,558,880	1,652,898	106.0
Minnesota	838,037	823,632	866,169	105.2
Mississippi	490,526	487,079	538,928	110.6
Missouri	918,710	890,215	911,411	102.4
Montana	141,693	140,342	150,623	107.3
Nebraska	298,500	285,844	264,757	92.6
Nevada	437,149	432,705	471,859	109.0
New Hampshire	194,711	191,614	181,501	94.7
New Jersey	1,402,548	1,348,984	1,393,872	103.3
New Mexico	338,122	330,142	313,824	95.1
New York	2,734,955	2,683,306	2,962,015	110.4
North Carolina	1,490,605	1,467,095	1,417,468	96.6
North Dakota	96,323	94,794	102,403	108.0

See notes at end of table.

Table 79. Estimated number and percentage of public students in 2011–12 SASS compared to 2009–10 and 2011–12 CCD, by state and region: 2009–10 and 2011–12—Continued

State and region (1)	2009–10 CCD public students ¹ (2)	2009–10 CCD public students less pre-K ² (3)	2011–12 SASS public students ³ (4)	SASS as a percentage of CCD public students less pre-K (preliminary file), 2009–10 count ⁴ (5)
Ohio	1,754,191	1,724,144	1,766,327	102.4
Oklahoma	659,911	619,223	635,414	102.6
Oregon	570,720	561,328	601,496	107.2
Pennsylvania	1,793,284	1,776,990	1,926,946	108.4
Rhode Island	143,793	141,739	131,676	92.9
South Carolina	725,838	701,650	770,690	109.8
South Dakota	126,128	124,154	128,003	103.1
Tennessee	987,422	958,635	1,071,881	111.8
Texas	4,935,715	4,686,593	4,955,027	105.7
Utah	585,552	575,176	596,658	103.7
Vermont	96,858	86,180	88,440	102.6
Virginia	1,251,440	1,220,619	1,134,597	93.0
Washington	1,043,788	1,031,732	966,257	93.7
West Virginia	282,879	268,219	304,511	113.5
Wisconsin	872,286	822,086	824,140	100.2
Wyoming	89,009	88,427	87,468	98.9
Region				
Northeast	8,071,335	7,886,084	8,366,261	106.1
Midwest	10,609,604	10,307,670	10,431,747	101.2
South	18,805,000	18,177,443	18,649,033	102.6
West	11,998,242	11,834,306	12,062,007	101.9

¹ CCD 2009–10 Preliminary File: ccdsch09_combined.sas7bdat, Total Student Count.

² CCD 2009–10 Preliminary File: ccdsch09_combined.sas7bdat, Total Student Count without Total Prekindergarten Students.

³ SASS, 2011–12 Public School File, Total Student Count, School Final Weight.

⁴ Calculated by dividing column 4 by column 3.

NOTE: CCD refers to the Common Core of Data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Preliminary File,” 2009–10, ccdsch09_combined.sas7bdat; Schools and Staffing Survey (SASS), “Final Public School Frame and Public School Data Files,” 2011–12.

Public Charter School Comparison (Public School Data File)

Public charter schools in the 2011–12 SASS were selected to be representative of the United States overall and at the regional level. Although the overall sample is representative at the national and regional level only, among those states with a large number of public charter schools, the sample does attempt to be representative for those states. States with fewer public charter schools were all sampled together, and those states with no public charter schools were excluded from the sampling.

The comparisons that are shown in table 80 should not be interpreted as a critique of the sampling that was employed to draw a national sample. Rather, the comparisons show how closely the sample does or does not fit to subnational counts of public charter schools as identified in the CCD frame year. Comparisons are made to the frame year from CCD, as opposed to the concurrent data collection year, because the sample as drawn

from the frame year has no way to include any newly-created schools. This is of particular importance for public charter schools, which are counted by CCD only after the state grants a charter for the school and permits the school to begin operation.

Table 80. Estimated number and percentage of public charter schools in 2011–12 SASS compared to 2009–10 CCD, by state, region, and community type: 2009–10 and 2011–12

State and region (1)	2009–10 CCD public charter schools ¹ (2)	2009–10 CCD public charter schools (published count) ² (3)	2011–12 SASS frame (2009–10 CCD with adjust- ments) ³ (4)	2011–12 SASS public charter schools (CCD ident- ified) ⁴ (5)	2011–12 SASS un- weighted public charter schools (CHAR FLAG = 1) ⁵ (6)	2011–12 SASS public charter schools (CHAR FLAG = 1) ⁶ (7)	SASS estimate as a percent- age of CCD ⁷ (8)	SASS estimate as a percent- age of SASS frame ⁸ (9)	SASS estimate (CHAR FLAG=1) as a percentage of CCD ⁹ (10)
Total	5,356	4,952	5,079	4,423	674	4,482	83.7	88.2	83.7
State									
Alaska	25	25	25	28	7	37	148.0	148.0	148.0
Arizona	575	504	571	453	58	479	83.3	83.9	83.3
California	878	813	842	821	120	761	86.7	90.4	86.7
Colorado	161	158	155	146	21	146	90.7	94.2	90.7
Delaware	21	18	21	31	7	33	157.1	157.1	157.1
District of									
Columbia	101	99	90	54	12	54	53.5	60.0	53.5
Florida	487	412	437	374	49	374	76.8	85.6	76.8
Georgia	67	63	63	63	17	110	164.2	174.6	164.2
Hawaii	31	31	31	22	6	22	71.0	71.0	71.0
Idaho	37	36	36	48	5	48	129.7	133.3	129.7
Indiana	53	53	53	40	10	44	83.0	83.0	83.0
Louisiana	98	77	77	51	13	45	45.9	58.4	45.9
Massachusetts	63	62	62	102	14	102	161.9	164.5	161.9
Michigan	302	294	291	257	30	257	85.1	88.3	85.1
Minnesota	188	181	178	165	23	165	87.8	92.7	87.8
New Jersey	81	70	81	99	13	102	125.9	125.9	125.9
New Mexico	73	72	71	62	16	62	84.9	87.3	84.9
New York	141	140	140	81	15	81	57.4	57.9	57.4
North Carolina	96	96	96	96	13	96	100.0	100.0	100.0
Ohio	361	323	336	280	43	280	77.6	83.3	77.6
Pennsylvania	136	134	133	113	25	113	83.1	85.0	83.1
Texas	578	536	556	506	51	495	85.6	89.0	85.6
Utah	78	72	76	62	17	62	79.5	81.6	79.5
Wisconsin	229	206	198	142	23	178	77.7	89.9	77.7
All other states	496	477	460	326	66	336	67.7	73.0	67.7

See notes at end of table.

Table 80. Estimated number and percentage of public charter schools in 2011–12 SASS compared to 2009–10 CCD, by state, region, and community type: 2009–10 and 2011–12—Continued

State and region (1)	2009–10 CCD public charter schools ¹ (2)	2009–10 CCD public charter schools (published count) ² (3)	2011–12 SASS frame (2009–10 adjust- ments) ³ (4)	2011–12 SASS public charter schools (CCD ident-ified) ⁴ (5)	2011–12 SASS un- weighted public charter schools (CHAR FLAG = 1) ⁵ (6)	2011–12 SASS public charter schools (CHAR FLAG = 1) ⁶ (7)	SASS estimate as a percent- age of SASS frame ⁷ (8)	SASS estimate as a percent- age of SASS frame ⁸ (9)	SASS estimate (CHAR FLAG=1) as a percentage of CCD ⁹ (10)
Region									
Northeast	467	451	458	437	74	440	94.2	96.1	94.2
Midwest	1271	1188	1181	975	144	1023	80.5	86.6	80.5
South	1,618	1462	1,493	1304	182	1340	82.8	89.8	82.8
West	2,000	1851	1,947	1707	274	1680	84.0	86.3	84.0

¹ CCD Preliminary File: ccdsch09_combined.sas7bdat, Charter School Indicator.

² CCD Published Count, 2009–10, Overview of Public and Secondary Schools and Districts: School Year 2009–10 (NCES 2011-345), Table 2, Column 6.

³ 2011–12 SASS Public School Frame (CCD 2009-10 with Adjustments), Charter School Indicator.

⁴ SASS, 2011–12, Public School File, Charter Schools Only, Final School Weight (First digit of SCHSTRAT = 4).

⁵ SASS, 2011–12, Public School File, Total Unweighted Charter School Count (Based on S0290=1 in preliminary benchmark tables).

⁶ SASS, 2011–12, Public School File, Charter Schools Only, Final School Weight (Based on S0290=1 in preliminary benchmark tables).

⁷ Calculated by dividing column 5 by column 2.

⁸ Calculated by dividing column 5 by column 4.

⁹ Calculated by dividing column 7 by column 2.

NOTE: CCD refers to the Common Core of Data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Preliminary File,” 2009–10, ccdsch09_combined.sas7bdat; Schools and Staffing Survey (SASS), “Final Public School Frame and Public School Data Files,” 2011–12; “Overview of Public and Secondary Schools and Districts: School Year 2009–10” (NCES 2011-345).

Private School Comparison (Private School Data File)

Comparisons were made of the number of private schools in SASS to the number of private schools in the sampling frame year of the PSS, 2009–10, the same way that comparisons are made between SASS public schools and the sampling frame year of the CCD. By construction, the total number of private schools in SASS 2011–12 matches the total number of schools in 2011–12 PSS, although there is sampling variability in the number of private schools for subsets of SASS, such as private schools by affiliation stratum and NCES typology. Note that totals by region do not match since region was not used to control SASS to PSS as described in the private school weighting section of Chapter 8.

The comparisons in table 81 show that the number of private schools measured by SASS in 2011–12 is lower than the comparable number of private schools from PSS in 2009–10. However, the number of private schools measured in the 2011–12 SASS has been adjusted to match the number of private schools in the 2011–12 PSS, and the number of private schools in the PSS did decrease from 2009–10 to 2011–12.

The stratification groups (termed Affiliation stratum in these tables) for the 2011–12 SASS are comparable to those used in SASS 2007–08, but are somewhat different from what had been used for previous SASS data collections. Prior to the 2003–04 SASS, there were 19 groups, plus “other,” based on a combination of religious affiliation and school membership groups. In the 2003–04 SASS, the previous 19 groups, and

“other,” a rather large category, were streamlined into 11 categories including an “All other religious” category that is smaller than the previous “other” category. The new stratification groups for both 2003–04 and 2007–08 did not use a combination of the religious affiliation and association membership responses for forming any of the categories; rather, only the religious orientation (religious or non-sectarian) and religious affiliation items are used. For the 2007–08 SASS, more streamlining was performed, such that only private schools with a membership size of 800 or more schools nationally have their own stratum group. Groups below that threshold had been sampled at a higher rate than larger groups, and as a result, had tended to respond at lower rates than the larger groups. Now, fewer of these smaller groups’ schools are burdened with responding, but the tradeoff is a lack of detail collected in SASS about those types of schools. Schools from those groups are still included in sample, but are not specifically drawn as part of any affiliation stratum except “all other religious.” The sampling for 2011–12 was consistent with the 2007–08 methodology.

Table 81. Estimated number of private schools in 2011–12 SASS compared to 2009–10 and 2011–12 PSS, by affiliation stratum, NCES typology, and region: 2009–10 and 2011–12

Affiliation stratum, NCES typology, and region (1)	2009–10 PSS private schools ¹ (2)	2011–12 PSS private schools ² (3)	2011–12 SASS private schools ³ (4)	SASS estimate as a percentage of 2009–10 PSS ⁴ (5)	SASS estimate as a percentage of 2011–12 PSS ⁵ (6)
Total	28,090	26,203	26,227	93.4	100.1
Affiliation stratum					
Catholic—parochial	3,092	2,893	2,893	93.6	100.0
Catholic—diocesan	2,946	2,897	2,901	98.5	100.1
Catholic—private	978	964	964	98.6	100.0
Baptist	2,021	1,790	1,790	88.6	100.0
Jewish	921	876	875	95.0	99.9
Lutheran	1,469	1,362	1,362	92.7	100.0
Seventh-Day Adventist	847	796	796	94.0	100.0
All other religious	8,951	8,212	8,213	91.8	100.0
Nonsectarian—regular	2,642	2,625	2,613	98.9	99.5
Nonsectarian—special emphasis	2,672	2,186	2,218	83.0	101.5
Nonsectarian—special education	1,551	1,603	1,603	103.4	100.0
NCES typology (3-level)					
Catholic	7,017	6,754	6,758	96.3	100.1
Other religious	14,209	13,035	13,036	91.7	100.0
Nonsectarian	6,865	6,414	6,434	93.7	100.3
Region					
Northeast	6,183	5,985	5,564	90.0	93.0
Midwest	7,612	7,176	7,391	97.1	103.0
South	8,975	8,051	8,142	90.7	101.1
West	5,322	4,991	5,130	96.4	102.8

¹ PSS, 2009–10, Final File (Only Traditional Schools), Final School Weight.

² PSS, 2011–12, Final File (Only Traditional Schools), Final School Weight.

³ SASS, 2011–12, “Private School Restricted-Use File,” Final School Weight.

⁴ Calculated by dividing column 4 by column 2.

⁵ Calculated by dividing column 4 by column 3.

NOTE: PSS refers to the Private School Universe Survey. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Final File,” 2009–10; Schools and Staffing Survey (SASS), “Private School Restricted-Use Data File,” 2011–12.

Private School Student Count Comparison (Private School Data File)

Comparisons were made of the number of private school students in SASS to the number of private school students in the frame year (2009–10) as well as to the concurrent year of PSS. Overall, the SASS student count is about 7 percentage points higher than the PSS count in 2009–10 and about 12 percentage points higher than the concurrent year’s student count in PSS (table 82). By affiliation stratum, SASS estimates as a percentage of the 2009–10 PSS ranged from 90.2 percent for the Catholic, private stratum to 133.7 percent for the Nonsectarian regular school stratum, and the SASS estimates as a percentage of the 2011–12 PSS ranged from 93.2 percent for the Catholic, private school stratum to 137.8 percent for the Nonsectarian, special emphasis school stratum. However, by NCES typology, the SASS count of private school students was higher

for all of the three typology categories when compared to the 2011–12 PSS, by about 5 percent for Catholic, 9 percent for Other Religion, and 32 percent for Nonsectarian schools.

The percentage differences between SASS and the concurrent PSS are larger than the differences between SASS and the frame year PSS. While the differences are larger, sampling variability for some of the smaller strata may account for percentage differences greater than 5 percent. This difference may be attributable to higher response rates from larger private schools resulting in an over inflation of the weights of the larger schools relative to the smaller schools. Another factor may be weighting as the SASS weights are produced separately from the PSS weights, allowing for this difference to emerge. SASS and PSS weights control for the school counts but not the student counts.

Table 82. Estimated number of private school students in 2011–12 SASS compared to 2009–10 and 2011–12 PSS, by affiliation stratum, NCES typology, and region: 2009–10 and 2011–12

Affiliation stratum, NCES typology, and region (1)	2009–10 PSS private students in traditional schools ¹ (2)	2011–12 PSS private students in traditional schools ² (3)	2011–12 SASS private students ³ (4)	SASS estimate as a percentage of 2009–10 PSS ⁴ (5)	SASS estimate as a percentage of 2011–12 PSS ⁵ (6)
Total	4,626,609	4,432,624	4,962,708	107.3	112.0
Affiliation stratum					
Catholic—parochial	783,368	728,286	786,954	100.5	108.1
Catholic—diocesan	844,378	830,339	903,390	107.0	108.8
Catholic—private	379,893	367,651	342,651	90.2	93.2
Baptist	232,288	200,688	265,021	114.1	132.1
Jewish	224,867	242,536	242,390	107.8	99.9
Lutheran	169,123	161,059	181,991	107.6	113.0
Seventh-Day Adventist	51,376	48,614	48,097	93.6	98.9
All Other Religious	1,052,897	1,005,186	1,071,511	101.8	106.6
Nonsectarian—regular	593,646	581,340	793,904	133.7	136.6
Nonsectarian—special emphasis	194,118	162,510	223,965	115.4	137.8
Nonsectarian, special education	100,653	104,415	102,833	102.2	98.5
NCES Typology (3-level)					
Catholic	2,007,640	1,926,277	2,032,995	101.3	105.5
Other religious	1,730,551	1,658,083	1,809,010	104.5	109.1
Nonsectarian	888,418	848,265	1,120,702	126.1	132.1
Region					
Northeast	1,116,599	1,058,340	1,089,630	97.6	103.0
Midwest	1,124,185	1,089,458	1,255,219	111.7	115.2
South	1,527,380	1,453,483	1,709,697	111.9	117.6
West	858,444	831,344	908,162	105.8	109.2

¹ PSS, 2009–10, Final File (Only Traditional Schools), Total Student Count, Final School Weight.

² PSS, 2009–10, Final File (Only Traditional Schools), Total Student Count, Final School Weight.

³ Schools and Staffing Survey (SASS), “Private School Data File,” 2011–12 (Total Student Count, Final School Weight).

⁴ Calculated by dividing column 4 by column 2.

⁵ Calculated by dividing column 4 by column 3.

NOTE: PSS refers to the Private School Universe Survey. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Final File,” 2009–10; Schools and Staffing Survey (SASS), “Private School Data File,” 2011–12.

Public School Teacher FTE Comparison (Public School Teacher Data File)

The comparison between the number of teachers in the SASS Public School data file and the CCD State Nonfiscal Survey is an **approximation**, since the SASS public school teacher data are collected and reported in head counts of people rather than in the number of full-time-equivalent positions (FTEs) reported to CCD (table 83). As an external check, this spots gross differences. There are several reasons why the number of teachers, approximated to FTE counts from the Public School Teacher data file, would differ from CCD State Nonfiscal Survey counts. CCD counts are statewide official tallies of teaching positions, reported from a central agency, and unduplicated to account for teachers in multiple districts or schools. The teacher count from SASS depends in part on the cooperation of the schools to provide a list of all teachers. Approximately 18 percent of schools in 2011–12 SASS did not provide a teacher list. The CCD count reflects some teaching positions for which the teacher is away from the school during the SASS data collection, such as a teacher who is on maternity leave. The assumptions about the proportions of part-time to full-time teachers, which are used to adjust the headcount data to FTEs, may be reasonable overall but may not be as accurate on a state-by-state basis. When a public school in sample for SASS is declared out-of-scope, such as when that school merged with another nonsampled school, the teachers who would have been or actually were sampled are also declared out-of-scope. While such factors affect relatively small proportions of the sampled cases, there may be a cumulative effect on the overall count of teachers in some states.

The SASS teacher estimate of the number of FTE teachers (table 83) was 3.5 percent higher overall than the frame year CCD count of FTE teachers. There could be several reasons for this. One reason is that the approximation of FTE teachers from SASS is not as accurate as the reporting of FTE positions in CCD, particularly within certain states. Another possible reason is that the school collapsing operation in SASS may not have completely taken care of the over-reporting of teachers in combined K–12 schools. At the state level, the larger discrepancies are likely a function of previously discussed factors including CCD-SASS discrepancies, higher numbers of charter schools, school collapsing, and lower response rates. A comparison of the SASS teacher estimate from the teacher file to the SASS teacher estimate from the school file produced a difference of only 0.1 percentage points and all but one state-level estimate (Wyoming) was within 5 percentage points of the school file.

Table 83. Estimated number and percentage of full-time-equivalent (FTE) teachers in public schools in 2011–12 SASS compared to the 2009–10 CCD, by state and region: 2009–10 and 2011–12

State and region (1)	2009–10 CCD FTE public school teachers ¹ (2)	2011–12 SASS FTE public school teachers (teacher file) ² (3)	2011–12 SASS public school teachers (head- count) (school file) ³ (4)	2011–12 SASS public school teachers (approx. FTE) (school file) ⁴ (5)	SASS school file as a percentage of 2009–10 CCD ⁵ (6)	SASS teacher file as a percentage of SASS school file ⁶ (7)
Total	3,165,781	3,278,059	3,385,281	3,275,132	103.5	100.1
State						
Alabama	52,112	43,730	45,046	44,127	84.7	99.1
Alaska	8,165	7,147	7,378	7,044	86.3	101.5
Arizona	65,307	59,547	62,473	59,916	91.7	99.4
Arkansas	38,533	37,284	38,102	37,171	96.5	100.3
California	289,424	272,332	284,382	271,895	93.9	100.2
Colorado	49,465	53,657	56,481	53,626	108.4	100.1
Connecticut	42,033	42,917	44,857	42,527	101.2	100.9
Delaware	8,739	9,112	9,344	9,223	105.5	98.8
District of Columbia	6,715	5,144	5,452	5,339	79.5	96.3
Florida	172,319	174,443	176,344	173,814	100.9	100.4
Georgia	117,172	121,594	123,058	120,984	103.3	100.5
Hawaii	11,500	13,751	13,868	13,567	118.0	101.4
Idaho	15,546	15,738	16,355	15,463	99.5	101.8
Illinois	134,476	136,935	140,579	135,398	100.7	101.1
Indiana	61,021	62,271	64,111	62,323	102.1	99.9
Iowa	35,041	34,520	36,101	34,427	98.2	100.3
Kansas	33,685	35,041	36,648	34,764	103.2	100.8
Kentucky	39,401	45,218	46,782	45,504	115.5	99.4
Louisiana	49,037	43,648	43,915	42,863	87.4	101.8
Maine	15,978	17,147	18,365	17,406	108.9	98.5
Maryland	57,503	56,125	58,404	57,074	99.3	98.3
Massachusetts	69,950	75,719	80,437	77,442	110.7	97.8
Michigan	91,046	93,333	95,823	91,660	100.7	101.8
Minnesota	53,761	58,405	62,748	58,261	108.4	100.2
Mississippi	33,347	36,899	37,618	37,222	111.6	99.1
Missouri	67,274	65,880	69,837	67,388	100.2	97.8
Montana	10,608	11,702	12,381	11,723	110.5	99.8
Nebraska	22,156	22,918	23,897	22,587	101.9	101.5
Nevada	22,990	24,590	24,908	24,630	107.1	99.8
New Hampshire	15,461	14,794	15,759	14,987	96.9	98.7

See notes at end of table.

Table 83. Estimated number and percentage of full-time-equivalent (FTE) teachers in public schools in 2011–12 SASS compared to the 2009–10 CCD, by state and region: 2009–10 and 2011–12—Continued

State and region (1)	2009–10 CCD FTE public school teachers ¹ (2)	2011–12 SASS FTE public school teachers (teacher file) ² (3)	2011–12 SASS public school teachers (head- count) (school file) ³ (4)	2011–12 SASS public school teachers (approx. FTE) (school file) ⁴ (5)	SASS school file as a percentage of 2009–10 CCD ⁵ (6)	SASS teacher file as a percentage of SASS school file ⁶ (7)
New Jersey	100,293	122,840	124,698	121,687	121.3	100.9
New Mexico	21,946	21,292	21,828	21,137	96.3	100.7
New York	213,417	231,829	241,052	234,571	109.9	98.8
North Carolina	99,217	99,175	103,834	101,502	102.3	97.7
North Dakota	8,236	9,449	10,260	9,585	116.4	98.6
Ohio	105,478	119,805	121,032	117,008	110.9	102.4
Oklahoma	42,734	44,317	46,228	44,660	104.5	99.2
Oregon	27,687	29,672	31,446	29,413	106.2	100.9
Pennsylvania	126,123	144,726	148,003	143,634	113.9	100.8
Rhode Island	11,334	11,620	12,192	11,483	101.3	101.2
South Carolina	46,694	49,456	52,046	50,863	108.9	97.2
South Dakota	9,394	10,444	10,808	10,293	109.6	101.5
Tennessee	63,455	75,606	76,965	75,135	118.4	100.6
Texas	346,944	346,646	352,925	347,751	100.2	99.7
Utah	25,816	26,985	28,263	26,529	102.8	101.7
Vermont	8,378	8,502	9,385	8,744	104.4	97.2
Virginia	79,804	85,995	88,522	85,945	107.7	100.1
Washington	53,942	52,918	55,463	51,767	96.0	102.2
West Virginia	20,125	23,285	24,186	23,347	116.0	99.7
Wisconsin	57,847	63,703	66,191	61,871	107.0	103.0
Wyoming	7,152	8,252	8,497	7,853	109.8	105.1
Region						
Northeast	679,414	670,092	694,750	672,482	99.0	99.6
Midwest	602,967	712,704	738,038	705,564	117.0	101.0
South	1,273,850	1,297,678	1,328,772	1,302,523	102.3	99.6
West	609,547	597,585	623,722	594,562	97.5	100.5

¹ CCD 2009–10 Preliminary File: ccdsch09_combined.sas7bdat.sas7bdat, Full-time Equivalency Count.

² SASS, 2011–12 Public School Teacher File, Full-time Equivalency Count, Teacher Final Weight.

³ SASS, 2011–12 Public School, Total Teacher Count, Final School Weight.

⁴ SASS, 2007–08 Public School, Sum of full-time teachers and half of the part-time teachers reported in the 2007–08 SASS Public School Data File, Final School Weight.

⁵ Calculated by dividing column 4 by column 2.

⁶ Calculated by dividing column 3 by column 5.

NOTE: CCD refers to the Common Core of Data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Preliminary File,” 2009–10, ccdsch09_combined.sas7bdat; Schools and Staffing Survey (SASS), “Final Public School Frame and Public School Data Files,” 2011–12.

Private FTE Teacher Comparison (Private School Teacher File)

In 2003–04, the number of teachers collected on the SASS Private School Teacher data file was collected in part-time and full-time headcounts that were converted to full-time-equivalent (FTE) counts. PSS always reports FTE counts of teachers. For ease of comparison, the headcounts of teachers in SASS were converted to approximate FTE counts in 2007–08 and this continued in 2011–12.

The number of private FTE teachers in SASS (table 84) is 2.6 percent lower overall than the frame year count of teachers in PSS and 1.2 percent higher overall than the concurrent year's count. However, both the frame year and concurrent year's PSS teacher counts are quite close in absolute numbers. There are much larger differences by affiliation strata, ranging from about 14 percent below the concurrent PSS count for Catholic, private school teachers to about 24 percent above the PSS count for Nonsectarian, regular teachers. The small sample size of both of these groups (and consequently, relatively larger variance estimates) probably contributes to the large percentage differences in FTE teacher counts.

While the overall number of private schools in SASS is controlled to the concurrent PSS total, this is not true of the number of FTE teachers. There are several factors that contribute to differences between SASS estimates and PSS estimates. Schools that closed between the sampling year of 2009–10 and 2011–12 would tend to lower the FTE estimate in SASS relative to the 2011–12 PSS, at least to the extent that there are differences in the number of FTE teachers between schools that closed and schools that remained open. The 2011–12 SASS used the 2009–10 PSS area frame instead of the 2011–12 PSS area frame. The difference in area frames could either raise or lower the FTE estimates of teachers in SASS.

A higher estimate of FTE teachers in SASS by NCES typology could result from one or more factors. The overall count of private schools in SASS is controlled to the 2011–12 PSS, but not within each type of private school, so that the number of schools by NCES typology category may be higher in SASS than in PSS. In addition, differences in the area frames between SASS and PSS may contribute to this effect.

Table 84. Estimated number and percentage of full-time-equivalent (FTE) private school teachers in 2011–12 SASS compared to 2009–10 and 2011–12 PSS, by affiliation stratum, NCES typology, and region: 2009–10 and 2011–12

Affiliation stratum, NCES typology, and region (1)	2009–10 PSS FTE private school teachers in traditional schools ¹ (2)	2011–12 PSS FTE private school teachers in traditional schools ² (3)	2011–12 SASS private teachers (head-count) (school file) ³ (4)	2011–12 SASS private teachers (approx. FTE) (school file) ⁴ (5)	2011–12 SASS private full-time teachers (head-count) (school file) ⁵ (6)	2011–12 SASS private part-time teachers (head-count) (school file) ⁶ (7)	SASS school file (approx. FTE) as a percentage of 2009–10 PSS ⁷ (8)	SASS school file (approx. FTE) as a percentage of 2011–12 PSS ⁸ (9)
Total	424,032	408,357	463,932	413,138	356,222	107,710	97.4	101.2
Affiliation stratum								
Catholic—parochial	52,557	49,277	52,180	46,950	41,683	10,496	89.3	95.3
Catholic—diocesan	58,343	57,848	61,733	56,459	50,301	11,432	96.8	97.6
Catholic—private	31,289	30,479	29,081	26,800	24,063	5,018	85.7	87.9
Baptist	22,156	19,819	23,908	20,905	17,929	5,979	94.4	105.5
Jewish	25,014	25,426	32,836	24,179	13,543	19,293	96.7	95.1
Lutheran	13,241	12,476	13,580	11,787	10,051	3,528	89.0	94.5
Seventh-Day Adventist	4,199	3,964	4,336	3,747	3,302	1,034	89.2	94.5
All Other Religious	103,630	98,388	107,343	94,036	80,388	26,955	90.7	95.6
Nonsectarian—regular	70,123	69,289	93,072	87,031	78,194	14,878	124.1	125.6
Nonsectarian—special emphasis	25,251	21,909	25,040	21,412	18,214	6,826	84.8	97.7
Nonsectarian—special education	18,229	19,483	20,824	19,835	18,554	2,270	108.8	101.8
NCES typology (3-level)								
Catholic	142,190	137,604	142,993	130,208	116,047	26,946	91.6	94.6
Other religious	168,240	160,074	182,003	154,653	125,214	56,789	91.9	96.6
Nonsectarian	113,602	110,680	138,937	128,277	114,962	23,975	112.9	115.9
Region								
Northeast	111,443	106,080	114,646	100,234	83,795	30,851	89.9	94.5
Midwest	90,168	89,214	103,106	90,949	78,902	24,204	100.9	101.9
South	148,578	141,605	163,250	148,471	131,792	31,458	99.9	104.8
West	73,843	71,458	82,930	73,484	61,733	21,197	99.5	102.8

¹ Private School Universe Survey (PSS), Final File (Only Traditional Schools), 2009–10 (Full-time Equivalency Count, Final School Weight).

² Private School Universe Survey (PSS), Final File (Only Traditional Schools), 2009–10 (Full-time Equivalency Count, Final School Weight).

³ SASS, 2011–12, Private School Count, Total Teacher Count, Final Teacher Weight (Column 6 + Column 7).

⁴ SASS, 2011–12, Private School Count, Approximate Full-time Equivalency Count, Final Teacher Weight.

⁵ SASS, 2011–12, Private School Count, Full-time Teacher Count, Final Teacher Weight.

⁶ SASS, 2011–12, Private School Count, Part-time Teacher Count, Final Teacher Weight.

⁷ Calculated by dividing column 5 by column 2.

⁸ Calculated by dividing column 5 by column 3.

NOTE: PSS refers to the Private School Universe Survey. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Final File,” 2009–10; Schools and Staffing Survey (SASS), “Private School Restricted-Use Data File,” 2011–12; *Characteristics of Private Schools in the United States: Results of the 2011–12 Private School Universe Survey*, Private School Universe Survey (PSS), 2011–12.

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Appendix A. Key Terms for SASS

The following terms are defined as they apply to the 2011–12 Schools and Staffing Survey (SASS).

Affiliation stratum. SASS uses 11 categories into which all private schools are divided based on religious orientation and association membership. These categories are Catholic—parochial, Catholic—diocesan, Catholic—private, Baptist, Jewish, Lutheran, Seventh-Day Adventist, other religious, nonsectarian—regular, nonsectarian—special emphasis, and nonsectarian—special education. Schools with multiple affiliations are classified by their first affiliation in the above list. These categories represent the private school sampling strata for SASS; therefore, the SASS private school sample is designed to support estimates for each of these affiliation categories.

Base weight. This is the inverse of the initial probability of selection (termed the initial basic weight) including adjustments to the probability of selection due to schools determined to be splits or mergers during data collection operations. These adjustments to the initial probability of selection are called the sampling adjustment factor. The base weight is defined as the product of the initial basic weight and the sampling adjustment factor.

Bureau of Indian Education (BIE) school (see “School”). Meets all school criteria; operated by or under contract with the Bureau of Indian Education; reported as a BIE school by the state education agency and/or by the Bureau of Indian Education; offers services to American Indian students. BIE schools may include day schools, boarding schools, cooperative schools, and contract schools. The Bureau of Indian Affairs was recently renamed Bureau of Indian Education.

Career Technical Center (CTC). An alternative school that offers organized educational activities with a sequence of courses that provides students with the academic and technical knowledge and skills they need to prepare for further education and for careers (other than careers requiring a baccalaureate, master’s, or doctoral degree) in current or emerging employment sectors. The courses include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of the students.

Charter (or public charter) 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 regulations. A charter school may be a newly created school or it may previously have been a public or private school. Meets all school criteria; receives public funding as primary support; provides free public elementary and/or secondary school to eligible students.

Combined school. A school is classified as combined if it has one or more of grades K–6 and one or more of grades 9–12; for example, schools with grades K–12, 6–12, 6–9, or 1–12 were classified as having combined grades. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

Common Core of Data (CCD). CCD is the Department of Education’s primary database on public elementary and secondary education in the United States. CCD is a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts and contains data that are designed to be comparable across all states. The objectives of CCD are twofold: first, to provide an official listing of public elementary and secondary schools and school districts in the nation, which can be used to select samples for other National Center for Education Statistics surveys; and second, to

provide basic information and descriptive statistics on public elementary and secondary schools and schooling in general.

District. A Local Education Agency (LEA), or public school district, is defined as a government agency that employs elementary or secondary level teachers and is administratively responsible for providing public elementary and/or secondary instruction and educational support services. Districts that do not operate schools but do employ teachers are included; for example, some states have special education cooperatives that employ special education teachers who teach in schools in more than one school district. Supervisory unions are also included.

Elementary school. A school is classified as elementary if it has one or more of grades K–6 and does not have any grades higher than grade 8. For example, schools with grades K–6, 1–3, or 6–8 are classified as elementary.

Final weight. This is the product of the initial basic weight, sampling adjustment factor, separate adjustments for nonresponse at each stage of selection, and one or more stages of ratio adjustment to the frame or to independent sources. The final weight is used to produce weighted estimates from the survey data. See chapter 8 for details on the weighting procedure.

FIPS. FIPS stands for Federal Information Processing Standards and refers to a variety of codes for standardized reference. FIPS county and state codes were developed by the National Institute for Standards and Technology (NIST) as numeric identifiers for each county and state in the United States. In 2009, the American National Standards Institute (ANSI) issued a standardized set of numeric or alphabetic codes to ensure uniform identification of geographic entities through all federal government agencies. These standards replace the FIPS codes. INCITS 38 identifies state codes and replaced FIPS 5-2. INCITS 31 identifies counties and replaced FIPS 6-4. More information on the state and county codes can be found at: <http://www.census.gov/geo/www/ansi/ansi.html>.

Full-time equivalent. A method of counting teachers that limits the number only to those teachers whose working hours meet or exceed the number of hours prescribed by the school district for full-time employees.

High American Indian enrollment school. High American Indian enrollment schools are public schools where 19.5 percent or more of the students are American Indian or Alaska Native, as reported in the 2009–10 Common Core of Data. Schools with high American Indian enrollment were not stratified separately from other public schools for the 2011–12 SASS.

Initial basic weight. This is the inverse of the probability of selection from the initial sampling procedure. In contrast, the **base weight** is the inverse of the probability of selection covering all sampling, including any adjustments to the probability of selection due to schools determined to be splits or mergers during field operations.

Itinerant teacher. A teacher with an assignment that requires the teacher to provide instruction at more than one school.

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

Missing data. SASS is a fully imputed dataset. Consequently, the only survey items that lack responses are either those that are part of a skip pattern and should not have been answered by a particular respondent or write-in responses, which include data too specific to reasonably impute from another respondent's data. Data pulled from the frame (i.e., the Common Core of Data or the Private School Universe Survey) are not necessarily imputed for missing data. In these instances, a value of -9, indicating missing data, is provided for that variable.

Principal. A principal is the administrator who has primary responsibility of the overall day-to-day functioning of the school.

Private school (see "School"). Meets all school criteria; does not receive public funding as primary support; does not operate within the public school system.

Private School Universe Survey (PSS). PSS is a biennial survey designed to collect data from all K–12 private schools in the 50 states and the District of Columbia. It is the universe from which the sample for the private school component of SASS is selected.

Public school (see "School"). A public school is defined as an institution that provides educational services for at least one of grades 1–12 (or comparable ungraded levels), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, and is operated by an education agency. Public charter schools, schools in juvenile detention centers, and schools located on domestic military bases and operated by the Department of Defense are included.

Sampling adjustment factor. In the weighting process for each SASS respondent, the sampling adjustment factor is applied to the initial basic weight to account for any additional circumstances affecting the probability of selection. The product of the initial basic weight and the sampling adjustment factor is the base weight. See the definitions for initial basic weight and base weight.

School. An institution or part of an institution that has one or more teachers who provide instruction to students, has students in one or more of grades 1–12 (or the ungraded equivalent), has its own principal/administrator if it shares a building with another school or institution, is in operation during the 2011–12 school year, and is NOT primarily a postsecondary or adult basic education institution. The following are NOT considered a school: schools located exclusively in a private home, Department of Defense (DoD) schools located outside of the US, offices of special education in an LEA, tutoring services, homeschool clearing houses, and adult learning facilities.

School head. A school head is defined as the person holding presiding rank at the school, who assumes final responsibility for the overall operation of the institution.

Secondary school. A school is classified as secondary if it has one or more of grades 7–12 and does not have any grade lower than grade 7. For example, schools with grades 9–12, 10–12, or 7–8 are classified as secondary.

State school. State schools are typically run by a State Department of Education and are not overseen by a district (e.g., schools in juvenile detention centers, schools for the blind, etc.).

Teachers. A teacher is defined as a full-time or part-time teacher who teaches any regularly scheduled classes in any of grades K–12. This includes administrators, librarians, and other professional or support staff that teach regularly scheduled classes on a part-time basis. Itinerant teachers are included, as well as long-term substitutes who are filling the role of a regular teacher on a long-term basis. An itinerant teacher is defined as a teacher who teaches at more than one school (e.g., a music teacher who teaches 3

days per week at one school and 2 days per week at another). Short-term substitute teachers and student teachers are not included.

Traditional public school. Traditional public schools are publicly-funded schools other than public charter schools. They include regular, special education, vocational/technical, and alternative schools. They also include schools in juvenile detention centers and domestic schools located on military bases and operated by the Department of Defense. See also the definitions for public and public charter schools.

Typology, private school. Private schools were assigned to one of three major categories (i.e., Catholic, other religious, and nonsectarian). Within each of these major categories, three additional subcategories were assigned. As a result, two typology-based variables exist on the private sector data files; a “3-level typology” (RELIG) and a “9-level typology” (TYPOLOGY). The categories and subcategories are

1. Catholic—parochial, diocesan, and private;
2. Other religious—conservative Christian, affiliated with a religious school association, and not affiliated with a religious school association; and
3. Nonsectarian—regular, special program emphasis, and special education.

Ungraded. Refers to schools that have an alternative means of classifying students, other than by grade level.

Ungraded students. Ungraded students are those who are not assigned to a particular grade level (kindergarten, 1st grade, 2nd grade, etc.); for example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to “primary” and “intermediate” levels instead of specific grades.

Valid skip. An item that was not applicable due to a response to a previous item on the same questionnaire and was provided with a value of -8, indicating a valid skip. Certain survey items direct respondents to skip subsequent items based on their answers to the original item, or stem. For instance, if a respondent answered “No” to item 12a on the School Questionnaire (“Does this school have a kindergarten?”), he or she was directed to skip items 12b and 12c (respectively, “How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student?” and “How many days per week does a kindergarten, transitional kindergarten, or transitional first grade student attend?”) and to “GO TO item 13 below.” Because the respondent answered that the school in question does not have a kindergarten, subsequent questions about kindergarten students at that school were not applicable. In instances when an item should not have been answered by the respondent, a value of -8, which designates a valid skip, is applied to that variable(s).

Appendix B. Questionnaire Availability Online, Downloadable PDF Files

Questionnaires for every data collection component in every survey cycle since the first 1987–88 Schools and Staffing Survey (SASS) and the first 1988–89 Teacher Follow-up Survey (TFS) are available online as downloadable PDF files at

<http://nces.ed.gov/surveys/sass/questionnaire.asp>.

Select the survey year of interest and then proceed to select the specific questionnaire to browse or download. The Teacher Listing Form is the form that gathers the data used to select the teacher sample. While no data from this form are reported publicly, the questionnaire form is available on the SASS website for those interested in survey methodology.

Following the 2011-12 SASS administration, the survey will be redesigned as the National Teacher and Principal Survey (NTPS). NTPS will be collected on a 2-year survey cycle starting in 2015-16. Public-use data will be available through an online tool called PowerStats. PowerStats is accessible for no charge on the NCES website at:

<http://nces.ed.gov/datalab/sass/>.

All of the SASS and TFS questionnaires are in the public domain. All survey items may be copied by anyone who wishes to use them in another survey, without any restrictions.

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Appendix C. Poverty Analysis for SASS 2011–12 Public School Sample

This appendix contains a report prepared by the American Institutes for Research (AIR), Education Statistics Services Institute (ESSI). Its contents are listed below.

Introduction	C-2
Coefficients of Variation (CV)	C-2
Using Regression Analysis to Analyze CV Associations	C-3
Response Rate Comparisons	C-4
Comparison of School Sample Frame and Restricted-Use Files	C-5
Conclusion and Recommendations	C-7

Introduction

In order to evaluate efficiency of sampling public schools by poverty status in preparation for SASS 2011–12, ESSI performed several analyses on the SASS 2007–08 data. Using several tests to determine the representation and efficiency of the sample, two definitions of high-poverty schools were used: 1) schools with at least 50 percent free or reduced-price lunch enrollment, and 2) schools with at least 75 percent free or reduced-price lunch enrollment. These two definitions of high-poverty schools were used to examine the distribution of high poverty across several reporting domains, as well as the distribution of key analysis variables, as defined by NCES. Because no standard definition of poverty in the SASS target population is currently in use by NCES or the research community, this analysis incorporated two definitions to ensure the results reported here were not sensitive to a particular definition.

In summary, the analysis shows that while the 2007–08 SASS sample adequately represents high-poverty schools, marginal improvements to the representation can be made at low costs. Therefore, ESSI recommends purposely improving the distribution of high-poverty public schools through adding the free and reduced price lunch variable to the sample sort.

Details on the analyses, findings, and recommendations can be found below.

Coefficients of Variation (CV)

ESSI calculated point estimates, standard errors, and CVs for key estimates, within reporting domains, by both high-poverty definitions. The purpose of this analysis was to help quantify comments on the limitations of high-poverty estimates through a comparison with NCES standards.

The key analysis variables analyzed were: enrollment, total number of teachers, percent minority students, hours per week spent on all school-related activities, average class size, and highest degree earned. The reporting domains used in this analysis include the following variables, several of which are SASS stratification variables: school type, region, community type, school grade level (both 3 and 4 categories), teaching experience, teacher employment status, state, and certainty states. CVs were then calculated and compared between the two high-poverty definitions. Table C-1 shows summary statistics for the CV analysis.

Table C-1. Summary statistics for coefficients of variation, by high-poverty definition: 2007–08

High-poverty definition	Median coefficient of variation	Percent of coefficients of variation 15 percent or higher	Percent of coefficients of variation 30 percent or higher
Schools with 50 percent or more free or reduced-price lunch	12.5	38.5	3.1
Schools with 75 percent or more free or reduced-price lunch	14.7	48.5	5.4

NOTE: The 2007–08 SASS sample was designed to produce key estimates with coefficients of variation 15 percent or less. Estimates with coefficients of variation 30 percent or higher are flagged as unstable. Estimates in this table represent key estimates calculated within key reporting domains, by poverty level. Estimates with cell sizes less than 30 unweighted observations were excluded from this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School and Public School Teacher Data File,” 2007–08.

As shown in table C-1, at least 51 percent of the estimates studied in this analysis had a relatively precise CV (below 15 percent¹) regardless of the poverty definition examined. The converse indicates that at least 39 percent of the estimates studied could be judged by the user community as being less than ideal. The percent of estimates exceeding the desired level of 15 percent is naturally larger for the more restrictive definition (75 percent or more) because the number of schools meeting this criterion is smaller.

Given the sample design aimed for CVs of 15 percent or less, the table C-1 results show that the SASS 2007–08 adequately represents schools with high poverty levels for many of the key SASS estimates. However, the representation could be expanded.

Using Regression Analysis to Analyze CV Associations

A large number of CVs were produced for the analyses summarized in table C-1 including overall estimates and estimates by reporting domain. To test whether high CVs are associated with the high-poverty categories for the two definitions, overall and then controlling for reporting domains, ESSi conducted a series of regression models using the CV as the dependent variable (table C-2). The ‘all domains’ row estimates the effect of poverty on the CV of key estimates calculated within all reporting domains, while the other rows estimate this same effect within specific reporting domains. For example, the ‘within region’ row for schools with 50 percent or more free or reduced-price lunch has a regression coefficient of 2.3, which is significant at the $p < .001$ level. This means that even after controlling for region, high-poverty schools (using this definition) are still significantly associated with higher CVs in comparison with non-high-poverty schools.

¹ A coefficient of variation (CV) of 15 percent or less has been used as the desired level of precision since the development of the 1990–91 SASS sample design.

Table C-2. Regression coefficients and standard errors for two poverty measures regressed on the coefficients of variation associated with key estimates: 2007–08

Poverty measure	Regression coefficient	Standard error of regression coefficient
Schools with 50 percent or more free or reduced-price lunch enrollment		
All domains	1.7 ***	0.27
Within region	2.4 *	0.92
Within urbanicity	2.6 **	0.93
Within four-category school level	2.5 *	0.96
Within three-category school level	1.9	1.10
Within teacher years experience	2.5 *	1.17
Within teacher employment status	4.3 *	1.95
Within state	2.1 ***	0.33
Schools with 75 percent or more free or reduced-price lunch enrollment		
All domains	4.6 ***	0.30
Within region	6.5 ***	1.00
Within urbanicity	8.1 ***	1.00
Within four-category school level	7.7 ***	1.06
Within three-category school level	7.8 ***	1.19
Within teacher years experience	7.5 ***	1.15
Within teacher employment status	6.4 **	2.09
Within state	4.1 ***	0.44

* p<.05

** p<.01

*** p<.001

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

Table C-2 shows that high-poverty school estimates are significantly associated with higher CVs for key estimates in all but one reporting domain (three-category school level for schools with 50 percent or more FRPL enrollment). However, the strength of the association is not completely consistent across the definitions. This suggests that the current SASS stratification variables are not sufficient to increase the representation of high-poverty schools and that a high-poverty variable should be introduced to the 2011–12 SASS design.

Response Rate Comparisons

Sample design optimization determines the minimum number of units (e.g., schools or teachers) required to meet a set of analytic objectives. This minimum size must be inflated to account for sample loss associated with nonresponse. Lower response rates among high-poverty schools could introduce difficulties for improving their representation in the sample, possibly requiring oversampling.

In order to determine if high-poverty schools responded at lower rates than non-high-poverty schools, ESSI calculated base-weighted response rates and compared the rates between the two definitions of high poverty schools. Response rates were calculated within domain levels in order to facilitate the comparison of different types of schools. In most instances, high-poverty schools had about the same response rate as non-high-poverty schools, and in several instances, notably CTC schools, charter schools, and schools in the Northeast, response rates were actually higher than non-high-poverty schools. Response rates were lower for high-poverty schools for only a few domain levels, most notably in towns. Overall, ESSI found

that response rates were not lower for high-poverty schools, and therefore differential response rates among high-poverty schools should not be an issue for the SASS 2011–12 public-school sample.

Comparison of School Sample Frame and Restricted-Use Files

In order to show how close the distribution of high poverty among the respondents matches the distribution of high poverty in the population, ESSi compared the distribution of high-poverty schools in the public school sample frame file and the final-weighted restricted-use file. In other words, do the levels of poverty in the respondents accurately represent the levels of poverty in the population? Table C-3 displays the proportion of schools with high poverty enrollment, within key domain levels, on the sample frame and restricted-use file.

Table C-3. Percentage of high-poverty schools on the SASS sample frame and restricted-use file, by reporting domain and high-poverty definition: 2007–08

Reporting domain	50 percent or more free or reduced-price lunch enrollment			75 percent or more free or reduced-price lunch enrollment		
	Sample frame	Restricted-use file	Absolute difference	Sample frame	Restricted-use file	Absolute difference
School type						
CTC school	3.9	7.7	3.8	2.0	7.7	5.7
Charter	37.0	48.3	11.3	21.1	26.1	5.0
Regular	37.9	41.5	3.5	16.5	19.6	3.1
Region						
Northeast	27.9	26.9	1.0	14.7	14.3	0.4
Midwest	26.2	31.4	5.1	11.2	12.8	1.6
South	48.7	53.3	4.6	19.7	23.9	4.2
West	40.3	46.6	6.3	19.1	25.8	6.7
Community type						
City	56.6	61.4	4.8	34.0	39.8	5.8
Suburb	25.9	29.5	3.6	10.2	12.3	2.0
Town	38.4	45.9	7.5	11.6	19.0	7.4
Rural	31.0	35.9	4.9	9.3	12.3	3.0
School level						
Elementary	43.7	45.6	1.9	20.0	21.7	1.7
Secondary	25.3	28.2	2.9	9.1	12.7	3.6
Combined	23.3	48.8	25.5	10.3	25.4	15.1
School level						
Elementary	44.7	46.5	1.7	21.1	22.9	1.9
Middle	38.7	40.8	2.1	14.8	16.6	1.9
High	24.0	27.1	3.1	8.6	12.0	3.4
Combined	23.1	48.8	25.8	10.2	25.4	15.2
State						
Alabama	52.5	55.0	2.5	23.4	30.4	7.0
Alaska	37.0	46.5	9.5	19.6	36.5	17.0
Arizona	44.5	49.8	5.3	28.7	24.1	4.6
Arkansas	50.5	58.7	8.2	15.6	20.2	4.5
California	47.5	54.5	7.0	24.7	34.9	10.1

See notes at end of table.

Table C-3. Percentage of high-poverty schools on the SASS sample frame and restricted-use file, by reporting domain and high-poverty definition: 2007–08—Continued

Reporting domain	50 percent or more free or reduced-price lunch enrollment			75 percent or more free or reduced-price lunch enrollment		
	Sample frame	Restricted-use file	Absolute difference	Sample frame	Restricted-use file	Absolute difference
Colorado	30.8	35.7	4.9	11.2	16.1	4.9
Connecticut	22.8	17.5	5.3	8.7	7.3	1.4
Delaware	22.6	36.8	14.2	1.3	16.0	14.6
District of Columbia	63.5	72.6	9.0	36.0	38.8	2.8
Florida	46.8	47.3	0.5	17.9	16.9	1.0
Georgia	49.9	50.4	0.5	21.1	24.5	3.3
Hawaii	37.0	33.9	3.0	9.5	7.4	2.1
Idaho	29.5	50.1	20.6	5.4	22.7	17.3
Illinois	31.4	39.0	7.6	17.6	21.6	4.0
Indiana	28.2	26.5	1.6	9.9	6.4	3.6
Iowa	15.5	18.0	2.6	2.7	6.5	3.8
Kansas	31.4	38.0	6.6	8.8	9.2	0.4
Kentucky	58.5	64.5	6.0	26.0	20.8	5.3
Louisiana	67.5	63.3	4.2	34.7	37.2	2.5
Maine	27.1	33.7	6.6	3.4	6.0	2.6
Maryland	30.1	41.2	11.1	11.2	15.5	4.3
Massachusetts	26.4	28.1	1.7	13.0	10.9	2.1
Michigan	30.1	35.7	5.6	13.9	14.9	1.0
Minnesota	20.4	24.8	4.4	9.9	7.2	2.6
Mississippi	72.0	77.9	5.9	47.0	47.9	0.9
Missouri	33.5	43.5	10.0	12.1	15.5	3.3
Montana	13.5	26.6	13.1	4.4	10.9	6.5
Nebraska	18.6	21.5	2.8	4.1	8.1	4.0
Nevada	34.5	40.3	5.8	14.6	14.7	0.1
New Hampshire	3.0	8.4	5.4	0.0	1.4	1.4
New Jersey	21.8	15.5	6.3	8.9	3.6	5.3
New Mexico	59.3	67.7	8.5	29.8	46.7	16.9
New York	40.2	38.1	2.1	26.1	31.0	4.9
North Carolina	45.0	54.1	9.1	12.7	19.9	7.2
North Dakota	10.0	17.3	7.3	2.4	6.1	3.7
Ohio	27.3	27.0	0.4	11.8	11.4	0.4
Oklahoma	55.0	59.0	4.0	23.9	25.0	1.1
Oregon	42.1	59.8	17.7	10.3	12.8	2.5
Pennsylvania	22.8	23.8	1.0	11.3	7.7	3.6
Rhode Island	30.1	25.5	4.6	17.6	11.9	5.7

See notes at end of table.

Table C-3. Percentage of high-poverty schools on the SASS sample frame and restricted-use file, by reporting domain and high-poverty definition: 2007–08—Continued

Reporting domain	50 percent or more free or reduced-price lunch enrollment			75 percent or more free or reduced-price lunch enrollment		
	Sample frame	Restricted-use file	Absolute difference	Sample frame	Restricted-use file	Absolute difference
South Carolina	57.1	60.0	2.9	24.1	22.6	1.5
South Dakota	17.4	30.7	13.3	9.6	22.5	12.9
Tennessee	53.2	62.9	9.7	19.0	14.7	4.3
Texas	46.4	52.4	6.0	19.3	30.7	11.3
Utah	20.0	24.5	4.5	7.1	10.8	3.7
Vermont	11.4	19.4	8.0	1.1	0.9	0.3
Virginia	26.4	28.2	1.8	5.7	5.5	0.2
Washington	28.0	24.4	3.6	9.2	13.2	4.0
West Virginia	56.9	57.7	0.8	8.9	12.2	3.3
Wisconsin	17.3	25.8	8.5	6.8	10.2	3.4
Wyoming	20.1	17.4	2.7	4.9	2.7	2.2

NOTE: Percentages represent the percent of all schools within each domain level that have high levels of poverty.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Sample and Public School Data File,” 2007–08.

Many domain percentages were similar, within 5 percent, on the sample frame and the interview population. Of the 71 domain levels compared, 35 (49.3 percent) were more than 5 percent different between the sample frame and interview population, when comparing schools with 50 percent or more students receiving free or reduced-price lunch. However, 19 (26.8 percent) were more than 5 percent different when comparing schools with 75 percent or more students receiving free or reduced-price lunch.

For most domains in table C-3, the 2007–08 SASS analysis file contained a higher proportion of high-poverty schools than exhibited in the target population. This oversampling of high-poverty schools inherent in the current SASS sample design could be further expanded through its addition as a sorting variable. Further analysis will be conducted prior to implementation to ensure that such as change would not negatively impact the precision of schools outside the high-poverty category.

Conclusion and Recommendations

The analyses above show that the representation of poverty is adequate for a majority of the estimates and domains calculated, but could be improved for others. The regression models show that a high percentage of free and reduced-price lunch is associated with less precise estimates (larger CVs); improving the representation of poverty in the sample should reduce this association. Additionally, because the response rates are comparable for high- and non-high-poverty schools, the allocation of sample to this former category does not need to be explicitly controlled through its use as a stratification variable.

Therefore, ESSi recommends adding free or reduced-price lunch as a sort variable prior to sample selection to improve the representation of high-poverty schools in the SASS 2011–12 sample. This recommendation is a lower-cost option than adding another level of stratification which is almost guaranteed to increase the overall sample of schools required for the design. The precision of key estimates for the high-poverty schools will be controlled in expectation through a sample design optimization.

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Appendix D. Bureau of Indian Education-Funded Schools and Career and Technology Centers Sampling Change

This appendix contains a report prepared by the American Institutes for Research (AIR), Education Statistics Services Institute (ESSI). Its contents are listed below.

Introduction	D-2
New Stratification and Probabilities of Selection	D-2
Expected Counts After Nonresponse Adjustment	D-6
Conclusions	D-9
Attachment D-1. Poverty Distribution Among School Types	D-10

Introduction

Although NCES decided to discontinue the separate stratification of Bureau of Indian Education (BIE) schools and Career and Technology Centers (CTC) from the SASS 2011–12 sample design, ESSI investigated the impact on the sample if these schools were included on the sampling frame without special treatment. In other words, these schools would no longer be sampled at higher rates, but would remain in the SASS target population. In order to estimate the effect of removing the BIE and CTC strata, ESSI performed an analysis using the SASS 2007–08 public school sampling frame.

In general, no problems were found using the new stratification. BIE sample counts decreased to those appropriate to their population proportion. CTC representation in the sample increased, while the representation of all other public schools in the sample was not significantly affected by the new stratification. Therefore, ESSI recommends keeping BIE schools and CTCs on the sampling frame. Details on the analysis can be found below. ESSI also examined poverty distributions among the three school types to ensure school poverty representation would not be affected by the stratification change. Information on this analysis can be found in Attachment D-1.

New Stratification and Probabilities of Selection

After dropping CTCs, BIE schools, and schools with high American Indian enrollment, the new strata include three main levels: (1) schools in Delaware, Maryland, Florida, Nevada, and West Virginia, (2) public charter schools, and (3) all other public schools. Type (1) schools were further stratified by district and by four-level school level. Type (2) schools were further stratified by state or region and then by school level. Finally, type (3) schools were further stratified by state and then by school level.

For the analysis, ESSI classified the SASS 2007–08 public school sampling frame using the new stratification levels. The 2007–08 sampling frame was used for two reasons. One, the 2007–08 sampling frame had already been prepared for SASS sampling (e.g., removing schools with zero enrollment and schools outside the 50 states and the District of Columbia, etc.), which saved time by avoiding all of these edits on a newer CCD public school file. Second, ESSI could use the sample allocations from 2007–08 to estimate the number of BIE and CTC schools sampled without the BIE and CTC strata. This allowed us to recreate the 2007–08 sample with the new stratification, without creating a new sample allocation.

This new stratification was applied to the 2007–08 frame and sample, which were used to determine the number of schools on the frame and the number of schools sampled within each new stratification level. These sample counts were then used to calculate the probability of selection for each school on the frame:

$$\pi_{hi} = \frac{m_h S_{hi}}{S_{h+}}$$

where h = first-stage stratum index ($h = 1, \dots, H$);
 i = school index within stratum h ;
 m_h = number of schools to be selected in stratum h ;
 S_{hi} = $\sqrt{FTE_{hi}}$, the size measure for school hi defined as the square root of full-time equivalent teacher variable from CCD;
 S_{h+} = $\sum_{i=1}^{M_h} S_{hi}$, the sum of the size measures within stratum h ; and
 M_h = total number of schools in stratum h .

This formula produces the probability of selection for each school on the frame, determined by the number of schools selected within the given strata (m_h), the square root of the schools number of full-time equivalent teachers (S_{hi}), and the sum of the square roots of FTE teachers within the given strata (S_{h+}). FTE is used as a size of measurement for each school. This school-level probability of selection has been used for several rounds of SASS.

The individual probabilities of selection for each school were then summed within each stratum using the following formula:

$$\hat{m}_{kh} = \sum_{i=1}^{M_{hi}} \delta_{khi} \pi_{hi}$$

where k = school analysis domain index ($k = 1$ [BIE], 2 [CTC], and 3 [Other public schools]);
 \hat{m}_{kh} = expected sample size for domain k within stratum h ; and
 δ_{khi} = zero-one indicator to identify schools in the relevant domain.

This formula gives us the expected number of schools sampled within each strata level, by school type. Table D-1 displays the expected sample sizes and original sample sizes for BIE, CTC, and all other public schools by reporting domains.

Table D-1. Expected and original sample sizes for BIE, CTC, and all other public schools by reporting domains: 2007–08

Reporting domain	Expected sample size ¹			Original 2007–08 sample size		
	BIE schools	CTC schools	All other schools	BIE schools	CTC schools	All other schools
United States	49	158	9,753	178	131	9,664
Region						
Northeast	0	44	1,434	3	38	1,438
Midwest	13	24	2,378	45	19	2,354
South	4	78	3,207	17	62	3,213
West	31	12	2,733	113	12	2,659
Community type						
City	2	26	2,480	4	21	2,401
Suburb	1	30	2,362	5	30	2,313
Town	5	39	1,659	16	33	1,690
Rural	41	63	3,252	153	47	3,260
School level						
Elementary	22	†	3,806	102	0	3,726
Middle	1	0	1,248	5	0	1,245
High	7	144	3,381	20	117	3,405
Combined	18	13	1,318	51	14	1,288
Charter status						
Traditional public school	49	158	9,370	178	131	9,280
Charter school	†	†	384	0	0	384

See notes at end of table.

Table D-1. Expected and original sample sizes for BIE, CTC, and all other public schools, by reporting domains: 2007–08—Continued

Reporting domain	Expected sample size ¹			Original 2007–08 sample size		
	BIE schools	CTC schools	All other schools	BIE schools	CTC schools	All other schools
School enrollment						
Less than 100	2	11	630	13	12	635
100–199	18	24	840	52	16	825
200–499	16	62	3,373	53	58	3,397
500–749	11	30	2,084	57	23	2,012
750–999	0	11	1,033	2	8	1,007
1,000 or more	1	19	1,794	1	14	1,788
Percent of K–12 students who were approved for free or reduced-price lunches						
0–34	†	18	4,361	0	18	4,316
35–39	†	3	1,704	0	2	1,638
50–74	†	3	1,871	0	3	1,883
75 or more	†	2	1,230	0	3	1,237
School did not participate in free or reduced-price lunch program or missing	49	131	587	178	105	590
State						
Alabama	†	7	173	0	6	174
Alaska	†	1	196	0	2	197
Arizona	11	1	300	51	1	261
Arkansas	†	5	182	0	6	181
California	0	3	465	2	4	462
Colorado	†	†	175	0	0	175
Connecticut	†	†	179	0	0	179
Delaware	†	†	127	0	0	128
District of Columbia	†	†	119	0	0	119
Florida	2	5	254	2	4	255
Georgia	†	†	170	0	0	170
Hawaii	†	†	96	0	0	96
Idaho	1	2	185	2	3	183
Illinois	†	1	181	0	0	181
Indiana	†	3	180	0	0	183
Iowa	0	†	162	1	0	161
Kansas	0	†	165	1	0	166
Kentucky	†	8	158	0	6	160
Louisiana	0	1	169	1	2	167
Maine	0	8	168	3	7	167

See notes at end of table.

Table D-1. Expected and original sample sizes for BIE, CTC, and all other public schools, by reporting domains: 2007–08—Continued

Reporting domain	Expected sample size ¹			Original 2007–08 sample size		
	BIE schools	CTC schools	All other schools	BIE schools	CTC schools	All other schools
Maryland	†	4	174	0	4	174
Massachusetts	†	0	182	0	1	181
Michigan	0	4	228	2	4	227
Minnesota	1	1	282	4	2	278
Mississippi	1	9	159	8	9	152
Missouri	†	6	209	0	6	209
Montana	0	†	183	2	0	183
Nebraska	†	†	198	0	0	198
Nevada	2	†	166	2	0	166
New Hampshire	†	11	123	0	11	124
New Jersey	†	6	163	0	5	164
New Mexico	13	†	246	41	0	220
New York	†	3	182	0	3	182
North Carolina	0	1	191	2	1	189
North Dakota	6	2	198	13	0	194
Ohio	†	6	187	0	7	186
Oklahoma	1	15	340	4	5	349
Oregon	0	0	189	1	0	189
Pennsylvania	†	6	183	0	5	184
Rhode Island	†	1	125	0	0	126
South Carolina	†	7	166	0	9	163
South Dakota	6	†	187	21	0	173
Tennessee	†	2	160	0	2	159
Texas	†	1	277	0	0	278
Utah	1	3	187	3	1	187
Vermont	†	8	129	0	6	131
Virginia	†	5	221	0	1	225
Washington	1	1	197	8	1	190
West Virginia	†	9	168	0	7	170
Wisconsin	0	1	200	3	0	198
Wyoming	1	†	148	1	0	150

† Not applicable; no expected schools in sample.

¹Expected sample size represents the summation of the probability of selection for all schools within the reporting domain under the new stratification levels.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Sample Frame File” and “Public School Sample File,” 2007–08.

The expected sample size columns in table D-1 represent the total number of schools expected to be sampled within each of the three reporting domains (BIE, CTC, and All other) using population counts from the 2007–08 sampling frame and the proposed changes to the design strata. The last three columns display the number of schools actually sampled using the original 2007–08 stratification, which included strata for BIE and CTC schools.

The largest difference between the new expected sample counts and the original sample counts is for BIE schools. If BIE schools are sampled, rather than taken with certainty, we expect to select around 50 BIE schools, much less than the 178 selected for the 2007–08 study.

The number of CTC schools expected to be sampled under the new stratification is actually larger than the number originally sampled in 2007–08. The total number of CTC sample schools expected under the new stratification is 158, whereas there were only 131 originally sampled in 2007–08. This is most likely the result of some CTC schools having larger FTE counts than other public schools. The median FTE count for CTC schools is 2.45, whereas the median FTE count for all other public schools is 1.00, which results in a mean probability of selection of 0.16 for CTC schools and 0.10 for all other public schools. Thus, CTC schools, on average, have a higher probability of selection than the other public schools.

Only minor changes were observed in the difference of expected to original sample sizes for all other public schools. These changes reflect the removal of the BIE and CTC school stratification levels.

Expected Counts After Nonresponse Adjustment

Table D-2 displays the expected response counts and the number of responding schools in 2007–08. The expected response counts were derived by multiplying the expected sample sizes by the nonresponse rate in 2007–08. This shows how many schools we would expect to respond using the new stratification levels.

Table D-2. Expected response counts after adjustment for nonresponse and original response counts for BIE, CTC, and all other public schools, by reporting domains: 2007–08

Reporting domain	Expected response count ¹			Original 2007–08 response count		
	BIE schools	CTC schools	All other schools	BIE schools	CTC schools	All other schools
United States	36	113	7,547	131	93	7,479
Region						
Northeast	0	31	1,077	2	27	1,080
Midwest	10	19	1,851	35	15	1,832
South	3	59	2,257	13	47	2,562
West	22	4	2,061	81	4	2,005
Community type						
City	1	16	1,706	3	13	1,652
Suburb	1	21	1,709	5	21	1,673
Town	3	30	1,382	11	25	1,408
Rural	30	45	2,739	112	34	2,746
School level						
Elementary	17	†	3,009	80	0	2,946
Middle	1	†	983	5	0	980
High	4	104	2,579	12	84	2,597
Combined	12	9	978	34	9	956
Charter status						
Traditional public school	36	112	7,294	131	93	7,224
Charter school	†	†	255			255

See notes at end of table.

Table D-2. Expected response counts after adjustment for nonresponse and original response counts for BIE, CTC, and all other public schools, by reporting domains: 2007–08—Continued

Reporting domain	Expected response count ¹			Original 2007–08 response count		
	BIE schools	CTC schools	All other schools	BIE schools	CTC schools	All other schools
School enrollment						
Less than 100	1	7	457	7	7	461
100–199	14	18	653	41	12	642
200–499	11	44	2,702	37	41	2,721
500–749	8	24	1,638	43	18	1,581
750–999	0	7	778	2	5	758
1,000 or more	1	13	1,320	1	10	1,316
Percent of K–12 students who were approved for free or reduced-price lunches						
0–34	†	15	3,440	0	15	3,404
35–49	†	3	1,361	0	2	1,308
50–74	†	2	1,502	0	2	1,511
75 or more	†	1	933	0	1	938
School did not participate in free or reduced-price lunch program or missing	36	91	316	131	73	318
State						
Alabama	†	6	161	0	5	162
Alaska	†	1	133	0	1	134
Arizona	8	†	204	36	0	177
Arkansas	†	3	152	0	3	152
California	0	2	329	2	2	327
Colorado	†	†	135	0	0	135
Connecticut	†	†	116	0	0	116
Delaware	†	†	92	0	0	93
District of Columbia	†	†	82	0	0	82
Florida	1	2	202	1	2	203
Georgia	†	†	145	0	0	145
Hawaii	†	†	83	0	0	83
Idaho	0	†	158	1	0	156
Illinois	†	†	149	0	0	149
Indiana	†	†	140	0	0	143
Iowa	0	†	131	1	0	130
Kansas	0	†	138	1	0	139
Kentucky	†	7	128	0	5	129
Louisiana	†	1	131	0	1	130
Maine	0	6	137	2	5	136

See notes at end of table.

Table D-2. Expected response counts after adjustment for nonresponse and original response counts for BIE, CTC, and all other public schools by reporting domains: 2007–08—Continued

Reporting domain	Expected response count ¹			Original 2007–08 response count		
	BIE schools	CTC schools	All other schools	BIE schools	CTC schools	All other schools
Maryland	†	3	98	0	3	98
Massachusetts	†	†	135	0	0	134
Michigan	0	3	147	2	3	146
Minnesota	1	†	214	4	0	211
Mississippi	1	9	150	8	9	144
Missouri	†	5	181	0	5	181
Montana	0	†	163	2	0	163
Nebraska	†	†	137	0	0	137
Nevada	2	†	127	2	0	127
New Hampshire	†	10	108	0	10	109
New Jersey	†	3	116	0	3	116
New Mexico	10	†	181	31	0	162
New York	†	†	128	0	0	128
North Carolina	0	1	148	2	1	147
North Dakota	5	†	161	11	0	158
Ohio	†	6	134	0	7	133
Oklahoma	0	12	296	2	4	304
Oregon	0	†	136	1	0	136
Pennsylvania	†	5	142	0	4	143
Rhode Island	†	†	89	0	0	89
South Carolina	†	5	140	0	7	138
South Dakota	4	†	154	13	0	142
Tennessee	†	1	126	0	1	125
Texas	†	†	200	0	0	200
Utah	0	†	140	1	0	140
Vermont	†	7	107	0	5	109
Virginia	†	5	153	0	1	156
Washington	1	1	146	4	1	141
West Virginia	†	6	152	0	5	154
Wisconsin	0	†	165	3	0	163
Wyoming	1	†	123	1	0	124

† Not applicable; no expected schools in sample.

¹Expected response count represents the summation of the probability of selection for all schools within the reporting domain under the new stratification levels, adjusting for the 2007–08 nonresponse rate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Sample Frame File” and “Public School Sample File,” 2007–08.

As in table D-1, the largest difference between expected responses and original response counts is for BIE schools. Under the new stratification, only 36 BIE schools are expected to respond, versus 131 responding BIE schools in the 2007–08 sample. We still see an increase in the number of CTC schools responding, and a relatively small increase for all other public schools.

Conclusions

In summary, the BIE schools are most affected by the change in stratification. After controlling for nonresponse, there is an expected drop of 73 percent of responding BIE schools, which reflects the change from certainty sampling to probability sampling. While this will preclude producing national estimates for BIE schools, this drop in the number of BIE schools is expected given their very small population size. BIE schools will still be represented in the overall public-school survey estimates.

The representation of CTC schools is not harmed by the stratification change. Rather, their representation will increase in expectation. After controlling for nonresponse, the expected counts increased 22 percent of responding CTC schools. As mentioned above, this appears to be a result of a skewed distribution of FTE counts. Finally, there was only a 0.01 percent change in the expected number of responding other public schools. Slight changes include more schools responding in the West and more City schools responding. Overall, ESSi recommends including BIE schools and CTCs on the sampling frame without special treatment.

Attachment D-1. Poverty Distribution Among School Types

NCES decided to include free and reduced-price lunch enrollment in the sample sort for SASS 2011–12 in order to improve representation of school poverty. If BIE schools or CTCs have high proportions of schools with high poverty rates, the representation of high-poverty schools could be damaged by not sampling BIE schools and CTCs at higher rates. Table D-3 displays the high-poverty and not-high poverty distributions for BIE schools, CTCs, and all other public schools on the 2007–08 sampling frame, using a threshold of 50 percent of students participating in free and reduced-price lunch. This threshold was used to obtain a conservative estimate of the number of high-poverty schools. Although unable to simulate free lunch in the sample sort in the analysis above, table D-3 contains distributions of poverty.

Table D-3. Distribution of high poverty, by school type on the SASS sampling frame: 2007–08

School type	High poverty indicator ¹					
	Missing/Not applicable		Not high poverty		High poverty	
	Number	Percent	Number	Percent	Number	Percent
All public schools	6,655	7.0	52,362	55.4	35,420	37.5
BIE schools	178	2.7	†	†	†	†
CTC schools	846	12.7	121	0.2	39	0.1
Other public schools	5,631	84.6	52,241	99.8	35,381	99.9

† Not applicable.

¹High poverty is defined as a school with 50 percent or higher free/reduced-price lunch enrollment.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Sample Frame File” and “Public School Sample File,” 2007–08.

BIE schools did not report free and reduced-price lunch enrollment, so the distribution of poverty could not be measured. But with a total of 178 BIE schools, the BIE sector represents only 0.2 percent of all public schools. Approximately 40 CTCs were high-poverty schools, representing only 0.1 percent of all high-poverty public schools (table A-1). Therefore, given the small population of BIE schools overall, and the small proportion of CTCs with high-poverty, there should be no negative effect on the representation of high-poverty schools in the 2011–12 sample by using the new stratification.

Appendix E. 2011–12 SASS Redesign—Precision Analysis

This appendix contains a report prepared by the American Institutes for Research (AIR), Education Statistics Services Institute (ESSI). Its contents are listed below.

Introduction	E-2
Determining Precision	E-2
School-level Precision	E-2
Teacher-level Precision	E-4

Introduction

The purpose of this memo is to summarize the analysis results to evaluate levels of precision for the 2011–12 Schools and Staffing Survey (SASS) sample allocation. The first section briefly discusses how precision is defined in SASS. The second section discusses precision at the school level using data collected from the 2007–08 SASS questionnaires. Finally, the third section describes precision for estimates from the 2007–08 SASS teacher instruments.

Determining Precision

Information from several sources is used to determine a desired respondent sample size. They include:

1. the number of sample units in the target population;
2. the desired level of precision;
3. key analysis variables such as totals and proportions; and
4. important reporting domains (i.e., subpopulations).

The number of units in the target population is currently being estimated with counts from the 2008–09 Common Core of Data and 2007–08 PSS as a surrogate to the actual frame. The first-stage sampling frame for schools for the 2011–12 SASS will be finalized in spring 2011.

The desired level of precision for SASS estimates is defined in terms of the estimated coefficient of variation (CV; also referred to as a relative standard error). As set in the 1990–91 SASS, key survey estimates used to calculate the overall sample size and allocation to strata should have a CV no greater than 15 percentage points.

The evaluation below includes a set of important analysis variables identified in the summer of 2010 as well as generic proportions to address other important SASS characteristics. These variables and generic values are evaluated:

- by school type (public charter, traditional public, overall public, private);
- by region within school type;
- by grade level (elementary, secondary, and combined for private schools; elementary, middle, secondary, and combined for public schools);
- by grade level and region within school type; and
- by teachers' years of experience.

School-level Precision

Table E-1 contains the marginal totals for the expected number of *responding* schools in the 2011–12 SASS and the minimum number of respondents needed for a set of key estimates to have no larger than a 15 percent CV. The *key school-level estimates* identified by NCES and ESSI used in the evaluation included¹:

- total number of schools;
- total number of students in schools;
- total number of libraries;
- total number of teachers; and

¹ Additional analysis variables were evaluated but later excluded from the list because the results were cost prohibitive (e.g., percentage of principals within minority race/ethnicity categories).

- total number of school staff: principals; library media specialists/librarians; school support staff; full-and part-time school/guidance counselors; nurses (full-and part-time combined); and psychologists (full- and part-time combined).

Table E-1. Expected number of responding schools for the 2011–12 SASS compared with minimum respondent sample sizes to achieve a 15 percent CV by school type, region, and grade level

Region and grade level	Expected number of responding schools in the 2011–12 SASS				Minimum respondent numbers to achieve a 15 percent CV ¹		
	Private	All public ²	Traditional public	Public charter	Private	All public ²	Public charter
Northeast	472	1,138	1,093	45	129	464	63
Elementary	245	474	461	13	17	59	
Middle	†	156	145	11	†	170	
Secondary	99	424	414	10	28	65	
Combined	128	84	73	11	83	170	
Midwest	518	1,710	1,644	66	113	492	62
Elementary	346	658	633	25	31	46	
Middle	†	201	189	12	†	119	
Secondary	76	619	605	14	24	108	
Combined	96	232	217	15	58	219	
South	653	2,623	2,531	92	129	596	58
Elementary	297	995	963	32	34	56	
Middle	†	374	357	17	†	204	
Secondary	59	956	936	20	32	150	
Combined	297	298	275	23	63	186	
West	378	2,212	2,090	122	114	1,032	61
Elementary	211	905	864	41	18	61	
Middle	†	304	287	17	†	184	
Secondary	47	766	731	35	33	324	
Combined	120	237	208	29	62	463	
All	2,021	7,683	7,358	325	484	2,585	245
Elementary	1,099	3,032	2,921	111	100	221	
Middle	†	1,035	978	57	†	678	
Secondary	281	2,765	2,686	79	118	647	
Combined	641	851	773	78	266	1,038	

† Not applicable.

¹ Calculations used overall design effects of the weights 1.37 (private schools), 2.31 (all public schools), and 1.46 (public charter schools) to approximate the variation in the design weights inherent in a probability-proportional-to-size (PPS) sampling of schools for SASS.

² Comparisons in previous rounds of the study have included private versus public; hence the category “Total” combines traditional public schools with public charter schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School and Private School Documentation Data File,” 2007–08.

Three domains in table E-1 appear to be underpowered (i.e., minimum respondent number is less than the currently expected number of responding schools):

- public charter schools in the Northeast;
- traditional public middle schools in the Northeast; and
- traditional public combined schools at the national level.

Two options for ensuring that the criterion is met are either (1) to move sample from domains with excess sample to the underpowered domains as implemented in 2007–08 SASS, or (2) to randomly sample

additional schools within these domains to ensure the minimum number defined above is met and not reduce the power for other domains from levels experienced in 2007–08.

Estimated percentages of certain population characteristics are another important feature of SASS. For example, the percentage of traditional public schools is estimated to be 92.6, the percentage of female principals in traditional public schools is estimated to be approximately 50.5, and the percentage of teachers self-identified as a race/ethnicity other than White is 16.4. To accommodate varying levels of estimated percentages in SASS, sample sizes for estimates ranging from 2.5 (rare occurrence) to 95 percentage points were evaluated against the 15 percent CV criterion (table E-2).

As shown in table E-2, SASS estimated percentages for both elementary and secondary public schools (traditional public and public charter combined) will have no larger than a 15 percent CV provided that the characteristic being estimated is associated with at least 25 percent of the target population. This suggests that estimates such as the percentage of teachers self-identified as non-White (16.4 percent) will have a CV *greater* than 15 percent. Note that smaller percentages require larger sample sizes for a specified level of precision in comparison with larger proportions.

Table E-2. Estimated school-level percentages supported for the SASS 2011–12 sample allocation under the 15 percent CV criterion by school type and grade level

School type	Grade levels	Percentages
Public schools (all)	Elementary/secondary	25 to 99
	Middle/combined	35 to 99
	All	5 to 99
Public charter schools	All	40 to 99
Private schools	All	10 to 99
	Elementary	25 to 99
	Secondary	45 to 99
	Combined	30 to 99

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School and Private School Documentation Data File,” 2007–08.

Teacher-level Precision

Table E-3 presents the estimated number of teachers who will respond to the 2011–12 SASS based on data from the 2007–08 SASS. Data are presented for teachers within each of the 4 years of experience categories by school type.

Table E-3. Estimated number of responding teachers by years of teaching experience and school type¹

School type	Total	Years of experience			
		1 year	2–3 years	4–19 years	20+ years
Total	45,000	2,295	4,722	23,369	14,614
Traditional public	38,612	1,825	3,939	20,321	12,527
Public charter	836	89	144	479	124
Private	5,552	381	639	2,569	1,963

¹ Calculations used overall design effects of the weights 3.87 (private schools), 6.49 (traditional public schools), and 4.09 (public charter schools) to approximate the variation in the design weights inherent in a probability-proportional-to-size (PPS) sampling of schools for the SASS and differential sampling within schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher and Private School Teacher Documentation Data File,” 2007–08.

Many items collected in the SASS teacher questionnaire can be expressed in terms of proportions within the population. For example, the following characteristics were noted by NCES and ESSI as *key teacher survey estimates*:

- percentage of teachers by years of experience category;
- percentage of teachers by full-/part-time teaching status;
- percent distribution of teachers by certain main assignment categories;² and
- percentage of teachers by teaching level.

As with the school-level analysis, percentages of populations by important variables ranging from 2.5 (rare occurrence) to 95 percent were evaluated using the sample allocation of teachers by level of teaching experience within school type. Table E-4 summarizes the results. This indicates that many key estimated percentages will be supported by the 2011–12 SASS. The exception is associated with rare characteristics in the population such as, for example, the percentage of teachers by non-White race/ethnicity categories by school type and grade level.

Table E-4. Estimated teacher-level percentages supported for the 2011–12 SASS sample allocation under the 15 percent CV criterion by years of experience and school type

School type	Years of experience	Percentage
Traditional public schools	1 year	12.5 to 99
	2–3 years	10.0 to 99
	4+ years	2.5 to 99
Public charter schools	1 year	55 to 99
	2–3 years	40 to 99
	4–19 years	18 to 99
	20+ years	50 to 99
Private schools	1 year	12.5 to 99
	2–3 years	12.5 to 99
	4+ years	10 to 99

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher and Private School Teacher Documentation Data File,” 2007–08.

² Main assignment categories such as Latin do not include a sufficient number of teachers to satisfy the 15 percent CV criterion.

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Appendix F. Summary of the 2009 Field Test Findings and Recommendations for the 2011–12 SASS Methodology

This appendix contains a report prepared by the U.S. Census Bureau. Its contents are listed below.

Overview of the Field Test	F-2
Field Test Design Features	F-3
Field Test Time Schedule	F-3
Summary of Findings	F-4
Participation and Response Rates	F-4
Data Quality	F-6
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Debriefing Questions	F-12
Caveats	F-13
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Overview of the Field Test

In preparation for the 2011–12 Schools and Staffing Survey (SASS), the U.S. Census Bureau conducted a field test of a new collection methodology for the Teacher Listing Form (TLF) component of the SASS. The TLF collects the name and selected information for every eligible teacher in SASS sampled schools. In the past, each sampled school received a paper listing form. The 2009 field test examined the feasibility of collecting the teacher data electronically from districts with sampled schools rather than on paper from each individual school.

This new methodology had the potential to improve the efficiency of the SASS collection. The expected benefits included the following:

- reducing data collection costs significantly by eliminating the need for field follow-up operations in the fall for the TLF;
- reducing respondent burden by collecting school-level information from the district, therefore reducing the number of respondents and the difficulty of providing the information;
- reducing data processing costs by eliminating the majority of data keying for the TLF; and
- improving the timeliness of teacher sampling and the administration of the teacher component of the survey.

The field test had two primary research questions:

1. Was the new methodology feasible? That is, were districts able and willing to provide teachers' names and data for selected schools?
2. Were the resulting teacher lists satisfactory? That is, were the districts able to provide data that were comparable in accuracy and reliability to the lists provided by schools? In addition, this includes the question about whether districts report in accordance with the SASS definition for a 'teacher,' including teachers that met the definition and excluding staff that did not meet the definition.

If the districts were able to provide data and the teacher coverage was sufficient, then the test had secondary research questions regarding operational feasibility and the data quality. These questions included the following:

- Teacher data—Could the district provide the following information for each teacher: name, subject matter taught, part-time or full-time status, and years of experience?
- School data—Could districts provide the grade range of each school and/or the enrollment? (This information is used to identify school mergers and splits from the universe.)
- Timing—When could districts provide the information for their full roster of teachers for the current school year? Is this sooner or later than when the schools have this information?
- Operations—If collecting teacher lists from school districts was determined to be feasible, what operations (mailout, telephone calls) will be needed?
- Technical details—In what format could respondents provide a file (Microsoft Excel, other) and how should the website and secure server be set up to receive teacher files?

These secondary questions were used to inform the study about the limitations regarding the availability or quality of the additional sampling information collected on the TLF. If the coverage was sufficient, these analyses would be the basis for the decision whether or not to implement this methodology in production of the SASS.

Field Test Design Features

The field test included multiple panels designed to address the issues of feasibility (could and would districts provide data), data quality (accuracy of data from districts versus schools), and file format (how would districts send the data). A sample of 100 districts was selected and asked to provide information electronically, but they were divided into two distinct panels:

- Panel 1—Districts were asked to provide an electronic list of teachers in any format convenient for them. The Census Bureau provided an Excel template, but did not encourage its use.
- Panel 2—Districts were asked to provide an electronic list of teachers using the Excel template provided; however, any format was accepted.

In order to check the quality and accuracy of the lists provided by the districts, schools were sampled in each of the 100 sampled districts. Schools were divided into three treatment groups. Within each group, they were divided again by whether the school’s district was asked to provide an electronic list in any convenient format or using the Excel template. The three groups are listed below:

- Group A—Schools were asked to provide an electronic teacher list. Within this group, half the schools were asked to provide an electronic list of teachers in any format convenient for them. The other half of the schools were asked to provide an electronic list of teachers using the Excel template provided.
- Group B—Schools were asked to verify and correct, as necessary, a traditional TLF that was preprinted with the information the district had provided. Schools received the same treatment regardless of their district’s panel (whether the district was asked to provide list in Excel format or any format convenient for them).
- Group C—Schools were asked to provide information on the traditional paper TLF. Schools received the same treatment regardless of their district’s panel (whether the district was asked to provide the list in Excel format or any format convenient for them).

The sample size of each school group is shown below in table F-1.

Table F-1. Sample sizes of each school group: 2009 SASS field test

School group	District panel	
	Electronic list in any format (50 districts)	Electronic list in Excel template (50 districts)
Total number of schools	242	255
Provide an electronic teacher list	59	67
Verify district list preprinted on paper TLF	130	130
Provide paper TLF	53	58

SOURCE: U.S. Department of Commerce, U.S. Census Bureau, Schools and Staffing Survey (SASS) Field Test, 2009.

Field Test Time Schedule

The field test began with a telephone operation to sampled districts to determine the appropriate contact person for the list of teachers. The Census Bureau sent the appropriate contact person a letter describing the SASS and asking the respondent to provide an electronic list of teachers using the secure website. At the same time, the Census Bureau sent schools in group A a letter requesting an electronic list of teachers and schools in group C a letter requesting that they complete the enclosed TLF. A reminder letter was

sent to nonresponding districts and schools. The Census Bureau conducted a telephone follow-up operation to remind nonresponding districts and schools to provide the electronic list of teachers or complete the TLF, as appropriate. Once electronic lists of teachers were received from the districts for schools in group B, the Census Bureau printed a TLF prepopulated with the teacher information. These forms were sent to their respective schools with a letter requesting that the respondent review the TLF and correct the information, if necessary. Nonresponding schools were contacted by telephone. Table F-2 provides the timeframe for these activities.

Table F-2. Data collection time schedule for the SASS field test: 2009

Activity	Month of activity
District contact call operation to determine appropriate district contact person	Oct. 2009
Initial letter mailout to districts	Nov. 2009
Initial letter mailout to schools	Nov. 2009
Reminder letter mailout to districts	Dec. 2009
Reminder letter mailout to schools	Dec. 2009
Telephone follow-up operation to remind districts and schools to provide their electronic list or paper TLF	Jan. 2010
Verification mailout to schools of prepopulated TLFs with information provided by districts	Dec. 2009–Mar. 2010
Telephone follow-up to verification schools	Dec. 2009–Mar. 2010

SOURCE: U.S. Department of Commerce, U.S. Census Bureau, Schools and Staffing Survey (SASS) Field Test, 2009.

Summary of Findings

The results of the field test were examined in a number of ways to evaluate whether the proposed data collection methodology should be considered for the 2011–12 SASS. The two most important questions were the primary research questions outlined above—were the districts able and willing to provide TLF data, and were the data of comparable (or sufficient) quality. The first question was answered primarily by reviewing district participation and response rates. The second question was answered by comparing verified data from districts and their schools to examine whether districts provided data that met the quality standards necessary on the TLF for the purposes of teacher coverage and teacher sampling. The results of the field test provided evidence that implementing the proposed methodology would provide comparable data in a timelier manner at a significantly lower cost in the 2011–12 administration of SASS than following the 2007–08 SASS methodology (i.e., asking schools to complete and return a paper TLF by mail, with follow-up by telephone calls and personal visits).

Participation and Response Rates

Analysis of the response rates and a review of the debriefing questions asked of the districts provided evidence that the districts were both willing and able to provide TLF information in an electronic format. Table F-3 presents the response rates for all districts, as well as the response rates for each panel. Seventy-two of the 100 districts contacted delivered an electronic file, for a response rate of 72 percent. It is worth noting that nearly 60 percent of the districts responded in the first 6 weeks after mailout, before telephone follow-up started. Fifty-seven percent of the schools included in the independent panels of the study provided files or TLFs during the entire data collection period. The response rate for districts was higher than the response rate for schools (72 percent and 57 percent, respectively). This result clearly suggested a “yes” for research question one: were school districts willing and able to provide teacher lists for sampled schools.

Table F-3. Final response rate (in percent) by district panel: 2009 SASS field test

District panel	Response rate
All districts (100 districts)	72
Electronic list in any format (50 districts)	64
Electronic list in Excel template (50 districts)	80

SOURCE: U.S. Department of Commerce, U.S. Census Bureau, Schools and Staffing Survey (SASS) Field Test, 2009 (previously unpublished tabulation).

Comparing the response rate for districts in the field test with the TLF response rate during the 2007–08 SASS administration provided further support for the new methodology. During the 2007–08 SASS, approximately 56 percent of schools provided TLFs after mail and telephone operations, and the remaining 44 percent were sent to field follow-up. In the field test, 72 percent of districts provided an electronic list of teachers. If the same percentage of districts provided an electronic list of teachers for their sampled schools during the 2011–12 SASS, the response rate prior to field follow-up would be significantly higher than during the 2007–08 SASS.

Table F-3 shows that the districts which were asked specifically to provide the lists in Excel format responded at a higher rate (80 percent) than the districts which were asked to provide the list in any electronic format (64 percent). These results are encouraging, as Excel files are the preferred format for this operation and explicitly asking for a very common and familiar format resulted in greater participation than a more flexible, but perhaps more ambiguous, request. Additional comments from the districts in follow-up questions and debriefing interviews are presented later in this report, but the initial findings based upon participation show this methodology to be feasible.

Table F-4 provides the number of teacher lists received from districts and schools. The 72 participating districts provided lists for 336 schools, representing 67.61 percent of the sampled schools. Of these schools, 83 provided an independent teacher list and 125 reviewed a TLF prepopulated with the information the district provided. Sixty of the 83 independent list pairs were compared for accuracy. The results of the analysis are reported in the following section. The 28 districts that did not participate were responsible for 161 sampled schools; however, 51 of these schools provided an independent teacher list.

Table F-4. Number of teacher lists received by source: 2009 SASS field test

	Number of schools
Total in initial sample	497
District provided teacher list	336
School provided an independent teacher list	83 ¹
School did <u>not</u> provide independent teacher list	51
School reviewed prepopulated teacher list	125
School did <u>not</u> review prepopulated teacher list	77
District did not provide teacher list	161
School provided an independent teacher list	52
School did <u>not</u> provide independent teacher list	109

¹While 83 list pairs were received, a subset of 60 was compared for accuracy due to limited resources.

SOURCE: U.S. Department of Commerce, U.S. Census Bureau, Schools and Staffing Survey (SASS) Field Test, 2009 (previously unpublished tabulation).

Data Quality

The primary purpose of the TLF is to obtain a list of all SASS-eligible teachers for each sampled school. Historically in SASS, the schools have provided this list and significant efforts have been made to reduce the burden on the schools, ensure appropriate teacher frame coverage, improve the efficiency of the sampling, and maintain high response rates. The two important aspects of quality are teacher coverage and substantive accuracy of the ancillary information. Teacher coverage refers to the extent to which the information collected includes all SASS-eligible teachers and only SASS-eligible teachers. Coverage errors occur when eligible teachers are left off the TLF and when noneligible teachers are included. Substantive accuracy refers to the correctness of the information schools reported about each teacher. The first data quality section reviews teacher coverage and the second section will address substantive accuracy. Teacher coverage and substantive accuracy were evaluated by comparing the list pair, that is, the teacher list for each school provided by the district and the corresponding school.

Teacher Coverage

The first and most important research question regarding the quality of the data considers coverage—were the appropriate teachers included and inappropriate staff excluded so that the district-provided TLFs provided an appropriate frame for teacher sampling? Teacher coverage was evaluated using a gross error rate for the TLF information. Errors were defined as discrepancies between the list pair. The Census Bureau reconciled all discrepancies by calling the schools to determine which list was correct.

Teacher discrepancies mainly consisted of either the school or district not having an updated roster of current teachers (including name changes from marriage, or one school listing them by a nickname that is not easily matched to their real name), teachers being included who do not meet the SASS definition of a teacher, or the district not including a teacher for the sample school because they work at more than one school. Most of these mistakes resulted from the school or district not responding consistently with the directions provided.

Gross error rates were calculated for schools and districts for each panel, where the gross error rate is defined as the total number of errors divided by the total number of correctly reported teachers within each panel. All errors were counted—incorrectly listed teachers as well as teachers incorrectly omitted. Table F-5 presents the school and district gross error rates. Overall, teacher coverage of the district-collected data was comparable to the data collected from the schools. When comparing the gross error rate of all list pairs (regardless of format), the gross error rate for the schools was 5.11 percent compared to 5.74 percent for the districts. These overall rates suggest that the districts are able to provide TLF data of a comparable quality.

Table F-5. School and district teacher gross error rates (in percent) by reporting format: 2009 SASS field test

District and school reporting formats	Gross error rate ¹	
	School	District
District provided an electronic list in any format		
School provided electronic list in any format (10 schools)	4.34	9.18
School completed paper TLF (21 schools)	6.13	10.76
All school lists (31 schools)	5.54	10.24
District provided an electronic list in Excel template		
School provided an electronic list in Excel (8 schools)	2.42	1.90
School completed paper TLF (21 schools)	6.05	2.89
All school lists (29 schools)	4.81	2.55
All district lists, regardless of format		
School provided an electronic list (18 schools)	3.20	4.85
School completed paper TLF (42 schools)	6.09	6.19
All school lists (60 schools)	5.11	5.74

¹Gross error rate = Total number of listing errors/total teachers reported.

SOURCE: U.S. Department of Commerce, U.S. Census Bureau, Schools and Staffing Survey (SASS) Field Test, 2009 (previously unpublished tabulation).

The gross error rate for districts that were asked to provide an electronic list in any format was higher than the gross error rate for the paired schools, with a district gross error rate of 10.24 percent and a school gross error rate of 5.54 percent. However, the gross error rate for districts that were specifically asked to provide an electronic list using the Excel template was 2.55 percent, while the gross error rate of all the paired schools was 4.81 percent. An examination of the gross error rates of district respondents by the requested format (any format and Excel) reinforced the overall finding that teacher coverage was of a comparable quality for lists provided by schools and districts. The lower gross error rate for the districts asked to use the Excel template (2.55 percent) suggests that the use of the Excel template may result in better quality data. The template included columns for each of the appropriate variables with the goal of helping the respondents identify and provide the correct information.

When the district was asked to provide the electronic list of teachers in any format, both the paired schools that provided the information in an electronic file and the paired schools that provided the information on the traditional paper TLF had lower gross error rates than their districts. In both instances, the school information appeared to be more accurate than the district, with gross error rates of 4–6 percent, about half of the gross error rate of the paired districts. These results were less encouraging.

However, when the district was specifically asked to provide their electronic list of teachers in the Excel template, the districts provided teacher lists that were of comparable quality. The gross error rate for districts using the Excel template was 1.90 percent compared to 2.42 percent for the paired schools that provided an electronic list. The gross error rate for districts using the Excel template was 2.89 percent compared to 6.05 percent for the paired schools that completed the traditional paper form.

Schools that responded using the Excel template had lower gross error rates than schools responding using the traditional TLF. At the same time, the schools responding using the Excel template had higher gross error rates than districts responding using the Excel template. While the differences were small, these results provide evidence that teacher coverage would be comparable, and potentially better, when using teacher lists provided by the districts in an Excel template. Overall, these results provide evidence

that districts can and will provide a list of teachers that is of a comparable quality to lists provided by schools in terms of teacher coverage.

Substantive Accuracy

Substantive accuracy refers to the accuracy of the items the districts reported about each teacher. The districts provided lists of teacher names, along with the teacher’s subject matter, full-time or part-time status, teaching experience, and likelihood of continuing teaching. This information is used for teacher sampling; therefore, the accuracy of the information is important. The results in this section compare the responses of the corresponding districts and schools across the panels.

The information reported for each teacher independently by the district and the paired school was compared for each of the substantive items. A total of 60 district lists were compared to the electronic list or the TLF provided by the school. Any discrepancies were verified by calling both the school and district, and the results of these contacts were documented. The results for each list pair were compared for each of the substantive questions. For each school, analysts classified the accuracy in the following categories:

- school list more accurate than the district list (labeled “School list more accurate”);
- school list less accurate than the district list (labeled “District list more accurate”); and
- school list neither more nor less accurate than the district list (labeled “Lists equally accurate”).

Table F-6 presents the frequencies based on the above accuracy classification overall and for each of the substantive items. Overall, 19 (32 percent) of the school lists and 14 (23 percent) of the district lists were determined to be more accurate than their paired list. The remaining 27 (45 percent) of the corresponding school and district lists were determined to be equally accurate. Comparing the accuracy of the detailed teacher information from the schools and districts, the modal category for all but one item is, “Lists equally accurate.” When one list was more accurate than the other, the school list was more likely to be accurate; however, in most instances, the difference between the number of school lists and district lists that were more accurate than their paired list was relatively small.

Table F-6. Frequency distribution of list accuracy by type of substantive information: 2009 SASS field test

	School list more accurate	District list more accurate	Lists equally accurate	Cases not able to compare
Overall results	19	14	27	0
Teachers	22	10	28	0
Subject matter	12	12	33	3
Full-time/part-time status	10	7	39	4
Teaching experience	20	17	15	8
Status next year	6	1	32	21

SOURCE: U.S. Department of Commerce, U.S. Census Bureau, Schools and Staffing Survey (SASS) Field Test, 2009 (previously unpublished tabulation).

Table F-7 presents the frequencies based on the accuracy classification overall and for each of the substantive items for list pairs in which the school provided an electronic list. Table F-8 presents the frequencies based on the accuracy classification overall and for each of the substantive items for list pairs in which the school completed a paper form. As shown in table F-7, the electronic school list was generally more accurate than the paired district list, though, in many cases, the lists were equally accurate. As shown in table F-8, when the school completed a paper TLF, the lists were generally equally accurate overall and for each substantive item. When one list was more accurate than the other, it was the district list for all but one substantive item. Examining the two school groups by whether the school provided an

electronic file or completed the paper form did not change the conclusion that the districts and schools reported at similar levels of accuracy.

Table F-7. Frequency distribution of list accuracy by type of substantive information for schools that provided electronic lists: 2009 SASS field test

	School list more accurate	District list more accurate	Lists equally accurate	Cases not able to compare
Overall results	9	3	6	0
Teachers	10	3	5	0
Subject matter	9	4	5	0
Full-time/part-time status	5	1	8	4
Teaching experience	6	2	4	6
Status next year	2	0	9	7

SOURCE: U.S. Department of Commerce, U.S. Census Bureau, Schools and Staffing Survey (SASS) Field Test, 2009 (previously unpublished tabulation).

Table F-8. Frequency distribution of list accuracy by type of substantive information for schools that completed paper TLFs: 2009 SASS field test

	School list more accurate	District list more accurate	Lists equally accurate	Cases not able to compare
Overall results	10	11	21	0
Teachers	12	7	23	0
Subject matter	3	8	28	3
Full-time/part-time status	5	6	31	0
Teaching experience	14	15	11	2
Status next year	4	1	23	14

SOURCE: U.S. Department of Commerce, U.S. Census Bureau, Schools and Staffing Survey (SASS) Field Test, 2009 (previously unpublished tabulation).

Subject Matter Discrepancies

Table F-6 showed that 33 of 57 list pairs (58 percent) reported the same subject matter for the listed teachers. When differences occurred, the school and district were each more accurate in 12 cases. There were a variety of reasons for discrepancies in the subject matter. Many discrepancies occurred because a teacher taught multiple subjects, and the school or district listed only one of the subjects. Many of the errors were the results of the school marking an incorrect subject. A few cases had, for instance, fifth- or sixth-grade teachers listed as general elementary teachers, but these teachers taught specific subjects. The discrepancies arose when the school or district would list the specific subject taught and the other would list general elementary. In a couple of instances, a teacher used to teach one subject (what district reported), but now teaches a new subject; in these cases, the district didn't have updated records. Finally, another common mistake was that both schools and districts would classify subjects such as physical education, music, and art as "general elementary" rather than "other."

Tables F-7 and F-8 show that examining the different school groups by whether the school provided an electronic list or completed a paper form did not change the conclusion that the districts and schools reported teachers' subject matter at similar levels of accuracy.

Full-time/Part-time Status Discrepancies

Overall, 39 of 56 list pairs (70 percent) reported part- or full-time status with the same level of accuracy. As presented in table F-6, when differences occurred, the school was more accurate in 10 cases and the district was more accurate in seven cases. The reported errors occurred when schools marked part-time, indicating teachers were part-time at the school but full-time in the district. The converse also occurred; some schools listed teachers as full-time and the district had marked the teacher part-time because the teacher worked part-time in multiple schools. Each respondent made errors in a manner that may have been the result of not fully reading or understanding the directions, but the errors were not significantly more likely by either respondent, nor did they appear to present a systematic bias.

Tables F-7 and F-8 show that examining the different school groups by whether the school provided an electronic list or completed a paper form did not change the conclusion that the districts and schools reported teachers' full- or part-time status at similar levels of accuracy.

Teaching Experience Discrepancies

Overall, 15 of 52 list pairs (29 percent) reported teachers' experience with the same level of accuracy. As presented in table F-6, when differences occurred, the school was more accurate in 20 cases and the district was more accurate in 17 cases. Teaching experience discrepancies reported by the schools were often a result of the schools reporting their best estimate, which was not as accurate as the district report. Many of the schools reported that the district probably had better information on teacher experience. One school reported that they called their teachers and asked for their total experience, resulting in numbers that did not match the district-reported numbers. A few of the districts making errors reported the experience of teachers only for the sample school, rather than all the schools in which the teacher had taught.

Tables F-7 and F-8 show that examining the two school groups by whether the school provided an electronic list or completed a paper form did not change the conclusion that the districts and schools reported teachers' experience at similar levels of accuracy.

Discrepancies in Whether Teacher is Expected to be Teaching Next Year

Overall, 32 of 39 list pairs (82 percent) reported teachers' expected status next year with the same level of accuracy. As presented in table F-6, when differences occurred, the school was more accurate in six cases and the district was more accurate in one case. Most districts and schools provided this information, but this had the lowest response among the requested items. When asked why it was omitted, most respondents said the information was accessible, but they omitted it because it was time consuming to access. Most of the discrepancies between the school and district occurred as a result of the district not having an updated list of teachers planning to quit or retire the following year.

Tables F-7 and F-8 show that examining the two school groups by whether the school provided an electronic list or completed a paper form did not change the conclusion that the districts and schools reported teachers' status for the following year at similar levels of accuracy.

Dependent Verification

An additional aspect of the field test was a dependent verification. In the dependent verification group, schools were sent traditional paper TLFs prepopulated with the teacher information that the districts provided electronically. The dependent verification was included in case a second step was needed to improve the accuracy of the district-reported data. In fact, the district-reported data in the independent test was of comparable quality to the school-reported data, so a dependent process will not be needed if this methodology is implemented in the next SASS. The dependent results, however, reinforce the independent results with respect to the quality of data. In 40 percent of these dependent verifications,

districts were found to be equally as accurate as the schools. In just over half of the cases, the schools were found to be more accurate than the districts, but the overall gross error rate for the districts was still only 5.2 percent. It should be noted that this dependent verification would not catch school errors since the schools are confirming rather than independently reporting teacher lists.

Summary of Teacher Coverage and Substantive Accuracy

The preceding findings have answered the second primary research question. Districts were able to provide a list of teachers that was comparable in accuracy to the lists provided by schools. Moving beyond teacher coverage, it is clear that districts have access to and the willingness to provide the teacher-level substantive sampling information. The results suggest that, given the appropriate assistance with an Excel template, districts provide either equally accurate or more accurate information across most measures. It is also important to note that districts responded at a higher rate than schools in this study. All of these findings weigh in favor of the new methodology when considering the potential value of any changes to the SASS collection methodology.

Information Availability and Timing

The website that respondents used to provide their list of teachers included several follow-up questions. The first follow-up question asked around what date the school or district would be able to provide a complete listing of teachers working in the school(s). Seventy-four districts and 21 schools responded to this question; however, not all responding entities provided a list of teachers. Responses to the follow-up questions indicated that there is a wide range of dates that schools and districts are able to provide the information for their full roster of teachers. Overall, it does appear that many of the districts may be able to provide this information earlier than the schools. Table F-9 provides the number of districts and schools that reported being able to provide a list of teachers during each month. A substantially higher percentage of districts than schools could report teacher rosters before July (32 percent and 14 percent, respectively). However, it should be noted that all schools reported being able to provide the information by November, while a few districts would not have full roster information available until December.

Table F-9. Earliest month that districts and schools can provide teacher list: 2009 SASS field test

Month	District			School		
	Number	Percent	Cumulative percent	Number	Percent	Cumulative percent
January	3	4.05	4.05	0	0.00	0.00
February	1	1.35	5.41	1	4.76	4.76
March	0	0.00	5.41	0	0.00	4.76
April	0	0.00	5.41	0	0.00	4.76
May	2	2.70	8.11	1	4.76	9.52
June	18	24.32	32.43	1	4.76	14.29
July	9	12.16	44.59	0	0.00	14.29
August	8	10.81	55.41	6	28.57	42.86
September	8	10.81	66.22	6	28.57	71.43
October	15	20.27	86.49	4	19.05	90.48
November	6	8.11	94.59	2	9.52	100.0
December	4	5.41	100.0	0	0.00	100.0

NOTE: Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Commerce, U.S. Census Bureau, Schools and Staffing Survey (SASS) Field Test, 2009 (previously unpublished tabulation).

The next follow-up questions asked whether the school or district would be able to provide the grade levels offered by each school and the schools' total enrollment number. Ninety-six districts and schools

answered these questions. All respondents said that they would be able to provide the grade range of each school in sample. Four of the 75 districts and two of the 21 schools that responded said they would not be able to provide total enrollment; all others said they would be able to do so.

The final question asked what office or area of the school district prepared the listing of teachers. Overwhelmingly, the district files came from the Human Resources Department. Other sources included the Superintendent's office, the Finance Department, and the Information Technology Department. Some districts even obtained the list from the school.

Debriefing Questions

After the data collection ended, the Census Bureau called some school districts to ask them follow-up questions. Districts were called for one of three reasons: the district provided a file, but not in Excel; the district provided a file, but did not include all of the requested information; or the district did not provide a file.

Districts That Provided a File, but Not in Excel

Almost all schools and districts in the sample provided their files in Excel. For districts that provided a file, but not in Excel, the Census Bureau staff contacted the respondent by phone to ask if the district was able to export their teacher data into Excel. If yes, staff asked if it was a difficult or time-consuming process, and if no, staff asked in what other formats the district could provide the file. Finally, staff asked if it would have been easier to produce a hard copy listing of the requested information. Only two districts provided a file that was not in Excel. One of the districts said it was not possible this year to export the data into Excel, but next year they would be able to provide an Excel file. This district also said that in the future, they would rather provide a paper copy of the TLF, but that it is not too hard for them to provide electronically. The other district said they are only able to do it in PDF format, but that it was extremely easy and they would be happy to supply the information again electronically in the future.

Districts That Provided a File, but Did Not Include All the Requested Information

For districts that provided a file, but not all the requested information, the Census Bureau staff contacted the respondent by phone to ask why the respondent was unable to provide the items missing and determine the best source for this information. One district that did not include full-time/part-time status, experience, and expected teaching status for next year said that they thought they had included the information, but mistakenly forgot it. The respondent said the information was easily accessible and that they could provide it in the future. Finally, she said it would definitely be better to contact the district for information in the future and that their schools forward anything like this to them anyway. Another district forgot to identify at which school each teacher listed was teaching. The respondent said in future surveys they would make sure it is clarified and that because it is a small district, it would not matter either way if the information was collected from the school or district. The last district did not list subject taught, full-time/part-time status, or expected teaching status for next year. The district pulled all the information from a report that is available within the district. There is no running list of updated information, so the information provided is all that is available. The district suggested obtaining the information from the state.

Districts That Did Not Provide a File

For districts that did not provide a file, the Census Bureau contacted the district staff by phone to ask if the district would have the ability to electronically provide: 1) a full roster of teachers; 2) grade levels; and 3) total enrollment numbers for schools in their districts. Of the 12 districts called, only one stated that they would not be able to provide teacher names. The remaining stated that in the future they would be able to provide the information requested. All but one district stated that they could provide the

information before or during the school year. The remaining district stated that the information would not be available until after the school year began.

Caveats

There are a few caveats that should be noted when reviewing the results of the field test. The sample sizes for this study were limited, so the level of confidence in these results is somewhat limited. To illustrate, assuming simple random sampling, a sample size of 60 would require about a 4.5 percent difference in gross error rates to say there is a difference. A sample size of 175 would require a 2.7 percent difference.

In addition, the panels were not assigned randomly. This could have introduced a state effect. However, since all panels were selected from multiple states, the potential impact of this is likely to be small. The time of year could also have had an impact. In SASS, list collection begins in August and is mostly completed by November. The data collection for the field test began on November 23, 2009, and was completed on March 26, 2010.

Another potential drawback is that districts may refuse to provide the list and may refuse to allow their schools to participate in the SASS when contacted. In the field test, two large districts refused for their schools. This eliminated 25 schools from the test and could have a significant impact in the SASS if districts are contacted rather than schools.

Recommendation

Based on the results of the field test, the Census Bureau recommended implementing the methodology for the 2011–12 SASS. The data collection operations conducted for the field test worked well and resulted in a response rate of 72 percent for all districts. The Census Bureau recommended that similar operations be implemented for the 2011–12 SASS. District offices should be contacted by telephone prior to the beginning of SASS data collection to determine the appropriate contact person for the list of teachers. As the districts that were asked to provide the teacher list using the Excel template had a higher response rate and provided more accurate teacher data, the initial letter should request that the district provide a list of teachers using the Excel template. Follow-up efforts should include a reminder letter and telephone follow-up.

If districts are unable to complete the electronic version or prefer a paper copy, then a paper TLF should be available as well. If districts refuse to provide the information or do not respond to the request, then the Census Bureau should contact the schools and ask them to provide this information either electronically or by completing a paper TLF.

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Appendix G. Cognitive Testing of Schools and Staffing Survey Items Summary of Findings and Recommendations, September 2010

This appendix contains a report prepared by ICF Macro. Its contents are listed below.

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Introduction

In the spring and summer of 2010, the Census Bureau contracted with ICF Macro, a research and evaluation company headquartered in Calverton, Maryland, to plan and carry out a series of cognitive interviews with teachers, principals, and school district personnel. The purpose of these interviews was to gather feedback on proposed questions for the Schools and Staffing Survey (SASS), a national educational survey that is administered by the National Center for Education Statistics (NCES) and the Census Bureau. This report is a summary of the feedback that ICF Macro collected from participants, as well as recommendations for revisions to the items.

The SASS consists of several different instruments, including a questionnaire for teachers, a questionnaire for principals, a questionnaire that asks for information about a school's programs and resources, and a questionnaire that is completed by personnel at the school district level. In this case, the Census Bureau asked that ICF Macro test proposed questions for all four of these instruments.

Participants were recruited from several sources, including a list provided by NCES of schools and educators in the SASS sampling frame, a list purchased from an outside vendor, and an ICF Macro database of educators. An e-mail was sent out to potential participants that described the study and offered an incentive to those who participated. Interested participants who contacted ICF Macro by telephone or e-mail were then screened and scheduled for an interview.

Interviews for all of the questionnaires averaged 45 to 60 minutes and were conducted by phone. Prior to each interview, the participant was e-mailed a copy of the proposed items and told to print them out. Participants in the teacher, principal, and school questionnaire testing were asked not to read the items before the interview. Participants in the district testing were asked to review the items before the interview to ensure that they had the information they would need to respond.

During the interview, participants were asked to answer each of the proposed items as they normally would if they were answering a paper survey. As they answered each item, they were asked to “think aloud”—that is, to describe out loud what they were thinking as they read and answered the question and point out anything that surprised or confused them. After the participant had answered a set of items, the interviewer would then ask a series of follow-up questions or probes and get clarification of responses as necessary. If a skip pattern caused a participant not to respond to an item, he or she was later asked to review the item and provide feedback.

The following sections address each of the four questionnaires—district, school, principal, and teacher—separately. Each section provides a brief summary of the participants that were recruited, and then provides findings and recommendations for each of the tested items.

Testing of Items for the District Questionnaire

Description of Participants

Twelve district representatives were interviewed to obtain their feedback on the proposed items to the district questionnaire. Three of the representatives were from small districts (of 1,000 or fewer students), seven were from medium districts (of 1,001–3,500 students), and two represented large districts (of 3,500 or more students). Participants were from the following states:

- California;
- Georgia;
- Massachusetts;

- Michigan;
- Nebraska;
- New Jersey;
- Ohio;
- Pennsylvania;
- Tennessee;
- Virginia; and
- Washington

Summary of Findings

The following section summarizes the results of the interviews testing items for the District SASS Questionnaire. Under each item tested, we describe key findings as well as recommendations.

ITEM 1

Around the first of October, how many SHORT-TERM substitute teachers of any grades K–12 were eligible to teach in this district?

Record HEAD COUNTS, not FTEs (full-time equivalent).

Do NOT include teachers who teach ONLY prekindergarten, postsecondary, or adult education.

__ __ __ Short-term substitute teachers

Findings

- Approximately half of participants were able to answer this item accurately and provide an exact head count.
 - Two participants estimated the answer because the district does not keep a list for prior years. (This problem was largely due to the timing of the interviews, and would be less of a problem in November, when the survey is administered.)
 - One participant was unable to answer this item because a third party provides substitutes for the district and the district does not have access to the total number in that “pool.” She would have left the question blank.
 - One participant interpreted “eligible to teach” as meaning only fully-licensed substitutes. Thus, she included only fully licensed substitutes in her count, even though the district also uses substitutes who are not fully licensed.
 - One participant provided the number of substitutes used, rather than those who were available.
- None of the participants included substitutes who teach only prekindergarten, postsecondary, or adult education.

Recommendations

- No modifications are recommended for this item.

ITEM 2

Does this district have a policy to encourage teacher attendance or prevent teachers from using an excessive amount of unplanned leave?

(e.g., buying back unused leave, counting unused leave toward retirement, rewards for perfect attendance)

Yes

No

Findings

- In general, participants easily understood what this item was asking and responded accurately.
- All participants interpreted “unplanned leave” as taking sick or personal leave that was not scheduled in advance.
- When asked to provide examples of policies that might be included in this item, participants’ responses included:
 - buying back unused sick and/or personal leave (annually or at retirement);
 - applying unused sick leave toward retirement; and
 - receiving a bonus for not exceeding a certain number of sick days in a school year.
- One participant responded “Yes” but was unsure if the policy in his district should count, as it is actually a stipulation in the teachers’ contracts and not technically a district-level policy.

Recommendations

- No modifications are recommended for this item.

ITEM 3

Are the following criteria used in considering applicants for teaching positions in this district?

Mark (X) only one box.

- a. Full standard state certification for field to be taught**
 - Yes
 - No
- b. At least emergency or temporary state certification or endorsement for field to be taught**
 - Yes
 - No
- c. Graduation from a state-approved teacher education program**
 - Yes
 - No
- d. College major or minor in field to be taught**
 - Yes
 - No
- e. Passing score on a STATE test of basic skills**
 - Yes
 - No
- f. Passing score on a STATE test of subject knowledge**
 - Yes
 - No
- g. Passing score on a local DISTRICT test of basic skills or subject knowledge**
 - Yes
 - No
- h. Passing score on the Praxis Series Core Battery Test of Professional Knowledge**
 - Yes
 - No
- i. Passing score on the Praxis II: Subject Assessment in a specific content area**
 - Yes
 - No
- j. Passing score on the Praxis III: Teacher Performance Assessment in a specific content area**
 - Yes
 - No

Findings

- Some participants were unsure how to respond to some or all of *parts (c) through (j)* because these criteria are part of the requirement to be certified in their state, and are not specifically considered a *district* requirement. All of these participants responded “Yes” to the relevant items.

- *Part (a):*
 - Some participants were unsure of what was meant by “full standard state certification” and thought this needed to be clarified. These participants were unclear whether this would include preliminary or alternative certification.
 - Another participant responded “Yes” (even though it does not matter what certification applicants hold) because she thought the district would “look bad” if she said “No.”
- *Part (c):* For one participant, the answer to *part (c)* would be “Yes” for some teachers but “No” for others—for example, people with a business degree may teach business courses in his district without having graduated from a state-approved teacher education program. The participant responded “No” to this item.
- *Part (d):*
 - For one participant, a major or minor in the field to be taught would only be considered if it were necessary for “highly qualified” status. She indicated that she would write in “it depends.”
 - Another participant responded “No” to this item because she felt it did not apply because there are only elementary school teachers in the district.
- *Part (g):* One respondent answered “Yes” to this item, even though the district does not have a test. He responded “Yes” because if the district did have a test, it would be required.
- *Parts (e) through (j):*
 - Two participants had difficulty with these items because they were not sufficiently familiar with the requirements to be sure of the correct answers. However, if actually completing the survey, at least one of the two would have asked someone who knew the answers.
 - Those participants who knew that the state test was the Praxis answered “Yes” to both the state and Praxis questions.

Recommendations

- To clear up confusion about how to respond if a certain criterion is applied to some but not all applicants or positions, consider revising the wording as follows:
“Are the following criteria **REQUIRED** for any teaching positions in this district?”

ITEM 4a

LAST SCHOOL YEAR (2008–2009), how many teachers of the following types were DISMISSED or did not have their contracts renewed?

Record HEAD COUNTS, not FTEs (full-time equivalent).

If none, please mark (X) the box.

If this district does not have a tenure system, please distinguish teachers based on the definitions provided.

Please include only classroom teachers, which means any staff member who currently teaches any regularly scheduled classes in any of grades K–12. Please do NOT include short-term substitute teachers, aides, or librarians who only teach library skills or how to use the library.

a. Total DISMISSED teachers: Include both tenured and nontenured teachers.

__ __ __ Teachers

None → GO TO item 6

Findings

- Nine of the participants reported that at least one teacher had been dismissed. For this entire series of items (4a through 4d), only one reported the FTE rather than head count.
- All participants followed the skip pattern correctly.
- Participants had a consistent understanding of who should be included in the count. For example, none of them said they would include a teacher's aide, but all would count a special education teacher who worked in several different classes.
- The wording in the question stem, "DISMISSED or did not have their contracts renewed," does not match the wording under *part (a)*, "Total DISMISSED teachers." While no participants pointed this out, it could be potentially confusing to respondents.

Recommendations

- In order to maintain consistency between the question and the response option, consider revising the wording under *(a)* as follows:
"Total teachers who were DISMISSED or did not have their contracts renewed."

ITEM 4b

b. Total dismissed teachers as a result of POOR PERFORMANCE:

Include both tenured and nontenured teachers.

__ __ __ Teachers

None → GO TO item 5

Findings

- Most participants did not have any difficulty with this item.
- Two participants said they did not know what was meant by "poor performance."
 - One respondent initially indicated that all of the dismissed teachers were dismissed as a result of poor performance; however, when she got to *Item 5* she said she would change her answer to

“None” for *Items 4b* through *4d* and would write in “duties and responsibilities” under “6—Other” in *Item 5*.

- The other respondent defined “poor performance” as getting three consecutive poor annual reviews, at which point the district would not rehire the teacher. She said that none of the teachers in her district were dismissed for that reason, but were not rehired because they failed to meet “highly qualified teacher” requirements. (This was her response to *Item 5*.)
- All participants who responded to this item followed the skip pattern correctly.

Recommendations

- Consider providing a definition for and/or examples of “poor performance.”

ITEM 4c

c. Of those teachers dismissed as a result of POOR PERFORMANCE, how many were nontenured teachers?

Nontenured teachers are often relatively inexperienced or novices. This includes teachers in their initial induction year, teachers who are on year-to-year contracts, and those teachers who have not entered a more permanent status, traditionally referred to as tenure.

None or ___ ___ ___ Teachers

Findings

- All participants indicated that their district has a tenure system.
- Some participants provided more specific definitions of a “nontenured teacher,” most of which included a description of a probationary period. However, all felt that the definition provided was sufficient and clear.
- All participants who said they understood the term “poor performance” found it easy to answer this question.

Recommendations

- No modifications are recommended for this item.

ITEM 4d

d. Of those teachers dismissed as a result of POOR PERFORMANCE, how many were tenured teachers?

Tenured teachers have satisfactorily completed a probationary period and were given a contract as a career or permanent employee.

None or ___ ___ ___ Teachers

Findings

- All participants who responded to this item said “None.”
- All participants who said they understood the term “poor performance” found it easy to answer this question.

- Some participants had a different or more specific definition of “tenured teacher,” but said the definition given was sufficient and clear.

Recommendations

- No modifications are recommended for this item.

ITEM 5

From the list below, select the first, second, and third most common reasons that teachers were dismissed or did not have their contracts renewed LAST SCHOOL YEAR (2009–2010).

1—Layoffs due to school closings or school mergers

2—Layoffs due to reduced enrollment

3—Layoffs due to a reduction in force, unrelated to reduced enrollment or school closings

4—Failure to meet Highly Qualified Teacher (HQT) requirements

(Generally, to be Highly Qualified, teachers must 1) have a bachelor’s degree; 2) hold full state certification or licensure, including an “alternative certification”; and 3) demonstrate competency in the subject area(s) they teach. The HQT requirement is a provision under No Child Left Behind [NCLB].)

5—Poor performance of teachers

6—Other → Please specify _____

Enter the appropriate code (1-6) for each reason.

___ Most common reason

___ Second most common reason

___ Third most common reason

Findings

- Most participants had no difficulty identifying the most, second most, and third most common reasons teachers were dismissed in their district last school year. In cases where there was only one reason, participants left the second and third reasons blank.
- One participant responded based on the most common reasons teachers are *typically* dismissed in the district, not just for that past year.
- Five participants selected “6—Other” as one of the most common reasons teachers were dismissed. These participants provided the following descriptions of why teachers had been dismissed:
 - misconduct with students;
 - personal reasons;
 - duties and responsibilities;
 - not a good fit;
 - interns failing to complete all requirements to obtain their teaching license or certificate; and
 - temporary hires being let go.

- One participant had two “other” reasons. For “6—Other” she wrote “*duties and responsibilities,*” and listed “6” as the most common reason. She then created “7—Other,” wrote “*temporary hires,*” and listed “7” as the third most common reason. This participant listed “5—Poor performance of teachers” as the second most common reason.
- Several participants suggested that “inappropriate behavior with students,” should be added to the list of possible responses. Another thought the item should specify how dismissals due to “budget issues” should be categorized.

Recommendations

- Consider adding “**inappropriate behavior with students**” as a response option.
- Consider adding “(e.g., **due to budget cuts**)” as an example for response option 3.

ITEM 6
Is there a salary schedule for TEACHERS in this district?
__ Yes → GO TO item 8.
__ No

Findings

- All participants responded “Yes” to this item.
- None of the participants had any difficulty with the item itself; however, approximately half missed the skip pattern and responded to *Item 7*.

Recommendations

- Because problems with the skip pattern may be due to the testing environment, no modifications are recommended for this item.

ITEM 7
What would be the normal yearly base salary for a teacher with a bachelor’s degree and no teaching experience in this district?
<i>Please report salaries in whole dollars.</i>
\$ __ __ __, __ __ __.00 per year → GO TO item 9a

Findings

(Note: Due to the skip pattern in Item 6, only respondents from districts that do not have a salary schedule would respond to this item)

- While all of the districts represented in the interviews had salary schedules, respondents were asked to read through the item and give feedback. All participants said this item was clear and they would not have any difficulty responding to it.

Recommendations

- No modifications are recommended for this item.

ITEM 8

According to the salary schedule, what is the normal yearly base salary for—

Please respond to each of the options.

If this district's salary schedule does not include the specific degree and experience combination, report the salary that a person with this degree and experience would earn.

Report in whole dollars.

- a. **A teacher with a bachelor's degree and no teaching experience?**
\$_____, _____00 per year
- b. **A teacher with a bachelor's degree and 10 years of teaching experience?**
\$_____, _____00 per year
- c. **A teacher with a master's degree and no teaching experience?**
\$_____, _____00 per year
- d. **A teacher with a master's degree and 10 years of teaching experience?**
\$_____, _____00 per year
- e. **A teacher with a master's degree and 15 years of teaching experience?**
\$_____, _____00 per year
- f. **A teacher at the highest possible step on the salary schedule?**
\$_____, _____00 per year

Findings

- Most participants were able to use their district's salary schedule and fill in these answers without any difficulty.
- In all cases, participants' responses to *part (e)* were several thousand dollars higher than their response to *part (d)*. Responses to *part (f)* were \$7,000 to \$27,000 higher than responses to *part (d)*.
- One respondent found it difficult to answer this question because the salary schedule in her district is organized by credits, not by educational degrees. For that reason, she noted that a Master's degree might fall into one of several columns on the schedule.
- For two districts, teachers get a specific stipend for having a Master's degree. One participant wrote in this stipend separately ("+\$2,479") on *parts (c)* through *(f)*. The other included it in her answer for *parts (c)* through *(e)*, but wrote it in separately ("+\$2,000") only on *part (f)*.
- *Part (f)*: One respondent wrote in the stipend that teachers receive for National Board Certification ("+\$2,479") as well as teaching a hard-to-staff subject ("+\$500").

Recommendations

- Consider including the following direction:
"Include in your responses any stipends that teachers receive for educational degrees, but not stipends that are provided for other reasons (e.g., National Board certification)."
- To limit the number of instructions that are provided with this item, consider eliminating the instruction to **"Report in whole dollars."**

ITEM 9a

a. Does this district currently use any pay incentives to recruit or retain teachers to teach in fields of shortage?

Yes

No → GO TO item 10a

Findings

- Most participants did not have any difficulty responding to this item.
- One participant was unsure whether to include incentives that were provided by the state, rather than the district. Because the question specifically asks if the district uses incentives, she answered “No.”
- One participant answered “Yes,” referring to incentives given to school psychologists.

All but one participant followed the skip pattern correctly.

Recommendations

Depending on the intent of the item, consider revising the wording as follows:

“Does this district or state currently use any pay incentives...”

Alternatively, consider including an instruction that indicates whether participants should include incentives paid by the state.

To increase the likelihood that people who should complete *Item 9b* do complete it, consider revising the wording of *Item 9a*, for example, **“Does this district or state currently use any pay incentives to recruit or retain teachers?”**

Depending on the intent of the item, consider including an instruction that indicates whether participants should include incentives paid to nurses, school psychologists, and similar staff.

ITEM 9b

Are pay incentives offered to recruit and retain teachers to teach in the following fields?

General elementary

Yes

No

Special education

Yes

No

English or language arts

Yes

No

Social studies

Yes

No

Computer science

Yes

No

Mathematics

Yes

No

Physical sciences

Yes

No

Biological or life sciences

Yes

No

English as a Second Language (ESL) or bilingual education

Yes

No

Foreign languages

Yes

No

Music or art

Yes

No

Career or technical education

Yes

No

Findings

Most participants did not have any difficulties with this Item, and their responses were consistent with *Item 9a*.

One participant had responded “Yes” to *Item 9a* because incentives are given to school psychologists, but she did not know where to reflect that in *Item 9b*. She responded “No” to all parts of the question.

One participant had answered “No” to *Item 9a* but responded “Yes” to all parts of *Item 9b* because the district gives a “local supplement” to all teachers.

Some suggestions for additional options included: “allied professionals” (e.g., nurses, school psychologists), library specialists, and remedial residing specialists.

Recommendations

Depending on the intent of the item, consider adding response options that reflect the staff suggested by respondents (listed above).

ITEM 10a

This school year, does this district use an alternative compensation system in addition to or instead of a salary schedule or hourly pay for any employees?

(An alternative compensation system is any structure of pay that is not based on a traditional salary schedule but on other factors such as performance, hard-to-staff schools or positions, professional development, professional leadership, etc.)

Yes

No → GO TO item 11

Findings

Most respondents did not have difficulties with this item. All but two responded “No” and followed the skip pattern correctly.

The “alternative compensation systems” offered by the two participants who said “Yes” were as follows:

One respondent said that if the district meets a student achievement goal, two required after-school meetings are eliminated. She considered this an alternative way of compensating teachers for student performance.

The other respondent interpreted the phrase “traditional salary schedule” in the instructions to mean the salary schedule used for teachers. Because the salary schedules used for administrative and support staff are different from that used for teachers, she responded “Yes” to this item.

Recommendations

No modifications are recommended for this item.

ITEM 10b				
Which of the following employees are paid according to an alternative compensation system and to what extent?				
	None of these employees	All schools or employees	Pilot/experimental schools or employees	Selected schools or employees (e.g., high schools only)
1. School administrators (e.g., principals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. School support staff (e.g., teacher aides, bus drivers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

Most participants skipped this item because they had answered “No” to *Item 10a*. None had any difficulty understanding what the question was asking.

The responses to this item from the two participants who said “Yes” to *Item 10a* were consistent with what they were considering “alternative compensation systems” in their districts.

Recommendations

No modifications are recommended for this item.

ITEM 11

Which of the following are features of the compensation system used for TEACHERS in this district?

		b. What form of compensation is offered to TEACHERS?		
		<i>Mark (X) all that apply</i>		
a. Offered to any TEACHER in district?		Permanent increase to base salary	Cash bonus (excluding reimbursements)	Noncash bonus (e.g., loan forgiveness)
1. Years of service (i.e., step increase)	<input type="checkbox"/> Yes → <input type="checkbox"/> No ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Completion of degrees or credit hours	<input type="checkbox"/> Yes → <input type="checkbox"/> No ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Completion of National Board of Professional Teaching Standards (NBPTS) certification	<input type="checkbox"/> Yes → <input type="checkbox"/> No ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Completion of professional development	<input type="checkbox"/> Yes → <input type="checkbox"/> No ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Results of peer evaluations	<input type="checkbox"/> Yes → <input type="checkbox"/> No ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Results of administrator evaluations	<input type="checkbox"/> Yes → <input type="checkbox"/> No ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Results of student test scores—entire school	<input type="checkbox"/> Yes → <input type="checkbox"/> No ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Results of student test scores—individual teachers	<input type="checkbox"/> Yes → <input type="checkbox"/> No ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Meeting student nontest learning or behavioral objectives—entire school	<input type="checkbox"/> Yes → <input type="checkbox"/> No ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Meeting student nontest learning or behavioral objectives—individual teachers	<input type="checkbox"/> Yes → <input type="checkbox"/> No ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Assignment to a hard-to-staff school	___ Yes → ___ No ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Teaching a hard-to-staff subject	___ Yes → ___ No ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Other → Please specify	___ Yes → ___ No ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

In general, respondents were able to identify which methods of compensation were employed by their district, and the type of compensation offered. All teachers indicated that they provided a permanent increase to base salary for years of service (*part 1*) and completion of degrees or credits (*part 2*).

Some participants were not sure what was meant by “nontest learning or behavioral objectives” in *parts (9) and (10)*. When asked to provide examples of what these objectives might be, participants mentioned behavioral objectives for special education students, citizenship, and “following the rules.” However, none of the participants could provide examples of how these objectives could be tied to compensation.

The participant whose district allows teachers to attend fewer meetings if they meet achievement targets responded “Yes” to *part (7)* and selected “noncash bonus.”

Based on participants’ responses to *Item 10a*, none should have responded “Yes” to *Parts 3 to 13* of this item. However, this was not always the case:

Part (3): More than one-third of participants indicated that they offer a permanent increase to salary or cash bonus to teachers who complete NBPTS certification. None of these participants, however, responded “Yes” to *Item 10a*.

Part (4): Two of the participants said their districts gave teachers a permanent increase to their base salary for completing professional development. Neither had responded “Yes” to *Item 10a*.

Part (6): One participant indicated that teachers may receive a permanent increase to their base salary tied to the results of administrator evaluations. She did not consider this to be part of an “alternative compensation system,” and responded “No” to *Item 10a*.

Part (12): One participant said “Yes” and selected “permanent increase to base salary” because they do have a permanent increase to base pay for hard-to-staff subjects. This participant did not consider this to be part of an “alternative compensation system,” and responded “No” to *Item 10a*.

Part (13): Two participants selected “Yes” and “cash bonus” for this item—one because school psychologists are given a cash bonus, and the other because teachers who mentor another teacher over the summer are given a cash bonus. As above, both responded “No” to *Item 10a*.

All participants were able to distinguish between *part (7)* and *part (8)*.

The current wording for this item asks about the features of the compensation system for “teachers.” When asked if their answers would change if the question specified “K–12 teachers,” participants indicated that their responses would remain the same.

Recommendations

There were a number of inconsistencies between participants’ responses to *Item 10a* and *Item 11*. Because of these inconsistencies, we would recommend eliminating *Item 10a* and defining whether a district has an alternative compensation system based on their answers to *Item 11*.

<p>ITEM 12</p> <p>Does this district grant high school diplomas? <i>Do not include vocational certificates, certificates of attendance, or certificates of completion.</i></p> <p>___ Yes ___ No → GO TO item 14a</p>

Findings

No participants had any difficulty with this item.

All participants followed the skip pattern correctly.

Recommendations

No modifications are recommended for this item.

<p>ITEM 13</p> <p>For high school graduates of the class of 2010, how many years of instruction are required in each of the following areas for a standard diploma? <i>Record the number to the nearest TENTH, e.g., 3.0, 2.5, etc.</i> <i>If none, please mark (X) the box.</i></p> <p>English or language arts <input type="checkbox"/> None or ___ Years</p> <p>Mathematics <input type="checkbox"/> None or ___ Years</p> <p>Computer science <input type="checkbox"/> None or ___ Years</p> <p>Social sciences, social studies (e.g., history, geography, economics) <input type="checkbox"/> None or ___ Years</p> <p>Science <input type="checkbox"/> None or ___ Years → 1. Physical or biological sciences ↓ ___ None or ___ Years</p> <p>Foreign languages ___ None or ___ Years</p>

Findings

Most participants had no difficulties with *parts (a), (b), (c), (d), and (f)*.

Most participants found *part (e)* to be very confusing, and some indicated that due to their confusion they would skip the question altogether. There were several issues that came up related to this part of the item:

- Participants were unsure whether *part (e1)* was supposed to be a subset of *part (e)*. Based on responses, it appeared that most assumed that it was a subset—that is, that the response to *part (e1)* had to be less than or equal to the number they placed in *part (e)*.
- Two participants were not sure why physical and biological sciences were treated as a single group. Because their districts require one year of biology and one year of physical science, they both wrote in under *part (e1)* “one year of each.”
- Most participants could not think of any science courses that would not fall under “physical or biological sciences.” Therefore, several commented that they did not understand why *part (e1)* was separated from *part (e)*.
- Some participants thought this item was referring to whether students were required to take specific physical science or biology courses. In other words, if students were required to take one year of biology, one year of chemistry, and two years of additional science courses of their choosing, these participants would provide a response of 2.0 for *part (e1)*—even if the two additional courses students took would likely be biology or physical science courses as well.

Recommendations

Consider revising the wording of Item *part (e1)* to more clearly reflect the intent of the question.

ITEM 14
Does this district have any prekindergarten students?
<input type="checkbox"/> Yes
<input type="checkbox"/> No → GO TO item 15a

Findings

Most participants did not have any difficulties with this item.

One participant hesitated because her district does not enroll any prekindergarten students, but does offer services to children of that age (e.g., rehabilitation services and speech therapy). She responded “No.”

All participants followed the skip pattern correctly.

Recommendations

Consider revising the wording as follows: “**Does this district enroll any prekindergarten students?**”

ITEM 14b
Around the first of October, how many prekindergarten students were enrolled in this district?
_____, _____ Prekindergarten students

Findings

Most participants did not have any difficulties with this item.

The participant who had trouble with the previous item said this item was clearer because of the use of the word “enroll” rather than “have.”

One of the participants indicated that she would probably estimate the number, but would be able to provide a good estimate.

Recommendations

No modifications are recommended for this item.

ITEM 15a
Does this district participate in the National School Lunch Program?
<input type="checkbox"/> Yes
<input type="checkbox"/> No → End of survey

Findings

Participants did not have any difficulties with this item.

All participants followed the skip pattern correctly.

Recommendations

No modifications are recommended for this item.

ITEM 15b
b. Around the first of October, how many students in this district were APPROVED for free or reduced-price lunches?
<i>Report a separate count for prekindergarten students.</i>
<i>If none, please mark (X) the box.</i>
<input type="checkbox"/> None or _____, _____ K–12 students approved
<input type="checkbox"/> None or _____, _____ Prekindergarten students approved

Findings

Most participants did not have any difficulties with this item.

One participant said she would have to estimate her response to this item because the list of students receiving free or reduced-price lunches is constantly being updated and they do not keep a historical record. She noted that the closer to the date she was asked, the better the estimate would be.

One participant was able to provide the *total* number of students approved for free or reduced price lunch, but was not able to break that number down between K–12 and PreK students. She indicated that if the survey came during the school year, she would be able to better answer the question because the person who has access to that information is a 10-month employee and is not there during the summer.

Recommendations

No modifications are recommended for this item.

Items Related to Collecting Information and Increasing Participation

In addition to testing the previous items for the Schools and Staffing Survey, the Census provided ICF Macro with several other questions related to collecting information and increasing participation from districts. Responses to these items are provided below.

Principal Contact Information

All but one participant indicated that they would be willing to provide the U.S. Department of Education (ED) with the names and e-mail addresses of the principals in their district. The remaining participant indicated that she would have to first get permission from the superintendent.

Six participants said the list of schools and principals would be finalized in July, two said it could be as early as May, two said no sooner than August 1, and the remaining participant indicated that the lists would be finalized in June.

All but one of the participants indicated that their district had a public website with principal e-mails.

All participants would be willing to provide principals' names and e-mail addresses over the phone for up to approximately 10 schools. All were also willing to provide this information by e-mail as an Excel attachment. However, participants in smaller districts thought it would be easier to do so in the body of an e-mail, rather than as an attachment.

All participants said that they could provide a table of principal contact information either for all schools in their district, or for a subset identified by ED. A few thought it might be easier to provide the information for a subset only, but most had no preference. All participants were also willing to fax principal contact information to the Census Bureau or ED.

All but two participants would be willing to upload a file to a website, provided that it was secure. The other two were concerned that uploading the file might be more complicated or time-consuming than e-mailing or faxing the information.

Teacher Contact Information

All but one participant said they would be willing and able to provide ED with a list of all teachers working at their schools, and would be able to identify those teachers who were in their first year of teaching. The participant who was unwilling to do so said it would be cumbersome to get this information. She also had concerns about teachers' privacy, and indicated that she would have to know exactly what the information would be used for.

Grade Range and Closing Information for Schools

All participants said they would be willing and able to provide the range of grades served by the schools in their district and to identify whether any of the schools had closed.

Ideas for Increasing Participation

Participants were asked whether they had any ideas of what could be included with the survey to make it more likely that districts would participate. Suggestions provided by participants included providing a specific due date for when districts should respond, including a "press release" with more information about the study, or providing more detailed information about how participants' privacy would be ensured.

Testing of Items for the School Questionnaire

Description of Participants

Twelve principals were interviewed to obtain their feedback on items on the school questionnaire. Four were elementary school principals, four were middle school principals, and four were high school principals. The following states and the District of Columbia were represented:

- Arizona;
- Maryland;
- Michigan;
- Minnesota;
- Ohio;
- Pennsylvania;
- South Carolina;
- Wisconsin; and
- District of Columbia

Half of these participants were charter school principals, five were public school principals, and one was a private school principal.

Summary of Findings

The following section summarizes the results of the interviews testing items for the School SASS Questionnaire. Under each item tested, we describe key findings as well as recommendations.

ITEM 1a

Does this school have any special requirements for admission other than proof of immunization, age, or residence?

___ Yes

___ No → GO TO item 2a

Findings

Approximately one-third of participants did not follow the skip pattern correctly. After responding “No” to this item, they continued to *Item 1b* instead of going to *Item 2a*.

Only one of the 12 respondents had admission requirements at their school that could be considered “special”—a principal at an alternative school that only accepts “over aged” students. However, this participant responded “No” to this item.

One principal at a public elementary school seemed to misread the question and responded “yes,” even though her school had no special requirements for admission.

Recommendations

Although one-third of participants did not follow the skip pattern correctly, this could be partly due to the fact that they were in a testing environment and thought they had to answer every question, even though they were initially told to follow all skip patterns.

To better emphasize the skip pattern, consider rephrasing the question as follows,

“Does this school use any requirements other than proof of immunization, age, or residence when deciding whether to admit students?”

ITEM 1b

Does this school use the following requirements for admission?

Admission test

Yes

No

Standardized achievement test

Yes

No

Academic record

Yes

No

Special student needs (e.g., students “at risk” or with disabilities)

Yes

No

Special student aptitudes, skills, or talents

Yes

No

Personal interview

Yes

No

Recommendations

Yes

No

Lottery system

Yes

No

School-parent compact

(This is a contract between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school’s policies)

Yes

No

Findings

Participants who should have skipped this question proceeded to answer it, by identifying items from the list that they used in their admission process. For example:

- Several schools requested students’ academic record (*part 3*) and so principals in these schools selected this option even though it was not a requirement for admission.
- Several charter schools also used a lottery system only if they had more students trying to register than available spaces in a given year. Some of these principals responded “Yes,” and others responded “No.”
- All participants were asked to provide feedback on this question regardless of whether or not they should have answered it. Questions some participants were confused by or commented on are summarized below:
 - *Part (2)*: One alternative school principal who uses standardized tests to determine the academic level of incoming students was not sure how to answer this question. He left it blank.

- *Part (4)*: Two charter school principals said they did not understand what this question was asking.
- *Part (8)*: For the most part, participants shared a common understanding of how a “lottery system” worked. However, some principals explained it as a random draw process that *all students* needed to participate in to be admitted to the school, while other principals explained it as the random draw process that *waitlisted students* participated in to fill remaining seats.
- *Part (9)*: Most participants understanding of a “school-parent compact” aligned with the definition provided in the item. However, one participant had a very different understanding. She stated, “A compact would be for parents who do work for the school. Like parents that work to help to get a charter started or make other contributions. The compact ensures admission of their child in exchange for the work.” A compact (the listed definition or her own definition) was not a requirement of admission to this principal’s school, so her confusion about what a compact is did not impact her answer.

Recommendations

As shown below, consider making four changes to this item:

- Changing the wording of the question;
- Adding the phrase “student scores” to *parts (1)* and *(2)*;
- Changing the examples for *parts (4)* and *(5)*; and
- Changing the wording of *part (8)*.

Does this school use the following criteria when deciding whether to admit students?

Student scores on an admission test

Student scores on a standardized achievement test

Academic record

Special needs (e.g., giving preference to students “at-risk” or students with disabilities)

Special aptitudes, skills, or talents (e.g., giving preference to academically gifted, or fine arts students)

A personal interview

Recommendations

A lottery system in which new students must participate

A signed school-parent compact (*This is a contract between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school’s policies.*)

ITEM 2

Are the following programs or services currently available AT THIS SCHOOL for students in any of grades K–12 or comparable ungraded levels, regardless of funding source?

Extended day program providing instruction beyond the normal school day for students who need academic assistance

— Yes

— No

Before-school or afterschool day care programs

— Yes

— No

Before-school or afterschool enrichment programs

— Yes

— No

Findings

Every participant responded “Yes” to at least one question.

Principals had different understandings of what distinguished *part (a)* (extended day programs) from *part (c)* (enrichment programs). Most participants thought that *item (a)* referred to programs that provide support for children that are struggling or need remediation, while *option (c)* would be open to all students or those who are “on-track.” However:

- Two principals thought there was no difference between *part (a)* and *(c)*, because all before-school and afterschool programs are extended day programs that offer enrichment.
- Another principal thought that programs under *part (a)* would be open to all students, while enrichment programs under *part (c)* would be open to struggling students or those who volunteer.
- Most principals shared a common understanding of the difference between *part (b)* (day care programs) and *part (c)* (enrichment programs). They indicated that day care programs did not offer instruction to students, and they were primarily to “babysit” students. A few principals did comment that a before or afterschool day care program could also be considered an extended day program.
- Two principals commented that they were unfamiliar with the phrase “comparable ungraded levels.” One thought it referred to schools that offered prekindergarten. The other thought that the use of the term “ungraded” was referring to how schools compared with each other (i.e., use of “grades” for accountability). Both principals, however, eventually ignored the phrase and continued to answer the question as intended.

Recommendations

As shown below, consider making two changes to this item:

- Changing the wording of *parts (a)* and *(c)* to make the difference between them clearer;
- Changing the order so that *parts (a)* and *(c)* are adjacent (again, to make the two parts easier for participants to distinguish).

Before-school or afterschool programs providing students who need academic assistance with instruction beyond the normal school day (e.g., tutoring, homework help)

Before-school or afterschool enrichment programs providing students with advanced academic instruction not available in the regular curriculum (e.g. <<insert appropriate examples here>>)

Before-school or afterschool day care programs

ITEM 3a

For THIS school year (2009–10), were there teaching vacancies in this school; that is, teaching positions for which teachers were recruited and interviewed?

Yes

No → GO TO item 4

Findings

Most principals did not have difficulty answering this question. However, there were some inconsistencies in how the question was interpreted.

One principal knew he had vacancies for 2009–2010 in June of 2009, and filled the vacancies in June 2009 prior to the start of the 2009–2010 school year. He did not consider these positions when answering this question.

Another principal interpreted “for which teachers were recruited and interviewed” to mean positions for which he had multiple candidates. He indicated that if he had a teaching vacancy that he filled using a current teacher, he would not count that position for this question.

One principal interpreted “for which teachers were recruited and interviewed” to mean positions for which he recruited and interviewed but did not hire a teacher—that is, unfilled vacancies.

One principal said her school does not “recruit,” because all vacancies are sent to the teachers’ union and she only interviews and selects from the candidates the union provides to her. However, she still responded “Yes” to this question as she thought this was what was intended.

Another principal also indicated that he does not “recruit” because he routinely has multiple candidates for each position and does not have to. This principal therefore responded “No” to this question.

Recommendations

Consider rephrasing this question as follows:

“For THIS school year (2009–2010), were there any teaching vacancies in this school that you filled, or tried to fill?”

ITEM 3b						
b. How easy or difficult was it to fill the vacancies for this school year in each of the following fields?						
<i>Mark (X) one box on each line.</i>						
	No positions in this school	No vacancy in this field	Easy	Somewhat difficult	Very difficult	Could not fill the vacancy
(1) General elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(2) Special education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(3) English or language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Computer science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) Biology or life sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(8) Physical sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) Other natural sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) English as a Second Language (ESL) or bilingual education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11) Foreign languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(12) Music or art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(13) Career or technical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

The majority of participants (8 of 12) did not accurately distinguish between the columns “No positions in this school,” and “No vacancies in this field.” In these cases, principals selected one column when they should have selected the other.

One principal left the entire row blank if he did not have that position in his school.

When specifically asked about the difference between the two columns, several principals realized that they had answered this item incorrectly. However, one principal still could not explain the difference, while two said there was no difference between the columns.

There was some inconsistency in how middle school principals responded to the questions about science positions. These principals indicated that their science teachers generally did not specialize in specific subjects, but taught grade-level curricula that covered multiple subjects. One principal “triple-counted” these teachers (i.e., included the teacher under all three science categories), while other principals counted the teacher once under the primary science content taught by the teacher.

All high school principals shared a common understanding of what positions could be classified as biology or life sciences. About half the high school principals were able to provide an example of a “physical science” course, and only one high school principal could provide an example of an “other natural science” course; her examples were botany or astronomy.

Recommendations

Provide examples of physical sciences (e.g., physics, chemistry) and “other natural sciences” (e.g., environmental science, earth science).

Consider adding a “middle school science” or “general science” position to the list.

Consider different labels for these categories (e.g., “Position does not exist at this school” and “No vacancies this year.”)

ITEM 4

Is this school a public CHARTER 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 regulations. A charter school may be a newly created school or it may previously have been a public or private school.)

- Yes
- No → End survey

Findings

Most principals did not have any difficulty answering this question. However, two principals (one of a charter and one of a traditional public school) commented that charter schools are not necessarily exempted from state or local rules. In neither case did this impact their answers to the question.

Recommendations

Although there was some disagreement with the definition of charter school used, all participants understood the question. No modifications are recommended.

ITEM 5

Which of the following best describes the origin of this public charter school?

- A converted public school
- A converted Bureau of Indian Education-funded school
- A converted private school
- A school originally established as a charter

Findings

All six principals who worked at charter schools knew the origin of their school, and most did not have difficulty answering this item. One principal of a school originally established as a charter, however, said

she did not understand the terms “converted public school,” or “converted Bureau of Indian Education-funded school.”

One principal said his school took over the charter of another charter school. He correctly responded, “A school originally established as a charter.”

One charter school principal added that private charter schools exist in Atlanta, and the authors of this survey may want to distinguish this type of school from other types.

Recommendations

No modifications are suggested for this item.

ITEM 6
Who granted the current charter?
<input type="checkbox"/> A school district
<input type="checkbox"/> The State Board of Education
<input type="checkbox"/> Postsecondary institution
<input type="checkbox"/> A state charter-granting agency
<input type="checkbox"/> Other → What is the name of the chartering agency? _____

Findings

Charter school principals did not have any difficulty answering this item.

One principal commented that a charter school could fall into more than one category if its charter was granted by a partnership (e.g., of a State Board of Education and a postsecondary institution). Other participants thought that the categories were mutually exclusive.

Recommendations

No modifications are suggested for this item.

ITEM 7
Which of the following best describes the governance structure of this public charter school?
<input type="checkbox"/> An independent or standalone charter school
<input type="checkbox"/> Part of a nonprofit charter management organization or network of schools that are managed by a central agency
<input type="checkbox"/> Part of a for-profit management organization or network of schools that are managed by a central agency
<input type="checkbox"/> Part of a traditional public school district
<input type="checkbox"/> Other → Please describe _____

Findings

All charter school principals knew the governance structure of their school and were able to respond correctly to the item.

One principal did not understand the phrase “network of schools that are managed by a central agency.” His school is managed by a company that also manages other charter schools (a charter management organization), but he did not consider this a “network of schools.” After some time, he eventually ignored that phrase in the question and was able to answer the question correctly.

Recommendations

No modifications are suggested for this item.

ITEM 8a

Does this school have a library media center?

A library media center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators.

A library media center may be called a school library, media center, resource center, information center, instructional materials center, learning resource center, or any other similar name.

Yes

No → *End survey*

Findings

Participants did not have any difficulty answering this item. All indicated that the description of a “library media center” seemed appropriate to them.

Two respondents suggested that the item refer to a “library/media center,” rather than “library media center.” One of the two indicated that her school had both a library and a media center, and thought the item should not treat them as the same; however, this did not appear to affect her response.

Recommendations

No modifications are suggested for this item.

Item 8b

Is the library media center open to community members who do not attend, or have children who attend, this school?

Yes

No → *End survey*

Findings

Several participants found the wording of the phrase “community members who do not attend, or have children who attend this school” to be confusing. One person, for example, pointed out that this phrase could be interpreted as referring to community members who either (a) do not attend this school, or (b) have children who attend this school—when, obviously, the intent of the item is the *opposite* of (b).

Two respondents commented that community groups (such as church organizations) can rent their school facilities outside of school hours through an outside agency, such that the school would not be involved in the transaction. They said that while these groups typically rent auditoriums or other open spaces, they did not see a reason why the outside groups could not also rent the library media center. However, both respondents answered “No” to this item because they assumed that was not the intent of the item.

Recommendations

Replace the phrase “community members who do not attend, or have children who attend, this school” with “community members who do not have children who attend this school.” The meaning of the suggested change is slightly different from the original in that it leaves out the reference to community members who do not attend the school themselves. We believe this is unlikely to be a problem, because most survey respondents would not consider current students to be “community members.”

If NCES does not wish to change the meaning of the phrase in question, we recommend using the phrase “community members who do not attend this school and do not have children who attend this school.

Item 8c
May community members who do not attend, or have children who attend, this school use the library media center during the following times?
During regular school hours
<input type="checkbox"/> Yes
<input type="checkbox"/> No
During the week, outside of regular school hours
<input type="checkbox"/> Yes
<input type="checkbox"/> No
On weekends, outside of regular school hours
<input type="checkbox"/> Yes
<input type="checkbox"/> No

Findings

Again, several participants commented on the wording of the phrase “community members who do not attend, or have children who attend, this school” as described in the findings from Item 8b (above). No additional problems arose with this question.

Participants that answered “No” to Item 8b followed the skip pattern correctly and did not respond to Item 8c. When asked how they *would have* answered, one of these participants indicated that she would have answered “Yes” to parts 2 and 3 of Item 8c. (This was one of the participants who had said “No” to Item 8b, even though the school’s library media center could be *rented* by community members through an outside agency. She indicated that her answer to Item 8c reflected the times during which the library media center could be rented.)

Recommendations

If changes are made to the wording of Item 8b, implement the same changes to Item 8c for consistency. No other modifications are suggested for this item.

Item 8d
May community members who do not attend, or have children who attend, this school use library media computer workstations to access the Internet?
<input type="checkbox"/> Yes
<input type="checkbox"/> No, it is not permitted
<input type="checkbox"/> No, there are no computer workstations
<input type="checkbox"/> No, there is no internet access

Findings

As with Items 8b and 8c, several participants commented on the wording of the phrase “community members who do not attend, or have children who attend this school.”

Two participants noticed that the word “center” appeared to be missing from Item 8d (i.e., referring to the phrase “library media computer workstations”).

One person said that the first response option should read, “Yes, with conditions,” because Internet use in her school is subject to the district’s Acceptable Use policy. However, she indicated that if this option did not appear (as in the version tested), she would select “Yes.”

Participants that answered “No” to Item 8b followed the skip pattern correctly, and did not answer this item. These participants were subsequently asked to review the item and provide feedback.

Recommendations

If changes are made to the wording of Items 8b and 8c, implement the same changes to Item 8d for consistency.

To maintain consistency across items, add the word “center” after the phrase “library media.”

Testing of Items for the Principal Questionnaire

Description of Participants

Twelve principals were interviewed to obtain their feedback on items on the principal questionnaire. Four were elementary school principals, four were middle school principals, and four were high school principals. The following states and the District of Columbia were represented:

- Alabama;
- California;
- Illinois;
- Maryland;
- North Carolina;
- Pennsylvania;
- South Carolina;
- Wisconsin; and
- District of Columbia.

Summary of Findings

The following section summarizes the results of the interviews testing items for the principal questionnaire. Under each item tested, we describe key findings as well as recommendations. Census modified several items that were especially problematic during the initial testing of the principal SASS items. ICF Macro contacted the principals who had participated in the initial testing to test the revised items. Findings from the revised items are presented after the findings from the items originally tested.

Findings from the Initial Testing

ITEM 1
Do you currently hold a license/certificate in “school administration”?
<input type="checkbox"/> Yes
<input type="checkbox"/> No

Findings

Participants generally had no difficulty answering this item; all but one participant responded “Yes.”

In several cases, the license/certificate held by participants were not actually in “school administration,” but in other fields such as “secondary school administration,” “educational leadership,” or “educational administration.” However, all of the participants understood what was being asked, and did not think it needed to be changed.

Recommendations

No modifications are recommended for this item.

ITEM 2

We are interested in the importance you place on various educational goals. From the following 10 goals, which do you consider the most important, the second most important, and the third most important?

1—Building basic literacy skills (reading, math, writing, speaking)

2—Encouraging academic excellence

3—Preparing students for postsecondary education

4—Promoting occupational or vocational skills

5—Promoting good work habits and self-discipline

6—Promoting personal growth (self-esteem, self-knowledge, etc.)

7—Promoting human relations skills

8—Promoting specific moral values

9—Promoting multicultural awareness or understanding

10—Fostering religious or spiritual development

— Most important

— Second most important

— Third most important

Findings

A few participants initially misunderstood the instructions, and began ranking all 10 goals before they realized they were only to rank the three most important.

Participants generally did not have any difficulty ranking their first two goals, but some had difficulty selecting the third goal because they felt there were several that were equally important at this level.

Several participants felt that there was significant overlap between the goals on this list. A few participants considered these overlaps when selecting which goals they felt were most important. One participant stated, “I’m making it easier by combining ones that are the same. Number 2 encompasses 1, 3, and 5. Number 6 encompasses 7 and 9.” She then selected (in order of most important) goals 2, 6, and 8. As another example, one participant decided to include goal 6 (Promoting personal growth) as one of his top three items as he felt it also captured goal 5 (Promoting good work habits and self-discipline).

Two participants commented that goals 3 and 4 could be combined into the phrase “college and career readiness.”

Participants were asked if there were any goals that were not relevant and could be excluded from the list. Many participants from public schools thought that goal 10 (Fostering religious or spiritual development) could be excluded, as it was not relevant to their situations. A few also thought goal 8 (Promoting specific moral values) could be excluded for the same reason. In fact, one public school participant commented that even if this was one of his most important goals he would not identify it on this list because there might be negative repercussions for stating that a public school was promoting specific moral values.

Recommendations

Consider providing examples of the different goals to better distinguish them. However, due to the nature of the question it is very likely that different respondents will still interpret them differently.

Depending on the intent of goals 3 and/or 4, consider rephrasing as “Promoting college and/or career readiness” to reflect current terminology.

ITEM 3					
Please indicate to what extent your school has accomplished the following:					
	<i>Mark (X) one box on each line.</i>				
	Not at all	To a small extent	To a moderate extent	To a great extent	Not applica ble
a. Implementing educational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Implementing organizational/governance goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Establishing a secure financial base.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Attracting and retaining students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Developing a student assessment system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Involving parents in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

Part (a): Participants had different understandings of the phrase “educational goals,” including:

- the school’s vision/mission;
- official school improvement goals;
- the goals from *Item 2* on this survey;
- goals imposed by the school district; and
- goals imposed by the state regarding Adequate Yearly Progress.

○ *part (b):* Several participants were not sure what was meant by the phrase “organizational/governance goals.”

Most public school principals initially stated that the district imposed the school’s organizational/governance structure and so there were no goals that the school needed to meet.

One charter school principal stated his school’s organizational structure changed as needed with the growth of the school and so there are no pre-established goals in this regard.

After further thought a few participants came up with other interpretations of what this phrase could mean, including:

- school improvement goals and school policies (such as attendance);
- the rules outlined by the superintendent with regard to standards and discipline;

- having a democratic government and school leadership team; and
- the processes in an individual school created to ensure the school runs well (e.g., scheduling class times).

Private school principals interpreted this question as follows:

- having a board of directors where all roles are mapped out and there is a clear chain of command; and
- having a governing model (e.g., president-principal).

Even though participants were not clear on what the phrase meant, they all stated that the school accomplished this goal to a “great” or “moderate” extent. The rationale given by one principal was that if he selected any other option it would appear as if his school had no structure.

Part (c): Several participants were not sure of what was meant by the phrase “securing a financial base.” Again, most public school principals said their school was not responsible for securing a financial base and so were not sure how to answer this question.

Three public school principals responded “Not applicable” because their money comes from the state.

One public school principal responded “To a small extent,” saying that the state gives the school the money and he allocates it.

Four public school principals responded “To a moderate extent.” Two selected this option because they are keeping the school “in the black.” One selected this option because he constantly seeks other funding for his school, and one because he puts the “budget together.”

Two public school principals responded “To a great extent,” because they monitor the funds they receive from the state.

One private school principal responded “To a moderate extent,” as his school is secure enough to offer tuition assistance; the other private school principal responded “To a great extent” as they operate off a tuition base, but need other funds to run special programs.

Part (d): Public school principals generally had difficulty answering this question.

Several pointed out that they are not responsible for “attracting” students as students are assigned to the school based on where they live.

Although their situation was much the same, however, the responses from the 10 public school principals varied widely: one responded “To a small extent,” three responded “To a moderate extent,” five responded “To a great extent,” and one responded “Not applicable.”

Of the respondents who selected “To a great extent,” one did so because she tries to retain students (though not attract them); another selected this option even though he said the question did not apply to public schools.

One principal selected “To a small extent,” saying, “once they’re in school, we try to keep them happy.”

Private school principals generally did not have a problem answering this question.

Part (e): Public school principals were not clear about the level of assessment (state, local, or school) to which this question referred. Participants gave different answers based on their understanding.

One participant selected “Not applicable” because his school uses the state assessment system.

Another principal selected “To a great extent” because although his school uses the state assessment system they also “do a great job with formative assessment.”

Part (f): Participants did not have difficulty answering this part.

Recommendations

If possible, provide examples in the question stem to help principals understand when it is appropriate to select the “Not applicable” option.

Based on findings from cognitive testing of this item, it is clear that participants have very different interpretations of most of these items—particularly *parts (a), (b), and (c)*. NCES could consider clarifying the items by adding more description. However, it is likely that due to the nature of the question, respondents will still have different interpretations of what they are being asked.

Because public school principals generally felt that *parts (b), (c), and (d)* did not apply to their situation, NCES might consider ignoring responses to these questions from public school respondents and focusing on responses from charter and/or private schools.

ITEM 4

THIS school year (2009-2010), does this school have any of the following?

a. Community involvement activities for students during and after normal school hours
 Yes No

b. Programs to acknowledge student achievement (e.g., assemblies, principal list/honor roll, or student of the week/month)
 Yes No

c. An incentive/reward program that encourages students’ academic success
 Yes No

d. A program designed to help students prepare for educational transitions or college (e.g., elementary school to middle school, middle school to high school, or high school to college)
 Yes No

e. Methods to inform parents or guardians of the students’ progress
 Yes No

Findings

Part (a): All participants stated that their school participated in community involvement activities. Initially, one participant was not sure if this item was limited to activities that send students into the community. His school does not send students into the community, but community members can participate in an “After school academy.” He eventually decided that the “After school academy” would count for this item. Other activities included:

Having community members speak to students on career day; and

Service learning and community service projects.

Parts (b) and (c): Most participants were able to easily distinguish between these two parts. Participants tended to associate *part (b)* with intangible rewards and *part (c)* with tangible rewards, e.g., cash, pizza or ice-cream parties, getting out of class early, and special field trips.

Part (d): Most participants were able to provide examples of programs designed to help students prepare for educational transitions to college. Most of these programs were orientation-type programs designed to prepare students for transitions between schools. In the majority of cases these were for transitions to the next school level, but some schools also indicated they had programs for incoming students, and at least two schools said they had programs for both incoming and graduating students.

Part (e): All participants immediately thought of report cards and progress reports as ways in which they informed parents or guardians of student progress. When probed for other modes of communication most participants also stated that they communicated with parents via phone, letters, and one-on-one meetings during parent-teacher conferences. A few participants mentioned e-mail, open houses, newsletters, and Parent Teacher Association meetings.

Only a few participants thought that adding examples would help clarify the question. Specifically, three of these participants thought that adding examples to *part (c)* would be helpful, and one participant thought adding examples to *part (a)* would be helpful.

Recommendations

Part (a): Provide examples of community service activities that would be included under this option.

Part (c): Provide examples of incentive/reward programs to reduce the potential that principals could misinterpret this item.

Part (e): If NCES does not want participants to consider report cards as methods of informing parents of their students' progress, this must be noted in the question. For example,

“Methods (other than report cards) to inform parents or guardians of the students' progress”

ITEM 5					
LAST SCHOOL YEAR (2008-09), what percentage of students had at least one parent or guardian participating in the following events?					
	<i>Mark (X) one box on each line.</i>				
	0–25 percent	26–50 percent	51–75 percent	76–100 percent	Not applicable
a. Open house or back-to-school night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. All regularly scheduled school-wide parent-teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Special subject-area events (e.g., science fair, concerts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent education workshops or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Signing of a written contract between school and parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Volunteer in the school on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Involvement in instructional issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Involvement in governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Involvement in budget decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Findings**Parts (a)–(c):*

Participants did not have any difficulty understanding these parts or identifying the percentage of students with a participating parent.

About one-third of participants said they made an educated guess about what percentage to select, one-third said they were basing their decision based on what others (e.g., guidance counselors) told them, and one-third said they collected data on many of the indicators and so had a good idea of what percentage they should select.

Part (d): Participants did not have any difficulty understanding this part or identifying the percentage of students with a participating parent. Examples given of parent education workshops or courses included:

- workshops on helping children with homework;
- information sessions about college scholarships and applications; and
- classes/seminars on parenting.

Part (e): Participants had differing interpretations of this part.

One participant stated that he did not know what was meant by the phrase “written contract between school and parent.”

Another participant said the item was ambiguous because he did not understand whether he should be thinking of a behavioral contract (a contract that parents and students sign when a student is having

trouble in school) or a parent compact (a nonbinding document which parents at his school have to sign at the beginning of the year). He later decided it was the latter and selected “76–100 percent.”

Another participant had a similar confusion and was not sure if the question was intended to describe a behavioral contract or an IEP. He decided this question meant a behavioral contract and responded “Not applicable,” as his school did not use behavioral contracts.

Other interpretations of the term “written contract between school and parent” included:

- an academic assistance plan;
- a plan outlining the goals for student success and what the parent will do to help achieve the goal; and
- a contract at the end of the student handbook that parents must read and sign indicating their agreement with school policies and their agreement to pay tuition.

Part (f): A few participants had some trouble answering this question because it was difficult for them to distinguish between these parents and those who volunteer only occasionally. One principal selected “Not applicable” for this item, saying that her school did not have regular parent volunteers because they ask for volunteers on an as-needed basis.

Part (g): Several participants had difficulty with the phrase “involvement in instructional issues.”

One participant did not place a response on this line because she did not understand what it meant.

The other participants had very different interpretations of what they were asked to identify. These included, the percentage of all parents:

- who express concerns about the curriculum or the way a teacher grades;
- involved in back to school night (two participants interpreted *part (g)* in this way even though back-to-school night was already referenced in *part (a)*);
- who contact the school to advocate for their child;
- who help with the school improvement plan, or who serve on a committee to assess textbooks or decide school policy; and
- who have children with specially identified instructional needs;

Part (h): Most participants responded “0–25 percent” for this question. To better understand how participants interpreted the phrase “involvement in governance,” they were asked to provide examples of how parents could be involved in governance. Participants’ explanations included:

- Parents can serve on school improvement councils or boards that make governance decisions such as determining school policies.
- Parents can participate in booster clubs—parent groups that organize activities to support various school activities.

Part (i): Most participants responded “0–25 percent” for this question. To better understand how participants interpreted the phrase “involvement in budget decisions,” they were asked to provide examples of how parents could be involved in budget decisions. Participants’ explanations included:

- Parents can serve on school improvement councils, finance committees, booster clubs, or the parent association; and

- Parents can voice their budget concerns or ideas at board meetings.

Recommendations

Part (e): Clarify what is meant by the phrase “written contract between school and parent,” whether it means a contract that is set up as part of a student behavioral intervention, an IEP, or a parent-school compact that is put in place for all parents.

Part (g): This question is very broad and interpreted in a variety of different ways. If the item is retained, a description should be provided of what is meant by “involvement in instructional issues.”

Depending on the intent, consider clarifying *parts (h) and (i)*.

ITEM 6

On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school?

Rough estimates are sufficient.

Please write a percentage in each row. Write 0 if none.

Responses should add up to 100 percent

- | | | |
|----|---------------|--|
| a. | _____ percent | Internal administrative tasks (including human resource/personnel issues, regulations, reports, school budget) |
| b. | _____ percent | Curriculum and teaching-related tasks (including teaching, lesson preparation, classroom observations, mentoring teachers) |
| c. | _____ percent | Student and parent interactions |
| d. | _____ percent | Responding to requests from district, state, or federal education officials |
| e. | _____ percent | Representing the school at meetings or in the community and networking |
| f. | _____ percent | Other → <i>Please specify</i> _____ |

100 percent Total

Findings

Participants generally spent a lot of time on this item because they repeatedly revised their estimates as they reflected on the percentage of time they spent on the listed activities. One participant decided not to answer this item as she thought it was “too complicated.” Another participant commented that he hoped his responses would “not be taken too seriously,” as he did not think his estimates were accurate.

All participants who answered this question provided answers that totaled to 100.

Participants were asked if they considered evening and weekend events when determining their percentages. While most participants stated that they did consider night and weekend events, a few stated that they limited their calculations to what they did during the school day.

Part (f): Activities that participants categorized as “other” were:

- Sporting events;
- Discipline;
- Personal professional development; and
- New initiatives (e.g., learning communities)

Recommendations

Consider specifying in the instructions whether principals should include time spent outside the regular school day.

Consider limiting the number of categories in this item to three or four in order to make it easier for respondents to allocate time between them. If possible, try to avoid categories that are likely to have very low time allocations.

Part (c): If the phrase “student interactions” is used, specify whether this category should include time spent on discipline.

Part (f): Consider restructuring the “Other” option by adding examples rather than having principals fill in additional activities.

“Other (e.g., attending afterschool activities; professional development; responding to requests from district, state, or federal education officials)”

ITEM 7	
Do any of the following people or groups conduct formal evaluations in this school for teachers of grades K–12 or comparable ungraded levels?	
a. Principal	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
b. Vice principal or assistant principal	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
c. Teachers’ peers	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
d. Outside group (e.g., consultant)	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Findings

Participants had a common understanding of the term “formal evaluation.” They generally thought of these as evaluations that were based on specific indicators, with the findings documented in a teacher’s personnel file.

Part (b): Several participants selected “No” because their school did not have a vice principal or assistant principal. They recommended adding a “Not applicable” option to distinguish between not having the vice principal evaluate, and not having a vice principal at the school.

Part (c): A few participants were not sure how to answer this question if their peers completed only a part of the formal evaluation, e.g., if they completed observations of a teacher and these were included in the principal’s formal evaluation. Two participants answered “Yes” in this situation, while another answered “No.”

Part (d): Outside groups that participants thought would fall into this category included school district staff, math and literacy coaches, and members of the school’s accrediting body.

Almost half of the participants thought that school district staff should be added to the list. One private school principal also suggested including students.

Recommendations

Specify if the item is intended to capture information only on those who *submit* formal evaluations or if the intent is to also capture information on all those who *participate* in the formal evaluation process.

Part (b): If data are not collected elsewhere in the survey as to whether the school has a vice principal or assistant principal, consider including a “Not applicable” option.

Part (d): If other school personnel (such as math and literacy coaches) should not be considered when answering *part (d)*, either specify this or add “other school personnel” as a separate category.

Consider including school district personnel either as a separate category or include it as an example in *part (d)*: “Outside groups (e.g., consultant, school district personnel).”

ITEM 8

For tenured or experienced K–12 teachers, how frequently are formal evaluations conducted?

- Twice or more per year
- Once a year
- Once every 2 years
- Once every 3–4 years
- Once every 5 or more years
- Never

Findings

When answering this question, several participants did not distinguish between “formal evaluations” and “observations.” These principals counted all the times they observed teachers even if these observations were not part of a formal evaluation.

In at least three cases, principals explicitly stated that there were no formal evaluations for experienced K–12 teachers, however, they did not select the “Never” option. One participant selected “Once every 5 or more years” because he included informal evaluations in his answer; one selected “Twice or more per year” because his tenured teachers receive what he called two “snapshot” observations per year; and the third participant selected “Twice or more per year” because he thought he and his school would “look bad” if he selected “Never.”

Recommendations

Add the following (or similar) instruction for the item:

“Consider only FORMAL EVALUATIONS in your answer to this question. Do not consider informal evaluations or observations. If tenured or experienced K–12 teachers in your school do not receive formal evaluations, select ‘Never.’”

Consider rephrasing the “Never” option, for example,
“No formal evaluations are required”

ITEM 9

For nontenured or new K–12 teachers, how frequently are formal evaluations conducted?

- Twice or more per year
- Once a year
- Once every 2 years
- Once every 3 or more years
- Never

Findings

As in the previous item, several participants tended to have a hard time distinguishing between formal evaluations and observations. Most principals counted all the times they *observed* teachers even if these were not part of a formal evaluation.

Although no participants selected “Never” as a response to Item 9, most said that the “Never” option should be retained.

Recommendations

Add the following (or similar) instruction for the item:

“Consider only FORMAL EVALUATIONS in your answer to this question. Do not consider informal evaluations or observations. If tenured or experienced K–12 teachers in your school do not receive formal evaluations, select ‘Never.’”

Consider rephrasing the “Never” option, for example,
“No formal evaluations are required”

ITEM 10

Did you answer “Never” to item 8 AND “Never” to item 9?

- Yes → GO TO end of survey
- No → GO TO item 11 below

Findings

All participants followed the skip pattern correctly.

Recommendations

No modifications are recommended for this item.

ITEM 11

Are any of the following types of information included in the formal evaluation of regular classroom teachers of grades K–12 and comparable ungraded levels?

Evaluation by the principal

Yes

(1) Which best describes the type of evaluation:

Checklist evaluation (Evaluation is based on satisfactory or unsatisfactory ratings of teacher competencies and behaviors.)

Standards-based evaluation (Evaluation is based on a certain standard that is established by district or school policymakers as being essential to effective teaching.)

Both

No → GO TO item 11b below

Evaluation by peers

Yes

(1) Which best describes the type of evaluation:

Checklist evaluation (Evaluation is based on satisfactory or unsatisfactory ratings of teacher competencies and behaviors.)

Standards-based evaluation (Evaluation is based on a certain standard that is established by district or school policymakers as being essential to effective teaching.)

Both

No → GO TO item 11c below

Conference with the principal

Yes

No

Teacher self-evaluation

Yes

No

Students' test scores or test score growth

Yes

No

Student ratings of the teacher

Yes

No

Teacher's portfolio of examples of student learning (e.g., student essays, lab reports)

Yes

No

Completion of professional development activities

Yes

No

Other → Please specify _____

Findings

Parts (a) and (b): One participant was confused by the skip pattern in these questions. If the participant selects “No” the instructions are to “Go to *item 11b* below.” As there is no instruction that indicates what the respondent should do if he/she answers “Yes,” this participant assumed he should stop answering the entire item at this point. The participant had to be prompted by the interviewer to complete the rest of the item.

Parts (a) and (b): Participants generally understood that a “checklist evaluation” assesses whether specific competencies or behaviors are present. Some participants thought that for “standards-based evaluations” teachers were evaluated simply based on whether they were meeting a standard, while other participants thought that for this type of evaluation, the principal needed to document evidence of the extent to which the teacher was meeting each standard.

Part (b): Participants interpreted the word “peers” to be other classroom teachers. One participant explicitly limited this group to only certified teachers.

Part (e): One participant was not certain of how to respond to this item, because while student scores are considered as a part of other components of the evaluation, they “are not a separate category.” He responded “No” to this question. Another participant uses students’ AP test scores in the evaluation of AP teachers and in the evaluation of departments, but not in the evaluation of other individual teachers. He responded “Yes.”

Parts (c), (d), (f), (g), and (h): Participants did not have any difficulty understanding these questions.

Part (i): Other types of information used for formal evaluations that participants thought should be included in the list were:

- evaluation by the Vice principal or Assistant principal; and
- evaluation by outside groups.

Participants were asked what types of teachers they *would not* consider “regular classroom teachers.” Participants mentioned:

- longterm substitutes;
- health, physical education, media specialists, and guidance counselors; and
- administrators (although this principal said that in his school all administrators teach at least one class).

In answering this question participants considered all certified teachers—including special education, resource, and part-time teachers—to be “regular classroom teachers.”

Recommendations

Include “Evaluations by the assistant or vice principal” in the list.

Because teachers within the same school may be evaluated differently, consider adding an instruction for principals to respond “Yes” if any of the items in the list apply to evaluations of any regular classroom teacher.

ITEM 12

How many classroom observations are typically conducted prior to completing an evaluation on a teacher of grades K–12 or comparable ungraded levels?

If none, please mark (X) the box.

None or __ __ Total observations

Findings

Participants had very different understandings of how to answer this question:

- Most participants thought they should only include formal observations, but a few thought they should include both formal and informal observations.

Some participants provided the typical number of observations for new or struggling teachers, while others provided an average number of observations for evaluations of all teachers (including new or struggling).

Some participants provided the maximum number of observations ever used for an evaluation, while others responded with an average number of observations.

Recommendations

Specify whether principals are to consider formal and/or informal observations.

Specify whether principals are to consider the number of observations conducted for formal and/or informal evaluations.

Specify whether principals are to consider the number of observations conducted for new/nontenured vs. tenured teachers.

ITEM 13

How long is the typical classroom observation that occurs prior to completing an evaluation on a teacher of grades K–12 or comparable ungraded levels?

If none, please mark (X) the box.

None or __ __ __ Minutes per classroom observation

Findings

Most participants said that the length of an observation could vary significantly depending on whether it was a formal or informal evaluation, and also depending on whether the teacher was new, underperforming, or experienced. In most cases, participants provided the maximum length of an observation.

Most participants thought they should only include formal observations, but a few thought they should include both formal and informal observations.

One participant incorrectly totaled the multiple observations she did for a teacher and recorded a response of 180 minutes (based on three 60-minute observations).

Recommendations

Specify whether principals are to consider formal and/or informal observations, and whether they are to consider formal and/or informal evaluations.

When analyzing response data, NCES should be aware that respondents may not be providing the “typical” length of an observation, but something closer to the maximum length. If that is a problem, NCES should consider clarifying that in the question.

ITEM 14
Are teachers’ evaluations used, at least in part, to determine a teacher’s compensation?
<input type="checkbox"/> Yes
<input type="checkbox"/> No

Findings

One participant was unclear as to whether this question was limited to only financial compensation. She does offer nonfinancial incentives to teachers with a good evaluation such as leaving early, but she eventually decided the item referred only to financial compensation and responded “No” to this question.

Another participant stated that at her school, compensation is indirectly tied to evaluations because teachers who receive a poor evaluation may be denied a “step” on the salary scale. She responded “No” to this question.

Recommendations

No modifications are recommended for this item, unless NCES wants participants to respond “Yes” if teachers can be denied a step on the salary scale based on their evaluations.

Findings from the Revised Items

Item 1a
How frequently are informal classroom observations typically conducted on tenured or experienced teachers of grades K–12 or comparable ungraded levels?
<i>Mark (X) only one box.</i>
<input type="checkbox"/> At least once a week
<input type="checkbox"/> Once or twice a month
<input type="checkbox"/> A few times a year
<input type="checkbox"/> No informal observations are typically conducted
Item 1b
How frequently are informal classroom observations typically conducted on nontenured or new teachers of grades K–12 or comparable ungraded levels?
<i>Mark (X) only one box.</i>
<input type="checkbox"/> At least once a week
<input type="checkbox"/> Once or twice a month
<input type="checkbox"/> A few times a year
<input type="checkbox"/> No informal observations are typically conducted

Findings

Most participants did not have any difficulty responding to these items. However, one participant did not initially see the word “informal” in the question. After reading Item 2a (the next item), she went back and re-read Item 1a more closely and realized her mistake. She then changed her answers to Items 1a and 1b.

Three participants commented that several different response options might be correct, depending on other circumstances (e.g., whether a teacher is struggling). Two participants picked the response option corresponding to the highest number of observations that might take place; the other participant selected the lowest number of observations that would take place.

One participant was unsure whether to include “walk-throughs,” and thought the item should specify whether these should be counted as “informal observations.”

Half of the participants indicated in their responses that informal observations are carried out more frequently with nontenured teachers. The remaining half indicated that the frequency of observations was the same for tenured and nontenured teachers.

Two participants specifically commented that it was a good idea to ask about tenured and nontenured teachers separately because the frequency of observations often varies between the two groups.

None of the participants selected the response option “No informal observations are typically conducted” for either Items 1a or 1b. Participants commented that the response option was appropriate to include and easy to understand.

Recommendations

To emphasize the difference between these items and other items, put “informal” in all capital letters.

To emphasize the difference between Items 1a and 1b, underline the phrase “tenured or experienced” in Item 1a and “nontenured or new” in Item 1b.

Item 2a
How many formal classroom observations are typically conducted prior to completing an evaluation on a tenured or experienced teacher of grades K–12 or comparable ungraded levels?
<i>If none, please mark (X) the box.</i>
__ None or __ __ Total observations
Item 2b
How many formal classroom observations are typically conducted prior to completing an evaluation on a nontenured or new teacher of grades K–12 or comparable ungraded levels?
<i>If none, please mark (X) the box.</i>
__ None or __ __ Total observations

Findings

Participants did not have any difficulty responding to these items.

Two participants commented that the number of observations conducted might vary depending on the circumstances (e.g., whether a teacher is struggling). Of these two, one provided the upper end of the range in her responses to Items 2a and 2b; the other provided the lower end of the range.

Four of the six respondents gave a higher response for Item 2b than for Item 2a, indicating that more formal observations are conducted prior to completing an evaluation on a nontenured teacher compared to a tenured teacher. The remaining participants indicated the number of observations was the same for tenured and nontenured teachers.

None of the participants selected “None” for either of Items 2a or 2b, but all felt it was appropriate to include as a response option.

Recommendations

To emphasize the difference between these items and other items, put “formal” in all capital letters.

To emphasize the difference between Items 2a and 2b, underline the phrase “tenured or experienced” in Item 2a and “nontenured or new” in Item 2b.

Item 3a
How long is the typical formal classroom observation that occurs prior to completing an evaluation on a tenured or experienced teacher of grades K–12 or comparable ungraded levels?
<i>If none, please mark (X) the box.</i>
___ None or ___ ___ ___ Minutes per classroom observation
Item 3b
How long is the typical formal classroom observation that occurs prior to completing an evaluation on a nontenured or new teacher of grades K–12 or comparable ungraded levels?
<i>If none, please mark (X) the box.</i>
___ None or ___ ___ ___ Minutes per classroom observation

Findings

Participants did not have any difficulty responding to these items.

Two of the six participants provided higher answers for Item 3b than for Item 3a, indicating that observations were generally longer for nontenured teachers compared to tenured teachers. The other four participants’ response to Items 3a and 3b were the same.

Three of the participants indicated that observations might have a range of durations. For example, one participant said that observations for both tenured and nontenured teachers could last between five and 30 minutes. The other three participants indicated that the length of an observation was always consistent.

Of the three participants who indicated that the length of an observation could vary, two provided an answer that represented the “average” length of an observation. The other participant provided the lower end of the range as her response, but verbally added that “some observations might be longer.”

Recommendations

To emphasize the difference between these items and other items, put “formal” in all capital letters.

To emphasize the difference between Items 3a and 3b, underline the phrase “tenured or experienced” in Item 3a and “nontenured or new” in Item 3b.

Item 4

How frequently are tenured or experienced teachers rated in FORMAL evaluations?

Consider only formal evaluations in your answer to this question, not informal evaluations or number of times observations are conducted. If tenured or experienced K–12 teachers in your school do not receive formal evaluations, select “No formal evaluations are required.”

Mark (X) only one box.

- Twice or more per year
- Once a year
- Once every 2 years
- Once every 3–4 years
- Once every 5 or more years
- No formal evaluations are required

Item 5

How frequently are nontenured or new teachers rated in FORMAL evaluations?

Consider only formal evaluations in your answer to this question, not informal evaluations or number of times observations are conducted. If nontenured or new K–12 teachers in your school do not receive formal evaluations, select “No formal evaluations are required.”

Mark (X) only one box.

- Twice or more per year
- Once a year
- Once every 2 years
- Once every 3–4 years
- Once every 5 or more years
- No formal evaluations are required

Findings

Participants did not have any difficulty responding to these items.

One participant said that she did not believe there was a difference between formal observations and formal evaluations. She indicated that teachers at her school are evaluated five times per year.

Three of the six participants provided different answers for Items 4 and 5. In all three cases, they indicated that nontenured teachers were rated more frequently in formal evaluations compared to tenured teachers. The remaining three participants provided the same answer for Items 4 and 5.

When answering Item 4, one participant indicated that there is no requirement to observe tenured teachers unless a teacher is struggling. This participant selected “once every 5 or more years.”

Recommendations

To emphasize the difference between Items 4 and 5, underline the phrase “tenured or experienced” in Item 4 and “nontenured or new” in Item 5.

To maintain consistency with the first three sets of items, label these items using “a” and “b” (e.g., items 4a and 4b) rather than giving them different item numbers.

Testing of Items for the Teacher Questionnaire

Description of Participants

ICF Macro recruited teachers who represented every grade level in K–12, many geographic regions, and a wide range of experience. Some participants came from charter or private schools, as well as traditional public schools. All participants held a bachelor’s degree, and most also had a master’s degree. There were four participants with National Board for Professional Teaching Standards (NBPTS) certification. Teachers came from:

- California;
- Georgia;
- Kansas;
- Maryland;
- New Hampshire;
- New York;
- Pennsylvania;
- Tennessee;
- Virginia; and
- Washington.

Summary of Findings

The following section summarizes the results of the interviews testing items for the Teacher Questionnaire. Under each item tested, we describe key findings as well as recommendations.

ITEM 1

In what year did you FIRST begin teaching, either full-time or part-time, at the elementary or secondary level?

** Do not include time spent as a student teacher.*

_____ Year

Findings

All but two participants had no difficulty responding to this item.

One teacher was unsure which year to count as his first because he began teaching as an unlicensed teacher. He counted his year as an unlicensed teacher as the year in which he began teaching.

Another teacher was unsure which year to count as her first because she began teaching in another country. She counted her first year teaching abroad as her first year teaching.

One teacher started as a Pre-K teacher, but the year she reported for this item was when she began teaching at the elementary level.

Recommendations

No modifications are recommended for this item.

ITEM 2

In what year did you begin teaching in THIS school?

** If you have had a break in service of one year or more, please report the year that you returned to this school.*

** Do not include time spent as a student teacher.*

____ Year

Findings

This item was difficult for several participants:

- Several participants were not sure whether “THIS school” meant the school in which they were currently teaching or the school referred to in *Item 1* (first year of teaching). (This may have been an artifact of testing resulting from the order in which items were shown to participants.)

Of four participants who reported breaks in service, at least two incorrectly provided the year they first came to the school, not the year they returned after their break.

One participant is an ESL teacher who teaches in multiple schools at the same time. She was not sure how to respond to this item, so she picked one of the schools she teaches in and responded for that school.

Participants were asked to respond to the following hypothetical situation: “Image that you had started teaching at this school in the year 2000. You taught in the school until 2007, then took a year off and returned in 2009. How would you answer this item?” Nine of the 16 participants correctly answered “2009.” Five incorrectly answered “2000,” one said “2007,” and one did not know how to respond to the question.

Several participants asked whether the “break in service of one year or more” referred to a school or calendar year. All of them interpreted it as a school year.

Recommendations

To avoid different interpretations of a “break in service of one year or more,” consider specifying whether it is a calendar year or a school year.

If teachers who work in multiple schools will be answering this question, consider adding an instruction specifying how they should respond to this item.

In the instruction about breaks in service, revise the bolding of text to emphasize what should be reported: “If you have had a break in service of one year or more, please report **the year that you returned** to this school.”

ITEM 3

In how many schools have you taught at the elementary or secondary level?

** Do not include time spent as a student teacher.*

___ Schools

Findings

Most participants had no difficulty responding to this item.

One participant started in one school, transferred to another school, and then returned to the first school. She did not double-count the first school, and reported teaching in two schools.

Two participants indicated they had some trouble responding to this item:

- One participant only included schools he taught in during the school year, and did not include other schools where he taught only during the summer.
- Another participant estimated the number of schools she taught in (20) because she teaches in multiple schools at the same time. Over the course of her career, she has taught in so many schools that she could only estimate her response.

Recommendations

Depending on the intent of the question, consider adding an instruction specifying how teachers who work in multiple schools each year should answer this item.

ITEM 4

How many school years have you worked as an elementary- or secondary-level teacher in a public or private school?

** Include the current school year.*

**Public schools include public charter and/or Bureau of Indian Education-funded schools.*

** If you worked in more than one school in a given school year, count that school year only once.*

** Do not include time spent as a student teacher.*

** Record whole years, not fractions or months.*

__ __ School Years

Findings

Several participants said there were too many italicized instructions, and a few indicated they did not read the italicized instructions at all because there were so many.

This was especially problematic for one participant who did not include the 2 years she taught in a charter school because “charter” was not in the question stem and she did not read the italicized instructions.

Two teachers had “half years” (11.5 and 21.5); one rounded down while the other rounded up.

One participant included a year of maternity leave because she was still a paid employee.

One participant suggested that the item should ask how many years the respondent has worked “in public or private schools,” rather than “in a public or private school.”

Recommendations

Change the wording of the question from “in a public or private school” to “in public or private schools.”

To increase accuracy among those who will not read all of the italicized instructions, consider rewording the question stem as: **“How many school years have you worked as an elementary- or secondary-level teacher in public or private schools (including charter and/or Bureau of Indian Education-funded schools)?”**

To reduce the number of italicized instructions, consider removing the second and third instructions.

These changes are also recommended for *Items 5* and *6*.

ITEM 5

Of the school years you have worked as an elementary- or secondary-level teacher in public or private schools, how many were—

** Include the current school year.*

** Public schools include public charter and/or Bureau of Indian Education-funded schools.*

** Do not include time spent as a student teacher.*

** Record whole years, not fractions or months.*

** If none, please mark (X) the box.*

a. In public and private schools during the SAME school year?

None or ___ School Years

b. In public schools only?

None or ___ School Years

c. In private schools only?

None or ___ School Years

Findings

As with the previous item, several participants said there were too many italicized instructions, and a few indicated that they did not read any of the italicized instructions at all because there were so many.

This was especially problematic for one participant who did not include the 2 years she taught in a charter school because “charter” was not in the question stem and she did not read the italicized instructions.

Recommendations

To increase accuracy among those who will not read all of the italicized instructions, consider rewording the question stem as: “Of the school years you have worked as an elementary- or secondary-level teacher in a public or private school (including charter and/or Bureau of Indian Education-funded schools), how many were—” This would also allow for the removal of the second instruction.

ITEM 6

How many years have you worked FULL-TIME and/or PART-TIME as an elementary- or secondary-level teacher in public or private schools?

** Include the current school year.*

** Public Schools include public charter and/or Bureau of Indian Education-funded schools.*

** Do not include time spent as a student teacher.*

** Record whole years, not fractions or months.*

** If none, please mark (X) the box.*

a. How many years have you taught FULL-TIME—

(1) In PUBLIC schools?

None or ___ Years

(2) In PRIVATE schools?

None or ___ Years

b. How many years have you taught PART-TIME—

(1) In PUBLIC schools?

None or ___ Years

(2) In PRIVATE schools?

None or ___ Years

Findings

Most respondents were able to answer this item accurately.

As with the previous items, several participants said there were too many italicized instructions, and a few of these participants indicated that they did not read any of the italicized instructions at all because there were so many.

This was especially problematic for one participant who did not include the two years she taught in a charter school because “charter” was not in the question stem and she did not read the italicized instructions.

A number of participants were confused by *Item 6*, and initially thought that the item was redundant with *Items 4* and *5*. After looking at the items more closely all realized that *Item 6* asked for different information than earlier items. However, several suggested that *Item 5* and *Item 6* could be combined into a single item.

One participant suggested that *Item 6* refer to “school years” to maintain consistency with previous items.

Teachers defined part time in different ways, depending on what was applicable at their school or district. These definitions included: hours (less than 35 or 40 per week, less than 8 per day), full days (fewer than 3 full days per week), classes or sections (less than 3, 5, or 6 per day), FTE (less than 0.6 or 1.0), or working half time (in a district where the only options are half- or full-time).

Recommendations

Consider using skip patterns so that participants are only asked the relevant portions of *Item 6*, depending on their responses to *Item 5*.

To increase accuracy among those who will not read all of the italicized instructions, consider rewording the question stem as: “**How many years have you worked FULL-TIME and/or PART-TIME as an elementary- or secondary-level teacher in a public or private school (including charter and/or Bureau of Indian Education-funded schools)?**” This would also allow for the removal of the second instruction.

To maintain consistency between *Items 4, 5, and 6*, consider changing “years” to “school years.”

ITEM 7
Do you instruct the same group or a portion of a group of students for more than one year (e.g., looping)?
<input type="checkbox"/> Yes
<input type="checkbox"/> No

Findings

About half of the participants understood the correct meaning of the term “looping.” The other half misunderstood the term to mean teaching one or more students for two consecutive years (for example, if a student happened to have the same teacher for 9th and 10th grade math). Participants’ responses were consistent with their interpretation of the item.

Recommendations

Revise the item as: “**Do you instruct the same group of students for more than one year (e.g., looping)?**”

ITEM 8
How many separate class periods or sections do you currently teach at THIS school?
<i>* Do not include homeroom periods or study halls.</i>
<i>(Example: If you teach 2 classes or sections of chemistry I, a class or section of physics I, and a class or section of physics II, you would report 04 classes or sections.)</i>
<input type="text"/> <input type="text"/> Number of classes or sections → If 0, GO TO Item 10

Findings

This item was not problematic for departmentalized teachers.

Recommendations

No modifications are recommended for this item.

ITEM 9						
For EACH class period or section that you reported in item 8, record the subject name, subject matter code, grade level code, number of students, and student achievement level.						
* <i>MIXED GRADES: List the grade with the most number of students.</i>						
* <i>The number of lines filled out should equal the number of class periods or sections reported in item 8.</i>						
* <i>Record one of the teaching assignment and subject matter codes from Table 1 and use the grade level codes below.</i>						
					E. Student achievement level	
					<i>Mark (X) only one box</i>	
A. Subject Name	B. Subject Matter Code	C. Grade level Code	D. Number of Students	Primarily higher achieving	Primarily lower achieving	Widely differing achievement levels
Ex. English	1 5 3	11	33	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	_ _ _ _	_ _	_ _ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	_ _ _ _	_ _	_ _ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	_ _ _ _	_ _	_ _ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

Most participants did not have any difficulty responding to this item.

When asked how they defined “student achievement levels,” teachers considered the following things: tracking (e.g., whether students were in “honors” or “remedial” courses), student grades, scores on standardized and classroom assessments, subjective assessment of student abilities, and/or subjective assessment of student attitudes and effort.

Recommendations

Depending on the intent of the question, clarify what is meant by “student achievement level” in *part (e)*. If this part of the question is not clarified, the resultant data will likely not be meaningful.

ITEM 10	
Was your FIRST year of teaching before the 2007-08 school year?	
__	Yes → GO TO Item 12
__	No

Findings

No participants had difficulty with this item.

Twelve of the 16 participants responded “Yes.”

Recommendations

No modifications are recommended for this item.

ITEM 11a

How many graduate or undergraduate courses focused on teaching methods or teaching strategies have you taken?

- None → GO TO Item 12
- 1 or 2 courses
- 3 or 4 courses
- 5 to 9 courses
- 10 or more courses

Findings

Most participants who responded to this item did not have any difficulty.

One participant included a class she was *currently* taking in her answer.

One participant was not sure how to respond because all of her classes included content on teaching methods or strategies, but not all of her classes focused on methods and strategies. She decided to count all courses that included any content on teaching methods or strategies, and responded “10 or more courses.”

Recommendations

Depending on the intent of the question, consider specifying whether participants should count courses they are *currently* taking.

Depending on the intent of the question, consider specifying whether participants should count courses that covered this content at all, or only those that specifically focused on each content area.

ITEM 11b	
Were any of these courses in the following areas?	
Methods of delivering lessons	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
Student learning styles	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
Teaching students with special needs	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
Multiculturalism/teaching diverse student	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
Engaging gifted and talented students	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
Assessing student learning	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
Subject-specific teaching methods	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
Other courses	
<input type="checkbox"/>	Yes → Please specify _____
<input type="checkbox"/>	No

Findings

Participants did not have any difficulty responding to this item. However, most said that most of their classes touched on all of the areas described; 5 of the 6 participants who responded to this item said “Yes” to all eight parts of the question. The only participant who did not respond “Yes” to all parts was a teacher who had recently started taking coursework to get certification. She said “No” to (1) methods of delivering lessons, (5) engaging gifted and talented students, and (7) subject-specific teaching methods.

Responses to the *part (8)* “other courses” included: teaching with technology, curriculum development, classroom management, classroom and behavior management, educational psychology, fundamentals of education, instructional technology, teaching with technology, and educational administration.

Several teachers mentioned “instructional technology” and “classroom management” as content areas that should be included in the list.

Recommendations

Consider adding “instructional technology” and “classroom management” as content areas.

Depending on the intent of the question, consider specifying whether participants should count courses that touched on this content at all, or only those that specifically focused on each content area. Based on findings from these interviews, it appears that if no changes are made to the item the percentage of “Yes” answers will be extremely high.

ITEM 12				
In your FIRST year of teaching, how well prepared were you to—				
<i>* If you are in your first year of teaching, please answer for THIS school year.</i>				
<i>* Mark (X) one box on each line.</i>				
	Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
a. Handle a range of classroom management or discipline situations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use a variety of instructional methods?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teach your subject matter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use computers in classroom instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Assess students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Differentiate instruction in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Use data from student assessments to inform instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Meet state content standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Findings

Most participants did not have any difficulty responding to this item.

Part (d): Five teachers who had been teaching for at least 16 years indicated that they were “not at all prepared” to use computers in classroom instruction because computers were not yet in use when they began teaching.

Part (f): When asked to define “differentiate instruction” in their own words, participants gave responses that included one or both of the following:

- adjusting lesson content based on students’ knowledge and abilities; and
- adjusting teaching style based on students’ learning style preferences.

Part (g): Respondents defined “using student data to inform instruction” as using results from formal and/or informal assessments to develop lessons and “next steps” based on students’ needs. Respondents indicated that they might consider a number of different types of assessments, from class assignments and discussions to standardized test scores.

Part (h): Respondents did not have any difficulty with this part of the item. Some respondents were initially confused by what it meant to “meet state content standards,” but this did not seem to cause them any trouble in answering.

One teacher who had taught in both public and private schools said it was possible that private school teachers may not know what state content standards are. This was confirmed by one private school teacher who said she did not know what the state content standards were, but she selected the “very well prepared” option because she was sure she would be able to meet them.

Recommendations

No modifications are recommended for this item.

ITEM 13
<p>Are you certified by the National Board for Professional Teaching Standards in at least one content area?</p> <p><i>(The National Board for Professional Teaching Standards is a nongovernment organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)</i></p> <p><input type="checkbox"/> Yes, fully certified → GO TO item 14 below</p> <p><input type="checkbox"/> No → GO TO item 15a</p>

Findings

Two of the 11 participants who responded to this item indicated that they had never heard of NBPTS.

Five participants indicated that they had NBPTS certification.

One participant responded “Yes,” but did not actually have NBPTS certification. She received her initial certification in another country, and referred to her certification in the United States as NBPTS certification in this item and *Item 14*.

Recommendations

No modifications are recommended for this item.

ITEM 14										
<p>Using Table 2, in what content area(s) does the National Board for Professional Teaching Standards certification allow you to teach?</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="border-top: 1px solid black; border-bottom: 1px solid black; text-align: center;">Subject Name</th> <th style="border-top: 1px solid black; border-bottom: 1px solid black; text-align: center;">Code</th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px solid black; height: 20px;"> </td> <td style="border-bottom: 1px solid black; text-align: center;">___ ___ Code</td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"> </td> <td style="border-bottom: 1px solid black; text-align: center;">___ ___ Code</td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"> </td> <td style="border-bottom: 1px solid black; text-align: center;">___ ___ Code</td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"> </td> <td style="border-bottom: 1px solid black;"> </td> </tr> </tbody> </table>	Subject Name	Code		___ ___ Code		___ ___ Code		___ ___ Code		
Subject Name	Code									
	___ ___ Code									
	___ ___ Code									
	___ ___ Code									

Findings

The four participants that had NBPTS certification did not have any difficulty responding to this item.

Recommendations

No modifications are recommended for this item.

ITEM 15a¹

Which of the following describes the teaching certificate you currently hold in THIS state or that is accepted by THIS state?

** Mark (X) only one box.*

** If you currently hold more than one of the following, a second certification may be listed in item 16.*

Regular or standard state certificate or advanced professional certificate

Certificate issued after satisfying all requirements except the completion of a probationary period

Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained

Certificate issued to persons who must complete a certification program in order to continue teaching

I do not hold any of the above certifications in THIS state → GO TO item 17.

Findings

Most participants did not have any difficulty responding to this item.

Most participants initially ignored the phrase “or that is accepted by THIS state.” When asked what this phrase meant, most were unsure and said they found it to be confusing.

Some participants were unsure how to respond to this item because the first response option reflected the current status of their certificate, but one of the other options was true in the past. For example, one noted that her certificate had initially required some additional coursework, but she had since completed that coursework. All of these participants selected the first response option.

Recommendations

Consider rephrasing the question in a simpler way; for example, “**Which of the following currently describes the teaching certificate that allows you to teach in this state?**”

¹ These findings and recommendations also apply to Item 16b, which is very similar.

ITEM 15 and 16

b. Using Table 2, in what content area(s) and grade range(s) does the teaching certificate marked above allow you to teach in THIS state?

(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)

** If this certificate allows you to teach in more than one content area, you may report additional content areas in later items.*

Content Area	Content Code	Grade Range (check all that apply)		
		Early childhood, preschool, and any of grades K-5	Any of grades 6-8	Any of grades 9-12
---	---			

c. Does this certificate marked in item 15a allow you to teach in additional content areas?

Yes

No → GO TO item 16a

d. Using Table 2, please record the ADDITIONAL content area and grade range:

Additional Content Area	Content Code	Grade Range (check all that apply)		
		Early childhood, preschool, and any of grades K-5	Any of grades 6-8	Any of grades 9-12
1. _____	_____			

e. Does this certificate marked in item 15a allow you to teach in additional content areas?

Yes

No → GO TO item 16a

f. Using Table 2, please record the ADDITIONAL content area and grade range:

Additional Content Area	Content Code	Grade Range (check all that apply)		
		Early childhood, preschool, and any of grades K-5	Any of grades 6-8	Any of grades 9-12
2. _____	_____			

g. Does this certificate marked in item 15a allow you to teach in additional content areas?

Yes

No → GO TO item 16a

h. Using Table 2, please record the ADDITIONAL content area and grade range:

Additional Content Area	Content Code	Grade Range (check all that apply)		
		Early childhood, preschool, and any of grades K-5	Any of grades 6-8	Any of grades 9-12
3. _____	_____			

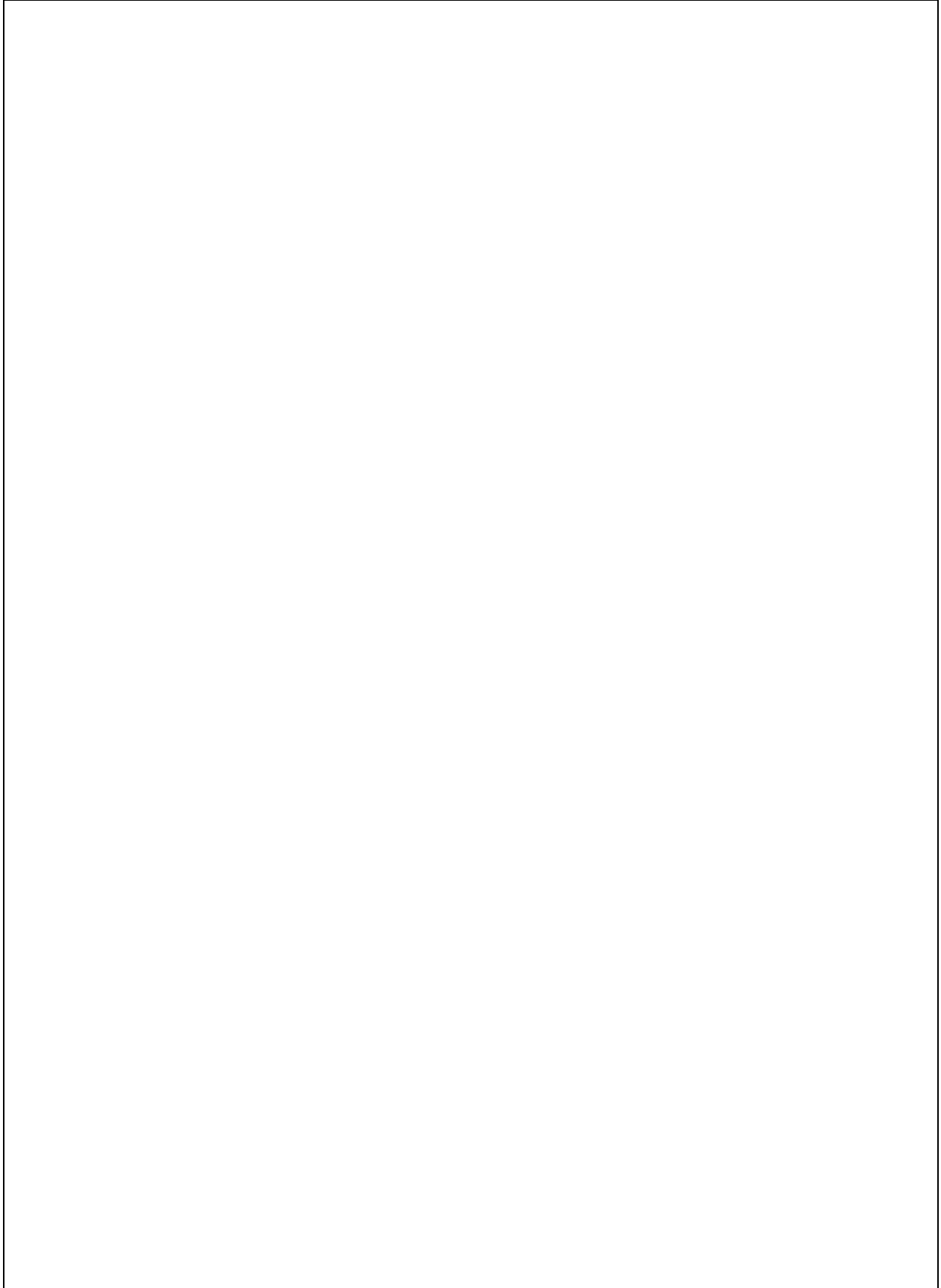
i. Does this certificate marked in item 15a allow you to teach in additional content areas?

Yes

No → GO TO item 16a

j. Using Table 2, please record the ADDITIONAL content area and grade range:

Additional Content Area	Content Code	Grade Range (check all that apply)		
		Early childhood, preschool, and any of grades K-5	Any of grades 6-8	Any of grades 9-12
4. _____	_____			



Findings

Several participants appeared overwhelmed when they first encountered this set of items because they seemed very complicated. While most were able to figure the question out and answer correctly, several encountered problems:

One participant mistakenly used Table 1 instead of Table 2 when selecting content codes.

One participant was certified to teach history. However, she entered this as two different content codes: “Social studies, general” and then “History.”

One math teacher entered 102 (the code for “general education”) in the space for “Content Area,” and 190 (the code for “mathematics”) in the space for “Content Code.”

One participant indicated that her certificate allowed her to teach all of the content areas listed under English and Language arts in Table 2. This participant listed all of these as “additional content areas” in *parts (d), (f), (h), and (j)*, and then wrote the rest in at the bottom of the page.

One participant that was certified to teach several content areas said that the item was too complicated, and indicated that she would leave it blank.

A number of participants had difficulty responding to the “Grade Range” section of this item if their certification did not match the grade ranges provided. For example:

Two teachers who were certified to teach grades 7 and 8 but not grade 6 did not check the box for “Any of grades 6–8,” because they did not think they could check that box unless all of the grades applied.

One participant who was certified to teach grades 4 and 5 but not K-3 checked the first content area box, but wrote “Only grades 4 and 5” in the margin.

Instead of marking two different grade levels under *part (b)*, one participant answered “Yes” to *part (c)* and then provided the same content code and a second grade range under *part (d)*.

One participant listed three content areas in which she was certified. However, she only provided grade ranges for the first content area; for the other two she left the grade range boxes blank.

Recommendations

Consider simplifying this question by deleting *parts (e) through (j)* and allowing respondents to list more than content area in *part (d)*.

Provide a full example of how the item should be completed. Illustrate in this example how grade ranges should be reported if respondents are certified to teach some, but not all, of the grades in a given range.

ITEM 16a	
Do you have another current teaching certificate in THIS state or that is accepted by THIS state?	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No → GO TO item 17

Findings

Most participants responded “No” to *Item 16a*. Of those that responded “Yes,” most did so incorrectly:

One person responded “Yes” but actually had only one certificate that covered two content areas, which she had reported in *Item 15*.

One respondent considered NBPTS certification to be “another teaching certificate” and selected “Yes.” Other participants with NBPTS certification selected “No” for this item.

One participant had initially been certified in Connecticut, but then moved to New York and became certified there. Because her certification in Connecticut would still be valid (although not in New York), she responded “Yes” to *Item 16a*.

Two participants were working toward a second certificate, but still had to do something else for the certification to be accepted by the state (e.g., complete coursework or pass an exam). One responded “Yes” to this item because her situation fell under one of the response options in *Item 15*. The other responded “No” because the certificate was not currently accepted “as is.”

Recommendations

Consider rephrasing the question, for example, “**Do you have another current teaching certificate under which you can teach in this state?**”

Alternatively, add an instruction indicating how respondents should answer if they are working toward a second certificate but have not yet completed the requirements.

ITEM 17

How often are you formally evaluated?

**Consider only FORMAL EVALUATIONS in your answer to this question, not informal evaluations or observations.*

- Twice or more times per year
- Once a year
- Once every 2 years
- Once every 3-4 years
- Once every 5 or more years
- No formal evaluations are required

Findings

Participants defined “formal evaluations” in a consistent manner, including a formal observation by an administrator, feedback, and a report of some kind that goes in the teachers’ record.

None of the participants selected “no formal evaluations are required”; most responded “once a year” or “twice or more times per year.”

One participant responded “once a year,” even though she is not ever formally evaluated. When asked why she responded this way, the participant explained that her school was very small and there was not enough time for the principal to formally evaluate all of the teachers. However, the teachers are evaluated informally, and she felt that should be reflected on the survey.

One participant responded “twice or more times per year” because this was the “ideal,” but said that in most cases formal evaluations only take place once a year.

Recommendations

In order to improve accuracy, consider adding a similar item asking participants to report how often they are informally evaluated.

ITEM 18
DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, or teaching evening classes?
<i>* Report amounts in whole dollars.</i>
___ Yes → How much?
<i>Record amount, then GO TO item 19 below.</i>
\$ ____, _____.00
___ No

Findings

Most participants did not have any difficulties with this item, and those who reported receiving extra money did not have any difficulty providing an amount.

One participant did not know whether to include money received for activities during the summer, because the item refers to the current school year. She decided not to include money for these activities.

Another participant did not know whether to report money earned for participating in professional development; she eventually decided not to do so.

Teachers reported earning compensation for the following activities:

- Covering detention and remediation;
- Coaching/mentoring other teachers;
- Serving as a department chair;
- Tutoring students; and
- Proctoring tests.

Recommendations

Because coaching/mentoring other teachers is a relatively common activity, consider adding it to the examples provided.

ITEM 19
DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system based on your students' performance (e.g., through a merit pay or pay-for-performance agreement)?
<i>* Report amounts in whole dollars.</i>
___ Yes → How much?
<i>Record amount, then GO TO item 20 below.</i>
\$ ____, _____.00
___ No

Findings

No participants had any difficulty with this item. All participants selected “No.”

The terms “merit pay” and “pay for performance” were not typically used in participants’ schools, however, the teachers did not have any trouble understanding this question.

Recommendations

No modifications are recommended for this item.

ITEM 20
DURING THE CURRENT SCHOOL YEAR, have you earned income from any OTHER sources from this school system, such as a state supplement, etc.?
<i>* Do not report any earnings already reported.</i>
<i>* Report amounts in whole dollars.</i>
___ Yes → How much?
<i>Record amount, then GO TO item 21 below.</i>
\$ ____, _____.00
___ No

Findings

Most participants did not have any difficulties with this item.

Those teachers who reported receiving extra money did not have any difficulty providing an amount.

One participant did not know where to report “summer activities” because the item refers to the current school year. Another participant did not know where to report professional development. Neither participant reported money received from these activities in any item.

The following activities were counted for this item:

Stipend for NBPTS certification

Coaching/mentoring other teachers

Judging an academic tournament

Grant to travel and learn about American History

One teacher who counted NBPTS certification gave the total money she receives, although she later indicated that the district and state share the cost.

One teacher indicated that she earns money from a different school system, for teaching night school. She did not include that money in her answer to this item, because the money didn’t come from “this school system.”

Recommendations

Assuming that the responses described above reflect the intent of the question, no modifications are recommended for this item.

ITEM 21

During the CURRENT SCHOOL YEAR do you, or will you, receive a retirement pension check paid from a teacher retirement system?

** Report amount in whole dollars.*

Yes → **How much?**

Record amount.

\$____,____.00

No

Findings

No teachers were receiving a pension, and no teachers had any difficulty with this item.

It was clear to participants that the item is asking about money received from and not put into the pension system.

Recommendations

No modifications are recommended for this item.

ITEM 22a

Do you have a master's degree?

Yes → GO TO item 22b below

No → End of survey

Findings

Participants did not have any difficulties with this item.

Recommendations

No modifications are recommended for this item.

ITEM 22b

Was at least a portion of the cost of your master's degree paid for by a school or school district in which you taught?

Yes

No

Findings

Most participants did not have any difficulty with this item. However, one participant selected "Yes," even though the cost was paid by the state.

When asked how they would answer if they had more than one master's degree and the school or district had paid for a portion of the cost of one of the two degrees, all participants said they would answer "Yes."

Recommendations

Revise question as follows: "Was at least a portion of the cost of your master's degree paid for by a school, school district, or state in which you taught?"

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Appendix H. Cognitive Testing of Schools and Staffing Survey Items Summary of Findings and Recommendations, May 2011

This appendix contains a report prepared by ICF Macro. Its contents are listed below.

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Testing of Items for the Principal Questionnaire	H-3
Description of Participants	H-3
Summary of Interview Findings	H-3
Testing of Items for the Teacher Questionnaire	H-5
Description of Participants	H-5
Summary of Interview Findings	H-5
Attachment H-1: Interview Protocol for Testing Principal Questionnaire Items	H-10
Attachment H-2: Interview Protocol for Testing Teacher Questionnaire Items	H-13
Attachment H-3: Table of Certification Content Area Codes	H-17

Introduction

In April 2011, the Census Bureau contracted with ICF Macro, a research and evaluation company headquartered in Calverton, Maryland, to plan and carry out a series of cognitive interviews with teachers and principals. The purpose of these interviews was to gather feedback on proposed questions for the Schools and Staffing Survey (SASS), a national educational survey that is administered by the National Center for Education Statistics (NCES) and the Census Bureau. This report is a summary of the feedback that ICF Macro collected from participants, as well as recommendations for revisions to the items.

The SASS consists of several different instruments, including questionnaires for teachers and principals. For this project, the Census Bureau asked ICF Macro to test proposed questions for these two instruments.

A total of nine principal and nine teacher participants were recruited from a list purchased from an outside vendor. An e-mail was sent out to potential participants that described the study and offered an incentive to those who participated. Interested participants who contacted ICF Macro by telephone or e-mail were then screened and scheduled for an interview.

Because some of the items to be tested related to the inclusion of student test score outcomes or growth as a criterion in principal and teacher evaluations, recruitment was focused on school districts that have some experience with this type of student performance-based evaluation.¹ It is important to note that as a result, the responses of participants to these questions are likely not representative of the entire SASS sample.

All interviews were conducted by phone. Prior to each interview, the participant was e-mailed a copy of the proposed items and asked to print them out. Participants were told not to read the items before the interview.

During the interview, participants were asked to answer each of the proposed items as they normally would if they were answering a paper survey. As they answered each item, they were asked to “think aloud”—that is, to describe out loud what they were thinking as they read and answered the question and point out anything that surprised or confused them. After the participant had answered a set of items, the interviewer would then ask a series of follow-up questions or probes and get clarification of responses as necessary. The length of the interviews averaged 15 to 20 minutes for the principal questionnaire and 25 to 30 minutes for the teacher questionnaire.

The first section discusses the testing of items for the principal questionnaire, while the second section addresses testing of items for the teacher questionnaire. Each section provides a brief profile of the participants that were recruited, and then provides findings and recommendations for each of the tested items.

¹ Recruitment was limited to school districts that had received Teacher Incentive Fund grants from the U.S. Department of Education, since a requirement of these grants is that districts develop evaluations systems for teachers and/or administrators at least in part based on student performance.

Testing of Items for the Principal Questionnaire

Description of Participants

Nine school principals were interviewed to obtain their feedback on proposed items for the principal questionnaire. Two of the participants were from elementary schools, four were from middle or junior high schools, and three were from high schools. Participants were recruited from seven different states: Colorado, Florida, Illinois, Maryland, North Carolina, Ohio and Tennessee.

Summary of Interview Findings

ICF Macro was asked to test three items for the principal questionnaire. The following section describes key findings for each item, as well as recommendations for how it should be revised.

Item 1a

Were you, or are you going to be, rated in a FORMAL evaluation this school year?

Yes

No → GO TO item 1c below.

Findings

Most participants had no difficulty responding to this question.

Only one of the nine participants responded “No.” This participant indicated that he was not evaluated this year, but that beginning next year he will be evaluated every year.

In general, participants interpreted a “formal evaluation” to mean a written evaluation conducted by a supervisor, and one that is documented in personnel files. Most said that their formal evaluation involves establishing goals and providing evidence of progress toward meeting those goals.

A few participants at first suggested that it would be helpful to clarify what is meant by a “formal” evaluation. However, after thinking about it more, these participants decided that it would be difficult to come up with a description that would be accurate in all situations.

Recommendations

No revisions are recommended for this item.

Item 1b

Are student test score outcomes or test score growth included as an evaluation criterion in your formal evaluation this school year?

Yes

No

Findings

All but one principal responded “Yes” when asked this question. However, some of these participants later indicated that test score outcomes or growth are not actually explicit criteria in their evaluation. Most said that they answered “Yes” because student test score outcomes or test score growth were measures of

their school’s performance, and their school’s performance was a primary component of their own personal evaluation. Some indicated that poor test scores or test score growth could lead to them being removed from their position, while good test scores could result in schoolwide bonuses or recognition.

One participant responded “No” because although student test score outcomes and growth indirectly reflect on his performance, they are not explicit criteria in his evaluation.

Recommendations

NCES should be aware that it is possible that there may be some inconsistency in responses; among principals for whom test score outcomes and growth are not explicit evaluation criteria, some may answer “No,” while others may answer “Yes” because they feel they will be indirectly held responsible on these criteria. As long as this is not a problem for NCES, no revisions are needed.

Item 1c

How often are you formally evaluated?

- Two or more times per year
- Once a year
- Once every 2 years
- Once every 3 years
- Once every 4 years
- Once every 5 or more years
- No formal evaluations are required

Findings

Most of the participants had no difficulty responding to this item.

Eight of the nine participants said they were formally evaluated “once a year.” Most said that their annual evaluation included multiple meetings (for example, an initial meeting to set goals, an interim meeting and then a final meeting when they received a rating for their performance), but that they considered this to be part of a single evaluation process.

One participant had indicated in Item 1a that he would not be evaluated during this school year. However, he answered “once a year” to this question because he would be evaluated annually starting *next* year.

One participant indicated he was evaluated “Two or more times per year.” This participant said there were initial, midpoint, and final evaluations over the course of the school year.

Recommendations

In order to preserve consistency in wording with Item 1a, rephrase this item as:

“How often are you rated in a FORMAL evaluation?”

The current response options to this item do not allow for the possibility that a principal might not receive any formal evaluations even though they are required. For that reason, rephrase the last response option as “No formal evaluations are conducted.” This will also remove the risk of having two possible correct answers, as described under Teacher Item 1a.

Testing of Items for the Teacher Questionnaire

Description of Participants

Nine teachers were interviewed to obtain their feedback on items on the teacher questionnaire. Four were elementary school teachers, three were middle school teachers, and two were high school teachers. Participants were recruited from four different states: Colorado, Florida, Maryland and North Carolina.

Summary of Interview Findings

ICF Macro was asked to test seven items for the teacher questionnaire. An additional item (Item 3) was added to provide context for the subsequent questions.

Item 1a

How often are you INFORMALLY evaluated?

Consider only INFORMAL evaluations in your answer to this question, not formal evaluations or observations.

- Two or more times per year
- Once a year
- Once every 2 years
- Once every 3 years
- Once every 4 years
- Once every 5 or more years
- No informal evaluations are required

Findings

When asked to describe what they thought was meant by an “informal” evaluation, participants’ responses were very similar. Participants generally described “informal evaluations” as walkthroughs or observations by the principal, assistant principal, or other school/district staff that are not reflected in their personnel file. Participants indicated that the results of informal evaluations were generally not provided in written form, and they do not have an impact on their performance ratings.

All participants responded “two or more times per year” or “once a year.”

While most participants thought that the question was clear and easy to answer, one found the instructions confusing. This participant was unsure whether the direction not to include “formal evaluations or observations” meant that no observations should be included (as opposed to only formal observations).

One participant commented that two of the answer options were correct. This participant said that she is informally evaluated multiple times a year, but that it is also true that no informal evaluations are *required* in her district.

Recommendations

To clarify that informal observations are to be considered in the answer to this question, rephrase the directions as follows:

“Consider only INFORMAL evaluations in your answer to this question, not formal observations or evaluations.”

The current response options for this item do not allow for the possibility that a teacher might not receive any informal evaluations even though they are required. For that reason, rephrase the last response option as “No informal evaluations are *conducted*.” This will also remove the risk of having two possible correct answers, as described above.

Item 1b

How often are you FORMALLY evaluated?

Consider only FORMAL evaluations in your answer to this question, not informal evaluations or observations.

- Two or more times per year
- Once a year
- Once every 2 years
- Once every 3 years
- Once every 4 years
- Once every 5 or more years
- No formal evaluations are required

Findings

When asked to describe what they thought was meant by a “formal” evaluation, participants’ responses were very consistent. Participants described “formal evaluations” as written evaluations that impact their career and go into their personnel file. Participants generally indicated that during their formal evaluations the principal or assistant principal observes them teaching a lesson. Prior to the observation they meet with the principal or assistant principal to discuss the lesson, and after the lesson they meet again to debrief on how the lesson went and areas for improvement.

On Items 1a and 1b, seven of the nine participants selected the same response for the number of times they were informally and formally evaluated. One participant indicated he had more informal evaluations than formal evaluations each year, while one said she had more formal evaluations than informal evaluations.

Recommendations

To maintain consistency in wording with Item 1a, rephrase this item as:

“How often are you rated in a FORMAL evaluation?”

To maintain consistency with Item 1a, rephrase the directions as follows:

“Consider only FORMAL evaluations in your answer to this question, not informal observations or evaluations.”

To maintain consistency with Item 1a, change the wording of the last response option to: “No formal evaluations are *conducted*.”

Item 2a

Were you, or are you going to be, rated in a FORMAL evaluation this school year?

Yes

No → GO TO item 3 below.

Findings

Participants had no difficulty responding to this item. All participants responded “Yes” to this item.

Recommendations

No revisions are recommended for this item.

Item 2b

Are student test score outcomes or test score growth included as an evaluation criterion in your FORMAL evaluation this school year?

Yes

No → GO TO item 3 below.

Findings

Participants generally did not have any difficulty answering this item. Two of the nine participants answered “Yes.” While others answered “No,” all said that they understood the question and were aware of other teachers who were evaluated on the basis of student test score outcomes growth. For example, two participants mentioned that Teach for America fellows in their districts have student test score outcomes or test score growth included as evaluation criteria in their formal evaluation.

One participant answered “No,” because test scores are not included as part of his formal evaluation. However, he later said that he does receive a monetary bonus if his students make a certain level of growth on assessment scores.

Some participants commented that although they are not currently evaluated on the basis of student test scores, these outcomes are often discussed among staff and administrators and may factor into evaluations in the near future.

Recommendations

NCES should be aware that this item may not capture teachers who are eligible for a bonus based on their students’ test scores. As long as this is the intent of the question, no revisions are recommended.

Item 3

Which of the following describes the teaching certificate you currently hold that certifies you to teach in THIS state?

Mark (X) only one box.

- Regular or standard state certificate or advanced professional certificate
- Certificate issued after satisfying all requirements except the completion of a probationary period
- Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained
- Certificate issued to persons who must complete a certification program in order to continue teaching
- I do not hold any of the above certifications in THIS state

Findings

One teacher chose the first option, but was confused because she thought the question was referring to additional certifications or endorsements for other subject areas, rather than her basic teaching certificate.

Another teacher indicated that she was in her probationary period, but still chose option A.

Recommendations

No revisions are recommended for this item.

Item 4a

Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernment organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

- Yes, fully certified
- No → GO TO item 4c below.

Findings

Eight of the nine participants said “No.” The one participant who responded “Yes” answered correctly; she was National Board certified. All but one of the participants had previously heard of the National Board for Professional Teaching Standards, and had a general sense of what it was.

One participant was initially not sure how to respond because he was working on his state certification and he did not know if this was related to National Board certification. Since he had never heard of the National Board for Professional Teaching Standards, he answered “No.”

Recommendations

No revisions are recommended for this item.

Item 4b	
Using Table 1 on page 4, in what content area(s) does the National Board for Professional Teaching Standards certification allow you to teach?	
Subject Name	Code

Findings

Note: The table of certification content area codes (Table 1) is included as Attachment H-3 to this report.

The eight teachers that answered “No” to the previous item initially skipped this question. When asked to review it, none saw anything about the question that they thought would make it confusing or difficult to answer.

The one teacher who was National Board certified had no difficulty identifying the subject name and code for which she was certified (middle grades, general, code 103).

Recommendations

No revisions are recommended for this item.

Item 4c	
Are you working toward National Board Certification?	
<input type="checkbox"/> Yes	
<input type="checkbox"/> No	

Findings

Most participants had no difficulty responding to this item; all answered “No.”

As in Item 4a, one participant was not sure how to respond because he was working toward his state certification and did not know if this work would be related to National Board certification. This participant correctly responded “No” to this question.

Recommendations

No revisions are recommended for this item.

Attachment H-1. Interview Protocol for Testing Principal Questionnaire Items

NCES Principal Questionnaire Interview Protocol

I. Introduction

“Thank you for agreeing to assist us with this project. My name is _____, and I work for ICF Macro, a research company that the Department of Education has hired to conduct this study. Before we begin, I’d like to ask whether you have copies of the questions that we are going to be talking about today.”

“The purpose of this interview is to test potential items for the Schools and Staffing Survey, a national educational survey that is conducted by the National Center for Education Statistics and the Census Bureau. Before they make any changes to the survey items, the researchers always test them with potential participants to make sure that the items are as easy to understand as possible. In today’s interview, I am going to have you answer some of these items just as you would if you were really taking the survey so that we can make sure that they are clear and that they are soliciting the information that the survey writers intended.

“As you answer each item I’d like you to ‘think aloud.’ In other words, I would like you to say aloud what you are thinking as you read each question, as you consider the answer choices, and as you finally answer the question. For example, if you are trying to decide which answer to select, please explain why you are unsure. This will help us determine whether the question is truly being understood as it is intended. Do you have any questions before we begin?”

Before you begin, ask the interviewee the screening questions below just to confirm that they are qualified for the interview:

Re-Screening

Q1. Are you currently a school principal?

No → ***Ineligible. Terminate phone interview***

Yes → *Continue to Q2.*

Q2. In which state are you currently a school principal?

Q3. What grade levels are currently available at your school?

Elementary

Middle/Junior High

High/Senior High

Other (*specify*) _____

Directions for Interviewer:

For each item, do the following:

Ask the participant to read the item, consider the potential answer choices, and then select the most appropriate choice—just as if he or she were actually completing this survey. As they do, remind them to “think aloud.” If they are quiet for a period of time, ask them what they are thinking about. When they select an answer, mark it on the answer sheet for that participant.

Allow the participant to answer a complete series (as marked on the protocol) before asking probing questions. Try not to ask any probing or prompting questions as they give their initial answer; if they are having trouble understanding the item or choosing an answer, ask them to describe exactly what they are struggling with.

For each item, record three things:

1. their final answer(s);
2. notes on any follow-up questions; and
3. any other notes on issues that they brought up with the item, anything they struggled with, or anything else relevant that they said while “thinking aloud.”

At the end of the interview confirm the respondent’s mailing address for where we should send their payment.

II. Questionnaire Items

Item 1a (Were you, or are you going to be, rated in a FORMAL evaluation this school year?)

Is there anything about this item that could be confusing or unclear?
Did you have any difficulty answering this question for any reason?
What do you think is meant by a “formal evaluations?” Do you think other principals in your district would have a different understanding of what a “formal evaluation” is?

Item 1b (Are student test score outcomes or test score growth included as an evaluation criterion in your formal evaluation this school year?)

Is there anything about this item that could be confusing or unclear?
Did you have any difficulty answering this question for any reason?

If response to Item 1b is yes:

What kind of test score outcomes are included in your evaluation (i.e., scores on state assessments, scores on local assessments)?
What implications do these test score outcomes have for you? (i.e., If your students were to perform poorly on tests, what would happen?)
Do these test score outcomes affect your compensation in any way? If so, how?

If response to Item 1b is no:

Do you know any other principals for whom the answer to this question would be “Yes”?
What kind of test score outcomes are included in their evaluation (i.e., scores on state assessments, scores on local assessments)?

What implications do these test score outcomes have for them (*i.e.*, *If their students were to perform poorly on tests, what would happen?*)

Do these test score outcomes affect their compensation in any way? If so, how?

Item 1c (How often are you formally evaluated?)

Is there anything about this item that could be confusing or unclear?

Did you have any difficulty answering this question for any reason?

Attachment H-2. Interview Protocol for Testing Teacher Questionnaire Items

NCES Teacher Questionnaire Interview Protocol

I. Introduction

“Thank you for agreeing to assist us with this project. My name is _____, and I work for ICF Macro, a research company that the Department of Education has hired to conduct this study. Before we begin, I’d like to ask whether you have copies of the questions that we are going to be talking about today.

“The purpose of this interview is to test potential items for the Schools and Staffing Survey, a national educational survey that is conducted by the National Center for Education Statistics and the Census Bureau. Before they make any changes to the survey items, the researchers always test them with potential participants to make sure that the items are as easy to understand as possible. In today’s interview, I am going to have you answer some of these items just as you would if you were really taking the survey so that we can make sure that they are clear and that they are soliciting the information that the survey writers intended.

“As you answer each item I’d like you to ‘think aloud.’ In other words, I would like you to say aloud what you are thinking as you read each question, as you consider the answer choices, and as you finally answer the question. For example, if you are trying to decide which answer to select, please explain why you are unsure. This will help us determine whether the question is truly being understood as it is intended. Do you have any questions before we begin?”

Before you begin, ask the interviewee the screening questions below just to confirm that they are qualified for the interview:

Re-Screening

Q1. Are you currently a K–12 classroom teacher?

No
Yes

Q2. What state do you teach in?

_____ (record answer)

Q3. At what school level do you currently teach?

Elementary
Middle/Junior High
High/Senior High
Other (specify) _____

Directions for Interviewer:

For each item, do the following:

Ask the participant to read the item, consider the potential answer choices, and then select the most appropriate choice—just as if he or she were actually completing this survey. As they do, remind them to “think aloud.” If they are quiet for a period of time, ask them what they are thinking about. When they select an answer, mark it on the answer sheet for that participant.

Allow the participant to answer a complete series (as marked on the protocol) before asking probing questions. Try not to ask any probing or prompting questions as they give their initial answer; if they are having trouble understanding the item or choosing an answer, ask them to describe exactly what they are struggling with.

For each item, record three things:

1. their final answer(s);
2. notes on any follow-up questions; and
3. any other notes on issues that they brought up with the item, anything they struggled with, or anything else relevant that they said while “thinking aloud.”

At the end of the interview confirm the respondent’s mailing address for where we should send their payment.

II. Questionnaire Items

Item 1a (How often are you INFORMALLY evaluated?)

Is there anything about this item that could be confusing or unclear?
Did you have any difficulty answering this question for any reason?
What do you think is meant by “informal evaluations?”

Item 1b (How often are you FORMALLY evaluated?)

Is there anything about this item that could be confusing or unclear?
Did you have any difficulty answering this question for any reason?
What do you think is meant by “formal evaluations?” How is this defined in your school? Are these different from “informal evaluations?”
Do you think other teachers in your school might give a different answer to this question? If so, why? Do you think any of them would have a different understanding of what a “formal evaluation” is?

Item 2a (Were you, or are you going to be, rated in a FORMAL evaluation this school year?)

Is there anything about this item that could be confusing or unclear?
Did you have any difficulty answering this question for any reason?

If response to Item 2a is Yes:

Please describe the process of your formal evaluation.

Item 2b (Are student test score outcomes or test score growth included as an evaluation criterion in your FORMAL evaluation this school year?)

Is there anything about this item that could be confusing or unclear?
Did you have any difficulty answering this question for any reason?

If response to Item 2b is yes:

What kind of test score outcomes are included in your evaluation (i.e., scores on state assessments, scores on local assessments)?

What implications do these test score outcomes have for you? (*i.e., If your students were to perform poorly on tests, what would happen?*)

Do these test score outcomes affect your compensation in any way? If so, how?

If response to Item 2b is no:

Do you know any other teachers for whom the answer to this question would be “Yes”?

What kind of test score outcomes are included in their evaluation (i.e., scores on state assessments, scores on local assessments)?

What implications do these test score outcomes have for them (*i.e., If their students were to perform poorly on tests, what would happen?*)?

Do these test score outcomes affect their compensation in any way? If so, how?

Item 3 (Which of the following describes the teaching certificate you currently hold that certifies you to teach in THIS state?)

Is there anything about this item that could be confusing or unclear?
Did you have any difficulty answering this question for any reason?

Item 4a (Are you certified by the National Board for Professional Teaching Standards in at least one content area?)

Is there anything about this item that could be confusing or unclear?
Did you have any difficulty answering this question for any reason?

If response to Item 4a is yes:

Please describe the steps you took to get National Board Certification.

If response to Item 4a is no:

Do you know what the National Board for Professional Teaching Standards is? What do you know about it?

Item 4b (Using Table 1 on page 4, in what content area(s) does the National Board for Professional Teaching Standards certification allow you to teach?)

Is there anything about this item that could be confusing or unclear?
Did you have any difficulty answering this question for any reason?

Item 4c (Are you working toward National Board Certification?)

Is there anything about this item that could be confusing or unclear?
Did you have any difficulty answering this question for any reason?

If response to Item 4c is yes:

Please describe the steps you are currently taking to get National Board Certification.

Attachment H-3. Table of Certification Content Area Codes

Table 1. Certification Content Area Codes For Question 4b		
<u>General Education</u>		
Elementary Education	114	Developmentally delayed
101 Early childhood or Pre-K, general	115	Early childhood special education
102 Elementary grades, general	116	Emotionally disturbed or behavior disorders
103 Middle grades, general	117	Learning disabilities
	118	Intellectual disabilities
Secondary Education	119	Mildly or moderately disabled
103 Middle grades, general	120	Orthopedically impaired
104 Secondary grades, general	121	Severely or profoundly disabled
	122	Speech or language impaired
Special Education	123	Traumatically brain-injured
111 Special education, general	124	Visually impaired
112 Autism	125	Other special education
113 Deaf and hard-of-hearing		
<u>Subject-matter Specific</u>		
Arts and Music		Social Sciences
141 Art or arts and crafts		220 Social studies, general
143 Dance		221 Anthropology
144 Drama or theater		225 Economics
145 Music		226 Geography
		227 Government or civics
English and Language Arts		228 History
151 Communications		231 Native American studies
152 Composition		233 Psychology
153 English		234 Sociology
154 Journalism		235 Other social sciences
155 Language arts		Career or Technical Education
158 Reading		241 Agriculture and natural resources
159 Speech		242 Business management
		243 Business support
English as a Second Language		244 Marketing and distribution
160 ESL or bilingual education: General		245 Healthcare occupations
161 ESL or bilingual education: Spanish		246 Construction trades, engineering, or science technologies (including CADD and drafting)
162 ESL or bilingual education: Other languages		247 Mechanics and repair
		249 Manufacturing or precision production (electronics, metalwork, textiles, etc.)
Foreign Languages		250 Communications and related technologies (including design, graphics or printing; not including computer science)
171 French		253 Personal and public services (including culinary arts, cosmetology, child care, social work, protective services, custodial services, and interior design)
172 German		254 Family and consumer sciences education
173 Latin		255 Industrial arts or technology education
174 Spanish		256 Other career or technical education
175 Other foreign language		
Health Education		Miscellaneous
181 Health education		262 Driver education
182 Physical education		263 Humanities or Liberal studies
		264 Library or information science
Mathematics and Computer Science		265 Military science or ROTC
190 Mathematics		266 Philosophy
197 Computer science		267 Religious studies, theology or divinity
		Other
Natural Sciences		268 Other
210 Science, general		
211 Biology or life sciences		
212 Chemistry		
213 Earth sciences		
216 Physical sciences		
217 Physics		
218 Other natural sciences		

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Appendix I. School and Teacher Sample Allocation Procedure

This appendix contains a report prepared by the U.S. Census Bureau. Its contents are listed below.

Introduction.....	I-2
Sampling Allocation by Sector	I-2
Regular Public Schools.....	I-2
Public Charter Schools.....	I-3
Private Schools	I-3
Sampling Allocation for Teachers	I-3

Introduction

As part of the sampling for the 2011–12 SASS, the sample allocation was optimized with respect to standard errors and costs. This was done to improve the efficiency of the sample design for a fixed data collection budget. To accomplish this, SASS used optimum allocation. Optimum allocation refers to a method of sample allocation, used with stratified sampling. Optimum allocation is designed to provide the most precision for the least cost. Based on optimal allocation, the best sample size for stratum h is:

$$n_h = n * [(N_h * S_h) / \text{sqrt}(c_h)] / [\Sigma (N_h * S_h) / \text{sqrt}(c_h)]$$

where n_h is the sample size for stratum h , n is total sample size, N_h is the population size for stratum h , S_h is the standard error of stratum h , and c_h is the direct cost associated with collecting data from an individual school from stratum h . Note that c_h does not include indirect costs, such as overhead costs. Cost data was obtained from the 2007–08 SASS. Standard errors used in the allocation were derived by averaging standard errors from the 2007–08 SASS and the 2003–04 SASS for total schools, total teachers, and total enrollment.

First, sample was allocated by sector, resulting in a desired sample allocation of 10,250 regular public schools, 750 public charter schools, and 3,000 private schools. Next, sample was allocated, optimally, to state or affiliation and grade level. Some additional constraints were imposed as part of this allocation. All strata with at least five schools were assigned a minimum sample size of five. A maximum constraint of 60 percent of the schools in the sampling frame was also imposed on strata with a minimum of nine schools in the sampling frame.

Sampling Allocation by Sector

Regular Public Schools

In public schools, the sample allocation was further restricted, with the goal of obtaining a maximum average coefficient of variation for regular public schools by grade within state. This step attempted to achieve coefficients of variation (CVs) of 15 percent for primary schools, 20 percent for middle schools, and 10 percent for high schools within a state. Sample was allocated to states so as to achieve a 10 percent overall coefficient of variation for state-level estimates. These constraints were applied assuming response rates comparable to the 2007–08 SASS could be achieved.

For the most part these constraints were achieved. However, in some smaller states, the CV requirement could not be achieved due to the 60 percent maximum sampling rate rule. This impacted middle and high school strata in these states, as well as the overall state-level CV in Delaware, North Dakota, and Vermont. Additionally, in some states, the high school CV was relaxed to 11 percent instead of 10 percent in order to avoid having an overall allocation result that differed too much from the 2007–08 result. These states where the relaxed high school CV requirement were applied were Arizona, Connecticut, Louisiana, Maryland, Minnesota, Nevada, Utah, Oregon, and Washington.

Public Charter Schools

For public charter schools, a minimum sample size of two was allocated to state by grade level strata. Beyond that, no specific CV constraints were applied. The sample was allocated using the optimum allocation procedure.

Private Schools

Private schools, at the affiliation by grade level, were generally allocated a minimum sample size of 30 schools. Exceptions were made for Jewish, nonsectarian—special emphasis, and nonsectarian—special education in order to avoid overburdening these rather small affiliations that are sometimes rather reluctant to cooperate. For these three affiliations, a minimum sample size was set at 11 percent of the sampling frame for nonsectarian schools and 10 percent for Jewish schools. Schools from the Private School Universe Survey (PSS) area frame were all selected for sample (252 in total) since they tend to have a large variance associated with them. The remaining schools were allocated using the optimum allocation procedure. One slight deviation was implemented—the affiliation by grade strata sample sizes was limited to 60 percent of the sampling frame. This additional constraint only affected Baptist secondary schools.

Once the sample had been allocated to affiliation by grade level, the sample was allocated to the sampling strata—affiliation by grade by census region. This was accomplished by calculating the measure of size of each school in the sampling frame, the square root of the number of teachers, then summing the measure of size for each stratum. The sample for affiliation by grade level was then allocated to each region proportional to the accumulated measure of size of the schools within each region. A minimum sample size of two was set for each stratum that had at least two schools.

Sampling Allocation for Teachers

Optimum allocation was not formally applied to the teacher sampling. Instead, teacher-within-school average cluster sizes were adjusted up or down in response to an analysis of the 2003–04 and 2007–08 teacher standard errors by school stratum. Previously, average cluster sizes varied only by sector and grade level. For regular public school teachers, the general goal was to be able to produce coefficients of variation of 15 percent for primary and high school teacher estimates by state and 20 percent for middle school teacher estimates by state. This was achieved by computing expected CVs using the new 2011–12 SASS school sample sizes and default teacher cluster sizes from the 2007–08 SASS. An assumption was made that all response rates would be within two percentage points of what they had been in the 2007–08 survey. Consequently, the average teacher cluster sizes for regular public schools were permitted to vary by state as well as grade level. A minimum average of three and a maximum average of 10 were implemented as a constraint.

For public charter and private school teachers, average cluster sizes were adjusted from the 2007–08 SASS so as to better achieve the desired goal of 5 percent CVs by grade level within sector. The average cluster sizes, however, were not permitted to vary by state or affiliation.

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Appendix J. Report on Results of Special Contact Districts

This appendix contains a report prepared by the U.S. Census Bureau. Its contents are listed below.

Background.....	J-2
Methods.....	J-2
Findings.....	J-3
Recommendations.....	J-3

Background

Public school districts have a responsibility to shield their elementary and secondary schools from an excessive amount of interference with instructional time in the name of “research.” Therefore, they can have a system similar to universities’ Institutional Review Boards (IRBs), which review potential research applications. The National Center for Education Statistics (NCES) does not systematically search for such school district policies. Over the years, though, various surveys as well as the National Assessment of Educational Progress (NAEP) have identified a common set of school districts with known policies for handling research requests.

These school districts can approve or reject their schools’ ability to consider participation in the Schools and Staffing Survey (SASS). Therefore, securing the approval of these districts is essential to the success of SASS. In past years, many districts indicated that formal approval from the district was required before they would allow schools to participate in SASS. Often this approval process required months to complete, making it difficult to obtain approval during the SASS data collection period. In the 2003–04 and 2007–08 administrations of SASS, the NCES and Education Statistics Services Institute (ESSI) attempted to identify and contact districts with a formal approval process well ahead of data collection in order to secure this approval. For the 2011–12 administration of SASS, the U.S. Census Bureau was responsible for researching and/or contacting the districts in order to obtain requirements for submission of an external research request, compiling the research request packet, and submitting the research request packet to the appropriate personnel/department. The Census Bureau identified 321 school districts that required prior approval to conduct surveys with schools in their district based on past administrations of SASS, other NCES-sponsored surveys, and the district contact calling operation that occurred in the summer of 2011. These 321 districts oversaw 1,998 schools that were selected for SASS. The Census Bureau referred to these districts as “special contact districts.” Due to the high number of special contact districts, and considering available resources and time, Census Bureau staff first applied to all special contact districts with three or more sampled schools. As resources and time permitted, some districts with two or fewer sampled schools were contacted. As a result, the Census Bureau sent research requests packets to 214 districts prior to the initial mailout. Seven additional special contact districts that oversaw a total of 48 schools were identified after the initial mailout and these districts were sent research packets. The Census Bureau applied to a total of 221 districts.

Methods

Census Bureau staff began researching and/or contacting districts in February 2011. The purpose of the research or initial contact was to identify a contact person at the district and to determine what requirements needed to be satisfied before the district would approve the administration of SASS. Generally, districts required either research applications or research proposals. These applications often requested background on the study, information on the sampling plan, survey questionnaires, school resources required, and a plan for protecting the confidentiality of data. Census Bureau staff prepared research applications or proposals according to the districts’ requirements and submitted them directly to the district. Census Bureau staff developed a tracking sheet that listed each of the special contact districts and provided a description of their research requirements, contact names, and the initial and final outcome of contact with the district. The Census Bureau provided regular updates on the progress of the approval process to the NCES.

Findings

By the initial mailout, 42 districts approved their participation in SASS (either unconditionally or conditionally), 126 districts had not granted permission to conduct the survey and were pending, and the remaining 46 districts denied participation. Of the special contact districts, 188 had special handling procedures related to the package contents or the appropriate recipient. School packages¹ were mailed to the majority of schools in districts where a decision was pending, as long as there were no known special procedures. These special procedures included, but were not limited to, sending the district’s letter granting permission when sending materials to the school, altering the text of the letters, having principals formally approve survey participation in their schools by signing a Principal Permission Form, or having **all** participants approve survey participation by signing a Participant Informed Consent Form.

The Census Bureau ceased following up with the special contact districts regarding the applications in December 2011. At the end of follow-up efforts, 58 districts approved their schools’ participation in SASS, approval in 15 of districts without special procedures was pending, approval in 90 of districts with special procedures were pending, and 58 districts denied participation. Schools in districts that denied participation and schools in districts with special procedures where approval was pending were not contacted.

The response rate of schools in the special contact districts was lower than the overall public school response rate for all school level questionnaires. The response rate comparison is shown in table J-1. These response rates differ from the unweighted final response rates as those were determined after the data were edited and completeness checks were performed.

Table J-1. Unweighted response rates (in percent), by special district status and questionnaire: 2011–12

Questionnaire	Response rate	
	Schools in special contact districts	All public schools ¹
Teacher Listing Form	37.7	77.2
School Questionnaire	34.1	72.8
Principal Questionnaire	33.8	73.1
School Library Media Center Questionnaire	32.8	73.2

¹Response rates for all public schools includes schools in special contact districts and schools that received the Public School Questionnaire (With District Items) in lieu of the School Questionnaire (e.g., charter, state-run, and one school districts). SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “School Control Database,” 2011–12; *Documentation for the 2011–12 Schools and Staffing Survey*, Schools and Staffing Survey (SASS), 2011–12 U.S. Department of Education, National Center for Education Statistics.

Recommendations

The special contact methodology was moderately successful at gaining cooperation from districts that required formal permission to conduct surveys within their schools. Future SASS administrations should continue to contact districts that require formal permission to conduct surveys with their schools as it reduces the number of districts that need to be contacted for permission during data collection. The approval process should begin as early in the year as possible so that the status of the majority of the special contact districts is determined prior to the initial mail-out.

¹The initial package of SASS questionnaires (including the Teacher Listing Form, Principal Questionnaire, and School Questionnaire, and School Library Media Center Questionnaire) was mailed to schools in October 2011.

As districts approve, they may alert the Census Bureau that they require that special procedures be implemented when contacting their schools via mail, telephone calls, or personal visits. While the Census Bureau should strive to accommodate these requests, care should be taken to limit the extent of additional resources allocated to these schools. For example, the goal should be, whenever possible, to limit the extent to which mail packages need to be modified, excluding the initial package sent to schools. Modifications to the initial package are relatively easy to accommodate because there is enough time to prepare them in advance. Modifications to subsequent school and teacher packages, while possible, are more problematic because of the decreased turnaround time and, in the case of teacher packages, the large workload that is involved.

Appendix K. 2011–12 SASS Unit Nonresponse Bias Analysis

A comprehensive unit nonresponse bias analysis was conducted for the 2011–12 SASS. The analysis evaluated the extent to which noninterview weighting adjustments mitigated bias at the unit level. This appendix presents the 2011–12 SASS unit response rates for each questionnaire by sector before and after nonresponse adjustment. The contents are listed below.

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Public School Districts

Table K-1. Unit response rates for Public School Districts before nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in percentages ¹
Total	4,641	5617	100	100	0	0	0	0	0	0
State:										
Alabama	91.00	99.00	1.09	0.96	0.13	14.11	0.06	0.05	0.02	7.7494
Alaska	32.00	43.00	0.38	0.39	-0.01	-2.99	0.04	0.03	0.01	-0.8745
Arizona	124.00	156.00	4.04	4.25	-0.21	-5.06	0.61	0.54	0.24	-0.9003
Arkansas	91.00	94.00	1.79	1.50	0.29	19.30	0.11	0.09	0.04	7.3139
California	259.00	363.00	6.09	6.61	-0.52	-7.83	0.42	0.30	0.18	-2.8044
Colorado	61.00	73.00	1.33	1.23	0.11	8.61	0.09	0.07	0.03	3.0976
Connecticut	93.00	124.00	1.09	1.22	-0.13	-10.86	0.10	0.08	0.06	-2.1468
Delaware	19.00	26.00	0.26	0.27	-0.01	-4.70	0.02	0.02	0.01	-2.3778
District of Columbia	8.00	14.00	0.26	0.35	-0.10	-27.21	0.07	0.09	0.05	-1.9531
Florida	63.00	74.00	0.51	0.48	0.03	6.93	0.25	0.22	0.02	1.3947
Georgia	78.00	95.00	1.18	1.16	0.02	1.43	0.07	0.06	0.03	0.4796
Hawaii	0.00	1.00	0.00	0.01	-0.01	-100.00	0.00	0.00	0.00	-31.4761
Idaho	64.00	73.00	0.98	0.86	0.11	13.24	0.09	0.08	0.02	5.0493
Illinois	140.00	178.00	5.46	6.30	-0.84	-13.29	0.32	0.50	0.39	-2.1347
Indiana	121.00	149.00	2.06	2.06	0.00	-0.11	0.10	0.09	0.06	-0.0354
Iowa	103.00	115.00	2.35	2.17	0.18	8.51	0.24	0.20	0.11	1.6768
Kansas	93.00	103.00	1.79	1.57	0.23	14.46	0.10	0.08	0.03	6.5775
Kentucky	103.00	111.00	1.35	1.17	0.18	15.29	0.07	0.06	0.03	6.8967
Louisiana	57.00	72.00	0.79	1.04	-0.25	-24.06	0.24	0.23	0.07	-3.4763
Maine	77.00	94.00	1.05	1.00	0.05	5.24	0.07	0.05	0.03	1.5440
Maryland	16.00	25.00	0.12	0.15	-0.03	-20.64	0.09	0.08	0.01	-2.8724
Massachusetts	110.00	137.00	2.04	2.34	-0.30	-12.87	0.18	0.26	0.24	-1.2740
Michigan	208.00	252.00	4.94	4.77	0.17	3.55	0.26	0.20	0.13	1.2861
Minnesota	183.00	209.00	3.27	3.24	0.03	1.05	0.16	0.10	0.12	0.2760
Mississippi	74.00	81.00	1.10	0.97	0.13	13.22	0.06	0.05	0.02	7.4968

See notes at end of table.

Table K-1. Unit response rates for Public School Districts before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in percentages ¹
State—Continued										
Missouri	138.00	156.00	3.65	3.29	0.36	10.92	0.23	0.19	0.10	3.7096
Montana	64.00	74.00	2.14	1.81	0.33	18.27	0.26	0.21	0.05	6.2595
Nebraska	85.00	97.00	1.81	1.61	0.20	12.35	0.09	0.07	0.04	4.4718
Nevada	19.00	21.00	0.14	0.14	0.00	0.00	0.17	0.15	0.02	-0.0002
New Hampshire	51.00	58.00	1.35	1.45	-0.10	-6.91	0.56	0.74	0.19	-0.5334
New Jersey	170.00	228.00	4.12	4.42	-0.30	-6.89	0.20	0.22	0.14	-2.2278
New Mexico	59.00	69.00	0.61	0.60	0.01	2.50	0.03	0.03	0.01	1.1160
New York	151.00	195.00	4.34	4.85	-0.51	-10.58	0.20	0.20	0.14	-3.7252
North Carolina	83.00	93.00	1.50	1.42	0.08	5.27	0.08	0.08	0.08	0.9831
North Dakota	68.00	78.00	1.16	1.07	0.09	8.54	0.08	0.06	0.03	2.9290
Ohio	208.00	256.00	5.52	5.54	-0.02	-0.40	0.37	0.28	0.19	-0.1134
Oklahoma	89.00	98.00	3.93	3.56	0.37	10.40	0.44	0.33	0.22	1.6963
Oregon	79.00	116.00	1.13	1.27	-0.13	-10.49	0.06	0.06	0.04	-3.4427
Pennsylvania	164.00	195.00	4.06	3.95	0.11	2.81	0.26	0.21	0.15	0.7284
Rhode Island	29.00	36.00	0.31	0.29	0.02	5.70	0.05	0.04	0.01	1.7809
South Carolina	54.00	57.00	0.65	0.58	0.07	11.21	0.04	0.04	0.02	3.2035
South Dakota	62.00	65.00	1.00	0.86	0.14	16.15	0.09	0.07	0.05	2.6755
Tennessee	66.00	74.00	0.91	0.82	0.10	11.90	0.05	0.04	0.02	6.0973
Texas	268.00	315.00	8.61	8.41	0.19	2.27	0.45	0.45	0.19	1.0111
Utah	42.00	51.00	0.60	0.65	-0.04	-6.85	0.07	0.03	0.08	-0.5788
Vermont	34.00	54.00	0.65	0.82	-0.17	-20.50	0.33	0.41	0.08	-2.0893
Virginia	79.00	93.00	1.51	1.40	0.11	7.70	0.17	0.15	0.05	2.0123
Washington	113.00	141.00	1.74	1.85	-0.12	-6.25	0.17	0.17	0.10	-1.1697
West Virginia	52.00	55.00	0.44	0.53	-0.09	-17.35	0.13	0.05	0.10	-0.8844
Wisconsin	114.00	144.00	2.53	2.49	0.05	1.86	0.13	0.12	0.07	0.6317
Wyoming	32.00	37.00	0.29	0.26	0.02	9.57	0.02	0.01	0.00	7.1919

See notes at end of table.

Table K-1. Unit response rates for Public School Districts before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in percentages ¹
Agency type code:										
1: Regular local school district	4119.00	4883.00	80.18	76.73	3.46	4.50	1.97	2.29	0.59	5.8710
2: Component district	38.00	46.00	0.65	0.61	0.04	6.08	0.08	0.07	0.03	1.3051
3: Supervisory union	54.00	78.00	1.46	1.81	-0.35	-19.26	0.85	1.13	0.28	-1.2634
4: Regional education service agency	118.00	153.00	2.92	3.54	-0.62	-17.42	0.19	0.41	0.35	-1.7683
5: State operated agency	51.00	73.00	1.76	2.33	-0.58	-24.67	0.20	0.33	0.23	-2.5588
6: Federally operated agency	1.00	3.00	0.01	0.03	-0.02	-75.67	0.00	0.01	0.01	-2.7335
7: Charter agency	244.00	359.00	12.73	14.63	-1.90	-12.97	1.19	1.16	0.35	-5.3459
8: Other education agency	16.00	22.00	0.29	0.32	-0.03	-9.86	0.07	0.07	0.03	-1.2221
Locale:										
1: City	683.00	900.00	14.22	15.80	-1.58	-10.00	0.90	0.83	0.34	-4.6917
2: Suburb	1162.00	1471.00	19.43	21.28	-1.85	-8.70	0.54	0.67	0.42	-4.3862
3: Town	943.00	1118.00	17.00	16.58	0.42	2.53	0.62	0.64	0.28	1.4907
4: Rural	1853.00	2128.00	49.36	46.35	3.01	6.50	1.05	1.03	0.38	7.8913
Enrollment:										
1: 0 <= x < 250	401.00	500.00	19.84	21.19	-1.34	-6.34	0.94	0.99	0.53	-2.5526
2: 250 <= x <= 999	949.00	1179.00	33.16	33.49	-0.33	-0.98	0.71	0.66	0.41	-0.8057
3: 1000 <= x <= 1999	767.00	888.00	17.37	16.29	1.08	6.64	0.48	0.41	0.20	5.3682
4: 2000 <= x <= 4999	1219.00	1453.00	17.97	17.59	0.38	2.17	0.43	0.36	0.21	1.8442
5: 5000 <= x <= 9999	640.00	772.00	6.48	6.29	0.19	3.05	0.25	0.27	0.08	2.3693
6: x >= 10000	665.00	825.00	5.17	5.16	0.02	0.30	0.15	0.17	0.05	0.2965
Number of schools in district										
1: x = 1	654.00	863.00	32.42	35.08	-2.66	-7.58	0.86	0.72	0.52	-5.0758
2: 2 <= x <= 3	851.00	994.00	25.75	24.49	1.27	5.17	0.62	0.54	0.30	4.2534
3: 4 <= x <= 5	837.00	994.00	16.67	16.18	0.49	3.04	0.41	0.36	0.19	2.5591
4: 6 <= x <= 9	979.00	1152.00	13.59	12.77	0.83	6.47	0.33	0.29	0.16	5.1118
5: 10 <= x <= 19	756.00	912.00	7.17	7.10	0.07	0.94	0.20	0.13	0.12	0.5766
6: x >= 20	564.00	702.00	4.40	4.38	0.01	0.23	0.06	0.07	0.06	0.1769

See notes at end of table.

Table K-1. Unit response rates for Public School Districts before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in percentages ¹
Number of teachers in district										
1: $x < 16.67$	270.00	340.00	16.37	17.74	-1.37	-7.74	0.87	0.87	0.54	-2.5416
2: $16.67 \leq x < 66.67$	1017.00	1253.00	35.26	35.55	-0.29	-0.82	0.68	0.62	0.41	-0.7143
3: $66.67 \leq x < 133.33$	839.00	992.00	19.36	18.37	1.00	5.42	0.68	0.52	0.25	3.9777
4: $133.33 \leq x \leq 333.33$	1262.00	1510.00	17.88	17.48	0.40	2.29	0.56	0.47	0.21	1.9283
5: $333.33 \leq x \leq 666.67$	658.00	793.00	6.51	6.32	0.19	3.08	0.24	0.24	0.07	2.6122
6: $x \geq 666.67$	595.00	729.00	4.61	4.54	0.07	1.58	0.13	0.15	0.05	1.5497
Poverty Rate										
1: $0 \leq x < .0887$	672.00	841.00	11.82	12.14	-0.32	-2.61	0.55	0.56	0.18	-1.7171
2: $.0887 \leq x \leq .1311$	616.00	748.00	12.30	12.01	0.29	2.40	0.58	0.59	0.23	1.2606
3: $.1331 \leq x < .1719$	597.00	693.00	12.26	11.55	0.71	6.14	0.66	0.63	0.19	3.6928
4: $.1719 \leq x < .2178$	672.00	800.00	14.41	13.81	0.60	4.35	0.74	0.70	0.29	2.0441
5: $.2178 \leq x < .2820$	676.00	772.00	13.25	12.34	0.91	7.41	0.45	0.39	0.23	4.0030
6: $x \geq .2820$	672.00	746.00	13.83	12.45	1.38	11.11	0.67	0.62	0.22	6.1554
Missing	736.00	1017.00	22.13	25.71	-3.58	-13.92	1.97	2.27	0.58	-6.1606

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-2. Unit response rates for Public School Districts after nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in percentages ¹	Percent relative difference
Total	100	0	0	0	0	0	
State:							
Alabama	1.01	0.88	652.10	0.06	0.03	31.1956	-93.77
Alaska	0.42	0.43	-3706.35	0.05	0.03	16.9298	-85.61
Arizona	4.32	4.54	-2110.99	0.58	0.15	30.7856	-10.27
Arkansas	1.62	1.33	458.49	0.11	0.04	31.3324	-93.10
California	6.63	7.14	-1381.36	0.32	0.04	166.1164	-8.74
Colorado	1.20	1.10	1039.46	0.08	0.02	45.6769	-87.26
Connecticut	1.18	1.31	-991.33	0.12	0.08	16.6654	-87.90
Delaware	0.29	0.31	-2426.16	0.03	0.01	24.6083	-93.48
District of Columbia	0.31	0.40	-420.63	0.09	0.05	8.8542	-98.52
Florida	0.48	0.45	1362.14	0.25	0.03	16.7440	-93.48
Georgia	1.16	1.15	6902.38	0.07	0.03	42.8065	-19.90
Hawaii	0.00	0.01	-100.00	0.00	0.00	31.4761	-99.99
Idaho	0.90	0.78	682.87	0.09	0.02	44.6791	-94.10
Illinois	5.39	6.23	-744.43	0.34	0.30	20.7967	-53.12
Indiana	2.09	2.09	-91105.66	0.12	0.08	25.6064	1774.35
Iowa	2.22	2.04	1103.16	0.22	0.10	21.2081	-76.07
Kansas	1.69	1.46	647.01	0.09	0.03	45.8204	-89.87
Kentucky	1.16	0.98	549.71	0.06	0.02	42.0042	-93.59
Louisiana	0.82	1.07	-426.91	0.29	0.10	10.9739	-95.54
Maine	1.07	1.02	1944.23	0.07	0.04	27.9414	-80.61
Maryland	0.13	0.17	-535.02	0.11	0.03	6.1557	-99.20
Massachusetts	2.24	2.54	-844.27	0.19	0.21	11.8881	-80.24
Michigan	5.19	5.03	2971.17	0.25	0.17	29.6167	41.75
Minnesota	3.14	3.10	9088.82	0.15	0.09	33.0350	194.47
Mississippi	1.02	0.89	699.08	0.07	0.02	35.8921	-93.24
Missouri	3.52	3.16	879.51	0.22	0.08	37.2625	-71.03
Montana	1.87	1.54	466.32	0.23	0.02	63.3877	-91.57
Nebraska	1.71	1.51	757.46	0.09	0.04	35.7341	-87.80
Nevada	0.12	0.12	-3129215.62	0.15	0.01	14.0691	4362.44
New Hampshire	1.59	1.69	-1686.71	0.69	0.06	26.5258	-75.54
New Jersey	4.45	4.76	-1561.43	0.22	0.14	33.6846	-30.97
New Mexico	0.55	0.53	3558.10	0.03	0.01	47.2996	-78.73

See notes at end of table.

Table K-2. Unit response rates for Public School Districts after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in percentages ¹	Percent relative difference
State—Continued							
New York	4.44	4.95	-964.30	0.21	0.13	39.1808	-53.19
North Carolina	1.53	1.46	1944.36	0.10	0.08	18.7645	-72.31
North Dakota	1.08	0.98	1079.66	0.08	0.03	32.9135	-88.47
Ohio	5.54	5.56	-25234.89	0.35	0.17	31.9807	1297.68
Oklahoma	3.42	3.05	823.00	0.36	0.15	20.3306	-70.68
Oregon	1.25	1.39	-1042.34	0.08	0.04	32.1709	-86.79
Pennsylvania	4.22	4.11	3696.38	0.25	0.14	29.3288	45.96
Rhode Island	0.35	0.33	2001.06	0.06	0.02	16.5167	-94.19
South Carolina	0.56	0.50	761.56	0.04	0.02	23.5358	-95.56
South Dakota	0.93	0.80	573.19	0.09	0.05	15.8363	-95.08
Tennessee	0.82	0.73	747.41	0.05	0.01	61.7994	-93.91
Texas	8.42	8.23	4311.33	0.54	0.18	46.2101	262.78
Utah	0.62	0.66	-1488.57	0.08	0.08	7.9058	-90.37
Vermont	0.81	0.98	-578.89	0.41	0.02	44.8495	-95.24
Virginia	1.59	1.48	1371.91	0.20	0.09	17.3848	-80.77
Washington	1.78	1.90	-1640.37	0.20	0.10	18.3025	-69.62
West Virginia	0.41	0.50	-538.81	0.11	0.09	5.7772	-97.13
Wisconsin	2.45	2.41	5208.87	0.14	0.08	29.4149	29.47
Wyoming	0.26	0.23	938.82	0.01	0.00	94.7254	-97.55
Agency type code:							
1: Regular local school district	77.25	73.79	2135.41	2.29	0.36	203.1778	1538.43
2: Component district	0.67	0.64	1716.94	0.09	0.03	19.0344	-89.54
3: Supervisory union	1.80	2.15	-617.01	1.06	0.08	28.3568	-88.83
4: Regional education service agency	3.13	3.75	-607.06	0.22	0.33	11.4902	-78.50
5: State operated agency	2.05	2.63	-456.50	0.25	0.20	12.9291	-89.35
6: Federally operated agency	0.01	0.03	-138.90	0.00	0.01	3.7550	-99.96
7: Charter agency	14.75	16.64	-877.45	1.29	0.25	65.3340	28.35
8: Other education agency	0.34	0.37	-1171.89	0.08	0.03	11.5493	-96.24
Locale:							
1: City	15.90	17.48	-1107.29	0.94	0.30	58.6961	74.90
2: Suburb	20.66	22.51	-1216.04	0.65	0.28	79.2711	158.79
3: Town	16.34	15.92	3802.18	0.63	0.25	62.8798	530.29
4: Rural	47.10	44.09	1463.92	1.05	0.30	148.7588	578.47

See notes at end of table.

Table K-2. Unit response rates for Public School Districts after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in percentages ¹	Percent relative difference
Enrollment:							
1: 0 <= x < 250	20.23	21.57	-1606.60	0.93	0.46	47.1595	240.37
2: 250 <= x <= 999	33.59	33.92	-10313.55	0.73	0.37	92.4113	3353.59
3: 1000 <= x <= 1999	16.92	15.84	1464.57	0.48	0.20	78.4129	138.53
4: 2000 <= x <= 4999	17.60	17.22	4508.39	0.43	0.24	72.3498	693.08
5: 5000 <= x <= 9999	6.45	6.26	3255.64	0.29	0.10	65.5822	104.85
6: x >= 10000	5.21	5.19	33004.24	0.19	0.05	100.0047	1602.47
Number of schools in district							
1: x = 1	33.89	36.55	-1374.17	0.81	0.50	73.4611	382.03
2: 2 <= x <= 3	25.16	23.89	1887.68	0.60	0.28	85.4135	362.26
3: 4 <= x <= 5	16.16	15.66	3184.10	0.41	0.19	84.4968	415.15
4: 6 <= x <= 9	13.32	12.50	1513.62	0.33	0.16	79.0481	93.23
5: 10 <= x <= 19	7.05	6.98	10491.15	0.24	0.16	44.4492	645.26
6: x >= 20	4.42	4.41	43462.12	0.06	0.04	100.4529	1805.81
Number of teachers in district							
1: x < 16.67	16.86	18.23	-1328.26	0.86	0.47	39.0636	135.60
2: 16.67 <= x < 66.67	35.66	35.95	-12378.63	0.70	0.35	102.2225	4301.16
3: 66.67 <= x < 133.33	18.87	17.87	1794.87	0.71	0.28	63.8100	229.64
4: 133.33 <= x <= 333.33	17.51	17.11	4276.16	0.59	0.26	65.0024	647.50
5: 333.33 <= x <= 666.67	6.48	6.29	3227.78	0.28	0.09	68.8965	104.00
6: x >= 666.67	4.62	4.54	6322.17	0.16	0.04	115.6078	187.11
Poverty Rate							
1: 0 <= x < .0887	12.07	12.38	-3905.64	0.61	0.38	32.8140	374.12
2: .0887 <= x <= .1311	12.13	11.84	4101.57	0.61	0.20	58.6622	392.46
3: .1331 <= x < .1719	11.56	10.85	1530.02	0.70	0.19	57.9222	76.69
4: .1719 <= x < .2178	13.59	12.99	2162.53	0.74	0.18	71.9562	198.56
5: .2178 <= x < .2820	12.36	11.45	1252.85	0.41	0.24	48.2829	54.56
6: x >= .2820	12.94	11.56	836.04	0.68	0.20	57.6968	4.10
Missing	25.34	28.92	-808.22	2.29	0.18	160.2740	107.80

¹Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion..

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Total	4,641	5617	100.00	100.00	0.00	0.00				0
Alabama	91	99								
Locale:										
1: City	15	16	21.40	20.32	1.08	5.31	4.56	4.28	0.40	2.6947
2: Suburb	11	12	10.37	10.17	0.20	1.97	1.06	0.94	0.17	1.1615
3: Town	18	20	21.21	21.76	-0.55	-2.54	2.06	1.99	0.64	-0.8587
4: Rural	47	51	47.03	47.75	-0.73	-1.52	3.87	3.72	0.64	-1.1412
Enrollment:										
1: 0 <= x < 250	1	1	5.84	5.38	0.47	8.66	3.65	3.38	0.29	1.5894
2: 250 <= x <= 999	4	5	13.16	13.85	-0.69	-5.00	3.35	3.08	0.80	-0.8619
3: 1000 <= x <= 1999	11	13	15.66	17.12	-1.45	-8.49	2.39	2.34	0.65	-2.2357
4: 2000 <= x <= 4999	42	45	42.28	41.18	1.10	2.66	2.63	2.34	0.55	1.9825
5: 5000 <= x <= 9999	21	22	14.87	14.31	0.56	3.91	0.79	0.71	0.21	2.7017
6: x >= 10000	12	13	8.19	8.16	0.03	0.32	0.38	0.34	0.11	0.2321
Alaska	32	43								
Locale:										
1: City	0	2	0.00	3.09	-3.09	-100.00	0.00	0.22	0.22	-13.8341
2: Suburb	1	1	1.97	1.54	0.43	27.82	0.18	0.11	0.09	4.8906
3: Town	6	8	14.17	14.17	0.00	-0.01	2.13	1.75	0.55	-0.0022
4: Rural	25	32	83.86	81.20	2.66	3.27	2.22	1.96	0.58	4.6085
Enrollment:										
1: 0 <= x < 250	7	8	42.27	37.76	4.51	11.96	5.38	4.59	1.73	2.6154
2: 250 <= x <= 999	15	20	37.98	39.04	-1.06	-2.72	4.23	3.52	1.48	-0.7170
3: 1000 <= x <= 1999	6	6	11.86	9.28	2.58	27.83	1.09	0.67	0.53	4.9101
4: 2000 <= x <= 4999	2	4	3.94	6.21	-2.26	-36.47	0.36	0.50	0.26	-8.8066
5: 5000 <= x <= 9999	1	2	1.97	3.09	-1.11	-36.09	0.18	0.22	0.09	-12.9155
6: x >= 10000	1	3	1.97	4.63	-2.66	-57.39	0.18	0.33	0.18	-14.8408

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Arizona	124	156								
Locale:										
1: City	56	72	48.34	46.66	1.67	3.59	6.97	6.32	3.46	0.4847
2: Suburb	10	15	4.43	6.25	-1.82	-29.07	2.27	2.47	1.57	-1.1598
3: Town	24	29	16.18	14.87	1.31	8.79	4.61	3.45	1.88	0.6943
4: Rural	34	40	31.05	32.22	-1.17	-3.62	6.52	6.85	3.94	-0.2965
Enrollment:										
1: 0 <= x < 250	33	42	48.52	50.01	-1.48	-2.97	6.61	6.34	3.02	-0.4902
2: 250 <= x <= 999	28	41	31.93	32.75	-0.82	-2.51	5.66	5.46	2.54	-0.3244
3: 1000 <= x <= 1999	10	12	6.79	6.17	0.63	10.14	2.29	1.87	0.87	0.7189
4: 2000 <= x <= 4999	13	15	4.47	3.85	0.62	16.14	1.31	0.96	0.53	1.1820
5: 5000 <= x <= 9999	20	20	4.57	3.50	1.07	30.60	1.04	0.69	0.44	2.4079
6: x >= 10000	20	26	3.71	3.72	-0.01	-0.31	0.89	0.72	0.34	-0.0337
Arkansas	91	94								
Locale:										
1: City	17	18	14.43	14.62	-0.19	-1.29	1.85	1.75	0.35	-0.5384
2: Suburb	5	5	2.68	2.58	0.10	3.94	0.35	0.34	0.05	2.0609
3: Town	23	23	17.10	16.45	0.65	3.94	2.00	1.96	0.31	2.0973
4: Rural	46	48	65.79	66.35	-0.56	-0.85	2.48	2.36	0.58	-0.9720
Enrollment:										
1: 0 <= x < 250	2	2	3.09	2.98	0.12	3.94	0.82	0.79	0.06	1.8798
2: 250 <= x <= 999	26	27	50.25	50.72	-0.48	-0.94	3.67	3.43	0.82	-0.5821
3: 1000 <= x <= 1999	23	25	24.78	25.25	-0.47	-1.87	3.00	2.88	0.48	-0.9721
4: 2000 <= x <= 4999	26	26	15.92	15.31	0.60	3.94	1.37	1.29	0.29	2.1131
5: 5000 <= x <= 9999	8	8	3.48	3.35	0.13	3.94	0.27	0.24	0.06	2.0491
6: x >= 10000	6	6	2.48	2.39	0.09	3.94	0.14	0.12	0.05	2.0662

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
California	259	363								
Locale:										
1: City	89	120	27.38	24.56	2.82	11.48	3.03	2.28	1.08	2.6086
2: Suburb	104	149	28.16	31.42	-3.26	-10.38	2.81	2.63	1.52	-2.1508
3: Town	33	49	19.53	18.25	1.28	7.02	5.30	3.92	1.49	0.8570
4: Rural	33	45	24.93	25.77	-0.84	-3.26	3.65	2.83	1.61	-0.5227
Enrollment:										
1: 0 <= x < 250	7	9	9.21	8.80	0.41	4.65	2.63	2.12	1.05	0.3906
2: 250 <= x <= 999	33	45	29.62	28.97	0.65	2.24	4.13	3.05	1.85	0.3507
3: 1000 <= x <= 1999	19	26	12.27	13.20	-0.93	-7.02	1.90	2.02	1.11	-0.8383
4: 2000 <= x <= 4999	52	77	25.00	24.62	0.38	1.56	5.26	3.88	1.56	0.2449
5: 5000 <= x <= 9999	49	71	10.64	11.12	-0.48	-4.32	1.25	0.98	0.46	-1.0400
6: x >= 10000	99	135	13.26	13.29	-0.03	-0.26	1.30	0.97	0.45	-0.0748
Colorado	61	73								
Locale:										
1: City	14	16	13.45	13.33	0.12	0.92	2.57	2.16	0.75	0.1638
2: Suburb	8	12	5.40	7.01	-1.62	-23.06	0.64	0.64	0.23	-6.9251
3: Town	16	18	18.57	17.92	0.65	3.63	2.28	2.02	0.64	1.0180
4: Rural	23	27	62.59	61.74	0.85	1.37	3.22	2.96	0.94	0.8974
Enrollment:										
1: 0 <= x < 250	8	9	26.33	25.40	0.93	3.67	3.95	3.66	1.35	0.6916
2: 250 <= x <= 999	14	17	42.16	41.72	0.44	1.06	4.88	4.53	1.32	0.3353
3: 1000 <= x <= 1999	8	8	10.52	9.21	1.31	14.18	1.82	1.58	0.34	3.7906
4: 2000 <= x <= 4999	6	10	6.28	8.83	-2.55	-28.89	1.03	1.12	0.57	-4.4662
5: 5000 <= x <= 9999	10	10	6.34	5.55	0.79	14.18	0.63	0.52	0.17	4.5031
6: x >= 10000	15	19	8.38	9.29	-0.91	-9.85	0.52	0.50	0.20	-4.6608

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Connecticut	93	124								
Locale:										
1: City	11	20	8.93	16.48	-7.55	-45.81	1.11	3.66	3.26	-2.3159
2: Suburb	54	70	48.23	47.39	0.84	1.77	4.24	4.20	2.37	0.3539
3: Town	8	11	7.58	7.65	-0.07	-0.92	1.14	0.95	0.77	-0.0914
4: Rural	20	23	35.26	28.48	6.78	23.80	4.94	4.11	2.02	3.3568
Enrollment:										
1: 0 <= x < 250	2	3	6.41	9.10	-2.69	-29.58	4.10	3.04	4.05	-0.6638
2: 250 <= x <= 999	10	19	26.60	30.99	-4.39	-14.17	5.07	3.95	2.47	-1.7789
3: 1000 <= x <= 1999	12	14	12.77	10.89	1.88	17.26	1.43	1.20	0.83	2.2588
4: 2000 <= x <= 4999	49	58	40.48	34.19	6.29	18.41	3.33	2.27	2.37	2.6600
5: 5000 <= x <= 9999	13	20	8.96	9.92	-0.96	-9.70	0.75	0.70	0.55	-1.7420
6: x >= 10000	7	10	4.78	4.91	-0.13	-2.63	0.37	0.31	0.27	-0.4760
Delaware	19	26								
Locale:										
1: City	3	4	33.74	31.71	2.03	6.41	16.30	13.33	4.96	0.4102
2: Suburb	8	11	29.87	33.19	-3.32	-10.01	4.51	5.32	3.60	-0.9217
3: Town	3	4	8.71	8.99	-0.28	-3.11	0.78	0.69	0.27	-1.0378
4: Rural	5	7	27.68	26.11	1.57	6.00	12.98	9.73	3.31	0.4736
Enrollment:										
1: 0 <= x < 250	2	2	30.35	23.33	7.03	30.12	16.52	13.03	3.52	1.9950
2: 250 <= x <= 999	3	5	25.70	31.31	-5.61	-17.90	12.94	10.20	2.76	-2.0280
3: 1000 <= x <= 1999	3	3	12.03	9.24	2.78	30.12	2.58	1.96	0.65	4.2693
4: 2000 <= x <= 4999	5	8	14.51	18.29	-3.78	-20.64	1.30	1.33	0.48	-7.8876
5: 5000 <= x <= 9999	4	4	11.60	8.92	2.69	30.11	1.04	0.61	0.44	6.1357
6: x >= 10000	2	4	5.80	8.92	-3.12	-34.94	0.52	0.61	0.10	-30.8821

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
District of Columbia	8	14								
Locale:										
1: City	8	14	100.00	100.00	0.00	0.00	0.00	0.00	0.00	99.9999
2: Suburb	0	0	0.00	0.00						
3: Town	0	0	0.00	0.00						
4: Rural	0	0	0.00	0.00						
Enrollment:										
1: 0 <= x < 250	3	3	30.94	18.16	12.78	70.34	16.11	10.69	7.38	1.7322
2: 250 <= x <= 999	3	7	42.19	46.53	-4.34	-9.34	16.92	16.95	11.07	-0.3924
3: 1000 <= x <= 1999	1	3	23.97	33.60	-9.63	-28.66	16.33	21.39	6.36	-1.5148
4: 2000 <= x <= 4999	0	0	0.00	0.00						
5: 5000 <= x <= 9999	0	0	0.00	0.00						
6: x >= 10000	1	1	2.90	1.70	1.20	70.37	1.53	0.78	0.90	1.3322
Florida	63	74								
Locale:										
1: City	10	11	14.51	13.77	0.75	5.42	2.29	1.98	0.41	1.8140
2: Suburb	18	21	34.69	33.67	1.02	3.03	7.61	7.33	0.52	1.9705
3: Town	12	16	17.42	20.02	-2.61	-13.03	6.46	5.33	1.19	-2.1865
4: Rural	23	26	33.38	32.54	0.84	2.58	1.93	2.48	1.35	0.6222
Enrollment:										
1: 0 <= x < 250	2	2	11.47	9.89	1.58	15.97	3.77	3.34	0.47	3.3821
2: 250 <= x <= 999	2	2	2.90	2.50	0.40	15.96	5.32	4.68	0.65	0.6189
3: 1000 <= x <= 1999	7	7	10.16	8.76	1.40	15.96	4.98	4.44	0.57	2.4423
4: 2000 <= x <= 4999	10	12	14.51	15.02	-0.50	-3.36	5.98	6.33	0.82	-0.6172
5: 5000 <= x <= 9999	7	12	10.16	15.02	-4.86	-32.35	0.98	1.08	0.56	-8.6456
6: x >= 10000	35	39	50.80	48.81	1.99	4.07	15.10	14.09	1.09	1.8243

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Georgia	78	95								
Locale:										
1: City	11	13	8.80	8.82	-0.02	-0.21	0.89	0.84	0.63	-0.0295
2: Suburb	12	16	8.96	12.67	-3.71	-29.30	0.79	1.72	1.63	-2.2814
3: Town	12	15	14.37	16.71	-2.34	-14.02	1.62	1.61	1.15	-2.0386
4: Rural	43	51	67.87	61.80	6.07	9.83	1.92	2.20	1.46	4.1742
Enrollment:										
1: 0 ≤ x < 250	0	1	0.00	2.60	-2.60	-100.00	0.00	1.44	1.44	-1.8115
2: 250 ≤ x ≤ 999	4	6	14.20	13.60	0.60	4.44	3.98	3.45	0.77	0.7886
3: 1000 ≤ x ≤ 1999	6	7	14.87	12.89	1.98	15.39	2.94	2.42	0.70	2.8432
4: 2000 ≤ x ≤ 4999	21	28	33.18	36.77	-3.60	-9.78	2.93	2.55	1.11	-3.2460
5: 5000 ≤ x ≤ 9999	17	18	17.75	15.19	2.56	16.85	1.83	1.41	0.62	4.1183
6: x ≥ 10000	30	35	20.00	18.95	1.05	5.54	1.07	0.86	0.53	1.9862
Hawaii	0	1								
Locale:										
1: City	0	0	0.00	0.00						
2: Suburb	0	1	0.00	100.00	-100.00	-100.00	0.00	0.00	0.00	99.9999
3: Town	0	0	0.00	0.00						
4: Rural	0	0	0.00	0.00						
Enrollment:										
1: 0 ≤ x < 250	0	0	0.00	0.00						
2: 250 ≤ x ≤ 999	0	0	0.00	0.00						
3: 1000 ≤ x ≤ 1999	0	0	0.00	0.00						
4: 2000 ≤ x ≤ 4999	0	0	0.00	0.00						
5: 5000 ≤ x ≤ 9999	0	0	0.00	0.00						
6: x ≥ 10000	0	1	0.00	100.00	-100.00	-100.00	0.00	0.00	0.00	99.9999

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Idaho	64	73								
Locale:										
1: City	5	8	19.89	20.25	-0.35	-1.74	6.49	5.89	0.67	-0.5292
2: Suburb	4	5	4.68	4.97	-0.29	-5.77	1.45	1.35	0.13	-2.2011
3: Town	21	24	25.46	25.48	-0.02	-0.08	3.92	3.66	0.45	-0.0440
4: Rural	34	36	49.96	49.31	0.66	1.34	4.76	4.38	0.82	0.8058
Enrollment:										
1: 0 <= x < 250	5	5	28.81	26.31	2.50	9.51	7.16	6.64	0.66	3.7616
2: 250 <= x <= 999	20	22	35.85	36.42	-0.57	-1.56	5.08	4.59	1.02	-0.5552
3: 1000 <= x <= 1999	16	17	17.12	16.46	0.66	3.99	1.96	1.82	0.28	2.3196
4: 2000 <= x <= 4999	15	17	12.15	12.50	-0.35	-2.77	1.20	1.18	0.18	-1.9176
5: 5000 <= x <= 9999	5	6	3.80	4.16	-0.36	-8.75	0.33	0.34	0.06	-6.3860
6: x >= 10000	3	6	2.28	4.16	-1.88	-45.25	0.20	0.34	0.15	-12.6072
Illinois	140	178								
Locale:										
1: City	14	18	3.00	4.45	-1.44	-32.49	0.42	1.17	1.16	-1.2451
2: Suburb	66	86	33.83	38.52	-4.69	-12.18	2.81	3.84	3.51	-1.3373
3: Town	26	32	19.44	18.22	1.22	6.70	3.16	2.50	2.08	0.5877
4: Rural	34	42	43.73	38.81	4.92	12.67	3.93	3.84	2.72	1.8089
Enrollment:										
1: 0 <= x < 250	8	14	18.85	27.78	-8.92	-32.12	4.67	5.05	4.70	-1.8976
2: 250 <= x <= 999	29	37	38.61	34.52	4.09	11.86	4.22	3.70	2.88	1.4203
3: 1000 <= x <= 1999	30	35	19.15	15.57	3.58	22.99	2.28	2.13	1.08	3.3153
4: 2000 <= x <= 4999	37	49	15.87	15.92	-0.05	-0.29	1.70	1.73	1.44	-0.0316
5: 5000 <= x <= 9999	19	24	4.98	4.25	0.73	17.19	0.64	0.51	0.38	1.9240
6: x >= 10000	17	19	2.53	1.96	0.56	28.74	0.18	0.17	0.15	3.8835

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Indiana	121	149								
Locale:										
1: City	23	32	14.83	18.01	-3.18	-17.67	1.99	1.06	1.88	-1.6892
2: Suburb	30	33	18.61	18.29	0.31	1.71	1.72	1.82	1.02	0.3061
3: Town	26	33	23.69	24.14	-0.45	-1.85	2.53	2.00	1.28	-0.3478
4: Rural	42	51	42.88	39.56	3.32	8.38	2.38	2.07	1.32	2.5076
Enrollment:										
1: 0 <= x < 250	6	6	4.42	3.56	0.86	24.14	0.78	0.60	0.21	4.0181
2: 250 <= x <= 999	17	21	25.86	28.81	-2.95	-10.25	3.29	2.14	2.11	-1.4005
3: 1000 <= x <= 1999	27	31	30.00	27.26	2.75	10.08	2.33	1.87	1.02	2.6957
4: 2000 <= x <= 4999	32	41	23.46	23.60	-0.14	-0.60	1.71	1.34	1.00	-0.1428
5: 5000 <= x <= 9999	21	27	9.65	9.92	-0.27	-2.72	0.70	0.62	0.34	-0.7833
6: x >= 10000	18	23	6.61	6.85	-0.24	-3.52	0.29	0.24	0.21	-1.1238
Iowa	103	115								
Locale:										
1: City	12	13	4.21	3.96	0.25	6.30	0.93	0.78	0.25	1.0064
2: Suburb	6	6	2.50	2.19	0.31	14.28	0.88	0.76	0.17	1.8074
3: Town	31	36	19.81	19.99	-0.19	-0.93	3.95	3.38	1.42	-0.1312
4: Rural	54	60	73.48	73.86	-0.38	-0.51	4.54	3.81	1.66	-0.2266
Enrollment:										
1: 0 <= x < 250	1	1	7.63	6.68	0.95	14.28	6.88	6.02	0.92	1.0403
2: 250 <= x <= 999	39	45	59.35	61.67	-2.32	-3.77	6.52	6.01	1.98	-1.1740
3: 1000 <= x <= 1999	30	33	19.77	19.02	0.74	3.91	3.42	2.81	1.41	0.5271
4: 2000 <= x <= 4999	19	20	8.60	7.98	0.62	7.79	1.76	1.52	0.66	0.9454
5: 5000 <= x <= 9999	8	9	2.76	2.72	0.04	1.61	0.72	0.67	0.28	0.1588
6: x >= 10000	6	7	1.89	1.93	-0.04	-2.05	0.37	0.32	0.10	-0.3956

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Kansas	93	103								
Locale:										
1: City	6	6	2.70	2.49	0.21	8.34	0.34	0.31	0.05	3.9359
2: Suburb	6	8	4.31	4.77	-0.46	-9.69	1.02	0.96	0.10	-4.4298
3: Town	32	33	24.12	22.65	1.47	6.51	2.09	1.87	0.42	3.5471
4: Rural	49	56	68.87	70.09	-1.22	-1.74	2.55	2.32	0.52	-2.3615
Enrollment:										
1: 0 <= x < 250	5	5	11.68	10.79	0.90	8.34	2.32	2.17	0.23	3.8802
2: 250 <= x <= 999	43	48	59.37	60.39	-1.02	-1.69	2.51	2.30	0.70	-1.4533
3: 1000 <= x <= 1999	18	18	15.18	14.01	1.17	8.34	1.50	1.37	0.26	4.5472
4: 2000 <= x <= 4999	16	17	9.05	8.88	0.17	1.88	0.87	0.83	0.31	0.5439
5: 5000 <= x <= 9999	5	8	2.23	3.25	-1.02	-31.43	0.26	0.27	0.09	-11.4732
6: x >= 10000	6	7	2.49	2.68	-0.19	-7.14	0.10	0.10	0.04	-5.0702
Kentucky	103	111								
Locale:										
1: City	5	5	3.05	2.83	0.21	7.55	0.38	0.35	0.06	3.7982
2: Suburb	14	14	17.50	16.27	1.23	7.55	3.60	3.41	0.30	4.0306
3: Town	28	31	33.48	33.80	-0.32	-0.95	4.54	4.20	0.65	-0.4934
4: Rural	56	61	45.97	47.09	-1.12	-2.38	2.54	2.48	0.54	-2.0600
Enrollment:										
1: 0 <= x < 250	1	1	0.58	0.54	0.04	7.56	0.04	0.03	0.01	4.6971
2: 250 <= x <= 999	19	19	34.13	31.73	2.40	7.55	3.25	3.14	0.47	5.0554
3: 1000 <= x <= 1999	11	13	12.50	14.43	-1.93	-13.37	1.81	1.69	1.04	-1.8620
4: 2000 <= x <= 4999	47	52	38.34	39.29	-0.95	-2.43	2.62	2.54	0.71	-1.3404
5: 5000 <= x <= 9999	14	15	8.37	8.35	0.02	0.22	0.45	0.43	0.12	0.1478
6: x >= 10000	11	11	6.07	5.65	0.43	7.55	0.29	0.23	0.10	4.3555

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Louisiana	57	72								
Locale:										
1: City	13	23	32.68	54.42	-21.74	-39.95	9.30	4.61	8.21	-2.6487
2: Suburb	8	10	11.98	8.48	3.50	41.20	3.23	1.69	1.98	1.7690
3: Town	16	18	19.54	14.55	4.99	34.29	9.32	5.39	4.89	1.0196
4: Rural	20	21	35.80	22.55	13.26	58.80	3.78	4.01	2.43	5.4654
Enrollment:										
1: 0 <= x < 250	0	1	0.00	1.59	-1.59	-100.00	0.00	1.15	1.15	-1.3810
2: 250 <= x <= 999	5	13	31.48	47.79	-16.31	-34.14	16.82	6.11	14.60	-1.1172
3: 1000 <= x <= 1999	7	8	21.73	19.05	2.68	14.05	5.72	8.11	3.15	0.8510
4: 2000 <= x <= 4999	18	18	21.11	12.93	8.18	63.28	9.72	4.31	5.88	1.3921
5: 5000 <= x <= 9999	13	15	12.57	8.89	3.68	41.39	6.00	3.01	3.33	1.1061
6: x >= 10000	14	17	13.12	9.75	3.36	34.47	6.16	3.30	3.27	1.0281
Maine	77	94								
Locale:										
1: City	5	5	3.54	3.00	0.54	17.82	0.24	0.14	0.12	4.4114
2: Suburb	7	11	5.87	7.64	-1.76	-23.10	0.68	0.69	0.36	-4.9651
3: Town	11	16	10.72	12.82	-2.10	-16.40	1.31	1.29	0.56	-3.7708
4: Rural	54	62	79.87	76.54	3.33	4.35	1.69	1.62	0.70	4.7709
Enrollment:										
1: 0 <= x < 250	11	11	35.88	30.45	5.43	17.82	4.07	3.99	0.68	7.9765
2: 250 <= x <= 999	21	24	29.86	31.31	-1.45	-4.63	2.88	3.18	1.64	-0.8865
3: 1000 <= x <= 1999	17	23	14.20	16.26	-2.06	-12.66	1.39	1.15	0.67	-3.0626
4: 2000 <= x <= 4999	26	34	18.64	20.77	-2.13	-10.27	1.29	1.04	0.58	-3.6795
5: 5000 <= x <= 9999	2	2	1.41	1.20	0.21	17.82	0.09	0.06	0.05	4.4124
6: x >= 10000	0	0	0.00	0.00						

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Maryland	16	25								
Locale:										
1: City	4	4	25.00	16.00	9.00	56.25	27.85	22.88	5.11	1.7623
2: Suburb	6	10	37.50	40.00	-2.50	-6.25	14.80	12.58	2.28	-1.0955
3: Town	2	2	12.50	8.00	4.50	56.25	4.15	2.00	2.19	2.0522
4: Rural	4	9	25.00	36.00	-11.00	-30.56	9.07	8.56	1.48	-7.4284
Enrollment:										
1: 0 <= x < 250	1	1	6.25	4.00	2.25	56.25	35.24	26.64	8.68	0.2591
2: 250 <= x <= 999	0	0	0.00	0.00						
3: 1000 <= x <= 1999	0	0	0.00	0.00						
4: 2000 <= x <= 4999	3	5	18.75	20.00	-1.25	-6.25	5.94	3.51	3.10	-0.4030
5: 5000 <= x <= 9999	3	4	18.75	16.00	2.75	17.19	7.27	4.74	2.59	1.0604
6: x >= 10000	9	15	56.25	60.00	-3.75	-6.25	22.19	18.87	3.42	-1.0955
Massachusetts	110	137								
Locale:										
1: City	17	19	14.98	12.38	2.60	21.01	4.63	4.02	2.18	1.1913
2: Suburb	77	97	62.24	66.31	-4.07	-6.14	7.10	6.62	4.21	-0.9671
3: Town	1	2	1.83	1.92	-0.09	-4.72	1.70	1.40	0.77	-0.1171
4: Rural	15	19	20.95	19.39	1.56	8.05	6.69	5.55	3.05	0.5112
Enrollment:										
1: 0 <= x < 250	4	5	7.72	13.92	-6.20	-44.54	3.57	7.29	6.55	-0.9465
2: 250 <= x <= 999	14	18	30.07	29.00	1.06	3.67	6.04	5.91	4.14	0.2571
3: 1000 <= x <= 1999	15	20	13.85	14.25	-0.41	-2.86	3.09	3.30	2.38	-0.1714
4: 2000 <= x <= 4999	43	58	32.60	31.18	1.42	4.54	4.25	4.77	3.49	0.4052
5: 5000 <= x <= 9999	26	27	12.83	9.32	3.51	37.67	1.93	1.55	1.16	3.0195
6: x >= 10000	8	9	2.94	2.32	0.62	26.65	0.31	0.28	0.27	2.3301

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Michigan	208	252								
Locale:										
1: City	32	43	20.13	20.50	-0.37	-1.81	3.52	3.08	1.04	-0.3562
2: Suburb	67	84	22.67	24.88	-2.21	-8.87	3.25	3.27	1.62	-1.3602
3: Town	31	37	13.84	13.35	0.49	3.70	2.95	2.55	0.80	0.6187
4: Rural	78	88	43.36	41.27	2.09	5.05	3.99	3.63	1.77	1.1804
Enrollment:										
1: 0 <= x < 250	18	19	16.02	14.07	1.94	13.80	2.91	2.49	0.74	2.6220
2: 250 <= x <= 999	39	53	34.09	37.82	-3.73	-9.85	3.51	3.18	1.31	-2.8533
3: 1000 <= x <= 1999	51	55	25.27	22.59	2.68	11.87	3.34	2.70	0.89	3.0250
4: 2000 <= x <= 4999	51	62	15.68	15.95	-0.27	-1.69	1.94	1.67	0.83	-0.3254
5: 5000 <= x <= 9999	32	40	6.33	6.63	-0.30	-4.51	0.90	0.89	0.29	-1.0483
6: x >= 10000	17	23	2.61	2.94	-0.33	-11.21	0.36	0.32	0.14	-2.4069
Minnesota	183	209								
Locale:										
1: City	18	24	19.19	22.37	-3.18	-14.22	2.37	3.34	3.06	-1.0401
2: Suburb	33	36	10.82	12.09	-1.27	-10.47	1.21	2.03	1.96	-0.6446
3: Town	51	61	21.47	21.10	0.36	1.72	2.16	1.74	0.95	0.3812
4: Rural	81	88	48.52	44.44	4.08	9.19	2.63	3.35	1.93	2.1142
Enrollment:										
1: 0 <= x < 250	25	30	32.13	32.74	-0.61	-1.87	3.04	3.02	2.87	-0.2138
2: 250 <= x <= 999	48	58	31.63	35.06	-3.44	-9.80	2.12	2.93	2.00	-1.7215
3: 1000 <= x <= 1999	45	47	19.40	16.67	2.73	16.39	1.66	1.24	0.87	3.1413
4: 2000 <= x <= 4999	34	38	9.66	8.75	0.91	10.41	0.71	0.53	0.42	2.1621
5: 5000 <= x <= 9999	19	21	4.46	4.00	0.46	11.37	0.24	0.18	0.18	2.5820
6: x >= 10000	12	15	2.72	2.77	-0.05	-1.84	0.12	0.09	0.11	-0.4590

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Mississippi	74	81								
Locale:										
1: City	6	6	8.95	8.17	0.78	9.52	2.17	2.00	0.20	3.8582
2: Suburb	4	6	3.73	6.20	-2.47	-39.88	0.76	1.00	0.61	-4.0868
3: Town	26	27	30.16	29.12	1.04	3.56	3.15	2.95	0.59	1.7723
4: Rural	38	42	57.17	56.51	0.66	1.16	3.43	3.21	0.65	1.0077
Enrollment:										
1: 0 <= x < 250	2	2	11.40	10.41	0.99	9.52	4.64	4.27	0.39	2.5400
2: 250 <= x <= 999	5	5	15.39	14.05	1.34	9.52	3.97	3.61	0.41	3.2444
3: 1000 <= x <= 1999	11	15	18.95	23.13	-4.19	-18.10	2.36	2.23	0.90	-4.6282
4: 2000 <= x <= 4999	38	40	41.11	39.76	1.35	3.40	3.17	2.95	0.53	2.5281
5: 5000 <= x <= 9999	13	14	9.76	9.55	0.21	2.21	1.05	0.99	0.15	1.3987
6: x >= 10000	5	5	3.39	3.10	0.29	9.52	0.19	0.16	0.05	6.2176
Missouri	138	156								
Locale:										
1: City	14	15	6.79	6.28	0.51	8.13	1.28	1.15	0.20	2.5199
2: Suburb	24	28	6.36	6.65	-0.29	-4.37	0.61	0.58	0.24	-1.1911
3: Town	33	41	14.55	16.50	-1.94	-11.79	1.66	1.56	0.66	-2.9284
4: Rural	67	72	72.30	70.57	1.72	2.44	2.41	2.17	0.77	2.2346
Enrollment:										
1: 0 <= x < 250	11	12	25.68	24.96	0.72	2.88	4.68	4.40	1.14	0.6316
2: 250 <= x <= 999	35	40	40.38	41.03	-0.65	-1.57	4.28	3.96	1.10	-0.5882
3: 1000 <= x <= 1999	26	28	15.66	14.89	0.78	5.21	1.85	1.58	0.52	1.4970
4: 2000 <= x <= 4999	36	42	11.67	12.41	-0.75	-6.01	1.15	1.04	0.37	-2.0086
5: 5000 <= x <= 9999	14	16	3.35	3.43	-0.08	-2.40	0.34	0.30	0.12	-0.6694
6: x >= 10000	16	18	3.26	3.28	-0.02	-0.59	0.20	0.17	0.08	-0.2332

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Montana	64	74								
Locale:										
1: City	3	3	1.04	0.99	0.05	4.84	0.14	0.12	0.02	2.6516
2: Suburb	0	1	0.00	0.58	-0.58	-100.00	0.00	0.36	0.36	-1.6082
3: Town	18	24	8.00	9.86	-1.87	-18.91	2.25	2.40	0.64	-2.8992
4: Rural	43	46	90.96	88.57	2.40	2.71	2.34	2.52	0.77	3.1069
Enrollment:										
1: 0 <= x < 250	28	29	77.94	75.04	2.90	3.87	5.42	5.43	0.86	3.3913
2: 250 <= x <= 999	26	32	18.09	19.93	-1.85	-9.26	4.85	4.82	0.77	-2.3834
3: 1000 <= x <= 1999	5	7	2.21	3.02	-0.81	-26.74	0.89	0.93	0.36	-2.2586
4: 2000 <= x <= 4999	4	5	1.41	1.68	-0.27	-15.87	0.22	0.24	0.03	-8.4606
5: 5000 <= x <= 9999	1	1	0.35	0.33	0.02	4.86	0.05	0.04	0.01	2.6612
6: x >= 10000	0	0	0.00	0.00						
Nebraska	85	97								
Locale:										
1: City	0	6	0.00	3.72	-3.72	-100.00	1.30	1.19	0.14	-27.4756
2: Suburb	3	4	1.25	1.51	-0.25	-16.85	0.07	0.07	0.03	-8.0815
3: Town	24	27	14.21	14.07	0.14	0.97	1.57	1.42	0.35	0.3867
4: Rural	54	60	81.25	80.70	0.55	0.68	1.90	1.75	0.45	1.2337
Enrollment:										
1: 0 <= x < 250	19	19	38.25	34.66	3.59	10.37	4.24	4.03	0.85	4.2113
2: 250 <= x <= 999	39	44	48.98	50.98	-2.00	-3.92	4.00	3.78	1.13	-1.7661
3: 1000 <= x <= 1999	10	11	5.51	5.48	0.03	0.63	0.78	0.73	0.21	0.1659
4: 2000 <= x <= 4999	12	14	5.20	5.54	-0.34	-6.08	0.44	0.42	0.16	-2.0901
5: 5000 <= x <= 9999	3	6	1.23	2.23	-1.00	-44.81	0.06	0.09	0.05	-20.5488
6: x >= 10000	2	3	0.82	1.12	-0.29	-26.42	0.04	0.04	0.02	-13.0283

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Nevada	19	21								
Locale:										
1: City	3	5	16.15	32.38	-16.23	-50.13	8.31	12.77	4.95	-3.2786
2: Suburb	2	2	10.94	8.82	2.12	24.01	5.68	4.27	1.42	1.4963
3: Town	7	7	36.46	29.40	7.06	24.01	14.61	10.53	4.17	1.6936
4: Rural	7	7	36.46	29.40	7.06	24.01	28.47	27.23	2.27	3.1106
Enrollment:										
1: 0 <= x < 250	1	2	5.21	8.40	-3.19	-38.00	35.88	32.32	3.95	-0.8079
2: 250 <= x <= 999	6	7	32.30	41.20	-8.91	-21.62	7.27	10.64	4.65	-1.9145
3: 1000 <= x <= 1999	3	3	15.62	12.60	3.02	24.01	6.93	5.09	1.87	1.6216
4: 2000 <= x <= 4999	2	2	10.42	8.40	2.02	24.00	4.79	3.54	1.27	1.5902
5: 5000 <= x <= 9999	5	5	26.04	21.00	5.04	24.01	13.26	9.95	3.34	1.5096
6: x >= 10000	2	2	10.42	8.40	2.02	24.00	5.30	3.98	1.34	1.5095
New Hampshire	51	58								
Locale:										
1: City	2	2	1.10	0.83	0.27	33.22	0.85	0.93	0.11	2.4552
2: Suburb	15	17	21.77	17.51	4.27	24.37	4.24	4.23	4.35	0.9817
3: Town	13	14	23.53	31.30	-7.77	-24.81	7.66	15.35	7.89	-0.9845
4: Rural	21	25	53.59	50.37	3.23	6.41	9.82	12.71	3.56	0.9064
Enrollment:										
1: 0 <= x < 250	6	9	45.43	56.81	-11.38	-20.03	14.97	23.33	9.29	-1.2245
2: 250 <= x <= 999	16	17	34.86	26.77	8.09	30.23	4.89	7.28	6.21	1.3035
3: 1000 <= x <= 1999	12	14	9.57	8.39	1.19	14.14	6.86	8.39	1.69	0.7033
4: 2000 <= x <= 4999	13	14	7.90	6.36	1.54	24.30	5.84	6.94	1.25	1.2364
5: 5000 <= x <= 9999	2	2	1.14	0.85	0.28	33.21	0.88	0.97	0.12	2.4307
6: x >= 10000	2	2	1.10	0.83	0.27	33.22	0.85	0.93	0.11	2.4552

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
New Jersey	170	228								
Locale:										
1: City	13	16	7.14	6.47	0.67	10.43	1.96	1.61	0.68	0.9949
2: Suburb	127	178	67.05	71.65	-4.60	-6.41	3.15	2.88	1.49	-3.0819
3: Town	5	6	4.25	4.99	-0.74	-14.81	1.35	1.49	1.24	-0.5940
4: Rural	25	28	21.56	16.89	4.66	27.59	2.74	2.25	0.76	6.1622
Enrollment:										
1: 0 <= x < 250	8	11	11.70	11.45	0.25	2.21	2.89	2.63	1.30	0.1943
2: 250 <= x <= 999	36	48	45.38	45.14	0.24	0.52	3.17	2.79	2.03	0.1160
3: 1000 <= x <= 1999	31	41	17.02	17.20	-0.18	-1.03	1.78	1.69	1.00	-0.1757
4: 2000 <= x <= 4999	48	68	15.87	16.62	-0.75	-4.52	1.08	1.04	0.64	-1.1738
5: 5000 <= x <= 9999	33	41	7.47	6.98	0.49	6.97	0.47	0.42	0.26	1.8542
6: x >= 10000	14	19	2.56	2.61	-0.05	-1.86	0.12	0.10	0.09	-0.5381
New Mexico	59	69								
Locale:										
1: City	6	9	13.49	16.41	-2.92	-17.78	2.18	1.50	1.52	-1.9236
2: Suburb	3	3	3.69	3.05	0.64	20.98	0.23	0.19	0.08	7.6410
3: Town	23	26	32.80	30.73	2.07	6.72	1.68	1.33	0.83	2.4811
4: Rural	27	31	50.02	49.81	0.21	0.42	2.43	1.89	1.32	0.1594
Enrollment:										
1: 0 <= x < 250	12	17	30.88	36.64	-5.76	-15.72	2.34	1.97	1.36	-4.2233
2: 250 <= x <= 999	15	17	27.50	25.95	1.55	5.96	2.02	1.76	0.85	1.8225
3: 1000 <= x <= 1999	7	7	10.95	9.05	1.90	20.98	1.06	0.93	0.24	7.8160
4: 2000 <= x <= 4999	12	13	14.91	13.33	1.58	11.88	0.77	0.62	0.32	4.9591
5: 5000 <= x <= 9999	6	7	7.28	7.02	0.26	3.70	0.32	0.27	0.15	1.7193
6: x >= 10000	7	8	8.48	8.01	0.47	5.86	0.37	0.31	0.18	2.6564

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
New York	151	195								
Locale:										
1: City	15	26	8.09	18.06	-9.97	-55.20	0.70	1.64	1.43	-6.9506
2: Suburb	66	86	30.24	28.77	1.47	5.11	2.62	2.00	1.40	1.0474
3: Town	28	31	18.95	15.10	3.85	25.48	2.44	1.78	0.87	4.4482
4: Rural	42	52	42.72	38.07	4.65	12.22	3.45	2.69	1.69	2.7598
Enrollment:										
1: 0 <= x < 250	1	5	0.55	8.93	-8.38	-93.85	0.36	1.81	1.79	-4.6819
2: 250 <= x <= 999	29	40	36.11	35.84	0.27	0.75	2.78	2.57	2.14	0.1262
3: 1000 <= x <= 1999	33	38	27.72	22.77	4.95	21.75	2.26	1.63	1.26	3.9401
4: 2000 <= x <= 4999	49	63	24.75	22.61	2.13	9.44	1.83	1.53	0.99	2.1662
5: 5000 <= x <= 9999	25	34	7.88	7.57	0.31	4.16	0.80	0.68	0.48	0.6585
6: x >= 10000	14	15	2.99	2.28	0.71	31.16	0.26	0.18	0.11	6.5050
North Carolina	83	93								
Locale:										
1: City	14	18	25.61	23.42	2.19	9.33	4.46	3.62	1.61	1.3549
2: Suburb	9	10	11.81	15.01	-3.20	-21.30	3.20	4.98	4.20	-0.7609
3: Town	13	13	18.78	15.94	2.84	17.79	5.42	4.99	1.12	2.5257
4: Rural	47	52	43.81	45.64	-1.82	-4.00	3.96	6.21	2.86	-0.6376
Enrollment:										
1: 0 <= x < 250	3	4	11.32	10.56	0.76	7.18	5.40	4.81	1.09	0.6966
2: 250 <= x <= 999	6	7	22.15	24.04	-1.88	-7.84	4.84	4.45	3.36	-0.5611
3: 1000 <= x <= 1999	7	7	15.94	13.53	2.41	17.79	3.30	2.95	0.94	2.5709
4: 2000 <= x <= 4999	15	17	19.83	23.24	-3.41	-14.65	3.51	6.65	3.55	-0.9597
5: 5000 <= x <= 9999	23	23	15.99	13.57	2.42	17.79	1.57	1.54	0.83	2.9272
6: x >= 10000	29	35	14.77	15.06	-0.29	-1.94	0.97	1.32	0.88	-0.3306

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
North Dakota	68	78								
Locale:										
1: City	3	3	1.92	1.68	0.24	14.25	0.12	0.09	0.05	4.7692
2: Suburb	2	2	1.28	1.12	0.16	14.24	0.08	0.06	0.03	4.7657
3: Town	8	9	5.46	5.36	0.10	1.79	0.53	0.49	0.16	0.6188
4: Rural	55	64	91.34	91.84	-0.50	-0.54	0.68	0.60	0.23	-2.1951
Enrollment:										
1: 0 <= x < 250	30	36	62.72	63.82	-1.09	-1.71	3.46	3.33	1.03	-1.0582
2: 250 <= x <= 999	26	29	29.52	28.81	0.71	2.47	3.14	3.04	0.95	0.7513
3: 1000 <= x <= 1999	3	4	1.99	2.32	-0.34	-14.50	0.16	0.19	0.10	-3.3996
4: 2000 <= x <= 4999	4	4	2.56	2.24	0.32	14.25	0.16	0.12	0.07	4.7687
5: 5000 <= x <= 9999	3	3	1.92	1.68	0.24	14.25	0.12	0.09	0.05	4.7692
6: x >= 10000	2	2	1.28	1.12	0.16	14.24	0.08	0.06	0.03	4.7657
Ohio	208	256								
Locale:										
1: City	37	51	22.52	24.46	-1.94	-7.93	3.85	2.99	2.08	-0.9313
2: Suburb	70	87	27.42	27.28	0.14	0.53	3.82	3.15	1.58	0.0912
3: Town	37	41	15.89	14.63	1.26	8.64	2.46	2.31	1.18	1.0750
4: Rural	64	77	34.17	33.64	0.53	1.58	3.32	2.72	1.61	0.3298
Enrollment:										
1: 0 <= x < 250	15	19	16.07	14.33	1.73	12.10	4.57	3.95	0.91	1.9024
2: 250 <= x <= 999	35	51	26.59	31.37	-4.78	-15.22	4.03	3.74	1.92	-2.4827
3: 1000 <= x <= 1999	52	63	26.71	26.05	0.66	2.54	3.48	2.81	1.33	0.4988
4: 2000 <= x <= 4999	69	75	23.54	20.74	2.79	13.47	2.64	1.97	1.16	2.4019
5: 5000 <= x <= 9999	27	34	5.71	5.94	-0.23	-3.93	1.03	0.91	0.58	-0.4054
6: x >= 10000	10	14	1.39	1.56	-0.18	-11.45	0.27	0.25	0.13	-1.3795

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Oklahoma	89	98								
Locale:										
1: City	8	10	4.61	4.71	-0.10	-2.07	1.37	1.24	0.38	-0.2549
2: Suburb	13	14	4.25	3.95	0.30	7.54	1.14	1.01	0.28	1.0591
3: Town	25	27	16.03	17.58	-1.55	-8.82	4.58	4.97	2.47	-0.6272
4: Rural	43	47	75.11	73.76	1.35	1.83	4.89	5.10	2.25	0.5986
Enrollment:										
1: 0 <= x < 250	7	10	28.41	33.69	-5.28	-15.67	9.52	9.14	3.78	-1.3977
2: 250 <= x <= 999	26	28	45.03	41.52	3.51	8.44	8.01	7.69	2.48	1.4158
3: 1000 <= x <= 1999	23	24	16.13	14.96	1.17	7.81	3.57	3.26	1.04	1.1269
4: 2000 <= x <= 4999	19	19	7.41	6.60	0.81	12.32	1.50	1.23	0.46	1.7576
5: 5000 <= x <= 9999	6	7	1.50	1.54	-0.04	-2.46	0.51	0.47	0.12	-0.3228
6: x >= 10000	8	10	1.52	1.69	-0.17	-10.09	0.26	0.23	0.11	-1.4899
Oregon	79	116								
Locale:										
1: City	5	13	3.41	7.09	-3.68	-51.88	0.29	0.80	0.73	-5.0520
2: Suburb	9	14	6.75	7.50	-0.75	-9.94	0.76	0.69	0.40	-1.8591
3: Town	31	45	31.54	32.56	-1.02	-3.15	2.73	2.09	1.37	-0.7453
4: Rural	34	44	58.30	52.85	5.45	10.31	2.65	2.23	1.47	3.7136
Enrollment:										
1: 0 <= x < 250	12	16	24.29	23.52	0.77	3.28	3.37	2.62	1.76	0.4369
2: 250 <= x <= 999	19	24	34.80	30.13	4.67	15.49	3.23	2.64	1.50	3.1101
3: 1000 <= x <= 1999	9	13	10.88	11.60	-0.72	-6.19	1.57	1.27	0.89	-0.8033
4: 2000 <= x <= 4999	25	34	20.73	20.78	-0.05	-0.25	1.51	1.31	1.00	-0.0509
5: 5000 <= x <= 9999	7	16	4.72	7.83	-3.11	-39.71	0.29	0.37	0.24	-13.0386
6: x >= 10000	7	13	4.58	6.15	-1.56	-25.41	0.22	0.22	0.14	-11.0029

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Pennsylvania	164	195								
Locale:										
1: City	22	33	14.35	17.09	-2.75	-16.08	2.70	2.47	1.81	-1.5167
2: Suburb	77	89	42.64	42.35	0.29	0.67	3.83	3.72	1.72	0.1655
3: Town	26	29	15.75	14.42	1.34	9.26	2.88	2.55	0.91	1.4608
4: Rural	39	44	27.26	26.14	1.13	4.32	3.81	3.04	1.70	0.6620
Enrollment:										
1: 0 <= x < 250	7	8	7.97	6.94	1.03	14.88	3.05	2.59	0.59	1.7356
2: 250 <= x <= 999	20	30	16.54	20.86	-4.33	-20.74	3.60	3.29	2.24	-1.9345
3: 1000 <= x <= 1999	32	34	28.77	25.93	2.84	10.94	4.57	4.06	1.52	1.8708
4: 2000 <= x <= 4999	65	78	34.96	35.45	-0.49	-1.37	3.44	2.86	1.71	-0.2842
5: 5000 <= x <= 9999	27	30	8.93	8.16	0.77	9.45	1.51	1.41	0.42	1.8195
6: x >= 10000	13	15	2.83	2.66	0.17	6.37	0.41	0.34	0.14	1.2500
Rhode Island	29	36								
Locale:										
1: City	3	5	9.52	12.24	-2.72	-22.20	1.67	1.75	0.16	-16.5703
2: Suburb	19	22	69.20	65.27	3.93	6.02	5.17	4.80	0.45	8.6562
3: Town	1	1	2.45	2.09	0.36	17.32	0.46	0.34	0.13	2.7915
4: Rural	6	8	18.82	20.40	-1.57	-7.72	3.14	2.79	0.44	-3.5451
Enrollment:										
1: 0 <= x < 250	3	3	16.74	14.27	2.47	17.32	7.62	6.60	1.06	2.3412
2: 250 <= x <= 999	4	4	28.28	24.11	4.17	17.32	8.10	7.22	0.99	4.1990
3: 1000 <= x <= 1999	4	5	10.98	11.65	-0.67	-5.76	1.84	1.61	0.39	-1.7317
4: 2000 <= x <= 4999	13	16	31.91	33.48	-1.58	-4.71	5.34	4.69	0.69	-2.2911
5: 5000 <= x <= 9999	4	5	9.68	10.31	-0.63	-6.14	1.62	1.44	0.19	-3.2554
6: x >= 10000	1	3	2.42	6.19	-3.77	-60.89	0.41	0.87	0.46	-8.1820

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
South Carolina	54	57								
Locale:										
1: City	6	7	6.94	9.00	-2.06	-22.93	0.46	1.46	1.46	-1.4152
2: Suburb	9	10	11.74	14.98	-3.25	-21.66	0.97	2.28	1.93	-1.6839
3: Town	10	10	19.88	17.83	2.05	11.51	2.27	2.23	0.62	3.2865
4: Rural	29	30	61.45	58.19	3.26	5.60	2.52	2.60	1.74	1.8753
Enrollment:										
1: 0 <= x < 250	1	1	3.80	3.41	0.39	11.51	1.62	1.51	0.18	2.2370
2: 250 <= x <= 999	4	5	16.39	17.47	-1.09	-6.23	3.00	3.10	1.37	-0.7925
3: 1000 <= x <= 1999	4	6	15.11	21.09	-5.98	-28.36	4.10	4.17	2.38	-2.5076
4: 2000 <= x <= 4999	12	12	24.65	22.10	2.54	11.50	2.86	2.58	0.84	3.0410
5: 5000 <= x <= 9999	15	15	19.31	17.32	1.99	11.51	1.63	1.50	0.64	3.0989
6: x >= 10000	18	18	20.74	18.60	2.14	11.50	1.31	1.16	0.68	3.1301
South Dakota	62	65								
Locale:										
1: City	2	2	1.49	1.39	0.09	6.76	0.13	0.11	0.08	1.2538
2: Suburb	0	0	0.00	0.00						
3: Town	15	16	13.52	13.36	0.16	1.19	2.55	2.42	0.69	0.2313
4: Rural	45	47	84.99	85.25	-0.25	-0.30	2.62	2.47	0.76	-0.3334
Enrollment:										
1: 0 <= x < 250	11	12	31.52	34.39	-2.87	-8.34	6.84	6.85	3.38	-0.8487
2: 250 <= x <= 999	31	31	51.59	48.32	3.27	6.76	6.84	6.70	2.59	1.2614
3: 1000 <= x <= 1999	8	9	7.93	8.19	-0.27	-3.29	2.62	2.51	0.45	-0.5946
4: 2000 <= x <= 4999	10	11	7.47	7.70	-0.22	-2.91	1.11	1.09	0.37	-0.6021
5: 5000 <= x <= 9999	0	0	0.00	0.00						
6: x >= 10000	2	2	1.49	1.39	0.09	6.76	0.13	0.11	0.08	1.2538

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Tennessee	66	74								
Locale:										
1: City	9	11	9.40	10.46	-1.06	-10.14	1.00	1.06	0.57	-1.8570
2: Suburb	6	7	5.11	5.71	-0.60	-10.54	0.38	0.63	0.43	-1.4149
3: Town	11	13	16.91	18.37	-1.46	-7.95	2.03	1.84	0.93	-1.5752
4: Rural	40	43	68.58	65.46	3.12	4.77	2.11	2.21	0.97	3.2167
Enrollment:										
1: 0 <= x < 250	0	0	0.00	0.00						
2: 250 <= x <= 999	3	3	15.53	14.02	1.52	10.81	3.34	3.05	0.35	4.3143
3: 1000 <= x <= 1999	6	7	15.53	16.32	-0.79	-4.84	3.39	3.04	1.01	-0.7860
4: 2000 <= x <= 4999	23	24	36.18	34.65	1.53	4.43	3.36	3.18	0.95	1.6086
5: 5000 <= x <= 9999	18	21	19.55	20.79	-1.24	-5.97	2.03	2.11	0.62	-2.0132
6: x >= 10000	16	19	13.21	14.22	-1.02	-7.16	0.77	0.79	0.29	-3.4962
Texas	268	315								
Locale:										
1: City	65	84	21.16	25.53	-4.38	-17.13	3.61	4.38	1.47	-2.9761
2: Suburb	49	56	10.78	11.08	-0.30	-2.71	1.48	1.34	1.13	-0.2652
3: Town	46	51	16.84	15.57	1.28	8.20	1.85	1.55	0.62	2.0554
4: Rural	108	124	51.22	47.82	3.40	7.11	3.48	3.78	1.23	2.7729
Enrollment:										
1: 0 <= x < 250	26	37	21.83	25.90	-4.07	-15.71	2.34	2.31	1.50	-2.7087
2: 250 <= x <= 999	55	65	32.74	31.76	0.98	3.07	2.45	2.36	0.81	1.2058
3: 1000 <= x <= 1999	35	37	17.95	15.62	2.33	14.90	1.62	1.21	0.64	3.6126
4: 2000 <= x <= 4999	47	55	14.72	14.66	0.05	0.36	1.15	1.15	1.06	0.0495
5: 5000 <= x <= 9999	31	36	5.53	5.20	0.33	6.32	0.52	0.55	0.21	1.5558
6: x >= 10000	74	85	7.23	6.84	0.38	5.58	0.62	0.62	0.21	1.8304

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Utah	42	51								
Locale:										
1: City	8	8	11.89	8.93	2.96	33.13	2.04	1.02	1.63	1.8177
2: Suburb	11	15	34.18	33.16	1.02	3.07	9.63	8.55	4.33	0.2354
3: Town	10	11	14.08	11.50	2.58	22.41	1.71	1.03	1.69	1.5232
4: Rural	13	17	39.85	46.41	-6.55	-14.13	9.61	8.90	6.39	-1.0253
Enrollment:										
1: 0 <= x < 250	4	5	8.33	19.32	-10.98	-56.86	2.01	9.16	8.12	-1.3529
2: 250 <= x <= 999	6	10	35.53	31.78	3.75	11.79	6.68	7.91	2.61	1.4338
3: 1000 <= x <= 1999	5	6	21.75	20.29	1.46	7.19	5.30	1.82	4.36	0.3348
4: 2000 <= x <= 4999	10	11	13.43	11.01	2.42	21.93	1.73	0.66	1.71	1.4093
5: 5000 <= x <= 9999	4	5	4.93	4.63	0.30	6.51	0.60	0.17	0.65	0.4660
6: x >= 10000	13	14	16.03	12.97	3.06	23.62	1.95	0.48	2.07	1.4767
Vermont	34	54								
Locale:										
1: City	2	2	2.27	1.46	0.82	55.98	2.47	1.55	0.93	0.8793
2: Suburb	2	3	2.35	2.37	-0.02	-0.92	2.50	2.20	0.34	-0.0633
3: Town	10	19	29.52	29.26	0.26	0.90	2.63	5.85	6.33	0.0416
4: Rural	20	30	65.86	66.92	-1.06	-1.58	4.90	9.42	5.17	-0.2046
Enrollment:										
1: 0 <= x < 250	21	36	79.77	80.84	-1.07	-1.33	16.35	12.76	3.90	-0.2749
2: 250 <= x <= 999	8	13	14.38	15.41	-1.03	-6.66	10.54	9.11	1.89	-0.5425
3: 1000 <= x <= 1999	3	3	3.57	2.29	1.28	55.98	3.69	2.31	1.39	0.9205
4: 2000 <= x <= 4999	2	2	2.27	1.46	0.82	55.98	2.47	1.55	0.93	0.8793
5: 5000 <= x <= 9999	0	0	0.00	0.00						
6: x >= 10000	0	0	0.00	0.00						

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Virginia	79	93								
Locale:										
1: City	12	15	10.33	10.30	0.03	0.24	2.30	1.97	0.47	0.0527
2: Suburb	14	17	14.03	13.89	0.14	1.02	2.56	2.24	0.63	0.2240
3: Town	8	10	10.86	10.51	0.35	3.36	2.52	2.22	0.44	0.8053
4: Rural	45	51	64.78	65.30	-0.52	-0.80	4.72	4.19	1.18	-0.4410
Enrollment:										
1: 0 <= x < 250	6	6	30.63	26.60	4.03	15.13	8.26	7.53	1.08	3.7118
2: 250 <= x <= 999	10	13	20.71	24.14	-3.43	-14.22	4.45	4.20	1.85	-1.8601
3: 1000 <= x <= 1999	3	5	4.29	5.00	-0.71	-14.25	1.29	1.24	0.41	-1.7472
4: 2000 <= x <= 4999	25	27	25.65	24.72	0.93	3.77	2.79	2.45	0.78	1.1957
5: 5000 <= x <= 9999	12	14	7.23	7.35	-0.12	-1.69	1.02	0.89	0.28	-0.4400
6: x >= 10000	23	28	11.49	12.19	-0.69	-5.67	1.28	1.21	0.38	-1.8247
Washington	113	141								
Locale:										
1: City	16	20	7.16	6.72	0.44	6.57	0.76	0.64	0.40	1.1044
2: Suburb	38	44	18.33	16.38	1.96	11.96	1.82	1.52	1.02	1.9243
3: Town	25	30	17.39	16.11	1.28	7.94	2.04	1.84	1.10	1.1640
4: Rural	34	47	57.11	60.79	-3.68	-6.05	4.21	3.64	2.29	-1.6036
Enrollment:										
1: 0 <= x < 250	9	13	30.00	33.91	-3.91	-11.52	6.66	5.67	3.69	-1.0582
2: 250 <= x <= 999	13	17	16.01	15.25	0.76	4.95	2.37	1.82	1.27	0.5949
3: 1000 <= x <= 1999	13	20	12.65	14.15	-1.50	-10.59	1.90	1.89	1.07	-1.4043
4: 2000 <= x <= 4999	29	34	19.15	17.31	1.84	10.61	2.12	1.82	1.05	1.7456
5: 5000 <= x <= 9999	25	26	11.92	9.35	2.57	27.51	1.28	0.93	0.70	3.6943
6: x >= 10000	24	31	10.27	10.03	0.24	2.39	1.03	0.89	0.59	0.4067

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
West Virginia	52	55								
Locale:										
1: City	4	4	6.76	4.50	2.25	50.03	1.27	0.44	1.30	1.7298
2: Suburb	5	5	8.45	5.63	2.82	50.03	1.50	0.55	1.61	1.7476
3: Town	13	15	21.96	46.86	-24.90	-53.14	2.02	15.39	14.45	-1.7235
4: Rural	30	31	62.84	43.01	19.83	46.11	4.26	15.06	11.58	1.7130
Enrollment:										
1: 0 <= x < 250	2	3	15.55	41.46	-25.91	-62.50	6.48	20.02	14.87	-1.7422
2: 250 <= x <= 999	1	2	1.69	2.25	-0.56	-24.98	1.92	3.69	2.25	-0.2496
3: 1000 <= x <= 1999	12	12	20.27	13.51	6.76	50.03	10.42	11.66	2.21	3.0589
4: 2000 <= x <= 4999	23	23	38.85	25.89	12.96	50.03	2.74	5.41	6.64	1.9506
5: 5000 <= x <= 9999	8	8	13.51	9.01	4.51	50.03	2.56	0.78	2.61	1.7265
6: x >= 10000	6	7	10.13	7.88	2.25	28.60	2.06	0.63	1.98	1.1356
Wisconsin	114	144								
Locale:										
1: City	10	17	5.69	6.40	-0.71	-11.07	1.42	1.22	0.30	-2.3673
2: Suburb	30	38	15.32	15.77	-0.45	-2.82	1.12	1.04	0.61	-0.7329
3: Town	35	42	23.21	21.80	1.41	6.49	2.14	1.61	0.91	1.5531
4: Rural	39	47	55.77	56.03	-0.26	-0.46	2.52	2.18	1.33	-0.1949
Enrollment:										
1: 0 <= x < 250	1	1	2.22	1.82	0.40	21.73	1.31	1.08	0.24	1.6651
2: 250 <= x <= 999	27	32	45.61	45.85	-0.24	-0.53	2.75	2.57	1.57	-0.1537
3: 1000 <= x <= 1999	30	36	26.74	25.42	1.32	5.19	2.39	2.16	0.95	1.3877
4: 2000 <= x <= 4999	41	48	20.59	19.75	0.83	4.22	1.16	1.08	0.74	1.1309
5: 5000 <= x <= 9999	9	16	3.08	4.50	-1.42	-31.49	0.32	0.42	0.25	-5.7184
6: x >= 10000	6	11	1.76	2.65	-0.89	-33.59	0.07	0.09	0.07	-12.8829

See notes at end of table.

Table K-3. Unit response rates for Public School Districts before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible proportion	Standard error of difference of percentages	T-test of significance for the difference in percentages ¹
Wyoming	32	37								
Locale:										
1: City	3	3	8.15	7.20	0.95	13.17	0.85	0.75	0.11	8.2567
2: Suburb	0	0	0.00	0.00						
3: Town	11	15	31.14	36.73	-5.59	-15.21	2.25	2.09	0.30	-18.7159
4: Rural	18	19	60.71	56.07	4.64	8.27	2.61	2.39	0.32	14.6540
Enrollment:										
1: 0 <= x < 250	3	3	13.67	12.08	1.59	13.17	2.67	2.39	0.29	5.5755
2: 250 <= x <= 999	12	13	41.81	39.37	2.44	6.19	2.28	2.06	0.30	8.1939
3: 1000 <= x <= 1999	7	9	18.48	20.95	-2.47	-11.77	0.92	0.91	0.13	-19.2040
4: 2000 <= x <= 4999	6	8	15.64	18.41	-2.77	-15.07	0.70	0.73	0.07	-40.2612
5: 5000 <= x <= 9999	2	2	5.20	4.59	0.61	13.17	0.23	0.18	0.05	11.8919
6: x >= 10000	2	2	5.20	4.59	0.61	13.17	0.23	0.18	0.05	11.8919

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion..

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Total	100.00	0.00	0.00			0	0
Alabama							
Locale:							
1: City	24.52	4.20	20.67	5.66	1.55	2.7142	289.08
2: Suburb	9.71	-0.46	-4.51	1.00	0.22	-2.0939	129.16
3: Town	19.62	-2.14	-9.85	2.09	0.76	-2.8319	286.96
4: Rural	46.16	-1.60	-3.35	4.70	1.28	-1.2458	120.18
Enrollment:							
1: 0 <= x < 250	7.60	2.22	41.35	4.63	1.30	1.7066	377.22
2: 250 <= x <= 999	17.12	3.27	23.58	4.25	1.51	2.1625	371.72
3: 1000 <= x <= 1999	14.49	-2.63	-15.35	2.32	0.71	-3.7071	80.71
4: 2000 <= x <= 4999	39.11	-2.07	-5.03	2.78	0.90	-2.2905	89.21
5: 5000 <= x <= 9999	13.76	-0.55	-3.88	0.86	0.32	-1.7224	-0.77
6: x >= 10000	7.92	-0.23	-2.87	0.44	0.19	-1.2343	801.92
Alaska							
Locale:							
1: City	0.00	-3.09	-100.00	0.00	0.22	-13.8341	0.00
2: Suburb	1.95	0.41	26.56	0.18	0.09	4.5172	-4.54
3: Town	15.01	0.83	5.88	2.16	0.60	1.3831	69400.00
4: Rural	83.04	1.84	2.27	2.25	0.61	3.0406	-30.69
Enrollment:							
1: 0 <= x < 250	41.86	4.10	10.85	5.32	1.73	2.3707	-9.24
2: 250 <= x <= 999	37.61	-1.44	-3.68	4.28	1.55	-0.9268	35.32
3: 1000 <= x <= 1999	10.12	0.85	9.15	0.93	0.47	1.8042	-67.11
4: 2000 <= x <= 4999	3.26	-2.95	-47.47	0.31	0.32	-9.3453	30.19
5: 5000 <= x <= 9999	3.58	0.49	15.87	0.35	0.20	2.4512	-56.01
6: x >= 10000	3.58	-1.05	-22.75	0.35	0.19	-5.4934	-60.36

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Arizona							
Locale:							
1: City	48.60	1.94	4.16	6.97	3.52	0.5509	15.80
2: Suburb	4.34	-1.91	-30.58	2.31	1.61	-1.1881	5.20
3: Town	16.00	1.13	7.58	4.66	1.91	0.5917	-13.80
4: Rural	31.06	-1.16	-3.59	6.67	4.01	-0.2885	-0.87
Enrollment:							
1: 0 ≤ x < 250	49.90	-0.11	-0.22	6.63	2.85	-0.0389	-92.53
2: 250 ≤ x ≤ 999	32.69	-0.07	-0.21	5.87	2.64	-0.0262	-91.60
3: 1000 ≤ x ≤ 1999	6.13	-0.04	-0.59	2.04	0.73	-0.0495	-94.23
4: 2000 ≤ x ≤ 4999	3.84	-0.01	-0.28	1.06	0.30	-0.0360	-98.25
5: 5000 ≤ x ≤ 9999	3.92	0.42	12.13	0.84	0.23	1.8394	-60.35
6: x ≥ 10000	3.52	-0.20	-5.32	0.76	0.23	-0.8772	1606.03
Arkansas							
Locale:							
1: City	16.87	2.25	15.39	2.34	0.82	2.7493	1092.26
2: Suburb	2.55	-0.03	-1.01	0.35	0.06	-0.4405	-74.41
3: Town	17.12	0.66	4.03	2.21	0.48	1.3807	2.38
4: Rural	63.46	-2.89	-4.35	2.75	0.91	-3.1822	414.60
Enrollment:							
1: 0 ≤ x < 250	4.14	1.17	39.20	1.09	0.33	3.4919	894.46
2: 250 ≤ x ≤ 999	51.49	0.77	1.52	3.73	0.97	0.7905	62.18
3: 1000 ≤ x ≤ 1999	23.60	-1.65	-6.54	2.98	0.57	-2.8740	250.19
4: 2000 ≤ x ≤ 4999	15.16	-0.15	-1.01	1.36	0.34	-0.4473	-74.46
5: 5000 ≤ x ≤ 9999	3.31	-0.03	-1.00	0.27	0.08	-0.4294	-74.53
6: x ≥ 10000	2.29	-0.10	-4.12	0.14	0.05	-1.9582	4.46

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
California							
Locale:							
1: City	27.72	3.16	12.88	3.01	1.06	2.9755	12.17
2: Suburb	28.02	-3.40	-10.82	2.76	1.50	-2.2605	4.19
3: Town	19.52	1.27	6.96	5.25	1.45	0.8775	-0.86
4: Rural	24.74	-1.03	-4.01	3.62	1.58	-0.6536	23.24
Enrollment:							
1: 0 ≤ x < 250	9.09	0.29	3.32	2.59	1.02	0.2860	-28.61
2: 250 ≤ x ≤ 999	29.24	0.27	0.93	4.08	1.81	0.1489	-58.49
3: 1000 ≤ x ≤ 1999	12.26	-0.94	-7.11	1.86	1.09	-0.8578	1.29
4: 2000 ≤ x ≤ 4999	24.93	0.31	1.26	5.17	1.49	0.2087	-19.06
5: 5000 ≤ x ≤ 9999	10.73	-0.39	-3.52	1.24	0.46	-0.8598	-18.33
6: x ≥ 10000	13.75	0.46	3.46	1.29	0.42	1.0839	1252.94
Colorado							
Locale:							
1: City	14.90	1.58	11.82	2.76	0.91	1.7336	1190.98
2: Suburb	5.78	-1.24	-17.65	0.67	0.25	-4.8875	-23.44
3: Town	18.01	0.09	0.52	2.23	0.64	0.1475	-85.54
4: Rural	61.31	-0.43	-0.70	3.30	1.03	-0.4165	-49.11
Enrollment:							
1: 0 ≤ x < 250	25.27	-0.13	-0.50	3.84	1.33	-0.0952	-86.39
2: 250 ≤ x ≤ 999	42.28	0.56	1.35	4.89	1.38	0.4099	27.60
3: 1000 ≤ x ≤ 1999	10.68	1.47	15.95	1.83	0.42	3.5246	12.48
4: 2000 ≤ x ≤ 4999	6.15	-2.68	-30.33	1.01	0.58	-4.6368	4.98
5: 5000 ≤ x ≤ 9999	6.18	0.63	11.41	0.61	0.16	3.9694	-19.57
6: x ≥ 10000	9.43	0.14	1.52	0.57	0.21	0.6785	-84.59

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Connecticut							
Locale:							
1: City	9.47	-7.00	-42.51	1.30	3.17	-2.2093	-7.21
2: Suburb	48.19	0.80	1.68	4.37	2.33	0.3419	-5.13
3: Town	7.56	-0.09	-1.22	1.15	0.79	-0.1170	32.86
4: Rural	34.79	6.30	22.12	4.96	2.08	3.0229	-7.05
Enrollment:							
1: 0 ≤ x < 250	7.34	-1.76	-19.32	4.57	4.37	-0.4022	-34.67
2: 250 ≤ x ≤ 999	26.49	-4.50	-14.53	5.03	2.50	-1.7995	2.50
3: 1000 ≤ x ≤ 1999	12.62	1.73	15.87	1.43	0.86	2.0175	-8.03
4: 2000 ≤ x ≤ 4999	39.62	5.43	15.88	3.31	2.40	2.2635	-13.76
5: 5000 ≤ x ≤ 9999	8.64	-1.29	-12.96	0.73	0.56	-2.3113	33.54
6: x ≥ 10000	5.30	0.39	7.93	0.42	0.30	1.2762	201.55
Delaware							
Locale:							
1: City	35.18	3.46	10.92	17.00	5.50	0.6301	70.39
2: Suburb	29.08	-4.11	-12.39	4.68	3.64	-1.1283	23.75
3: Town	7.79	-1.20	-13.39	0.79	0.40	-3.0017	330.00
4: Rural	27.96	1.85	7.09	13.65	3.99	0.4638	18.06
Enrollment:							
1: 0 ≤ x < 250	32.01	8.68	37.21	17.21	4.26	2.0358	23.54
2: 250 ≤ x ≤ 999	27.10	-4.20	-13.43	13.70	3.55	-1.1827	-25.00
3: 1000 ≤ x ≤ 1999	11.90	2.66	28.75	2.55	0.67	3.9740	-4.56
4: 2000 ≤ x ≤ 4999	13.09	-5.20	-28.43	1.32	0.73	-7.1087	37.75
5: 5000 ≤ x ≤ 9999	10.60	1.68	18.87	1.07	0.54	3.1034	-37.32
6: x ≥ 10000	5.30	-3.62	-40.56	0.53	0.22	-16.4934	16.08

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
District of Columbia							
Locale:							
1: City	100.00	0.00	0.00	0.00	0.00	99.9999	0.00
2: Suburb							
3: Town							
4: Rural							
Enrollment:							
1: 0 <= x < 250	31.24	13.08	72.01	16.38	7.65	1.7094	2.36
2: 250 <= x <= 999	42.60	-3.93	-8.45	17.10	11.03	-0.3565	-9.46
3: 1000 <= x <= 1999	24.21	-9.40	-27.96	16.47	6.27	-1.4980	-2.43
4: 2000 <= x <= 4999							
5: 5000 <= x <= 9999							
6: x >= 10000	1.95	0.25	14.66	1.11	0.53	0.4671	-79.17
Florida							
Locale:							
1: City	14.71	0.94	6.85	2.98	1.35	0.6999	26.36
2: Suburb	36.63	2.96	8.78	8.21	1.31	2.2605	189.59
3: Town	17.00	-3.02	-15.08	6.38	1.12	-2.7001	15.78
4: Rural	31.66	-0.88	-2.70	2.00	1.79	-0.4917	4.62
Enrollment:							
1: 0 <= x < 250	14.65	4.75	48.07	4.59	1.47	3.2326	201.09
2: 250 <= x <= 999	3.71	1.20	48.07	6.45	1.79	0.6709	201.10
3: 1000 <= x <= 1999	10.12	1.36	15.48	4.86	0.63	2.1632	-3.00
4: 2000 <= x <= 4999	13.77	-1.24	-8.29	5.48	1.15	-1.0787	146.44
5: 5000 <= x <= 9999	9.64	-5.38	-35.80	0.97	0.51	-10.6295	10.65
6: x >= 10000	48.12	-0.69	-1.42	14.76	0.96	-0.7197	-65.10

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Georgia							
Locale:							
1: City	8.72	-0.10	-1.17	0.89	0.63	-0.1651	459.46
2: Suburb	8.85	-3.82	-30.18	0.78	1.62	-2.3614	3.00
3: Town	14.24	-2.47	-14.77	1.62	1.15	-2.1427	5.35
4: Rural	68.20	6.40	10.35	1.94	1.42	4.4979	5.30
Enrollment:							
1: 0 <= x < 250		-2.60	-100.00	0.00	1.44	-1.8115	0.00
2: 250 <= x <= 999	14.99	1.39	10.24	4.17	0.94	1.4799	130.74
3: 1000 <= x <= 1999	14.74	1.85	14.39	2.93	0.70	2.6397	-6.53
4: 2000 <= x <= 4999	32.89	-3.89	-10.57	2.97	1.13	-3.4280	8.04
5: 5000 <= x <= 9999	17.59	2.40	15.83	1.83	0.66	3.6492	-6.04
6: x >= 10000	19.78	0.83	4.40	1.08	0.55	1.5223	-20.56
Hawaii							
Locale:							
1: City							
2: Suburb		-100.00	-100.00	0.00	0.00	99.9999	0.00
3: Town							
4: Rural							
Enrollment:							
1: 0 <= x < 250							
2: 250 <= x <= 999							
3: 1000 <= x <= 1999							
4: 2000 <= x <= 4999							
5: 5000 <= x <= 9999							
6: x >= 10000		-100.00	-100.00	0.00	0.00	99.9999	0.00

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Idaho							
Locale:							
1: City	22.20	1.96	9.66	6.71	1.06	1.8392	455.05
2: Suburb	5.21	0.24	4.85	1.64	0.32	0.7567	-15.95
3: Town	24.82	-0.66	-2.60	4.13	0.70	-0.9412	3280.61
4: Rural	47.77	-1.53	-3.11	4.74	0.99	-1.5496	132.98
Enrollment:							
1: 0 <= x < 250	30.02	3.71	14.12	7.46	1.15	3.2403	48.49
2: 250 <= x <= 999	34.70	-1.72	-4.71	5.27	1.20	-1.4292	202.68
3: 1000 <= x <= 1999	16.22	-0.25	-1.51	1.86	0.33	-0.7529	-62.20
4: 2000 <= x <= 4999	11.51	-0.99	-7.92	1.15	0.23	-4.3427	185.46
5: 5000 <= x <= 9999	4.05	-0.11	-2.72	0.35	0.07	-1.5367	-68.93
6: x >= 10000	3.51	-0.65	-15.56	0.30	0.08	-8.5283	-65.61
Illinois							
Locale:							
1: City	3.34	-1.10	-24.76	0.48	1.17	-0.9412	-23.81
2: Suburb	36.98	-1.54	-4.01	2.94	2.59	-0.5957	-67.12
3: Town	18.37	0.15	0.80	2.95	1.77	0.0819	-88.11
4: Rural	41.31	2.50	6.44	3.90	2.08	1.2006	-49.19
Enrollment:							
1: 0 <= x < 250	18.48	-9.29	-33.45	4.50	4.73	-1.9629	4.13
2: 250 <= x <= 999	37.63	3.11	9.00	4.01	2.58	1.2027	-24.07
3: 1000 <= x <= 1999	19.29	3.72	23.89	2.22	1.10	3.3760	3.92
4: 2000 <= x <= 4999	16.17	0.25	1.60	1.69	1.52	0.1674	459.21
5: 5000 <= x <= 9999	5.46	1.21	28.37	0.73	0.53	2.2927	65.03
6: x >= 10000	2.96	1.00	51.01	0.22	0.21	4.7930	77.51

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Indiana							
Locale:							
1: City	18.01	0.00	-0.01	2.44	2.26	-0.0004	-99.97
2: Suburb	19.89	1.59	8.72	1.91	1.19	1.3397	409.17
3: Town	22.31	-1.82	-7.54	2.40	1.23	-1.4816	307.48
4: Rural	39.79	0.23	0.57	2.38	1.60	0.1420	-93.14
Enrollment:							
1: 0 <= x < 250	4.20	0.64	17.96	0.76	0.22	2.8809	-25.59
2: 250 <= x <= 999	27.43	-1.38	-4.80	3.35	2.40	-0.5776	-53.15
3: 1000 <= x <= 1999	27.77	0.51	1.88	2.28	1.17	0.4393	-81.35
4: 2000 <= x <= 4999	22.54	-1.07	-4.51	1.64	1.05	-1.0191	649.30
5: 5000 <= x <= 9999	10.89	0.97	9.82	0.84	0.48	2.0470	261.48
6: x >= 10000	7.18	0.32	4.73	0.44	0.36	0.8895	34.45
Iowa							
Locale:							
1: City	4.91	0.95	24.12	1.08	0.41	2.3464	282.72
2: Suburb	2.87	0.68	31.13	1.02	0.33	2.0932	118.01
3: Town	19.58	-0.41	-2.07	3.89	1.39	-0.2989	122.50
4: Rural	72.64	-1.22	-1.65	4.60	1.71	-0.7164	225.18
Enrollment:							
1: 0 <= x < 250	7.54	0.87	12.96	6.79	0.84	1.0303	-9.21
2: 250 <= x <= 999	58.66	-3.01	-4.87	6.48	2.00	-1.5038	29.42
3: 1000 <= x <= 1999	19.62	0.60	3.13	3.36	1.38	0.4314	-19.92
4: 2000 <= x <= 4999	8.98	1.00	12.49	1.86	0.73	1.3618	60.26
5: 5000 <= x <= 9999	2.94	0.22	8.25	0.77	0.31	0.7309	413.04
6: x >= 10000	2.26	0.32	16.78	0.43	0.16	2.0806	718.94

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Kansas							
Locale:							
1: City	3.17	0.68	27.26	0.40	0.12	5.8527	226.99
2: Suburb	4.91	0.14	2.94	1.17	0.31	0.4547	-69.69
3: Town	23.84	1.19	5.28	2.06	0.41	2.9225	-18.90
4: Rural	68.08	-2.01	-2.87	2.59	0.56	-3.5737	65.28
Enrollment:							
1: 0 ≤ x < 250	11.80	1.01	9.38	2.33	0.28	3.6253	12.46
2: 250 ≤ x ≤ 999	58.68	-1.71	-2.83	2.53	0.71	-2.3891	67.13
3: 1000 ≤ x ≤ 1999	15.12	1.10	7.87	1.48	0.24	4.6081	-5.56
4: 2000 ≤ x ≤ 4999	9.23	0.35	3.90	0.92	0.34	1.0332	107.55
5: 5000 ≤ x ≤ 9999	2.28	-0.97	-29.84	0.28	0.11	-9.2145	-5.06
6: x ≥ 10000	2.89	0.22	8.06	0.12	0.06	3.5639	12.86
Kentucky							
Locale:							
1: City	2.97	0.14	4.93	0.38	0.05	2.6156	-34.66
2: Suburb	17.70	1.43	8.77	3.59	0.30	4.7336	16.12
3: Town	33.43	-0.37	-1.10	4.53	0.65	-0.5771	16.26
4: Rural	45.90	-1.19	-2.53	2.54	0.54	-2.1958	6.40
Enrollment:							
1: 0 ≤ x < 250	0.58	0.04	7.38	0.04	0.01	4.5881	-2.43
2: 250 ≤ x ≤ 999	34.08	2.34	7.38	3.24	0.47	4.9561	-2.22
3: 1000 ≤ x ≤ 1999	12.48	-1.95	-13.51	1.80	1.03	-1.8834	1.01
4: 2000 ≤ x ≤ 4999	38.28	-1.01	-2.58	2.62	0.71	-1.4239	6.28
5: 5000 ≤ x ≤ 9999	8.59	0.23	2.76	0.45	0.13	1.7903	1160.66
6: x ≥ 10000	5.99	0.35	6.16	0.28	0.09	3.7248	-18.48

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Louisiana							
Locale:							
1: City	36.12	-18.30	-33.63	9.96	8.80	-2.0802	-15.81
2: Suburb	12.03	3.55	41.79	3.95	2.71	1.3108	1.44
3: Town	17.33	2.79	19.16	10.52	5.98	0.4661	-44.13
4: Rural	34.52	11.97	53.10	4.84	2.43	4.9349	-9.70
Enrollment:							
1: 0 <= x < 250		-1.59	-100.00	0.00	1.15	-1.3810	0.00
2: 250 <= x <= 999	36.78	-11.01	-23.04	18.59	16.19	-0.6802	-32.51
3: 1000 <= x <= 1999	22.70	3.65	19.13	6.50	2.56	1.4218	36.14
4: 2000 <= x <= 4999	18.01	5.09	39.35	10.62	6.76	0.7523	-37.83
5: 5000 <= x <= 9999	10.45	1.56	17.49	6.38	3.68	0.4227	-57.74
6: x >= 10000	12.06	2.31	23.69	7.28	4.33	0.5334	-31.27
Maine							
Locale:							
1: City	3.24	0.24	7.92	0.23	0.12	2.0000	-55.56
2: Suburb	5.79	-1.84	-24.10	0.66	0.34	-5.4401	4.35
3: Town	11.14	-1.68	-13.10	1.54	0.70	-2.3987	-20.10
4: Rural	79.82	3.28	4.29	1.89	0.80	4.1249	-1.45
Enrollment:							
1: 0 <= x < 250	37.07	6.61	21.71	4.29	1.15	5.7548	21.82
2: 250 <= x <= 999	29.80	-1.51	-4.83	3.06	1.79	-0.8459	4.33
3: 1000 <= x <= 1999	13.84	-2.42	-14.88	1.38	0.67	-3.6166	17.51
4: 2000 <= x <= 4999	18.09	-2.69	-12.93	1.32	0.61	-4.3698	25.89
5: 5000 <= x <= 9999	1.21	0.01	0.43	0.09	0.04	0.1204	-97.57
6: x >= 10000							

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Maryland							
Locale:							
1: City	24.95	8.95	55.92	28.67	5.98	1.4952	-0.60
2: Suburb	42.54	2.54	6.36	17.14	4.62	0.5513	1.77
3: Town	10.84	2.84	35.46	3.67	1.73	1.6375	-36.97
4: Rural	21.67	-14.33	-39.80	8.00	1.43	-10.0274	30.25
Enrollment:							
1: 0 <= x < 250	6.68	2.68	67.12	36.00	9.50	0.2825	19.32
2: 250 <= x <= 999							
3: 1000 <= x <= 1999							
4: 2000 <= x <= 4999	16.25	-3.75	-18.73	5.26	2.52	-1.4859	199.62
5: 5000 <= x <= 9999	16.25	0.25	1.59	6.40	1.76	0.1447	-90.74
6: x >= 10000	60.81	0.81	1.34	24.47	5.70	0.1413	-78.51
Massachusetts							
Locale:							
1: City	15.75	3.37	27.20	5.29	2.43	1.3841	29.47
2: Suburb	61.38	-4.94	-7.44	7.41	4.23	-1.1666	21.28
3: Town	1.78	-0.14	-7.45	1.66	0.76	-0.1889	57.73
4: Rural	21.10	1.71	8.83	6.82	3.16	0.5426	9.75
Enrollment:							
1: 0 <= x < 250	8.74	-5.18	-37.23	4.00	6.72	-0.7714	-16.40
2: 250 <= x <= 999	32.36	3.36	11.57	6.04	4.04	0.8306	215.30
3: 1000 <= x <= 1999	13.37	-0.89	-6.22	3.05	2.42	-0.3658	117.83
4: 2000 <= x <= 4999	31.32	0.14	0.45	4.11	3.70	0.0381	-90.04
5: 5000 <= x <= 9999	11.72	2.40	25.80	1.83	1.07	2.2466	-31.51
6: x >= 10000	2.49	0.17	7.35	0.27	0.22	0.7827	-72.43

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Michigan							
Locale:							
1: City	24.52	4.02	19.59	3.82	1.44	2.7885	981.10
2: Suburb	24.75	-0.13	-0.51	3.81	2.03	-0.0627	-94.23
3: Town	12.28	-1.07	-8.03	2.63	0.72	-1.4888	117.09
4: Rural	38.46	-2.82	-6.82	3.63	1.79	-1.5734	35.09
Enrollment:							
1: 0 <= x < 250	14.37	0.29	2.08	2.69	0.73	0.4004	-84.93
2: 250 <= x <= 999	37.01	-0.81	-2.14	3.83	1.77	-0.4572	-78.27
3: 1000 <= x <= 1999	24.66	2.07	9.14	3.80	1.47	1.4022	-23.00
4: 2000 <= x <= 4999	14.72	-1.23	-7.70	1.85	0.84	-1.4636	356.88
5: 5000 <= x <= 9999	6.49	-0.14	-2.07	0.97	0.42	-0.3254	-54.07
6: x >= 10000	2.76	-0.18	-6.20	0.39	0.18	-1.0329	-44.67
Minnesota							
Locale:							
1: City	19.85	-2.52	-11.26	2.42	2.56	-0.9849	-20.76
2: Suburb	12.03	-0.07	-0.54	1.36	2.18	-0.0300	-94.83
3: Town	20.90	-0.21	-0.98	2.05	0.76	-0.2719	-43.13
4: Rural	47.23	2.79	6.28	2.76	1.73	1.6151	-31.64
Enrollment:							
1: 0 <= x < 250	31.73	-1.01	-3.09	2.67	2.07	-0.4894	65.19
2: 250 <= x <= 999	31.66	-3.41	-9.72	2.15	1.61	-2.1116	-0.78
3: 1000 <= x <= 1999	19.04	2.37	14.23	1.55	0.64	3.7101	-13.23
4: 2000 <= x <= 4999	9.80	1.05	12.01	0.67	0.33	3.1489	15.36
5: 5000 <= x <= 9999	4.74	0.74	18.38	0.26	0.18	3.9875	61.62
6: x >= 10000	3.04	0.26	9.47	0.14	0.13	2.0564	415.91

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Mississippi							
Locale:							
1: City	10.22	2.05	25.14	2.80	0.86	2.3881	163.99
2: Suburb	3.53	-2.67	-43.13	0.75	0.60	-4.4391	8.15
3: Town	29.07	-0.05	-0.16	3.29	0.81	-0.0581	-95.49
4: Rural	57.18	0.67	1.18	3.85	1.02	0.6556	1.44
Enrollment:							
1: 0 <= x < 250	14.79	4.38	42.06	5.81	1.66	2.6379	341.56
2: 250 <= x <= 999	14.84	0.79	5.59	3.96	0.49	1.6034	-41.33
3: 1000 <= x <= 1999	18.26	-4.87	-21.05	2.33	0.91	-5.3347	16.26
4: 2000 <= x <= 4999	39.63	-0.13	-0.32	3.53	0.92	-0.1366	-90.72
5: 5000 <= x <= 9999	9.41	-0.14	-1.46	1.10	0.23	-0.6074	-34.11
6: x >= 10000	3.07	-0.03	-0.96	0.21	0.07	-0.4146	-89.93
Missouri							
Locale:							
1: City	8.82	2.54	40.41	1.72	0.72	3.5182	396.81
2: Suburb	7.15	0.49	7.42	0.83	0.49	1.0157	69.82
3: Town	14.08	-2.42	-14.64	1.59	0.66	-3.6824	24.23
4: Rural	69.96	-0.62	-0.87	2.66	1.04	-0.5926	-64.26
Enrollment:							
1: 0 <= x < 250	24.85	-0.11	-0.45	4.55	1.10	-0.1034	-84.22
2: 250 <= x <= 999	40.29	-0.74	-1.81	4.21	1.09	-0.6828	15.06
3: 1000 <= x <= 1999	16.09	1.20	8.07	1.89	0.62	1.9363	54.87
4: 2000 <= x <= 4999	11.61	-0.81	-6.50	1.17	0.37	-2.1588	8.13
5: 5000 <= x <= 9999	3.57	0.14	4.01	0.39	0.19	0.7303	66.83
6: x >= 10000	3.61	0.32	9.89	0.30	0.21	1.5528	1572.16

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Montana							
Locale:							
1: City	1.28	0.29	28.84	0.17	0.05	6.2926	495.63
2: Suburb		-0.58	-100.00	0.00	0.36	-1.6082	0.00
3: Town	7.98	-1.89	-19.12	2.26	0.65	-2.9000	1.12
4: Rural	90.74	2.18	2.46	2.37	0.78	2.8056	-9.08
Enrollment:							
1: 0 <= x < 250	77.76	2.72	3.62	5.44	0.87	3.1104	-6.35
2: 250 <= x <= 999	18.06	-1.87	-9.39	4.85	0.78	-2.4021	1.42
3: 1000 <= x <= 1999	2.19	-0.83	-27.43	0.89	0.36	-2.2992	2.60
4: 2000 <= x <= 4999	1.56	-0.11	-6.79	0.24	0.02	-5.4528	-57.22
5: 5000 <= x <= 9999	0.43	0.10	28.84	0.06	0.02	6.2912	493.17
6: x >= 10000							
Nebraska							
Locale:							
1: City	4.00	0.28	7.53	1.54	0.39	0.7272	-92.47
2: Suburb	1.55	0.05	3.04	0.09	0.06	0.7386	-81.97
3: Town	14.06	-0.01	-0.10	1.56	0.35	-0.0404	-89.71
4: Rural	80.39	-0.31	-0.39	2.04	0.56	-0.5559	-43.52
Enrollment:							
1: 0 <= x < 250	38.17	3.51	10.14	4.23	0.85	4.1323	-2.22
2: 250 <= x <= 999	48.46	-2.52	-4.94	3.97	1.13	-2.2288	26.09
3: 1000 <= x <= 1999	5.45	-0.02	-0.44	0.78	0.21	-0.1164	-30.14
4: 2000 <= x <= 4999	5.28	-0.26	-4.66	0.43	0.17	-1.5105	-23.39
5: 5000 <= x <= 9999	1.46	-0.77	-34.45	0.07	0.05	-14.7533	-23.13
6: x >= 10000	1.17	0.05	4.90	0.05	0.03	1.9246	-81.47

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Nevada							
Locale:							
1: City	16.47	-15.91	-49.13	8.42	4.84	-3.2900	-1.99
2: Suburb	11.31	2.49	28.24	5.83	1.58	1.5813	17.64
3: Town	36.11	6.71	22.82	14.38	3.94	1.7048	-4.94
4: Rural	36.11	6.71	22.82	28.49	2.24	3.0010	-4.94
Enrollment:							
1: 0 ≤ x < 250	5.16	-3.24	-38.59	35.73	3.82	-0.8489	1.56
2: 250 ≤ x ≤ 999	33.66	-7.54	-18.30	7.73	4.07	-1.8529	-15.32
3: 1000 ≤ x ≤ 1999	15.47	2.88	22.82	6.83	1.76	1.6314	-4.94
4: 2000 ≤ x ≤ 4999	10.32	1.92	22.82	4.72	1.20	1.5996	-4.94
5: 5000 ≤ x ≤ 9999	25.79	4.79	22.82	13.08	3.16	1.5173	-4.94
6: x ≥ 10000	9.60	1.20	14.29	4.86	0.90	1.3394	-40.49
New Hampshire							
Locale:							
1: City	0.75	-0.07	-8.85	0.65	0.30	-0.2475	-73.35
2: Suburb	22.12	4.62	26.36	4.44	4.33	1.0670	8.18
3: Town	23.94	-7.36	-23.53	8.06	7.49	-0.9838	-5.18
4: Rural	53.19	2.82	5.60	10.36	3.06	0.9220	-12.52
Enrollment:							
1: 0 ≤ x < 250	46.51	-10.30	-18.12	15.39	8.82	-1.1671	-9.54
2: 250 ≤ x ≤ 999	35.46	8.69	32.46	5.05	5.86	1.4837	7.36
3: 1000 ≤ x ≤ 1999	8.95	0.56	6.64	7.01	1.53	0.3640	-53.04
4: 2000 ≤ x ≤ 4999	7.30	0.95	14.88	5.91	1.15	0.8220	-38.76
5: 5000 ≤ x ≤ 9999	1.03	0.18	20.72	0.89	0.11	1.5416	-37.62
6: x ≥ 10000	0.75	-0.07	-8.85	0.65	0.30	-0.2475	-73.35

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
New Jersey							
Locale:							
1: City	7.82	1.36	20.97	2.29	0.96	1.4062	101.11
2: Suburb	66.50	-5.15	-7.19	3.30	1.52	-3.3797	12.01
3: Town	4.17	-0.82	-16.39	1.33	1.25	-0.6532	10.68
4: Rural	21.51	4.61	27.29	2.70	0.75	6.1672	-1.09
Enrollment:							
1: 0 <= x < 250	13.39	1.94	16.96	3.33	1.49	1.3004	666.94
2: 250 <= x <= 999	45.23	0.09	0.21	3.37	2.10	0.0443	-60.47
3: 1000 <= x <= 1999	16.43	-0.77	-4.46	1.76	1.04	-0.7343	334.22
4: 2000 <= x <= 4999	15.53	-1.09	-6.58	1.06	0.64	-1.7227	45.77
5: 5000 <= x <= 9999	7.01	0.02	0.33	0.45	0.27	0.0859	-95.31
6: x >= 10000	2.42	-0.20	-7.56	0.11	0.09	-2.1827	305.75
New Mexico							
Locale:							
1: City	14.71	-1.70	-10.34	2.37	1.71	-0.9943	-41.83
2: Suburb	3.73	0.67	22.04	0.22	0.08	7.9676	5.06
3: Town	32.69	1.96	6.38	1.72	0.88	2.2251	-5.12
4: Rural	48.87	-0.94	-1.88	2.49	1.41	-0.6654	346.73
Enrollment:							
1: 0 <= x < 250	31.78	-4.86	-13.27	2.43	1.47	-3.3048	-15.60
2: 250 <= x <= 999	27.00	1.05	4.03	2.02	0.90	1.1663	-32.41
3: 1000 <= x <= 1999	10.64	1.59	17.54	1.03	0.24	6.4837	-16.39
4: 2000 <= x <= 4999	14.67	1.34	10.06	0.76	0.32	4.1630	-15.35
5: 5000 <= x <= 9999	7.07	0.05	0.76	0.31	0.16	0.3378	-79.60
6: x >= 10000	8.85	0.83	10.39	0.38	0.19	4.3984	77.52

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
New York							
Locale:							
1: City	9.14	-8.92	-49.40	0.78	1.32	-6.7571	-10.51
2: Suburb	31.46	2.69	9.34	2.77	1.53	1.7544	82.97
3: Town	18.03	2.93	19.44	2.35	0.83	3.5407	-23.73
4: Rural	41.37	3.30	8.66	3.41	1.62	2.0337	-29.10
Enrollment:							
1: 0 <= x < 250	0.67	-8.26	-92.51	0.43	1.79	-4.6255	-1.42
2: 250 <= x <= 999	36.75	0.91	2.54	2.82	2.26	0.4036	237.94
3: 1000 <= x <= 1999	26.98	4.21	18.48	2.28	1.28	3.2940	-15.05
4: 2000 <= x <= 4999	24.61	2.00	8.82	1.80	0.98	2.0355	-6.51
5: 5000 <= x <= 9999	8.11	0.54	7.15	0.83	0.51	1.0712	71.91
6: x >= 10000	2.89	0.61	26.63	0.26	0.11	5.7280	-14.55
North Carolina							
Locale:							
1: City	29.30	5.88	25.10	5.16	2.25	2.6092	169.00
2: Suburb	12.56	-2.44	-16.29	3.84	4.36	-0.5610	-23.52
3: Town	18.97	3.03	18.99	6.37	1.83	1.6529	6.73
4: Rural	39.17	-6.46	-14.16	4.42	2.66	-2.4330	254.05
Enrollment:							
1: 0 <= x < 250	13.38	2.82	26.71	6.32	1.89	1.4933	271.99
2: 250 <= x <= 999	26.19	2.15	8.96	5.73	3.76	0.5731	14.30
3: 1000 <= x <= 1999	15.30	1.77	13.05	3.40	1.08	1.6390	-26.68
4: 2000 <= x <= 4999	18.15	-5.08	-21.88	3.91	3.01	-1.6889	49.30
5: 5000 <= x <= 9999	13.44	-0.13	-0.96	1.51	0.75	-0.1744	-94.60
6: x >= 10000	13.54	-1.53	-10.13	1.15	0.81	-1.8903	421.68

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
North Dakota							
Locale:							
1: City	1.67	-0.01	-0.71	0.11	0.05	-0.2627	-95.04
2: Suburb	1.11	-0.01	-0.71	0.08	0.03	-0.2649	-94.99
3: Town	5.40	0.04	0.70	0.54	0.15	0.2408	-61.15
4: Rural	91.82	-0.02	-0.02	0.67	0.22	-0.0803	-96.51
Enrollment:							
1: 0 <= x < 250	63.05	-0.77	-1.20	3.47	1.04	-0.7386	-30.02
2: 250 <= x <= 999	29.68	0.87	3.00	3.16	0.95	0.9098	21.72
3: 1000 <= x <= 1999	2.00	-0.33	-14.06	0.16	0.10	-3.2940	-3.09
4: 2000 <= x <= 4999	2.49	0.25	10.96	0.16	0.06	3.7850	-23.09
5: 5000 <= x <= 9999	1.67	-0.01	-0.71	0.11	0.05	-0.2627	-95.04
6: x >= 10000	1.11	-0.01	-0.71	0.08	0.03	-0.2649	-94.99
Ohio							
Locale:							
1: City	24.61	0.16	0.63	3.48	1.94	0.0799	-91.99
2: Suburb	28.89	1.61	5.90	3.82	1.70	0.9475	1018.76
3: Town	14.76	0.13	0.92	2.29	1.16	0.1159	-89.39
4: Rural	31.74	-1.90	-5.65	3.05	1.53	-1.2419	258.16
Enrollment:							
1: 0 <= x < 250	14.90	0.56	3.93	4.04	0.99	0.5667	-67.54
2: 250 <= x <= 999	28.39	-2.98	-9.49	4.07	1.88	-1.5798	-37.65
3: 1000 <= x <= 1999	25.48	-0.57	-2.21	3.22	1.23	-0.4686	-13.04
4: 2000 <= x <= 4999	23.64	2.90	13.99	2.56	1.20	2.4150	3.85
5: 5000 <= x <= 9999	6.14	0.20	3.39	1.10	0.63	0.3199	-13.69
6: x >= 10000	1.45	-0.11	-7.22	0.29	0.14	-0.7874	-36.96

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Oklahoma							
Locale:							
1: City	5.63	0.92	19.53	1.75	0.69	1.3321	844.25
2: Suburb	4.18	0.23	5.82	1.13	0.27	0.8543	-22.77
3: Town	15.86	-1.72	-9.77	4.53	2.47	-0.6944	10.77
4: Rural	74.33	0.57	0.77	4.98	2.29	0.2478	-57.97
Enrollment:							
1: 0 <= x < 250	28.12	-5.58	-16.55	9.44	3.74	-1.4892	5.61
2: 250 <= x <= 999	45.64	4.13	9.94	7.96	2.47	1.6698	17.67
3: 1000 <= x <= 1999	15.96	1.00	6.69	3.52	1.02	0.9804	-14.37
4: 2000 <= x <= 4999	7.33	0.74	11.15	1.47	0.45	1.6516	-9.50
5: 5000 <= x <= 9999	1.49	-0.05	-3.47	0.51	0.11	-0.4664	41.16
6: x >= 10000	1.45	-0.23	-13.82	0.24	0.11	-2.2126	36.92
Oregon							
Locale:							
1: City	4.28	-2.81	-39.67	0.31	0.71	-3.9584	-23.53
2: Suburb	7.27	-0.23	-3.09	0.86	0.47	-0.4951	-68.96
3: Town	31.73	-0.83	-2.55	2.69	1.34	-0.6191	-18.96
4: Rural	56.72	3.87	7.33	2.59	1.43	2.7017	-28.89
Enrollment:							
1: 0 <= x < 250	23.64	0.12	0.49	3.30	1.72	0.0670	-85.08
2: 250 <= x <= 999	33.86	3.73	12.37	3.14	1.46	2.5496	-20.13
3: 1000 <= x <= 1999	10.97	-0.63	-5.47	1.59	0.93	-0.6808	-11.59
4: 2000 <= x <= 4999	20.98	0.20	0.99	1.51	1.02	0.2002	301.76
5: 5000 <= x <= 9999	4.82	-3.00	-38.40	0.28	0.25	-11.7891	-3.31
6: x >= 10000	5.74	-0.41	-6.63	0.27	0.17	-2.4511	-73.89

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Pennsylvania							
Locale:							
1: City	16.55	-0.54	-3.19	3.08	1.86	-0.2924	-80.18
2: Suburb	43.07	0.71	1.69	3.88	1.68	0.4256	150.26
3: Town	14.68	0.26	1.82	2.73	0.83	0.3169	-80.31
4: Rural	25.70	-0.43	-1.65	3.63	1.59	-0.2716	-61.71
Enrollment:							
1: 0 <= x < 250	9.55	2.61	37.66	3.44	1.04	2.5151	153.05
2: 250 <= x <= 999	17.77	-3.09	-14.82	3.58	2.10	-1.4706	-28.53
3: 1000 <= x <= 1999	27.10	1.17	4.49	4.41	1.50	0.7782	-58.94
4: 2000 <= x <= 4999	33.95	-1.50	-4.23	3.31	1.71	-0.8799	209.40
5: 5000 <= x <= 9999	8.82	0.66	8.09	1.50	0.41	1.6097	-14.48
6: x >= 10000	2.81	0.16	5.84	0.41	0.13	1.1752	-8.32
Rhode Island							
Locale:							
1: City	10.57	-1.68	-13.69	2.06	0.44	-3.7924	-38.36
2: Suburb	69.36	4.09	6.27	5.77	1.07	3.8283	4.10
3: Town	2.31	0.22	10.68	0.49	0.16	1.3779	-38.31
4: Rural	17.76	-2.64	-12.94	3.35	0.75	-3.5062	67.64
Enrollment:							
1: 0 <= x < 250	18.02	3.75	26.31	8.30	1.83	2.0463	51.94
2: 250 <= x <= 999	29.54	5.44	22.55	8.72	1.67	3.2535	30.19
3: 1000 <= x <= 1999	10.36	-1.29	-11.09	1.96	0.53	-2.4238	92.62
4: 2000 <= x <= 4999	28.29	-5.19	-15.49	5.32	0.88	-5.9094	229.26
5: 5000 <= x <= 9999	11.03	0.72	6.96	2.02	0.62	1.1549	13.32
6: x >= 10000	2.76	-3.43	-55.43	0.51	0.37	-9.3040	-8.97

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
South Carolina							
Locale:							
1: City	6.66	-2.34	-25.99	0.45	1.47	-1.5898	13.37
2: Suburb	11.35	-3.63	-24.26	0.95	1.90	-1.9111	12.01
3: Town	21.23	3.41	19.10	2.55	0.84	4.0743	66.01
4: Rural	60.76	2.57	4.41	2.70	1.93	1.3330	-21.14
Enrollment:							
1: 0 <= x < 250	5.30	1.89	55.40	2.25	0.80	2.3668	381.42
2: 250 <= x <= 999	16.24	-1.23	-7.06	3.00	1.40	-0.8786	13.37
3: 1000 <= x <= 1999	14.98	-6.11	-28.99	4.09	2.35	-2.6005	2.24
4: 2000 <= x <= 4999	24.43	2.32	10.51	2.83	0.88	2.6494	-8.60
5: 5000 <= x <= 9999	19.14	1.82	10.52	1.63	0.69	2.6494	-8.61
6: x >= 10000	19.92	1.31	7.06	1.26	0.69	1.8944	-38.63
South Dakota							
Locale:							
1: City	1.71	0.32	22.65	0.15	0.09	3.4337	234.99
2: Suburb							
3: Town	13.59	0.23	1.69	2.55	0.69	0.3293	42.47
4: Rural	84.70	-0.54	-0.64	2.62	0.77	-0.7017	114.23
Enrollment:							
1: 0 <= x < 250	31.42	-2.98	-8.65	6.82	3.38	-0.8807	3.74
2: 250 <= x <= 999	51.41	3.09	6.40	6.81	2.57	1.2013	-5.37
3: 1000 <= x <= 1999	7.90	-0.30	-3.62	2.61	0.45	-0.6600	9.99
4: 2000 <= x <= 4999	7.56	-0.14	-1.77	1.11	0.38	-0.3624	-39.22
5: 5000 <= x <= 9999							
6: x >= 10000	1.71	0.32	22.65	0.15	0.09	3.4337	234.99

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Tennessee							
Locale:							
1: City	9.41	-1.04	-9.99	1.00	0.57	-1.8309	-1.54
2: Suburb	5.21	-0.50	-8.77	0.38	0.43	-1.1758	-16.75
3: Town	16.87	-1.50	-8.16	2.03	0.93	-1.6197	2.60
4: Rural	68.50	3.04	4.65	2.10	0.97	3.1396	-2.54
Enrollment:							
1: 0 <= x < 250							
2: 250 <= x <= 999	15.50	1.48	10.56	3.33	0.35	4.2742	-2.30
3: 1000 <= x <= 1999	15.49	-0.83	-5.06	3.39	1.00	-0.8239	4.40
4: 2000 <= x <= 4999	36.10	1.45	4.19	3.35	0.95	1.5321	-5.30
5: 5000 <= x <= 9999	19.51	-1.29	-6.18	2.02	0.62	-2.0830	3.54
6: x >= 10000	13.40	-0.82	-5.79	0.78	0.28	-2.9029	-19.15
Texas							
Locale:							
1: City	24.72	-0.82	-3.21	4.40	1.15	-0.7102	-81.29
2: Suburb	11.24	0.16	1.43	1.72	1.29	0.1228	-47.21
3: Town	15.92	0.35	2.26	1.95	0.72	0.4911	-72.41
4: Rural	48.12	0.31	0.64	4.08	0.96	0.3198	-90.94
Enrollment:							
1: 0 <= x < 250	23.60	-2.30	-8.89	2.48	1.43	-1.6078	-43.38
2: 250 <= x <= 999	32.99	1.23	3.86	2.67	0.89	1.3766	25.57
3: 1000 <= x <= 1999	17.75	2.13	13.62	1.76	0.81	2.6219	-8.57
4: 2000 <= x <= 4999	13.83	-0.84	-5.72	1.13	1.15	-0.7296	1491.27
5: 5000 <= x <= 9999	5.08	-0.12	-2.31	0.58	0.19	-0.6499	-63.42
6: x >= 10000	6.75	-0.09	-1.35	0.71	0.18	-0.4987	-75.90

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Utah							
Locale:							
1: City	11.45	2.51	28.12	2.16	1.73	1.4550	-15.13
2: Suburb	34.61	1.45	4.37	10.41	4.83	0.3003	42.35
3: Town	13.05	1.54	13.43	1.73	1.63	0.9454	-40.08
4: Rural	40.90	-5.51	-11.86	10.39	6.70	-0.8216	-16.01
Enrollment:							
1: 0 <= x < 250	8.98	-10.34	-53.52	2.27	7.94	-1.3018	-5.88
2: 250 <= x <= 999	38.28	6.50	20.45	6.98	2.92	2.2215	73.46
3: 1000 <= x <= 1999	22.89	2.60	12.83	5.75	4.84	0.5371	78.50
4: 2000 <= x <= 4999	12.08	1.07	9.70	1.62	1.61	0.6616	-55.79
5: 5000 <= x <= 9999	4.44	-0.19	-4.18	0.56	0.61	-0.3174	-35.79
6: x >= 10000	13.33	0.36	2.81	1.68	1.81	0.2006	-88.11
Vermont							
Locale:							
1: City	1.89	0.43	29.51	2.10	0.56	0.7637	-47.28
2: Suburb	2.36	0.00	-0.16	2.56	0.40	-0.0096	-82.49
3: Town	29.75	0.49	1.67	2.64	6.11	0.0800	85.75
4: Rural	66.00	-0.92	-1.37	4.88	5.24	-0.1745	-13.46
Enrollment:							
1: 0 <= x < 250	80.38	-0.46	-0.57	15.94	3.51	-0.1315	-56.91
2: 250 <= x <= 999	13.73	-1.68	-10.90	10.01	1.55	-1.0823	63.80
3: 1000 <= x <= 1999	3.60	1.31	57.18	3.78	1.48	0.8831	2.13
4: 2000 <= x <= 4999	2.29	0.83	57.17	2.53	0.99	0.8440	2.13
5: 5000 <= x <= 9999							
6: x >= 10000							

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
Virginia							
Locale:							
1: City	10.20	-0.10	-1.02	2.55	0.70	-0.1500	319.60
2: Suburb	13.42	-0.48	-3.42	2.78	0.80	-0.5913	235.22
3: Town	10.38	-0.13	-1.20	2.63	0.60	-0.2109	-64.19
4: Rural	66.01	0.71	1.08	5.21	1.55	0.4548	35.90
Enrollment:							
1: 0 <= x < 250	35.21	8.61	32.36	9.00	1.88	4.5913	113.83
2: 250 <= x <= 999	23.09	-1.05	-4.35	5.23	2.26	-0.4642	-69.37
3: 1000 <= x <= 1999	3.66	-1.34	-26.73	1.16	0.41	-3.2371	87.57
4: 2000 <= x <= 4999	21.92	-2.80	-11.32	2.83	1.01	-2.7635	199.98
5: 5000 <= x <= 9999	6.18	-1.18	-16.00	0.99	0.36	-3.2698	843.98
6: x >= 10000	9.94	-2.25	-18.44	1.29	0.52	-4.3395	225.42
Washington							
Locale:							
1: City	7.26	0.54	7.97	0.85	0.44	1.2205	21.44
2: Suburb	17.00	0.62	3.78	1.85	0.98	0.6307	-68.35
3: Town	16.17	0.06	0.37	2.06	1.11	0.0545	-95.29
4: Rural	59.58	-1.22	-2.00	4.40	2.31	-0.5266	-66.95
Enrollment:							
1: 0 <= x < 250	32.19	-1.72	-5.06	7.00	3.80	-0.4523	-56.05
2: 250 <= x <= 999	17.17	1.92	12.61	2.69	1.61	1.1970	154.70
3: 1000 <= x <= 1999	11.87	-2.28	-16.11	1.82	1.07	-2.1375	52.13
4: 2000 <= x <= 4999	17.64	0.33	1.91	2.11	1.00	0.3288	-82.01
5: 5000 <= x <= 9999	11.23	1.88	20.07	1.31	0.69	2.7120	-27.05
6: x >= 10000	9.89	-0.13	-1.34	1.09	0.59	-0.2258	-44.12

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference of percentages ¹	Percent relative difference
West Virginia							
Locale:							
1: City	6.48	1.98	43.96	1.10	1.13	1.7550	-12.14
2: Suburb	8.15	2.52	44.72	1.31	1.41	1.7917	-10.62
3: Town	20.68	-26.17	-55.86	1.90	14.96	-1.7500	5.12
4: Rural	64.69	21.68	50.40	3.62	12.47	1.7387	9.31
Enrollment:							
1: 0 <= x < 250	20.42	-21.04	-50.74	8.44	13.41	-1.5685	-18.81
2: 250 <= x <= 999	1.58	-0.67	-29.92	1.87	2.27	-0.2972	19.77
3: 1000 <= x <= 1999	18.93	5.43	40.16	10.51	2.22	2.4406	-19.74
4: 2000 <= x <= 4999	36.29	10.40	40.16	2.51	5.73	1.8133	-19.74
5: 5000 <= x <= 9999	12.79	3.79	42.06	2.19	2.23	1.6975	-15.94
6: x >= 10000	9.98	2.10	26.65	1.84	1.76	1.1952	-6.81
Wisconsin							
Locale:							
1: City	7.27	0.87	13.57	1.94	0.83	1.0427	22.66
2: Suburb	16.69	0.92	5.85	1.43	0.82	1.1199	107.10
3: Town	22.36	0.56	2.58	2.08	0.89	0.6298	-60.25
4: Rural	53.68	-2.35	-4.20	2.72	1.45	-1.6282	804.61
Enrollment:							
1: 0 <= x < 250	2.14	0.31	17.15	1.26	0.20	1.5782	-21.07
2: 250 <= x <= 999	45.27	-0.58	-1.27	2.74	1.63	-0.3560	141.36
3: 1000 <= x <= 1999	26.27	0.85	3.35	2.33	0.95	0.8945	-35.55
4: 2000 <= x <= 4999	21.01	1.25	6.34	1.21	0.82	1.5327	50.23
5: 5000 <= x <= 9999	3.28	-1.23	-27.24	0.36	0.26	-4.7910	-13.48
6: x >= 10000	2.05	-0.61	-22.92	0.10	0.08	-7.1722	-31.78

See notes at end of table.

Table K-4. Unit response rates for Public School Districts after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	<i>T</i> -test of significance for the difference of percentages ¹	Percent relative difference
Wyoming							
Locale:							
1: City	9.18	1.98	27.44	0.91	0.21	9.4832	108.32
2: Suburb							
3: Town	32.33	-4.40	-11.97	2.33	0.42	-10.3837	-21.32
4: Rural	58.49	2.42	4.31	2.68	0.47	5.1580	-47.84
Enrollment:							
1: 0 <= x < 250	13.69	1.61	13.33	2.64	0.41	3.9285	1.21
2: 250 <= x <= 999	40.36	0.99	2.51	2.23	0.28	3.4993	-59.42
3: 1000 <= x <= 1999	17.66	-3.29	-15.71	0.86	0.17	-19.5827	33.42
4: 2000 <= x <= 4999	16.41	-2.01	-10.90	0.72	0.11	-18.2031	-27.62
5: 5000 <= x <= 9999	5.94	1.35	29.36	0.26	0.09	15.0401	122.88
6: x >= 10000	5.94	1.35	29.36	0.26	0.09	15.0401	122.88

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Public School Principals

Table K-5. Unit response rates for Noncharter Public School Principals before nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Total	7045	9613	100	100	0	0	0	0	0	0
School enrollment:										
0 <= x < 200	896	1162	15.0	14.5	0.6582	0.5938	0.50	3.32	0.3150	1.5838
200 <= x < 500	2399	3096	41.6	39.7	0.7517	0.6338	1.86	4.47	0.4285	4.3376
500 <= x < 750	1596	2171	24.3	24.9	0.6918	0.6165	-0.62	-2.55	0.4160	-1.4932
750 <= x < 1000	867	1218	10.0	10.7	0.3815	0.3076	-0.69	-6.89	0.2549	-2.6975
1000 <= x	1287	1966	9.1	10.2	0.3028	0.2519	-1.05	-11.51	0.1946	-5.3895
Percent non-White:										
0 <= x < 5	1488	1831	21.0	19.5	0.5878	0.5622	1.52	7.26	0.3516	4.3368
5 <= x < 10	919	1140	11.5	10.3	0.4487	0.3547	1.22	10.59	0.2191	5.5795
10 <= x < 20	1166	1462	15.1	13.6	0.5014	0.4238	1.53	10.12	0.2443	6.2565
20 <= x < 30	733	968	9.6	9.2	0.4391	0.3348	0.34	3.56	0.2217	1.5347
30 <= x < 50	954	1368	13.5	13.6	0.5314	0.4473	-0.14	-1.02	0.2622	-0.5229
50 <= x	1650	2669	27.7	32.3	0.6228	0.5083	-4.58	-16.50	0.3908	-11.7091
Missing	135	175	1.5	1.4	0.2167	0.1496	0.10	6.34	0.0923	1.0542
Percent free lunch eligible:										
0 <= x < 35	2685	3579	34.4	33.1	0.6629	0.5710	1.28	3.72	0.3352	3.8124
35 <= x < 50	1439	1892	17.9	17.2	0.5288	0.4593	0.64	3.60	0.2648	2.4278
50 <= x < 75	1954	2615	30.0	28.8	0.7013	0.5963	1.22	4.06	0.3945	3.0906
75 <= x	967	1527	17.8	20.9	0.6300	0.5403	-3.14	-17.68	0.3737	-8.4030
Locale:										
1: City	1311	2257	19.7	24.7	0.3657	0.2352	-4.95	-25.06	0.3346	-14.7858
2: Suburb	1802	2625	26.7	28.4	0.4182	0.2753	-1.67	-6.25	0.3188	-5.2385
3: Town	1269	1536	16.3	14.2	0.4268	0.2716	2.13	13.06	0.2340	9.1093
4: Rural	2663	3195	37.2	32.8	0.5742	0.4149	4.49	12.04	0.4070	11.0196

See notes at end of table.

Table K-5. Unit response rates for Noncharter Public School Principals before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Percent pupil teacher ratio:										
0 ≤ x < 10	860	1197	12.0	12.7	0.5557	0.5565	-0.65	-5.37	0.3213	-2.0135
10 ≤ x < 15	2826	3784	37.7	37.3	0.7118	0.5183	0.44	1.18	0.4344	1.0221
15 ≤ x < 20	2495	3416	38.3	37.8	0.6922	0.6151	0.42	1.11	0.4389	0.9679
20 ≤ x	864	1216	12.0	12.2	0.5491	0.4264	-0.22	-1.86	0.3011	-0.7372
Grade level:										
Primary	1978	2713	55.4	56.1	0.5654	0.3707	-0.68	-1.22	0.4240	-1.5938
Middle	1847	2489	15.8	15.7	0.2374	0.1671	0.05	0.35	0.1703	0.3224
High school	2386	3353	21.4	21.3	0.4477	0.2978	0.03	0.15	0.3128	0.1008
Combined	834	1058	7.4	6.8	0.7370	0.6271	0.59	7.96	0.1843	3.1972
Region:										
Northeast	1232	1696	16.2	16.4	0.3003	0.1486	-0.19	-1.18	0.2938	-0.6484
Midwest	1988	2510	27.4	25.3	0.4202	0.2489	2.08	7.59	0.3320	6.2596
South	2182	3035	35.6	35.8	0.4138	0.2669	-0.20	-0.56	0.3852	-0.5182
West	1643	2372	20.9	22.6	0.4948	0.4388	-1.69	-8.07	0.4215	-4.0043
Number of teachers:										
0 ≤ x < 10	391	515	8.3	8.3	0.5458	0.5328	0.02	0.26	0.2920	0.0752
10 ≤ x < 25	1729	2198	31.0	28.9	0.7136	0.5619	2.10	6.78	0.3767	5.5715
25 ≤ x < 50	2938	3912	44.8	45.0	0.7611	0.5925	-0.17	-0.39	0.4516	-0.3871
50 ≤ x < 75	1088	1598	10.0	11.4	0.3200	0.2894	-1.36	-13.59	0.2610	-5.2192
75 ≤ x	899	1390	5.9	6.5	0.2007	0.1544	-0.58	-9.90	0.1506	-3.8740
Title I program:										
No Title I program	2974	4081	35.3	35.9	0.6711	0.5821	-0.60	-1.70	0.4117	-1.4597
Has Title I program	2663	3686	43.6	44.0	0.7340	0.6057	-0.49	-1.12	0.4446	-1.0956
Title I eligible but no Title I program	1408	1846	21.1	20.1	0.5861	0.4928	1.09	5.15	0.3115	3.4929
State:										
Alabama	172	198	2.1	1.8	0.0938	0.0578	0.38	17.65	0.0543	6.9123
Alaska	77	138	0.4	0.5	0.0288	0.0220	-0.11	-26.31	0.0276	-4.0588
Arizona	145	177	2.1	1.8	0.1024	0.0575	0.25	12.18	0.0778	3.2468
Arkansas	116	138	1.4	1.1	0.2068	0.1564	0.24	17.59	0.0636	3.7688
California	359	564	9.0	10.3	0.3753	0.2498	-1.31	-14.61	0.4386	-2.9910

See notes at end of table.

Table K-5. Unit response rates for Noncharter Public School Principals before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
State—Continued										
Colorado	101	162	1.4	1.7	0.4655	0.4221	-0.29	-20.83	0.0945	-3.0539
Connecticut	144	217	1.2	1.2	0.0951	0.0380	-0.02	-1.85	0.0726	-0.3114
Delaware	67	79	0.3	0.2	0.0110	0.0060	0.05	19.29	0.0069	7.7045
District of Columbia	16	45	0.1	0.1	0.0120	0.0087	-0.08	-121.97	0.0126	-6.0641
Florida	197	324	2.9	3.6	0.2179	0.1799	-0.68	-23.21	0.1395	-4.8600
Georgia	134	190	2.6	2.6	0.1375	0.0508	-0.05	-1.82	0.1185	-0.3961
Hawaii	13	19	0.2	0.3	0.0685	0.0718	-0.06	-29.21	0.0527	-1.1225
Idaho	120	149	0.9	0.8	0.0544	0.0347	0.07	7.94	0.0339	1.9985
Illinois	196	241	5.2	4.7	0.2211	0.1304	0.47	9.02	0.1866	2.5228
Indiana	160	209	2.2	2.0	0.0993	0.0690	0.18	8.20	0.0827	2.1576
Iowa	128	152	1.7	1.5	0.1024	0.0638	0.22	12.81	0.0669	3.2623
Kansas	128	166	1.6	1.5	0.0996	0.0425	0.12	7.63	0.0780	1.5783
Kentucky	168	198	2.0	1.6	0.0863	0.0535	0.34	16.97	0.0532	6.3205
Louisiana	121	184	1.4	1.5	0.0745	0.0372	-0.13	-9.03	0.0770	-1.6588
Maine	134	164	0.8	0.7	0.0384	0.0181	0.10	12.96	0.0294	3.5048
Maryland	63	194	0.7	1.6	0.0663	0.0372	-0.85	-122.27	0.0612	-13.9572
Massachusetts	117	158	2.0	1.9	0.1044	0.0622	0.10	5.17	0.0911	1.1237
Michigan	242	311	3.7	3.5	0.1323	0.0738	0.23	6.16	0.1143	2.0111
Minnesota	241	306	2.3	2.1	0.0979	0.0689	0.19	8.36	0.0715	2.6578
Mississippi	110	121	1.5	1.2	0.0658	0.0325	0.29	19.98	0.0507	5.7293
Missouri	183	224	2.5	2.2	0.1007	0.0501	0.30	11.95	0.0828	3.6357
Montana	97	111	0.8	0.6	0.0772	0.0528	0.17	20.32	0.0390	4.2444
Nebraska	143	192	1.0	1.0	0.0560	0.0334	0.01	0.58	0.0389	0.1539
Nevada	95	127	0.6	0.6	0.0493	0.0335	0.00	0.57	0.0318	0.1174
New Hampshire	86	104	0.6	0.5	0.0393	0.0278	0.08	12.66	0.0239	3.1404
New Jersey	204	284	2.8	2.7	0.1218	0.0522	0.05	1.69	0.1142	0.4076
New Mexico	110	173	0.7	0.8	0.0542	0.0287	-0.10	-14.43	0.0383	-2.5827
New York	207	322	4.5	5.2	0.1907	0.0763	-0.71	-15.86	0.1853	-3.8107
North Carolina	130	185	2.9	2.9	0.1978	0.1479	-0.07	-2.55	0.1403	-0.5223
North Dakota	113	130	0.5	0.4	0.0331	0.0189	0.09	16.91	0.0193	4.5062
Ohio	214	268	4.0	3.7	0.1661	0.0906	0.28	7.14	0.1335	2.1254

See notes at end of table.

Table K-5. Unit response rates for Noncharter Public School Principals before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
State—Continued										
Oklahoma	116	129	2.3	1.9	0.1191	0.0573	0.40	17.77	0.0941	4.2584
Oregon	129	196	1.2	1.3	0.0792	0.0288	-0.09	-7.26	0.0737	-1.1594
Pennsylvania	175	216	3.7	3.5	0.1526	0.0793	0.24	6.36	0.1467	1.6141
Rhode Island	57	100	0.2	0.3	0.0186	0.0090	-0.07	-28.22	0.0183	-3.8132
South Carolina	105	134	1.5	1.3	0.0660	0.0276	0.14	9.53	0.0587	2.3702
South Dakota	101	120	0.6	0.5	0.0413	0.0259	0.08	13.96	0.0340	2.3856
Tennessee	128	174	1.9	1.9	0.1095	0.0380	-0.06	-3.28	0.1067	-0.5760
Texas	283	412	8.7	9.0	0.3149	0.1926	-0.36	-4.11	0.2543	-1.4028
Utah	131	173	1.1	1.0	0.0872	0.0441	0.04	3.50	0.0646	0.5716
Vermont	108	131	0.4	0.4	0.0195	0.0113	0.04	10.93	0.0145	3.0390
Virginia	147	211	2.5	2.4	0.1520	0.0454	0.02	0.94	0.1285	0.1799
Washington	176	276	2.2	2.5	0.1171	0.0591	-0.29	-13.12	0.1286	-2.2312
West Virginia	109	119	1.1	0.9	0.1383	0.1291	0.22	19.89	0.0251	8.6334
Wisconsin	139	191	2.0	2.1	0.1156	0.0738	-0.09	-4.47	0.1152	-0.7900
Wyoming	90	107	0.4	0.4	0.0306	0.0292	0.03	6.96	0.0302	0.9482

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-6. Unit response rates for Noncharter Public School Principals after nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Total	100	0	0	0	0	0	
School enrollment:							
0 <= x < 200	14.1	0.6740	-0.39	-2.77	0.2957	-1.3234	-21.57
200 <= x < 500	40.6	0.7368	0.90	2.21	0.4557	1.9714	-51.67
500 <= x < 750	24.9	0.7594	-0.02	-0.10	0.4735	-0.0503	-96.17
750 <= x < 1000	10.4	0.4025	-0.27	-2.63	0.2930	-0.9326	-60.26
1000 <= x	10.0	0.3424	-0.21	-2.11	0.2116	-0.9923	-79.98
Percent non-White:							
0 <= x < 5	19.0	0.5806	-0.51	-2.71	0.3048	-1.6851	-66.32
5 <= x < 10	10.5	0.4213	0.21	1.96	0.1969	1.0477	-83.12
10 <= x < 20	14.0	0.4642	0.42	3.03	0.2332	1.8216	-72.21
20 <= x < 30	9.1	0.4241	-0.17	-1.90	0.2012	-0.8566	-49.36
30 <= x < 50	13.8	0.5682	0.19	1.41	0.2999	0.6482	41.76
50 <= x	32.2	0.6311	-0.12	-0.36	0.3739	-0.3104	-97.46
Missing	1.4	0.1911	-0.02	-1.66	0.0790	-0.2973	-75.87
Percent free lunch eligible:							
0 <= x < 35	33.1	0.7004	0.07	0.21	0.3524	0.1934	-94.67
35 <= x < 50	17.3	0.5275	0.11	0.61	0.2660	0.3968	-83.58
50 <= x < 75	29.5	0.7562	0.73	2.49	0.4405	1.6665	-39.79
75 <= x	20.0	0.6737	-0.91	-4.54	0.3594	-2.5256	-71.09
Locale:							
1: City	24.8	0.2766	0.14	0.58	0.1538	0.9339	-97.10
2: Suburb	27.8	0.3276	-0.61	-2.18	0.1767	-3.4291	-63.73
3: Town	14.6	0.3829	0.37	2.57	0.2154	1.7373	-82.44
4: Rural	32.8	0.4544	0.09	0.27	0.2157	0.4076	-98.04
Percent pupil teacher ratio:							
0 <= x < 10	12.2	0.5960	-0.48	-3.94	0.3165	-1.5206	-25.60
10 <= x < 15	37.0	0.6517	-0.28	-0.74	0.3695	-0.7459	-37.92
15 <= x < 20	38.5	0.6999	0.64	1.66	0.4087	1.5604	50.09
20 <= x	12.3	0.5255	0.12	0.97	0.2990	0.3989	-46.27

See notes at end of table.

Table K-6. Unit response rates for Noncharter Public School Principals after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Grade level:							
Primary	56.3	0.6803	0.15	0.27	0.5107	0.2999	-77.34
Middle	15.7	0.2581	-0.02	-0.14	0.2213	-0.1003	-59.56
High school	21.0	0.4681	-0.33	-1.59	0.3600	-0.9268	957.63
Combined	7.0	0.7723	0.20	2.89	0.2142	0.9464	-65.60
Region:							
Northeast	16.4	0.1502	-0.01	-0.04	0.0089	-0.6866	-96.79
Midwest	25.3	0.2395	0.01	0.02	0.0290	0.1937	-99.73
South	35.7	0.2831	0.00	0.00	0.0290	-0.0380	-99.45
West	22.6	0.4468	0.00	0.01	0.0218	0.0738	-99.90
Number of teachers:							
0 ≤ x < 10	7.9	0.5671	-0.38	-4.83	0.2788	-1.3730	1642.29
10 ≤ x < 25	29.7	0.7126	0.86	2.88	0.4374	1.9578	-59.20
25 ≤ x < 50	45.2	0.8330	0.19	0.42	0.5258	0.3582	7.73
50 ≤ x < 75	10.7	0.3534	-0.65	-6.09	0.2569	-2.5451	-52.00
75 ≤ x	6.5	0.2054	-0.01	-0.12	0.1602	-0.0500	-98.63
Title I program:							
No Title I program	35.5	0.7629	-0.41	-1.14	0.4254	-0.9527	-32.56
Has Title I program	44.5	0.8068	0.45	1.01	0.4628	0.9685	-7.98
Title I eligible but no Title I program	20.0	0.5600	-0.04	-0.21	0.2730	-0.1570	-96.06
State:							
Alabama	1.8	0.0731	0.01	0.65	0.0373	0.3098	-96.93
Alaska	0.4	0.0309	-0.10	-24.12	0.0285	-3.6640	-6.69
Arizona	1.8	0.0719	-0.02	-1.17	0.0513	-0.4113	-91.64
Arkansas	1.1	0.1682	-0.01	-0.71	0.0385	-0.2065	-96.69
California	10.4	0.3082	0.09	0.82	0.1519	0.5611	-93.50
Colorado	1.6	0.4278	-0.04	-2.28	0.0814	-0.4582	-87.08
Connecticut	1.3	0.1115	0.03	2.67	0.0875	0.3898	50.88
Delaware	0.2	0.0086	-0.01	-3.27	0.0064	-1.1004	-86.74
District of Columbia	0.1	0.0287	0.00	0.08	0.0270	0.0042	-99.85
Florida	3.3	0.2550	-0.30	-9.22	0.1581	-1.9228	-55.17
Georgia	2.8	0.1553	0.17	6.19	0.1346	1.2847	268.46
Hawaii	0.3	0.0717	0.00	-0.04	0.0002	-0.7368	-99.81
Idaho	0.8	0.0492	0.01	1.29	0.0339	0.3035	-84.84

See notes at end of table.

Table K-6. Unit response rates for Noncharter Public School Principals after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
State—Continued							
Illinois	5.2	0.2050	0.40	7.81	0.1739	2.3132	-14.56
Indiana	2.0	0.1125	0.03	1.49	0.0866	0.3494	-83.04
Iowa	1.5	0.0871	0.00	-0.14	0.0595	-0.0352	-99.04
Kansas	1.4	0.0878	-0.04	-2.78	0.0669	-0.6019	-67.29
Kentucky	1.7	0.0655	0.02	1.34	0.0297	0.7499	-93.37
Louisiana	1.4	0.0788	-0.14	-9.84	0.0803	-1.7201	8.14
Maine	0.7	0.0377	0.02	2.79	0.0307	0.6451	-80.76
Maryland	1.6	0.0464	0.00	-0.05	0.0270	-0.0316	-99.90
Massachusetts	1.9	0.0998	0.04	1.93	0.0842	0.4396	-63.84
Michigan	3.5	0.1241	-0.02	-0.61	0.1079	-0.1979	-90.70
Minnesota	2.1	0.1018	-0.01	-0.33	0.0779	-0.0869	-96.43
Mississippi	1.2	0.0482	-0.01	-1.13	0.0327	-0.3982	-95.52
Missouri	2.3	0.0909	0.05	2.05	0.0727	0.6376	-84.60
Montana	0.7	0.0632	0.04	6.41	0.0284	1.5641	-73.14
Nebraska	0.9	0.0469	-0.12	-13.43	0.0322	-3.7939	1940.33
Nevada	0.6	0.0450	-0.02	-3.77	0.0301	-0.7807	528.70
New Hampshire	0.5	0.0341	0.02	3.89	0.0213	0.9861	-72.05
New Jersey	2.7	0.1163	0.03	1.26	0.1105	0.3136	-25.56
New Mexico	0.7	0.0557	-0.05	-7.09	0.0414	-1.2534	-47.52
New York	5.0	0.1494	-0.12	-2.40	0.1352	-0.8956	-82.86
North Carolina	2.8	0.1983	-0.17	-6.07	0.1406	-1.1969	129.75
North Dakota	0.5	0.0283	0.02	5.34	0.0167	1.4431	-72.30
Ohio	3.6	0.1597	-0.04	-1.20	0.1338	-0.3282	-84.52
Oklahoma	1.9	0.0893	0.00	0.24	0.0654	0.0669	-98.91
Oregon	1.4	0.0992	0.11	7.92	0.0950	1.1437	27.15
Pennsylvania	3.5	0.1326	0.04	1.00	0.1277	0.2761	-85.11
Rhode Island	0.2	0.0236	-0.07	-26.59	0.0231	-2.8714	-4.56
South Carolina	1.5	0.0807	0.16	11.09	0.0753	2.1848	18.31
South Dakota	0.5	0.0391	0.02	4.22	0.0330	0.6674	-72.81
Tennessee	1.8	0.1132	-0.10	-5.68	0.1115	-0.9339	69.36
Texas	9.2	0.2898	0.20	2.17	0.2269	0.8824	-43.88
Utah	1.0	0.0729	0.03	2.74	0.0456	0.6289	-22.30
Vermont	0.4	0.0197	0.00	-0.12	0.0157	-0.0274	-99.03
Virginia	2.6	0.1502	0.18	6.85	0.1296	1.3822	675.08

See notes at end of table.

Table K-6. Unit response rates for Noncharter Public School Principals after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹	Percent relative difference
State—Continued							
Washington	2.5	0.1390	-0.01	-0.25	0.1473	-0.0416	-97.86
West Virginia	0.9	0.1094	-0.01	-1.52	0.0279	-0.4671	-93.98
Wisconsin	1.8	0.1077	-0.28	-15.33	0.1081	-2.6161	210.61
Wyoming	0.4	0.0264	-0.03	-8.85	0.0270	-1.1510	8.63

¹ Weighted Respondent proportion (after noninterview adjustment) and Eligible Sample Proportion..

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-7. Unit response rates for Charter Public School Principals before nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Total	467	666	100	100	0	0	0	0	0	0
School enrollment:										
0 <= x < 200	146	192	40.5	39.1	11.0425	11.6370	1.38	3.40	3.9933	0.3449
200 <= x < 500	202	291	41.2	41.6	7.8435	5.3712	-0.38	-0.93	4.1457	-0.0925
500 <= x < 750	64	97	11.3	11.8	3.5693	6.9472	-0.57	-5.09	4.3913	-0.1305
750 <= x < 1000	15	27	1.9	2.8	0.7224	0.9295	-0.95	-50.06	1.3386	-0.7070
1000 <= x	40	59	5.2	4.7	3.8595	2.6569	0.53	10.10	1.3664	0.3846
Percent non-White:										
0 <= x < 5	35	55	9.2	9.7	3.6229	4.1779	-0.50	-5.45	1.0024	-0.5030
5 <= x < 10	18	27	4.4	4.8	1.2006	3.0258	-0.39	-8.92	3.1827	-0.1228
10 <= x < 20	52	69	10.2	9.7	14.6209	8.4200	0.55	5.43	6.4987	0.0854
20 <= x < 30	36	48	8.1	7.7	1.4348	3.0195	0.36	4.50	2.4400	0.1490
30 <= x < 50	58	77	12.6	12.2	4.0337	3.7975	0.41	3.25	2.5541	0.1599
50 <= x	255	374	52.6	53.5	8.5823	5.3298	-0.93	-1.77	4.5534	-0.2050
Missing	13	16	2.9	2.4	1.1286	1.9846	0.50	17.37	2.4952	0.2011
Percent free lunch eligible:										
0 <= x < 35	137	195	29.2	29.9	13.6416	7.5052	-0.67	-2.28	7.1537	-0.0932
35 <= x < 50	69	91	13.6	12.3	4.5413	2.5904	1.30	9.53	3.6868	0.3523
50 <= x < 75	99	144	19.0	19.8	3.6218	4.6008	-0.81	-4.25	3.1692	-0.2551
75 <= x	162	236	38.2	38.0	9.5137	8.7236	0.18	0.46	2.2314	0.0792
Locale:										
1: City	266	383	58.4	57.0	6.7086	5.6733	1.46	2.50	4.0177	0.3630
2: Suburb	107	152	21.8	22.3	5.2677	3.9661	-0.49	-2.25	1.9112	-0.2560
3: Town	30	42	6.1	7.1	10.5059	6.4370	-0.97	-15.83	4.4134	-0.2187
4: Rural	64	89	13.7	13.7	3.7591	4.1391	0.00	-0.03	2.4414	-0.0016

See notes at end of table.

Table K-7. Unit response rates for Charter Public School Principals before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹
Percent pupil teacher ratio:										
0 <= x < 10	53	80	11.8	11.8	4.0971	4.3986	-0.09	-0.74	1.7608	-0.0492
10 <= x < 15	151	198	31.8	28.7	5.2800	8.1105	3.06	9.61	6.5206	0.4686
15 <= x < 20	163	239	36.0	37.1	7.6106	9.0867	-1.12	-3.11	3.0584	-0.3664
20 <= x	100	149	20.4	22.3	11.6486	7.9433	-1.85	-9.04	4.7615	-0.3882
Grade level:										
Elementary	145	211	54.4	55.0	17.4566	21.2973	-0.64	-1.17	5.0174	-0.1270
Secondary	256	352	28.4	26.2	9.1269	10.1232	2.28	8.01	1.8026	1.2628
Combined	66	103	17.2	18.9	26.5018	31.4060	-1.64	-9.52	6.5467	-0.2504
Region:										
Northeast	47	73	9.3	10.5	11.2024	18.2507	-1.15	-12.36	7.4700	-0.1540
Midwest	97	140	21.6	21.8	7.5802	8.9290	-0.23	-1.04	2.0096	-0.1122
South	133	181	30.6	29.9	9.7805	11.9338	0.66	2.16	2.9586	0.2234
West	190	272	38.5	37.8	8.0702	3.9837	0.72	1.86	4.9144	0.1455
Number of teachers:										
0 <= x < 10	118	152	32.4	31.2	7.9838	7.4742	1.21	3.72	5.9892	0.2012
10 <= x < 25	185	265	42.1	42.2	7.2487	5.5023	-0.14	-0.34	3.4650	-0.0416
25 <= x < 50	119	179	20.1	21.1	4.1246	4.8783	-0.99	-4.90	3.1536	-0.3130
50 <= x < 75	22	33	3.1	3.2	1.0246	1.2367	-0.07	-2.39	0.4683	-0.1575
75 <= x	23	37	2.4	2.4	4.4748	5.2978	0.00	-0.01	1.2705	-0.0002
Title 1 Program:										
No Title 1 program	182	254	37.4	38.2	7.4092	4.7713	-0.76	-2.03	3.8297	-0.1989
Has Title 1 program	210	304	44.3	44.1	6.0590	3.7026	0.19	0.44	3.2769	0.0593
Title 1 eligible but no Title 1 program	75	108	18.3	17.7	2.3166	1.7393	0.57	3.11	1.5084	0.3762

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-8. Unit response rates for Charter Public School Principals after nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Total	100	0	0	0	0	0	
School enrollment:							
0 ≤ x < 200	40.2	10.1630	1.08	2.69	3.5648	0.3033	-21.51
200 ≤ x < 500	41.5	6.9995	-0.01	-0.02	3.8331	-0.0024	-97.61
500 ≤ x < 750	11.1	3.6742	-0.68	-6.13	3.9688	-0.1721	19.24
750 ≤ x < 1000	1.9	0.6711	-0.94	-49.20	1.2570	-0.7442	-1.15
1000 ≤ x	5.2	2.8299	0.55	10.47	0.6459	0.8464	4.03
Percent non-White:							
0 ≤ x < 5	9.3	2.5156	-0.47	-5.02	2.7913	-0.1669	-7.62
5 ≤ x < 10	4.4	1.4397	-0.37	-8.44	2.1215	-0.1753	-4.89
10 ≤ x < 20	9.8	10.3013	0.14	1.42	2.1615	0.0645	-74.86
20 ≤ x < 30	7.6	1.5134	-0.09	-1.21	2.7280	-0.0338	-74.61
30 ≤ x < 50	11.9	3.9501	-0.28	-2.33	1.6021	-0.1733	-32.01
50 ≤ x	54.1	5.3413	0.52	0.96	0.2409	2.1498	-44.50
Missing	2.9	1.1840	0.55	18.74	2.0550	0.2677	9.64
Percent free lunch eligible:							
0 ≤ x < 35	28.6	9.4333	-1.27	-4.43	3.0963	-0.4095	90.10
35 ≤ x < 50	13.5	4.1796	1.17	8.64	3.4415	0.3388	-10.22
50 ≤ x < 75	19.1	3.9195	-0.70	-3.65	2.1408	-0.3258	-13.73
75 ≤ x	38.8	7.0403	0.80	2.06	2.5678	0.3114	352.26
Locale:							
1: City	59.0	5.4119	2.07	3.51	3.3754	0.6147	42.25
2: Suburb	21.6	4.6979	-0.68	-3.16	1.7012	-0.4009	39.40
3: Town	6.1	8.4349	-0.96	-15.70	2.5896	-0.3700	-0.75
4: Rural	13.3	3.0040	-0.43	-3.27	2.3481	-0.1851	11213.05
Percent pupil teacher ratio:							
0 ≤ x < 10	11.6	3.4594	-0.29	-2.51	3.3175	-0.0874	234.65
10 ≤ x < 15	30.4	5.7770	1.64	5.40	3.6279	0.4523	-46.31
15 ≤ x < 20	37.0	8.5651	-0.14	-0.39	2.0142	-0.0714	-87.16
20 ≤ x	21.1	8.3068	-1.21	-5.72	2.9509	-0.4090	-34.71

See notes at end of table.

Table K-8. Unit response rates for Charter Public School Principals after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹	Percent relative difference
Grade level:							
Elementary	54.2	15.7506	-0.79	-1.45	6.3366	-0.1240	23.36
Secondary	28.5	8.4262	2.32	8.16	2.1743	1.0686	2.06
Combined	17.3	24.0724	-1.54	-8.88	8.2759	-0.1858	-6.21
Region:							
Northeast	9.0	11.4391	-1.50	-16.80	7.0855	-0.2122	30.72
Midwest	21.5	6.9870	-0.32	-1.48	2.4435	-0.1307	41.64
South	30.4	8.3908	0.52	1.72	4.0911	0.1277	-20.93
West	39.1	5.6528	1.30	3.33	3.0730	0.4232	81.89
Number of teachers:							
0 ≤ x < 10	32.3	6.6203	1.13	3.51	3.9901	0.2841	-5.92
10 ≤ x < 25	42.2	5.5259	-0.01	-0.01	2.2853	-0.0023	-96.35
25 ≤ x < 50	20.1	4.1931	-0.99	-4.91	2.1735	-0.4544	0.06
50 ≤ x < 75	3.1	1.0258	-0.08	-2.77	0.4322	-0.1965	15.17
75 ≤ x	2.3	3.4295	-0.06	-2.43	2.0655	-0.0271	28394.97
Title 1 Program:							
No Title 1 program	37.3	5.3461	-0.90	-2.42	2.4792	-0.3637	18.36
Has Title 1 program	44.9	4.0376	0.78	1.74	2.1482	0.3624	300.44
Title 1 eligible but no Title 1 program	17.8	2.4431	0.12	0.69	1.4767	0.0834	-78.30

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
ALABAMA	172	198	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	12	12	12.5	11.1	1.42	11.39	4.01	3.59	0.49	2.9074
200 <= x < 500	61	72	42.1	43.9	-1.80	-4.28	4.25	3.72	1.34	-1.3463
500 <= x < 750	59	64	31.0	29.2	1.79	5.76	3.30	2.84	0.97	1.8343
750 <= x < 1000	21	28	8.7	10.2	-1.47	-16.81	1.76	1.90	0.90	-1.6363
1000 <= x	19	22	5.7	5.6	0.06	1.08	1.24	1.13	0.32	0.1900
Locale:										
1: City	33	39	18.1	19.0	-0.87	-4.80	2.00	1.31	1.23	-0.7091
2: Suburb	20	29	11.5	14.3	-2.82	-24.61	1.67	1.17	0.97	-2.9049
3: Town	28	30	13.0	12.0	1.07	8.16	1.26	1.04	0.49	2.1788
4: Rural	91	100	57.4	54.8	2.62	4.57	2.07	1.62	1.24	2.1174
Grade level:										
Primary	42	48	45.8	46.3	-0.43	-0.94	2.20	1.61	1.16	-0.3712
Middle	52	63	14.4	15.1	-0.72	-5.03	1.04	0.70	0.74	-0.9789
High school	54	62	27.2	27.2	0.03	0.09	2.58	1.90	1.18	0.0218
Combined	24	25	12.6	11.5	1.13	8.96	1.74	1.60	0.35	3.2075
ALASKA	77	138	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	40	55	66.2	54.4	11.76	17.77	4.72	3.26	3.04	3.8658
200 <= x < 500	24	46	27.8	34.2	-6.42	-23.12	4.69	3.40	3.16	-2.0304
500 <= x < 750	7	16	3.7	6.6	-2.83	-76.05	0.80	1.46	1.33	-2.1249
750 <= x < 1000	4	9	1.6	2.2	-0.64	-40.83	0.57	0.43	0.34	-1.8989
1000 <= x	2	12	0.7	2.6	-1.87	-249.49	0.50	0.21	0.50	-3.7533
Locale:										
1: City	0	29	0	17.5	-17.53	100	0	1	1.18	-14.8215
2: Suburb	1	4	0.6	1.8	-1.25	-224.63	0.48	0.79	0.83	-1.4995
3: Town	18	29	15.5	16.7	-1.16	-7.49	2.01	2.33	2.89	-0.4030
4: Rural	58	76	83.9	64.0	19.95	23.77	2.09	2.17	2.66	7.4941

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
ALASKA—										
Continued										
Grade level:										
Primary	11	30	22.2	34.3	-12.12	-54.58	3.30	1.36	3.40	-3.5590
Middle	8	21	5.5	7.6	-2.12	-38.73	0.81	0.36	0.88	-2.3972
High school	25	43	14.9	14.4	0.53	3.56	1.83	1.01	1.57	0.3377
Combined	33	44	57.4	43.7	13.71	23.87	3.92	2.19	3.65	3.7547
ARIZONA	145	177	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	26	28	25.0	23.5	1.51	6.05	3.02	2.36	1.73	0.8761
200 <= x < 500	25	33	18.2	20.3	-2.04	-11.16	2.86	3.13	1.73	-1.1745
500 <= x < 750	32	38	30.6	28.7	1.89	6.16	3.22	2.78	1.48	1.2730
750 <= x < 1000	20	26	13.6	15.2	-1.59	-11.73	2.04	2.09	1.38	-1.1532
1000 <= x	42	52	12.5	12.3	0.23	1.83	1.82	1.63	0.80	0.2868
Locale:										
1: City	62	75	39.9	37.6	2.31	5.79	2.84	1.77	1.84	1.2578
2: Suburb	24	31	13.1	16.3	-3.26	-25.00	1.67	1.17	1.44	-2.2635
3: Town	19	22	11.3	11.5	-0.18	-1.57	2.46	1.99	1.15	-0.1542
4: Rural	40	49	35.7	34.6	1.13	3.16	2.80	2.12	1.84	0.6127
Grade level:										
Primary	40	49	61.5	62.6	-1.10	-1.78	2.54	1.74	1.69	-0.6511
Middle	35	44	12.9	12.8	0.04	0.32	1.86	1.24	0.94	0.0437
High school	58	70	23.0	22.1	0.82	3.57	2.38	1.68	1.31	0.6234
Combined	12	14	2.6	2.4	0.24	9.06	0.83	0.65	0.25	0.9537

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
ARKANSAS	116	138	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	6	7	6.4	6.4	-0.02	-0.29	2.81	2.66	0.67	-0.0270
200 <= x < 500	55	63	56.1	54.6	1.51	2.69	5.45	5.26	1.34	1.1260
500 <= x < 750	27	33	19.5	20.1	-0.65	-3.31	3.93	3.68	1.12	-0.5742
750 <= x < 1000	15	19	9.3	10.0	-0.73	-7.82	2.04	1.88	1.03	-0.7047
1000 <= x	13	16	8.8	8.9	-0.12	-1.36	4.15	3.75	0.68	-0.1749
Locale:										
1: City	27	31	20.8	19.9	0.92	4.42	3.30	2.87	0.81	1.1394
2: Suburb	8	12	5.7	7.5	-1.79	-31.29	1.92	1.64	1.19	-1.5025
3: Town	27	33	19.2	20.1	-0.91	-4.75	3.45	3.09	1.22	-0.7481
4: Rural	54	62	54.3	52.5	1.78	3.28	6.07	5.75	1.37	1.2971
Grade level:										
Primary	33	35	50.2	46.9	3.24	6.47	6.84	5.95	1.39	2.3285
Middle	35	42	14.1	14.6	-0.51	-3.62	2.17	1.90	0.75	-0.6784
High school	36	48	20.7	24.5	-3.84	-18.55	3.16	3.25	1.05	-3.6472
Combined	12	13	15.1	14.0	1.11	7.34	11.54	10.82	1.08	1.0229
CALIFORNIA	359	564	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	40	61	14.8	16.5	-1.70	-11.51	2.57	2.96	2.43	-0.7012
200 <= x < 500	65	91	29.0	25.9	3.09	10.66	3.09	2.57	1.93	1.6032
500 <= x < 750	60	93	27.8	27.5	0.29	1.04	2.70	2.01	2.21	0.1314
750 <= x < 1000	51	78	14.9	15.3	-0.41	-2.76	2.33	1.91	1.46	-0.2819
1000 <= x	143	241	13.5	14.7	-1.27	-9.42	1.51	1.30	1.14	-1.1127
Locale:										
1: City	125	239	33.2	39.3	-6.09	-18.35	2.02	1.18	1.97	-3.0905
2: Suburb	131	205	36.5	35.2	1.28	3.51	2.13	1.17	2.25	0.5711
3: Town	43	48	10.4	8.1	2.31	22.22	1.81	0.65	1.33	1.7351
4: Rural	60	72	19.9	17.4	2.49	12.52	1.90	1.86	2.63	0.9468

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
CALIFORNIA—										
Continued										
Grade level:										
Primary	83	134	60.4	62.9	-2.46	-4.07	2.03	1.08	2.02	-1.2139
Middle	65	100	13.7	12.8	0.83	6.09	0.98	0.47	0.96	0.8653
High school	184	289	22.8	21.5	1.27	5.57	1.49	0.93	1.25	1.0149
Combined	27	41	3.1	2.8	0.36	11.33	0.57	0.32	0.36	0.9761
COLORADO	101	162	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	16	21	19.9	15.9	3.93	19.78	13.47	11.50	2.84	1.3839
200 <= x < 500	32	52	39.2	41.9	-2.73	-6.98	5.40	5.52	2.55	-1.0715
500 <= x < 750	30	46	27.4	26.5	0.95	3.45	8.27	5.74	3.35	0.2826
750 <= x < 1000	8	17	6.0	7.6	-1.58	-26.49	1.58	1.58	0.92	-1.7243
1000 <= x	15	26	7.6	8.1	-0.56	-7.38	1.85	1.43	1.29	-0.4323
Locale:										
1: City	35	50	39.7	31.7	7.92	19.97	3.71	2.27	2.46	3.2244
2: Suburb	18	42	17.0	26.7	-9.64	-56.58	3.90	2.95	2.63	-3.6630
3: Town	14	19	12.8	10.4	2.37	18.49	3.44	2.39	1.51	1.5632
4: Rural	34	51	30.5	31.2	-0.65	-2.13	7.87	5.91	2.92	-0.2218
Grade level:										
Primary	27	48	53.0	56.3	-3.22	-6.08	13.88	11.59	3.23	-0.9992
Middle	35	56	17.4	17.2	0.23	1.30	4.39	3.54	1.55	0.1465
High school	23	38	18.5	18.1	0.42	2.29	4.84	3.84	2.04	0.2071
Combined	16	20	11.1	8.5	2.57	23.26	22.47	18.76	4.24	0.6069

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
CONNECTICUT	144	217	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	11	15	15.1	12.5	2.58	17.05	5.03	3.66	1.67	1.5399
200 <= x < 500	45	59	53.9	46.6	7.27	13.50	6.09	5.43	2.19	3.3211
500 <= x < 750	30	57	15.9	23.5	-7.60	-47.81	3.80	3.87	2.49	-3.0480
750 <= x < 1000	25	33	7.4	8.5	-1.13	-15.21	1.68	1.99	1.58	-0.7129
1000 <= x	33	53	7.7	8.8	-1.12	-14.51	0.98	0.64	0.71	-1.5712
Locale:										
1: City	18	48	15.8	24.7	-8.93	-56.50	3.68	2.60	2.74	-3.2623
2: Suburb	89	120	58.8	54.4	4.37	7.44	5.20	3.57	2.76	1.5808
3: Town	7	12	5.7	5.2	0.49	8.60	2.99	1.97	1.12	0.4361
4: Rural	30	37	19.7	15.6	4.07	20.66	2.58	1.73	1.41	2.8897
Grade level:										
Primary	30	42	65.7	61.6	4.11	6.26	2.86	1.45	2.09	1.9690
Middle	59	83	17.6	17.5	0.14	0.79	1.57	0.67	1.23	0.1134
High school	47	83	13.3	18.3	-4.94	-37.02	1.56	0.95	1.44	-3.4398
Combined	8	9	3.3	2.6	0.69	20.62	0.66	0.45	0.33	2.0838
DELAWARE	67	79	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	9	11	12.7	12.8	-0.09	-0.67	2.90	2.72	0.64	-0.1334
200 <= x < 500	13	15	29.5	27.9	1.58	5.34	5.38	4.98	0.80	1.9706
500 <= x < 750	22	25	35.9	35.6	0.26	0.72	5.14	4.86	1.07	0.2421
750 <= x < 1000	12	14	12.0	12.5	-0.43	-3.60	2.51	2.52	0.75	-0.5781
1000 <= x	11	14	9.9	11.2	-1.32	-13.26	1.89	1.84	0.90	-1.4582
Locale:										
1: City	8	9	15.4	14.7	0.75	4.84	3.16	2.95	0.49	1.5123
2: Suburb	32	37	47.3	46.8	0.53	1.12	3.08	2.84	0.98	0.5367
3: Town	10	14	14.9	16.7	-1.79	-11.98	2.69	2.64	0.79	-2.2691
4: Rural	17	19	22.3	21.8	0.51	2.30	2.39	2.05	0.89	0.5752

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
DELAWARE—										
Continued										
Grade level:										
Primary	25	25	56.9	51.4	5.45	9.58	2.01	1.29	1.20	4.5453
Middle	19	22	19.1	19.7	-0.64	-3.36	1.43	0.88	1.02	-0.6315
High school	15	20	14.6	17.8	-3.16	-21.57	1.34	0.97	0.94	-3.3738
Combined	8	12	9.4	11.0	-1.65	-17.60	2.55	2.03	0.96	-1.7259
DISTRICT OF COLUMBIA										
Number of schools:	16	45	100	100	0	0			0.00	0
0 ≤ x < 200										
	3	9	19.1	24.3	-5.23	-27.34	8.36	7.46	8.11	-0.6442
200 ≤ x < 500										
	7	24	52.4	58.6	-6.21	-11.85	10.12	7.01	10.05	-0.6172
500 ≤ x < 750										
	3	7	19.4	12.3	7.12	36.74	10.10	4.49	7.05	1.0094
750 ≤ x < 1000										
	2	2	6.5	2.1	4.35	67.12	4.07	1.32	2.88	1.5106
1000 ≤ x										
	1	3	2.7	2.7	-0.04	-1.35	2.20	1.15	1.96	-0.0183
Locale:										
1: City	16	45	100	100	0	0	0	0	0.00	0
2: Suburb	0	0	0	0	0	0	0	0	0.00	0
3: Town	0	0	0	0	0	0	0	0	0.00	0
4: Rural	0	0	0	0	0	0	0	0	0.00	0
Grade level:										
Primary	6	21	54.9	64.0	-9.09	-16.56	8.32	2.56	8.41	-1.0812
Middle	2	7	7.7	10.0	-2.21	-28.54	3.76	0.64	3.80	-0.5810
High school	7	13	31.8	19.5	12.32	38.73	7.66	2.13	7.51	1.6401
Combined	1	4	5.5	6.6	-1.02	-18.46	1.84	0.75	1.82	-0.5622

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
FLORIDA	197	324	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	14	27	9.0	9.6	-0.62	-6.91	2.31	2.21	0.93	-0.6659
200 <= x < 500	17	28	11.9	13.4	-1.51	-12.69	3.95	2.68	2.84	-0.5324
500 <= x < 750	43	60	33.5	29.8	3.62	10.82	5.06	3.51	3.32	1.0895
750 <= x < 1000	38	65	25.3	26.7	-1.43	-5.66	4.47	3.39	2.77	-0.5176
1000 <= x	85	144	20.4	20.5	-0.06	-0.29	2.45	1.44	1.74	-0.0339
Locale:										
1: City	44	82	24.9	26.5	-1.63	-6.55	3.57	1.23	3.06	-0.5327
2: Suburb	84	139	47.5	47.5	0.00	-0.01	3.33	1.22	2.87	-0.0011
3: Town	17	26	7.1	6.9	0.17	2.40	1.70	0.87	1.30	0.1301
4: Rural	52	77	20.6	19.2	1.46	7.09	3.17	0.98	2.56	0.5717
Grade level:										
Primary	46	80	55.7	56.9	-1.15	-2.07	3.22	2.60	2.41	-0.4776
Middle	39	63	18.0	16.7	1.25	6.95	1.98	0.84	1.64	0.7613
High school	89	141	18.8	17.2	1.62	8.60	2.22	1.49	1.33	1.2186
Combined	23	40	7.5	9.2	-1.71	-22.94	1.76	2.00	0.99	-1.7310
GEORGIA	134	190	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	7	10	4.6	4.3	0.26	5.56	2.01	1.43	0.81	0.3156
200 <= x < 500	28	37	22.8	23.1	-0.22	-0.96	4.12	3.60	2.21	-0.0992
500 <= x < 750	42	55	37.3	34.1	3.22	8.62	4.83	3.86	2.48	1.2951
750 <= x < 1000	29	40	18.7	18.5	0.17	0.91	3.20	2.50	1.80	0.0945
1000 <= x	28	48	16.6	20.0	-3.42	-20.67	2.41	2.05	1.99	-1.7190
Locale:										
1: City	22	30	17.9	17.1	0.76	4.24	1.81	1.03	1.50	0.5070
2: Suburb	38	67	24.8	31.4	-6.53	-26.30	2.40	1.13	2.25	-2.9048
3: Town	21	24	16.8	13.5	3.34	19.89	1.51	1.05	1.12	2.9955
4: Rural	53	69	40.5	38.0	2.43	6.00	2.17	0.90	1.93	1.2607

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
GEORGIA—										
Continued										
Grade level:										
Primary	55	74	60.1	57.1	2.95	4.92	2.11	0.75	2.03	1.4552
Middle	48	69	20.1	20.4	-0.28	-1.40	1.52	0.58	1.44	-0.1953
High school	17	29	14.9	17.8	-2.85	-19.10	1.90	0.57	1.77	-1.6049
Combined	14	18	4.9	4.7	0.17	3.59	0.99	0.65	0.70	0.2507
HAWAII										
Number of schools:										
0 <= x < 200	0	0	0	0	0.00	0			0.00	0
200 <= x < 500	4	4	46.3	26.2	20.16	43.52	22.97	15.14	11.20	1.8007
500 <= x < 750	1	5	2.2	28.0	-25.83	1174.57	2.85	13.63	13.24	-1.9511
750 <= x < 1000	4	5	41.3	36.3	4.97	12.04	21.54	15.69	15.11	0.3288
1000 <= x	4	5	10.2	9.5	0.70	6.83	6.61	5.41	4.97	0.1403
Locale:										
1: City	1	1	1.3	0.8	0.58	43.52	1.52	0.67	0.99	0.5890
2: Suburb	4	7	22.4	44.5	-22.13	-98.80	12.53	14.11	12.92	-1.7132
3: Town	4	6	32.4	24.7	7.65	23.62	21.16	12.93	12.26	0.6240
4: Rural	4	5	43.9	30.0	13.89	31.67	22.00	13.89	13.32	1.0428
Grade level:										
Primary	4	6	67.2	66.1	1.10	1.64	16.71	11.68	13.12	0.0842
Middle	2	4	8.8	15.4	-6.57	-74.75	9.41	6.29	9.00	-0.7303
High school	5	6	20.5	15.3	5.18	25.24	10.91	7.15	7.44	0.6962
Combined	2	3	3.5	3.2	0.29	8.21	3.79	1.65	3.01	0.0964

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
IDAHO	120	149	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	20	23	33.7	30.2	3.47	10.28	6.01	5.15	2.41	1.4396
200 <= x < 500	44	52	35.0	34.2	0.82	2.34	5.27	4.78	2.13	0.3855
500 <= x < 750	31	43	22.8	26.5	-3.78	-16.59	3.60	3.47	2.00	-1.8845
750 <= x < 1000	12	12	3.5	2.8	0.73	20.73	0.69	0.54	0.18	3.9976
1000 <= x	13	19	5.0	6.2	-1.25	-25.06	1.16	1.02	0.83	-1.5057
Locale:										
1: City	19	32	17.4	23.3	-5.90	-33.96	3.01	2.53	1.69	-3.4981
2: Suburb	15	19	8.3	9.3	-0.99	-11.91	1.55	1.25	1.00	-0.9854
3: Town	30	33	25.0	21.5	3.51	14.03	2.52	1.91	1.34	2.6229
4: Rural	56	65	49.3	45.9	3.38	6.84	4.22	2.72	2.11	1.6003
Grade level:										
Primary	31	44	44.0	48.9	-4.90	-11.13	3.10	2.21	2.03	-2.4101
Middle	43	49	13.5	12.4	1.17	8.63	1.02	0.63	0.69	1.6828
High school	35	44	36.1	32.3	3.74	10.38	3.07	2.31	1.51	2.4858
Combined	11	12	6.4	6.4	-0.01	-0.18	0.96	1.22	1.41	-0.0082
ILLINOIS	196	241	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	28	33	20.8	20.7	0.17	0.84	3.23	2.96	2.06	0.0849
200 <= x < 500	74	87	49.1	46.1	3.01	6.12	4.40	3.69	2.02	1.4870
500 <= x < 750	45	56	17.8	19.4	-1.63	-9.16	2.97	2.96	1.63	-0.9983
750 <= x < 1000	20	26	5.4	6.0	-0.61	-11.32	1.38	1.27	0.77	-0.7845
1000 <= x	29	39	6.9	7.9	-0.95	-13.73	1.30	0.84	0.85	-1.1217
Locale:										
1: City	40	59	22.0	25.7	-3.70	-16.83	2.38	1.44	1.85	-2.0029
2: Suburb	83	100	36.2	37.0	-0.71	-1.96	2.18	1.73	1.96	-0.3623
3: Town	32	35	15.8	13.9	1.93	12.25	1.56	0.99	1.02	1.8893
4: Rural	41	47	25.9	23.5	2.48	9.56	1.92	1.38	1.38	1.8017

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
ILLINOIS—										
Continued										
Grade level:										
Primary	67	85	60.0	59.2	0.81	1.34	1.80	1.54	1.88	0.4291
Middle	68	80	14.7	14.2	0.55	3.72	0.98	0.50	0.89	0.6121
High school	43	58	17.4	20.3	-2.92	-16.77	1.67	1.71	2.04	-1.4314
Combined	18	18	7.9	6.3	1.56	19.79	1.25	0.98	0.38	4.0907
INDIANA	160	209	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	8	10	3.2	3.1	0.13	4.16	1.57	1.32	0.51	0.2622
200 <= x < 500	53	65	43.3	44.6	-1.29	-2.99	4.65	4.23	2.28	-0.5682
500 <= x < 750	51	64	37.1	34.9	2.27	6.12	4.65	4.24	1.76	1.2924
750 <= x < 1000	17	26	7.9	8.4	-0.49	-6.22	1.99	1.74	0.73	-0.6770
1000 <= x	31	44	8.5	9.1	-0.62	-7.31	1.21	0.95	0.71	-0.8716
Locale:										
1: City	30	55	16.4	23.1	-6.72	-41.09	3.35	2.07	2.73	-2.4615
2: Suburb	38	44	24.2	21.0	3.26	13.46	1.60	1.09	1.09	2.9834
3: Town	32	38	20.1	18.7	1.46	7.27	2.35	1.32	1.68	0.8715
4: Rural	60	72	39.3	37.3	2.00	5.08	3.12	1.85	2.61	0.7640
Grade level:										
Primary	44	54	57.8	57.2	0.66	1.14	2.08	1.36	1.89	0.3476
Middle	46	62	18.1	18.7	-0.63	-3.47	1.20	0.74	1.12	-0.5614
High school	53	69	21.5	21.0	0.43	2.02	1.44	0.96	1.16	0.3753
Combined	17	24	2.6	3.1	-0.46	-17.85	0.38	0.37	0.43	-1.0806

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
IOWA	128	152	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	14	19	19.8	21.9	-2.13	-10.76	5.27	4.45	2.53	-0.8399
200 <= x < 500	70	79	54.6	53.8	0.77	1.41	5.15	4.81	2.58	0.2988
500 <= x < 750	27	32	16.5	15.4	1.03	6.26	3.58	3.24	1.07	0.9617
750 <= x < 1000	9	9	5.1	4.3	0.83	16.30	2.29	1.89	0.45	1.8463
1000 <= x	8	13	4.1	4.6	-0.51	-12.38	2.23	1.95	0.62	-0.8195
Locale:										
1: City	20	33	12.7	17.0	-4.33	-34.13	2.31	1.58	1.92	-2.2536
2: Suburb	9	11	6.1	6.3	-0.22	-3.52	0.94	1.29	0.91	-0.2368
3: Town	41	44	30.1	27.2	2.93	9.75	3.49	2.94	1.50	1.9516
4: Rural	58	64	51.1	49.5	1.61	3.16	3.53	2.46	2.06	0.7832
Grade level:										
Primary	39	48	47.4	49.4	-2.04	-4.31	3.02	2.28	1.91	-1.0698
Middle	37	43	12.6	12.3	0.23	1.82	1.19	0.81	0.84	0.2732
High school	43	51	27.1	25.8	1.28	4.73	2.49	2.25	1.12	1.1478
Combined	9	10	13.0	12.5	0.53	4.08	2.03	1.07	1.70	0.3134
KANSAS	128	166	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	31	36	30.0	27.8	2.21	7.35	5.03	3.67	2.38	0.9257
200 <= x < 500	57	70	52.8	51.6	1.17	2.21	5.67	4.58	2.39	0.4887
500 <= x < 750	24	32	12.9	14.7	-1.73	-13.40	2.93	2.87	1.67	-1.0390
750 <= x < 1000	4	8	1.2	1.9	-0.66	-54.11	0.43	0.52	0.39	-1.6864
1000 <= x	12	20	3.0	4.0	-0.98	-32.20	0.73	0.68	0.55	-1.7646
Locale:										
1: City	15	31	10.7	17.0	-6.21	-57.87	2.21	1.27	1.82	-3.4181
2: Suburb	12	19	8.0	9.6	-1.57	-19.63	1.24	1.12	0.95	-1.6589
3: Town	36	40	26.1	23.2	2.87	11.01	2.20	1.27	1.83	1.5659
4: Rural	65	76	55.2	50.3	4.91	8.91	2.55	1.60	2.04	2.4025

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
KANSAS—										
Continued										
Grade level:										
Primary	33	43	55.0	55.9	-0.88	-1.60	2.62	1.33	2.07	-0.4261
Middle	36	45	15.7	15.4	0.36	2.32	1.35	0.89	1.13	0.3231
High school	52	68	25.0	24.1	0.89	3.54	1.77	0.93	1.39	0.6346
Combined	7	10	4.2	4.6	-0.37	-8.78	0.77	0.75	0.76	-0.4852
KENTUCKY	168	198	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	31	35	17.0	16.1	0.99	5.79	3.70	3.33	0.78	1.2574
200 <= x < 500	54	61	37.0	37.5	-0.47	-1.28	3.84	3.63	1.80	-0.2626
500 <= x < 750	52	57	32.5	30.5	1.95	6.01	4.55	4.16	1.31	1.4901
750 <= x < 1000	13	20	6.7	7.8	-1.04	-15.53	1.61	1.57	0.64	-1.6406
1000 <= x	18	25	6.7	8.2	-1.42	-21.12	1.40	1.30	0.75	-1.8857
Locale:										
1: City	25	38	13.0	16.0	-2.99	-22.93	1.43	1.13	0.76	-3.9210
2: Suburb	21	28	10.6	12.2	-1.61	-15.26	1.40	1.14	1.14	-1.4108
3: Town	38	41	22.7	20.5	2.13	9.40	1.89	1.55	0.67	3.1963
4: Rural	84	91	53.7	51.3	2.47	4.60	2.33	1.77	1.35	1.8294
Grade level:										
Primary	49	55	52.2	51.4	0.76	1.46	2.37	1.72	1.36	0.5573
Middle	41	52	14.4	15.6	-1.21	-8.41	0.91	0.66	0.60	-2.0016
High school	41	48	27.3	26.9	0.44	1.60	2.58	1.99	1.12	0.3899
Combined	37	43	6.1	6.1	0.01	0.20	0.89	0.80	0.35	0.0357

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
LOUISIANA	121	184	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	10	14	12.0	11.2	0.80	6.64	3.02	2.06	1.97	0.4042
200 <= x < 500	59	79	63.1	56.6	6.52	10.33	4.50	3.44	2.99	2.1782
500 <= x < 750	25	46	16.1	21.3	-5.22	-32.42	3.57	3.39	2.67	-1.9538
750 <= x < 1000	5	11	2.3	3.9	-1.69	-74.87	1.03	1.38	1.26	-1.3384
1000 <= x	22	34	6.5	7.0	-0.41	-6.26	1.51	1.23	1.01	-0.4061
Locale:										
1: City	20	45	15.7	22.8	-7.08	-45.03	2.71	1.90	2.54	-2.7818
2: Suburb	25	37	19.0	19.6	-0.62	-3.28	3.56	2.04	2.91	-0.2139
3: Town	31	37	28.2	22.9	5.34	18.94	3.56	2.09	2.55	2.0947
4: Rural	45	65	37.1	34.7	2.36	6.36	3.54	1.89	2.97	0.7954
Grade level:										
Primary	33	52	52.8	54.3	-1.48	-2.79	3.19	1.30	2.95	-0.5003
Middle	29	38	17.5	15.1	2.35	13.46	1.79	0.66	1.61	1.4566
High school	46	74	17.5	17.9	-0.42	-2.40	1.80	0.82	1.47	-0.2862
Combined	13	20	12.2	12.7	-0.45	-3.71	2.10	1.31	1.87	-0.2429
MAINE	134	164	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	34	36	40.7	36.0	4.62	11.37	4.20	3.95	1.36	3.3981
200 <= x < 500	62	81	42.7	47.1	-4.38	-10.26	4.67	4.20	1.45	-3.0315
500 <= x < 750	22	28	9.8	10.0	-0.22	-2.24	1.88	1.78	0.70	-0.3143
750 <= x < 1000	11	12	4.8	4.5	0.35	7.26	1.21	1.07	0.48	0.7314
1000 <= x	5	7	2.1	2.4	-0.37	-17.94	0.68	0.65	0.24	-1.5798
Locale:										
1: City	11	17	6.7	8.6	-1.83	-27.20	0.79	0.76	0.59	-3.0928
2: Suburb	11	16	6.5	7.6	-1.07	-16.41	1.09	1.23	1.01	-1.0553
3: Town	26	29	15.5	14.6	0.88	5.67	1.81	1.43	0.95	0.9194
4: Rural	86	102	71.3	69.2	2.02	2.84	1.88	1.35	1.41	1.4335

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MAINE—Continued										
Grade level:										
Primary	55	65	62.0	60.1	1.86	3.01	1.80	1.28	1.28	1.4573
Middle	40	52	13.7	14.8	-1.10	-8.03	0.96	0.48	0.81	-1.3579
High school	33	41	21.2	22.5	-1.27	-5.96	1.58	1.08	1.56	-0.8120
Combined	6	6	3.1	2.6	0.50	16.15	0.21	0.13	0.12	4.0895
MARYLAND	63	194	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	4	18	2.6	3.1	-0.58	-22.61	1.29	0.59	0.99	-0.5842
200 <= x < 500	17	40	48.9	42.0	6.89	14.10	9.44	5.58	7.38	0.9335
500 <= x < 750	15	46	32.5	35.2	-2.65	-8.16	8.73	5.11	6.48	-0.4095
750 <= x < 1000	7	20	5.2	7.2	-1.96	-37.48	2.28	1.68	2.54	-0.7701
1000 <= x	20	70	10.8	12.5	-1.70	-15.70	2.41	1.00	2.14	-0.7943
Locale:										
1: City	19	35	30.0	16.9	13.04	43.51	5.53	0.81	5.41	2.4112
2: Suburb	13	105	20.4	58.6	-38.14	-186.89	6.16	1.58	5.60	-6.8107
3: Town	6	10	14.3	5.7	8.59	60.30	4.76	1.50	3.49	2.4606
4: Rural	25	44	35.4	18.9	16.51	46.67	4.07	0.83	3.85	4.2871
Grade level:										
Primary	17	48	69.0	64.0	4.95	7.17	4.29	1.16	4.18	1.1838
Middle	8	36	10.3	16.2	-5.96	-58.00	3.25	0.62	3.12	-1.9104
High school	31	90	17.8	17.0	0.78	4.40	2.49	0.86	2.39	0.3273
Combined	7	20	3.0	2.7	0.24	7.94	0.74	0.26	0.69	0.3423

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MASSACHUSETTS	117	158	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	6	10	7.2	10.0	-2.76	-38.12	3.60	3.89	2.28	-1.2104
200 <= x < 500	39	49	51.0	45.9	5.10	10.00	4.44	3.77	2.40	2.1267
500 <= x < 750	29	44	20.6	23.8	-3.20	-15.54	3.52	3.26	1.99	-1.6083
750 <= x < 1000	23	27	12.6	11.0	1.56	12.42	2.73	2.25	0.85	1.8430
1000 <= x	20	28	8.6	9.3	-0.70	-8.12	1.78	1.29	1.04	-0.6683
Locale:										
1: City	24	31	19.1	19.4	-0.38	-2.02	2.94	1.52	2.21	-0.1740
2: Suburb	76	102	65.1	63.9	1.18	1.81	2.83	1.57	2.52	0.4672
3: Town	3	3	4.1	3.1	0.94	23.05	2.16	1.64	0.54	1.7230
4: Rural	14	22	11.8	13.5	-1.73	-14.62	2.12	1.30	2.07	-0.8342
Grade level:										
Primary	38	47	65.0	62.0	2.96	4.55	2.11	1.28	1.86	1.5890
Middle	35	51	15.1	17.4	-2.25	-14.85	1.16	0.73	1.20	-1.8656
High school	33	45	17.6	18.1	-0.52	-2.97	1.99	0.83	1.61	-0.3239
Combined	11	15	2.3	2.4	-0.19	-8.21	0.47	0.46	0.33	-0.5595
MICHIGAN	242	311	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	26	30	11.5	12.0	-0.45	-3.90	2.71	2.56	1.35	-0.3336
200 <= x < 500	99	122	54.0	51.3	2.69	4.98	3.62	3.37	1.39	1.9316
500 <= x < 750	61	82	22.9	24.6	-1.71	-7.47	3.00	2.76	1.36	-1.2532
750 <= x < 1000	24	32	5.8	5.9	-0.09	-1.55	0.98	0.89	0.58	-0.1557
1000 <= x	32	45	5.8	6.2	-0.44	-7.62	1.01	0.82	0.56	-0.7832
Locale:										
1: City	34	62	14.4	21.2	-6.81	-47.25	1.51	1.00	1.61	-4.2343
2: Suburb	89	109	35.5	33.8	1.75	4.93	1.93	1.22	1.49	1.1740
3: Town	33	42	14.4	13.9	0.50	3.47	1.35	0.93	1.03	0.4842
4: Rural	86	98	35.6	31.1	4.56	12.79	1.65	1.12	1.08	4.1996

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MICHIGAN—										
Continued										
Grade level:										
Primary	68	87	52.2	51.7	0.51	0.97	1.80	1.26	1.78	0.2837
Middle	51	70	15.1	16.4	-1.32	-8.76	1.24	0.55	1.32	-1.0023
High school	89	118	24.4	25.2	-0.74	-3.04	1.73	1.29	1.40	-0.5322
Combined	34	36	8.3	6.7	1.56	18.82	0.74	0.56	0.35	4.4222
MINNESOTA										
	241	306	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	47	59	32.0	30.8	1.20	3.74	3.83	2.98	1.93	0.6213
200 <= x < 500	69	84	36.2	35.4	0.77	2.13	3.30	2.92	1.87	0.4120
500 <= x < 750	35	52	14.3	16.8	-2.49	-17.45	2.32	2.46	1.67	-1.4931
750 <= x < 1000	43	46	10.6	9.7	0.89	8.36	1.72	1.64	0.83	1.0662
1000 <= x	47	65	6.9	7.3	-0.36	-5.25	0.89	0.83	0.38	-0.9638
Locale:										
1: City	32	52	14.3	18.5	-4.20	-29.28	2.55	1.58	1.81	-2.3160
2: Suburb	62	79	23.2	23.2	0.00	0.02	1.72	1.24	1.15	0.0043
3: Town	55	68	23.9	23.6	0.36	1.50	2.53	1.75	1.54	0.2340
4: Rural	92	107	38.6	34.7	3.83	9.94	2.20	1.49	1.47	2.6161
Grade level:										
Primary	41	54	42.2	43.6	-1.48	-3.50	2.56	1.58	1.99	-0.7430
Middle	43	49	11.8	11.0	0.89	7.55	1.32	1.01	0.67	1.3314
High school	120	159	31.1	31.2	-0.07	-0.24	2.31	1.57	1.28	-0.0583
Combined	37	44	14.9	14.2	0.66	4.43	2.03	1.72	1.14	0.5788

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MISSISSIPPI	110	121	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	11	11	14.2	13.0	1.25	8.80	2.87	2.54	0.58	2.1607
200 <= x < 500	39	43	40.5	41.8	-1.27	-3.14	5.39	4.93	1.80	-0.7066
500 <= x < 750	39	40	33.3	31.0	2.40	7.18	4.97	4.37	1.36	1.7577
750 <= x < 1000	9	12	6.6	8.4	-1.76	-26.56	2.14	2.25	1.36	-1.2950
1000 <= x	12	15	5.3	5.9	-0.62	-11.74	1.15	1.14	0.54	-1.1526
Locale:										
1: City	13	14	11.7	12.1	-0.34	-2.86	2.36	1.90	1.26	-0.2668
2: Suburb	7	8	5.6	5.5	0.11	1.90	1.27	1.16	0.39	0.2745
3: Town	34	38	31.6	32.3	-0.73	-2.32	3.05	2.43	1.69	-0.4344
4: Rural	56	61	51.0	50.1	0.96	1.88	2.68	1.97	1.57	0.6132
Grade level:										
Primary	27	30	42.6	43.4	-0.80	-1.89	2.73	1.56	1.86	-0.4315
Middle	32	33	16.6	15.5	1.10	6.64	1.06	0.76	0.65	1.7051
High school	42	48	30.5	31.2	-0.65	-2.14	2.29	1.53	1.58	-0.4144
Combined	9	10	10.3	9.9	0.35	3.45	1.70	1.25	0.64	0.5530
MISSOURI	183	224	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	17	21	16.2	15.4	0.81	5.01	3.39	2.93	0.99	0.8201
200 <= x < 500	84	97	53.7	52.3	1.32	2.46	3.73	3.58	1.45	0.9087
500 <= x < 750	37	48	17.9	19.3	-1.47	-8.22	2.84	2.62	1.25	-1.1773
750 <= x < 1000	22	31	6.9	7.8	-0.90	-13.13	1.55	1.28	0.60	-1.4906
1000 <= x	23	27	5.4	5.2	0.24	4.43	0.92	0.76	0.36	0.6684
Locale:										
1: City	22	31	12.3	14.3	-2.01	-16.43	1.60	1.38	1.46	-1.3782
2: Suburb	46	57	22.4	22.2	0.16	0.73	1.45	1.21	1.29	0.1266
3: Town	38	48	18.3	19.1	-0.79	-4.33	1.40	1.09	1.10	-0.7202
4: Rural	77	88	47.1	44.4	2.64	5.61	1.94	1.31	1.41	1.8773

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MISSOURI—										
Continued										
Grade level:										
Primary	53	63	52.2	50.8	1.37	2.62	2.16	1.24	1.64	0.8335
Middle	50	64	14.8	15.9	-1.07	-7.21	1.07	0.66	1.08	-0.9864
High school	56	71	19.9	21.1	-1.20	-6.05	1.15	0.76	1.06	-1.1416
Combined	24	26	13.1	12.2	0.90	6.90	1.37	0.77	1.07	0.8413
MONTANA	97	111	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	28	29	46.9	43.5	3.43	7.32	8.45	8.25	1.86	1.8477
200 <= x < 500	38	42	38.5	40.5	-1.97	-5.13	6.66	6.97	2.21	-0.8917
500 <= x < 750	14	18	8.0	8.3	-0.39	-4.85	2.75	2.52	0.56	-0.6896
750 <= x < 1000	6	7	4.4	4.9	-0.54	-12.44	2.52	2.60	0.79	-0.6896
1000 <= x	11	15	2.2	2.8	-0.53	-23.80	0.32	0.30	0.20	-2.6635
Locale:										
1: City	17	18	11.6	10.8	0.80	6.87	1.61	1.37	0.51	1.5582
2: Suburb	0	2	0	1.3	-1.30	100.00	0.00	0.88	0.88	-1.4725
3: Town	31	39	21.4	22.7	-1.32	-6.19	2.32	2.06	1.44	-0.9189
4: Rural	49	52	67.0	65.2	1.82	2.72	3.38	2.93	1.69	1.0808
Grade level:										
Primary	27	29	57.2	54.9	2.37	4.15	3.61	3.65	2.20	1.0773
Middle	21	23	8.7	8.7	0.04	0.46	1.07	0.80	0.63	0.0635
High school	36	45	12.9	14.2	-1.27	-9.82	1.57	1.34	0.73	-1.7294
Combined	13	14	21.1	22.3	-1.14	-5.41	2.73	2.94	2.80	-0.4078

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NEBRASKA	143	192	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	32	39	38.2	34.8	3.43	8.97	5.06	3.66	2.66	1.2885
200 <= x < 500	58	78	44.7	45.9	-1.17	-2.63	5.23	3.68	2.68	-0.4382
500 <= x < 750	28	40	11.8	13.0	-1.22	-10.36	1.92	1.93	1.60	-0.7625
750 <= x < 1000	12	17	2.4	3.5	-1.05	-43.05	0.55	1.01	0.86	-1.2151
1000 <= x	13	18	2.9	2.9	0.01	0.44	0.60	0.49	0.34	0.0385
Locale:										
1: City	27	54	12.4	22.3	-9.82	-78.95	1.70	1.52	1.88	-5.2204
2: Suburb	11	17	4.2	6.4	-2.22	-53.23	1.24	0.50	1.17	-1.8920
3: Town	41	50	24.4	21.8	2.59	10.62	2.62	1.41	2.09	1.2410
4: Rural	64	71	59.0	49.6	9.45	16.02	2.79	1.80	2.19	4.3165
Grade level:										
Primary	37	58	48.5	52.5	-3.93	-8.09	2.69	1.42	2.43	-1.6147
Middle	39	52	10.2	9.7	0.50	4.92	0.78	0.37	0.60	0.8334
High school	48	58	23.7	21.0	2.72	11.47	2.22	1.41	1.75	1.5558
Combined	19	24	17.6	16.9	0.71	4.02	1.73	1.20	1.87	0.3770
NEVADA	95	127	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	13	27	15.3	19.0	-3.72	-24.29	5.40	4.51	2.68	-1.3890
200 <= x < 500	11	14	19.3	19.5	-0.22	-1.15	6.13	5.20	3.23	-0.0689
500 <= x < 750	12	19	23.6	28.1	-4.49	-19.02	4.72	4.61	3.09	-1.4511
750 <= x < 1000	13	13	20.0	14.7	5.31	26.60	4.50	3.45	1.35	3.9296
1000 <= x	46	54	21.8	18.7	3.12	14.30	2.86	2.07	1.52	2.0571
Locale:										
1: City	29	47	31.1	36.9	-5.83	-18.75	3.06	1.94	2.07	-2.8085
2: Suburb	25	34	22.7	25.9	-3.17	-13.97	2.93	2.35	2.70	-1.1769
3: Town	12	12	13.9	10.2	3.69	26.60	3.64	2.86	0.92	3.9995
4: Rural	29	34	32.3	27.0	5.31	16.43	3.00	2.31	2.11	2.5168

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NEVADA—										
Continued										
Grade level:										
Primary	19	27	57.0	58.7	-1.63	-2.86	3.00	1.74	2.32	-0.7038
Middle	24	29	20.7	19.1	1.56	7.56	2.55	1.76	1.92	0.8120
High school	47	57	20.5	18.6	1.91	9.33	2.32	1.42	1.51	1.2676
Combined	5	14	1.8	3.7	-1.84	-101.08	0.52	0.41	0.51	-3.6078
NEW HAMPSHIRE	86	106	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	9	9	31.7	26.5	5.21	16.45	7.78	6.70	1.61	3.2437
200 <= x < 500	31	36	42.0	43.6	-1.67	-3.98	6.74	6.27	2.94	-0.5688
500 <= x < 750	17	23	13.0	16.4	-3.43	-26.34	3.55	3.72	2.61	-1.3140
750 <= x < 1000	10	13	6.3	6.5	-0.14	-2.18	2.37	2.22	0.56	-0.2452
1000 <= x	19	23	7.0	7.0	0.03	0.44	1.04	1.01	0.49	0.0629
Locale:										
1: City	8	11	5.4	8.8	-3.38	-62.73	2.40	2.16	1.34	-2.5259
2: Suburb	20	27	15.8	18.7	-2.86	-18.05	3.46	2.98	1.26	-2.2655
3: Town	14	21	9.0	13.9	-4.92	-54.80	2.21	3.09	2.69	-1.8290
4: Rural	44	45	69.8	58.6	11.16	15.98	3.48	3.09	2.54	4.3972
Grade level:										
Primary	22	28	66.0	66.5	-0.58	-0.89	2.26	1.78	1.46	-0.4000
Middle	22	27	16.1	16.2	-0.06	-0.40	1.43	1.04	0.95	-0.0678
High school	35	42	15.1	14.9	0.19	1.24	1.26	0.85	0.94	0.1986
Combined	7	7	2.8	2.3	0.46	16.45	0.24	0.18	0.11	4.2068

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NEW JERSEY	204	284	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	17	26	7.0	8.3	-1.36	-19.40	2.14	2.15	1.55	-0.8757
200 <= x < 500	64	84	51.8	47.6	4.20	8.10	3.64	3.16	1.94	2.1617
500 <= x < 750	33	48	19.5	21.3	-1.78	-9.13	3.54	3.12	1.76	-1.0150
750 <= x < 1000	28	39	7.5	8.2	-0.74	-9.83	1.30	1.43	0.97	-0.7598
1000 <= x	62	87	14.1	14.5	-0.32	-2.26	1.59	1.35	0.97	-0.3292
Locale:										
1: City	18	24	8.4	8.4	0.03	0.30	1.32	0.82	1.18	0.0216
2: Suburb	154	218	75.8	77.1	-1.32	-1.74	1.94	1.01	1.67	-0.7899
3: Town	5	6	3.9	3.5	0.45	11.29	1.42	1.13	0.70	0.6316
4: Rural	27	36	11.9	11.0	0.84	7.11	1.93	1.36	1.18	0.7175
Grade level:										
Primary	62	82	64.7	62.7	1.92	2.96	2.02	1.01	1.75	1.0945
Middle	50	74	14.3	15.9	-1.58	-11.04	1.35	0.60	1.19	-1.3265
High school	77	106	18.5	18.8	-0.32	-1.71	1.50	0.81	1.30	-0.2440
Combined	15	22	2.6	2.6	-0.02	-0.85	0.54	0.44	0.28	-0.0775
NEW MEXICO	110	173	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	17	24	15.6	12.8	2.75	17.64	4.45	2.84	1.97	1.3992
200 <= x < 500	40	56	53.3	54.7	-1.40	-2.62	5.97	4.55	3.46	-0.4037
500 <= x < 750	24	32	20.5	18.3	2.25	10.96	4.94	3.26	2.94	0.7657
750 <= x < 1000	13	24	6.4	8.2	-1.72	-26.77	2.05	1.81	1.57	-1.0978
1000 <= x	16	37	4.2	6.0	-1.88	-45.27	0.76	0.51	0.62	-3.0261
Locale:										
1: City	11	43	8.9	24.6	-15.72	-176.26	2.19	1.24	1.81	-8.6719
2: Suburb	12	14	8.8	7.3	1.46	16.54	1.74	1.77	1.36	1.0676
3: Town	34	47	36.0	30.4	5.55	15.42	3.30	2.37	2.84	1.9578
4: Rural	53	69	46.3	37.6	8.71	18.82	4.05	2.71	2.97	2.9361

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NEW MEXICO—										
Continued										
Grade level:										
Primary	18	31	53.5	56.9	-3.40	-6.35	4.32	1.79	3.20	-1.0614
Middle	30	43	18.7	16.6	2.18	11.65	2.27	0.82	1.75	1.2463
High school	42	75	16.1	17.3	-1.21	-7.51	1.79	1.04	1.26	-0.9590
Combined	20	24	11.6	9.2	2.42	20.79	1.54	0.74	1.32	1.8302
NEW YORK	207	322	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	3	9	2.8	5.3	-2.46	-87.78	1.77	1.78	1.61	-1.5265
200 <= x < 500	76	112	48.7	44.9	3.72	7.65	3.66	3.19	2.35	1.5859
500 <= x < 750	48	77	24.8	24.9	-0.10	-0.40	3.07	2.60	1.98	-0.0497
750 <= x < 1000	28	47	10.1	11.8	-1.70	-16.89	1.51	1.51	1.46	-1.1607
1000 <= x	52	77	13.7	13.2	0.53	3.90	1.74	1.36	1.45	0.3678
Locale:										
1: City	60	126	28.0	39.0	-11.00	-39.35	2.43	0.90	2.54	-4.3334
2: Suburb	79	108	38.9	33.3	5.55	14.28	2.58	1.08	2.54	2.1832
3: Town	23	30	11.1	9.9	1.28	11.51	1.31	0.72	1.27	1.0107
4: Rural	45	58	22.0	17.9	4.17	18.92	2.12	0.71	1.80	2.3176
Grade level:										
Primary	63	102	54.4	54.6	-0.16	-0.29	2.24	0.72	2.24	-0.0695
Middle	56	84	17.4	17.2	0.20	1.17	1.26	0.39	1.31	0.1553
High school	61	102	19.9	21.7	-1.83	-9.20	1.72	0.59	1.67	-1.0973
Combined	27	34	8.3	6.5	1.78	21.47	0.82	0.51	0.64	2.7855

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NORTH CAROLINA	130	185	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	11	15	12.2	13.2	-1.00	-8.19	4.57	4.45	2.11	-0.4725
200 <= x < 500	44	53	40.4	35.3	5.10	12.63	4.45	3.60	2.35	2.1698
500 <= x < 750	40	53	28.4	27.1	1.28	4.50	3.85	3.12	1.97	0.6468
750 <= x < 1000	25	39	13.2	14.6	-1.36	-10.29	2.43	2.39	1.46	-0.9318
1000 <= x	10	25	5.8	9.8	-4.01	-69.47	1.76	1.66	1.51	-2.6553
Locale:										
1: City	20	50	14.0	25.1	-11.07	-79.08	2.29	1.63	1.97	-5.6261
2: Suburb	17	25	11.1	11.5	-0.38	-3.44	2.45	1.57	1.33	-0.2867
3: Town	22	25	16.4	13.2	3.24	19.70	2.04	1.48	1.16	2.7975
4: Rural	71	85	58.4	50.2	8.21	14.05	2.70	2.18	1.85	4.4449
Grade level:										
Primary	53	77	56.2	55.8	0.34	0.60	3.63	2.93	2.42	0.1388
Middle	51	71	19.0	18.0	0.98	5.18	1.73	0.96	1.25	0.7891
High school	19	27	19.9	21.5	-1.56	-7.83	2.35	1.82	2.58	-0.6061
Combined	7	10	4.9	4.6	0.24	4.92	4.96	4.54	1.12	0.2147
NORTH DAKOTA	113	130	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	42	49	49.8	49.8	-0.03	-0.05	5.15	4.72	1.43	-0.0186
200 <= x < 500	41	47	37.0	37.3	-0.29	-0.79	5.01	4.56	1.44	-0.2024
500 <= x < 750	12	13	6.9	6.3	0.54	7.89	1.26	1.12	0.31	1.7357
750 <= x < 1000	9	12	2.9	3.5	-0.64	-22.00	0.62	0.68	0.45	-1.4234
1000 <= x	9	9	3.4	3.0	0.42	12.18	1.00	0.88	0.15	2.6994
Locale:										
1: City	22	23	14.3	13.8	0.52	3.61	1.51	1.29	0.97	0.5337
2: Suburb	6	7	4.0	4.4	-0.40	-9.95	1.42	0.89	0.79	-0.5017
3: Town	20	24	16.0	15.3	0.63	3.94	1.64	1.32	0.61	1.0275
4: Rural	65	76	65.7	66.5	-0.75	-1.14	2.34	1.64	1.36	-0.5509

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NORTH DAKOTA—Continued										
Grade level:										
Primary	28	32	44.3	44.2	0.10	0.22	3.16	2.15	1.68	0.0590
Middle	15	15	7.3	6.4	0.89	12.18	0.75	0.59	0.26	3.3824
High school	37	44	18.3	18.9	-0.63	-3.47	1.78	1.34	0.93	-0.6847
Combined	33	39	30.1	30.5	-0.36	-1.18	2.67	1.48	1.73	-0.2055
OHIO	214	268	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	4	5	3.8	3.2	0.61	16.02	1.78	1.40	0.47	1.2980
200 <= x < 500	91	112	55.9	56.0	-0.08	-0.15	3.60	2.74	2.07	-0.0393
500 <= x < 750	61	74	25.6	24.1	1.53	5.96	3.47	2.85	1.35	1.1317
750 <= x < 1000	22	31	6.8	7.8	-1.02	-15.09	1.41	1.29	0.79	-1.2929
1000 <= x	36	46	8.0	9.0	-1.03	-12.99	1.33	1.59	1.36	-0.7588
Locale:										
1: City	27	46	14.2	18.1	-3.89	-27.45	2.08	1.18	1.63	-2.3850
2: Suburb	78	96	35.9	36.1	-0.24	-0.68	2.16	1.14	1.86	-0.1308
3: Town	34	38	17.0	14.7	2.27	13.36	1.48	1.10	0.96	2.3572
4: Rural	75	88	33.0	31.1	1.86	5.65	2.06	1.48	1.58	1.1793
Grade level:										
Primary	62	83	53.5	55.9	-2.39	-4.46	1.90	1.11	1.55	-1.5377
Middle	59	69	19.9	18.0	1.84	9.25	1.03	0.49	0.90	2.0301
High school	70	89	22.6	22.5	0.06	0.27	1.26	0.78	0.97	0.0622
Combined	23	27	4.1	3.6	0.49	12.08	0.49	0.32	0.27	1.8048

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
OKLAHOMA	116	129	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	14	17	21.0	21.9	-0.91	-4.34	4.49	3.96	1.82	-0.5027
200 <= x < 500	45	50	42.4	43.4	-0.98	-2.32	5.13	4.91	1.96	-0.5028
500 <= x < 750	34	36	25.5	23.9	1.61	6.30	4.33	4.03	1.11	1.4516
750 <= x < 1000	9	11	5.3	5.3	-0.06	-1.05	2.20	2.14	0.51	-0.1074
1000 <= x	14	15	5.8	5.4	0.34	5.92	1.97	1.69	0.47	0.7224
Locale:										
1: City	19	23	14.8	15.8	-1.01	-6.80	2.00	1.20	1.55	-0.6512
2: Suburb	15	19	10.1	11.8	-1.77	-17.63	2.31	1.54	1.56	-1.1365
3: Town	29	33	19.3	21.4	-2.04	-10.59	1.50	2.20	1.64	-1.2503
4: Rural	53	54	55.8	51.0	4.82	8.64	2.75	2.31	2.18	2.2130
Grade level:										
Primary	35	42	45.8	48.8	-2.98	-6.51	2.55	1.78	2.15	-1.3882
Middle	27	30	12.8	12.6	0.13	1.01	1.04	0.69	0.82	0.1578
High school	36	38	18.4	17.0	1.42	7.72	1.68	1.23	0.92	1.5458
Combined	18	19	23.0	21.6	1.43	6.23	2.30	2.14	1.35	1.0643
OREGON	129	196	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	20	25	15.3	12.7	2.58	16.83	3.72	2.47	1.73	1.4895
200 <= x < 500	50	72	49.6	50.3	-0.70	-1.41	6.02	4.39	3.27	-0.2143
500 <= x < 750	24	38	22.1	22.8	-0.72	-3.25	4.75	3.53	2.76	-0.2599
750 <= x < 1000	13	22	6.9	6.9	0.04	0.53	1.40	1.05	0.85	0.0433
1000 <= x	22	39	6.1	7.3	-1.20	-19.67	0.82	0.71	0.80	-1.4899
Locale:										
1: City	32	55	26.0	27.6	-1.55	-5.97	2.96	0.89	2.66	-0.5826
2: Suburb	24	36	15.7	17.8	-2.13	-13.57	2.86	1.69	2.19	-0.9713
3: Town	33	53	26.9	28.2	-1.26	-4.67	3.80	2.43	2.46	-0.5103
4: Rural	40	52	31.4	26.4	4.94	15.74	3.98	2.30	2.31	2.1428

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
OREGON—										
Continued										
Grade level:										
Primary	34	49	59.0	57.6	1.38	2.33	2.77	1.08	2.54	0.5423
Middle	32	54	14.8	17.2	-2.39	-16.08	1.52	0.67	1.59	-1.5001
High school	46	73	21.8	21.8	0.08	0.38	2.05	0.87	1.68	0.0487
Combined	17	20	4.4	3.4	0.93	21.33	0.68	0.29	0.45	2.0655
PENNSYLVANIA	175	216	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	10	14	3.8	6.7	-2.85	-74.82	1.67	2.30	1.88	-1.5171
200 <= x < 500	59	73	43.0	43.1	-0.10	-0.23	5.85	5.28	2.75	-0.0353
500 <= x < 750	45	57	28.9	28.1	0.71	2.45	4.21	3.54	2.10	0.3363
750 <= x < 1000	26	31	11.3	10.2	1.12	9.91	2.44	2.09	1.01	1.1063
1000 <= x	35	41	13.0	11.9	1.11	8.59	2.11	1.72	0.94	1.1830
Locale:										
1: City	25	40	12.7	17.3	-4.56	-35.82	1.21	1.02	1.38	-3.3072
2: Suburb	77	93	42.6	41.3	1.25	2.94	2.30	1.38	2.12	0.5916
3: Town	25	28	15.4	13.0	2.35	15.30	1.68	1.22	0.98	2.4028
4: Rural	48	55	29.3	28.3	0.95	3.25	2.18	1.23	2.39	0.3982
Grade level:										
Primary	52	68	57.1	59.6	-2.49	-4.36	1.96	0.95	2.01	-1.2411
Middle	58	69	17.0	16.3	0.73	4.30	1.11	0.58	1.24	0.5878
High school	46	55	23.4	21.7	1.73	7.39	1.51	0.83	1.32	1.3127
Combined	19	24	2.4	2.4	0.03	1.21	0.43	0.35	0.30	0.0990

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
RHODE ISLAND	57	100	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	3	5	1.9	4.4	-2.45	-126.45	0.98	2.04	2.17	-1.1296
200 <= x < 500	27	46	71.7	67.0	4.71	6.57	3.76	3.44	3.41	1.3835
500 <= x < 750	11	19	13.3	14.0	-0.75	-5.65	3.59	2.97	2.43	-0.3096
750 <= x < 1000	3	8	2.8	4.4	-1.63	-59.12	1.02	0.92	0.86	-1.8902
1000 <= x	13	22	10.3	10.2	0.12	1.13	1.80	1.40	1.52	0.0768
Locale:										
1: City	7	29	9.9	30.3	-20.45	-206.63	2.75	2.94	4.05	-5.0498
2: Suburb	37	53	67.0	53.6	13.40	20.01	3.82	2.88	3.99	3.3560
3: Town	2	2	4.0	2.3	1.71	43.09	2.78	1.65	1.16	1.4775
4: Rural	11	16	19.1	13.8	5.33	27.84	2.49	1.28	1.88	2.8396
Grade level:										
Primary	23	37	67.5	63.0	4.59	6.79	2.89	1.15	2.74	1.6763
Middle	16	29	17.5	18.6	-1.08	-6.13	1.98	0.88	1.90	-0.5662
High school	15	31	13.0	17.3	-4.34	-33.52	1.87	0.91	1.68	-2.5900
Combined	3	3	1.9	1.1	0.84	43.09	0.98	0.57	0.43	1.9524
SOUTH CAROLINA	105	134	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	4	4	5.0	4.0	0.97	19.33	2.24	1.78	0.51	1.9115
200 <= x < 500	28	38	36.0	35.8	0.15	0.41	5.82	5.22	2.29	0.0645
500 <= x < 750	29	37	28.0	28.9	-0.98	-3.51	4.74	4.50	1.88	-0.5211
750 <= x < 1000	19	24	15.8	16.5	-0.64	-4.07	3.38	3.14	1.73	-0.3717
1000 <= x	25	31	15.3	14.8	0.51	3.34	3.21	2.66	1.17	0.4360
Locale:										
1: City	13	20	11.3	13.6	-2.23	-19.72	1.86	0.94	1.86	-1.1992
2: Suburb	20	29	19.9	21.3	-1.43	-7.19	2.59	1.66	1.99	-0.7163
3: Town	17	19	18.4	15.8	2.54	13.82	2.87	2.15	1.26	2.0106
4: Rural	55	66	50.4	49.3	1.12	2.22	2.42	1.65	1.97	0.5691

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
SOUTH										
CAROLINA—										
Continued										
Grade level:										
Primary	39	47	58.0	56.0	1.94	3.34	2.35	0.96	2.06	0.9393
Middle	29	39	19.7	21.5	-1.75	-8.86	1.88	0.77	1.64	-1.0676
High school	32	41	21.2	21.2	0.00	-0.02	1.90	0.94	1.47	-0.0031
Combined	5	7	1.1	1.3	-0.19	-16.24	0.33	0.32	0.30	-0.6149
SOUTH DAKOTA	101	120	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	28	33	39.3	41.0	-1.75	-4.47	4.51	5.17	2.87	-0.6120
200 <= x < 500	40	50	42.7	42.6	0.09	0.21	4.90	4.83	2.31	0.0386
500 <= x < 750	18	20	11.4	10.2	1.13	9.93	2.98	2.63	0.86	1.3055
750 <= x < 1000	6	7	1.8	1.8	0.03	1.41	0.49	0.43	0.19	0.1339
1000 <= x	9	10	4.9	4.4	0.51	10.43	2.28	1.97	0.45	1.1437
Locale:										
1: City	17	24	12.3	17.8	-5.48	-44.59	2.47	3.96	3.48	-1.5777
2: Suburb	0	0	0	0	0.00	0	0	0	0.00	0
3: Town	27	32	18.5	18.8	-0.25	-1.34	2.88	2.38	1.79	-0.1390
4: Rural	57	64	69.2	63.5	5.73	8.29	2.83	3.13	3.03	1.8939
Grade level:										
Primary	30	34	43.7	41.1	2.67	6.10	3.54	2.71	2.58	1.0334
Middle	21	26	9.2	10.0	-0.81	-8.76	1.17	0.62	1.08	-0.7508
High school	32	40	13.8	14.8	-1.02	-7.43	1.74	1.31	1.32	-0.7729
Combined	18	20	33.3	34.1	-0.84	-2.52	2.83	2.56	3.28	-0.2557

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
TENNESSEE	128	174	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	6	9	4.6	6.9	-2.31	-50.36	1.61	2.13	1.82	-1.2716
200 <= x < 500	41	57	42.4	41.9	0.46	1.09	5.14	4.34	2.82	0.1642
500 <= x < 750	37	48	30.3	28.3	2.00	6.61	4.14	3.56	2.59	0.7724
750 <= x < 1000	22	29	13.1	12.4	0.72	5.49	2.58	1.80	1.79	0.4042
1000 <= x	22	31	9.6	10.5	-0.88	-9.19	1.99	1.77	1.53	-0.5738
Locale:										
1: City	24	50	17.4	29.5	-12.09	-69.54	2.92	1.63	2.86	-4.2230
2: Suburb	18	27	12.5	14.0	-1.47	-11.73	1.97	1.43	1.92	-0.7646
3: Town	24	26	20.0	14.9	5.14	25.63	2.08	1.33	1.27	4.0578
4: Rural	62	71	50.0	41.6	8.43	16.85	3.14	1.48	2.57	3.2784
Grade level:										
Primary	35	50	55.5	56.6	-1.11	-2.00	2.43	0.80	2.31	-0.4792
Middle	45	63	18.4	18.2	0.18	1.00	1.18	0.41	1.16	0.1579
High school	36	48	21.2	21.4	-0.16	-0.76	1.73	0.90	1.65	-0.0973
Combined	12	13	5.0	3.9	1.09	21.88	0.58	0.27	0.50	2.1684
TEXAS	283	412	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	44	57	18.5	15.7	2.81	15.19	2.96	2.01	1.33	2.1186
200 <= x < 500	77	107	33.1	31.6	1.57	4.73	3.65	2.76	2.20	0.7107
500 <= x < 750	63	96	24.5	28.1	-3.60	-14.72	2.72	2.71	1.78	-2.0217
750 <= x < 1000	46	67	14.6	14.2	0.36	2.44	2.31	1.84	1.34	0.2657
1000 <= x	53	85	9.3	10.5	-1.13	-12.17	1.05	0.83	0.72	-1.5668
Locale:										
1: City	82	141	27.8	33.8	-6.04	-21.76	1.77	0.92	1.66	-3.6310
2: Suburb	51	81	17.2	19.0	-1.87	-10.89	1.82	0.90	1.49	-1.2577
3: Town	42	52	18.0	14.6	3.40	18.92	1.97	1.35	1.01	3.3668
4: Rural	108	138	37.1	32.6	4.51	12.16	2.24	1.06	1.72	2.6286

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
TEXAS—Continued										
Grade level:										
Primary	83	125	52.9	54.3	-1.45	-2.74	2.25	1.07	1.69	-0.8559
Middle	96	139	20.8	20.5	0.39	1.85	1.37	0.49	1.11	0.3478
High school	69	96	21.3	19.9	1.43	6.71	2.50	1.36	1.47	0.9755
Combined	35	52	5.0	5.3	-0.37	-7.39	0.51	0.48	0.50	-0.7405
UTAH	131	173	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	18	27	16.7	18.5	-1.83	-10.98	6.39	5.12	2.71	-0.6741
200 <= x < 500	19	24	18.9	17.4	1.51	8.01	4.58	4.25	1.96	0.7704
500 <= x < 750	29	39	34.4	36.8	-2.38	-6.92	6.20	5.10	3.02	-0.7883
750 <= x < 1000	25	33	15.7	14.1	1.53	9.77	4.77	3.88	1.50	1.0211
1000 <= x	40	50	14.4	13.2	1.17	8.13	3.07	2.26	1.23	0.9510
Locale:										
1: City	23	27	16.7	16.3	0.40	2.39	4.00	2.81	2.74	0.1460
2: Suburb	50	78	39.2	44.4	-5.20	-13.26	4.90	2.67	3.36	-1.5496
3: Town	26	29	17.0	14.5	2.51	14.78	3.92	2.96	1.74	1.4457
4: Rural	32	39	27.1	24.8	2.29	8.45	5.92	3.35	3.13	0.7316
Grade level:										
Primary	26	33	60.9	57.7	3.17	5.21	3.48	2.08	2.55	1.2459
Middle	25	29	5.7	5.3	0.40	7.12	0.54	0.32	0.52	0.7772
High school	69	95	30.1	33.2	-3.07	-10.19	3.12	1.97	2.32	-1.3243
Combined	11	16	3.3	3.8	-0.51	-15.31	0.71	0.58	0.65	-0.7893

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
VERMONT	108	131	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	24	29	37.8	37.1	0.67	1.78	3.67	3.81	1.92	0.3509
200 <= x < 500	58	72	47.3	49.1	-1.71	-3.62	3.50	3.44	1.94	-0.8827
500 <= x < 750	14	14	8.7	7.1	1.57	18.07	1.67	1.38	0.41	3.8393
750 <= x < 1000	8	10	4.2	4.4	-0.14	-3.33	0.88	0.86	0.50	-0.2806
1000 <= x	4	6	1.9	2.3	-0.38	-19.85	0.75	0.62	0.33	-1.1664
Locale:										
1: City	5	7	3.7	4.2	-0.52	-14.05	1.33	0.97	0.86	-0.6021
2: Suburb	7	9	5.0	5.6	-0.56	-11.02	1.15	0.94	1.05	-0.5305
3: Town	30	31	21.1	17.6	3.46	16.41	1.77	1.26	0.82	4.2304
4: Rural	66	84	70.2	72.6	-2.39	-3.41	2.24	1.46	1.53	-1.5636
Grade level:										
Primary	55	70	66.3	68.2	-1.94	-2.93	2.05	1.17	1.45	-1.3423
Middle	13	14	8.1	7.3	0.82	10.00	0.86	0.44	0.72	1.1255
High school	23	28	14.3	14.1	0.21	1.48	1.11	0.62	0.86	0.2464
Combined	17	19	11.2	10.3	0.92	8.16	0.87	0.48	0.55	1.6645
VIRGINIA	147	211	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	4	4	5.8	4.3	1.52	26.33	2.81	2.08	0.79	1.9308
200 <= x < 500	55	70	42.4	38.5	3.91	9.23	4.76	3.69	2.17	1.8029
500 <= x < 750	32	42	30.5	30.8	-0.31	-1.00	4.30	3.83	2.23	-0.1371
750 <= x < 1000	29	38	12.7	13.9	-1.15	-9.02	2.16	2.19	1.58	-0.7264
1000 <= x	27	57	8.6	12.6	-3.98	-46.08	1.56	1.22	1.01	-3.9289
Locale:										
1: City	26	46	18.6	21.4	-2.81	-15.08	2.81	1.28	2.26	-1.2446
2: Suburb	34	68	23.8	31.0	-7.26	-30.57	2.62	1.62	2.18	-3.3340
3: Town	17	19	11.8	9.5	2.33	19.65	2.01	1.57	0.84	2.7804
4: Rural	70	78	45.8	38.0	7.75	16.93	2.56	1.50	1.94	4.0002

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
VIRGINIA—										
Continued										
Grade level:										
Primary	39	54	57.0	56.4	0.65	1.15	2.65	1.08	2.25	0.2907
Middle	30	43	15.7	16.3	-0.63	-4.00	1.53	0.50	1.32	-0.4761
High school	54	82	20.8	20.8	-0.06	-0.31	1.86	1.21	1.23	-0.0526
Combined	24	32	6.5	6.5	0.04	0.57	0.88	0.45	0.61	0.0607
WASHINGTON	176	276	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	32	45	25.0	21.7	3.36	13.42	4.54	3.01	2.54	1.3250
200 <= x < 500	55	81	38.7	41.4	-2.70	-6.98	5.13	4.02	2.94	-0.9176
500 <= x < 750	41	62	25.2	24.2	1.01	4.02	4.54	3.37	2.51	0.4027
750 <= x < 1000	16	28	4.4	5.1	-0.63	-14.13	0.93	0.79	0.68	-0.9184
1000 <= x	32	60	6.6	7.7	-1.05	-15.79	1.20	0.81	0.76	-1.3751
Locale:										
1: City	36	68	19.4	22.8	-3.39	-17.48	2.80	1.10	3.14	-1.0799
2: Suburb	61	98	33.2	34.9	-1.75	-5.29	2.81	1.59	2.89	-0.6071
3: Town	27	38	15.7	14.6	1.13	7.18	2.06	1.34	1.81	0.6237
4: Rural	52	72	31.7	27.7	4.01	12.64	2.75	1.59	2.28	1.7623
Grade level:										
Primary	41	63	56.8	55.6	1.24	2.18	2.56	1.36	2.48	0.4993
Middle	36	56	13.2	13.0	0.25	1.92	1.27	0.45	1.23	0.2064
High school	68	115	21.4	23.9	-2.56	-11.98	1.83	1.17	1.87	-1.3652
Combined	31	42	8.6	7.5	1.07	12.42	1.13	0.71	0.85	1.2581

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
WEST VIRGINIA	109	119	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	9	10	14.5	16.9	-2.39	-16.55	4.86	4.91	1.64	-1.4559
200 <= x < 500	47	52	57.9	55.7	2.22	3.83	5.67	6.32	1.82	1.2158
500 <= x < 750	29	33	18.3	19.0	-0.65	-3.56	2.92	2.76	0.81	-0.8099
750 <= x < 1000	14	14	6.1	5.5	0.54	8.91	1.69	1.54	0.25	2.1610
1000 <= x	10	10	3.2	3.0	0.29	8.91	1.02	0.88	0.15	1.8960
Locale:										
1: City	11	11	12.3	11.2	1.10	8.91	1.60	1.61	0.40	2.7277
2: Suburb	14	14	14.4	13.1	1.28	8.91	1.62	1.71	0.46	2.7945
3: Town	23	26	16.9	22.0	-5.17	-30.68	1.42	2.29	2.39	-2.1622
4: Rural	61	68	56.4	53.6	2.80	4.96	2.38	1.83	1.60	1.7477
Grade level:										
Primary	32	33	60.6	57.1	3.45	5.70	8.45	9.64	1.50	2.3024
Middle	32	34	16.3	15.6	0.72	4.40	1.70	1.20	0.61	1.1788
High school	30	37	14.1	19.1	-4.98	-35.22	5.34	7.33	2.10	-2.3642
Combined	15	15	9.0	8.2	0.80	8.91	1.55	1.24	0.36	2.2458
WISCONSIN	139	191	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	7	10	10.6	12.7	-2.10	-19.75	3.54	3.62	3.39	-0.6198
200 <= x < 500	70	91	60.8	57.6	3.20	5.26	4.22	3.63	3.16	1.0133
500 <= x < 750	38	48	20.1	18.6	1.44	7.18	3.09	2.54	1.47	0.9775
750 <= x < 1000	11	18	4.4	5.8	-1.41	-31.84	1.37	1.58	1.09	-1.2922
1000 <= x	13	24	4.1	5.2	-1.14	-27.79	1.12	0.77	0.94	-1.2052
Locale:										
1: City	20	44	14.3	23.8	-9.52	-66.72	1.64	2.73	2.69	-3.5372
2: Suburb	35	44	23.3	20.1	3.27	14.01	2.79	1.86	2.01	1.6249
3: Town	37	44	25.0	20.4	4.53	18.15	2.01	1.19	1.68	2.6923
4: Rural	47	59	37.4	35.7	1.72	4.59	2.86	1.80	3.25	0.5279

See notes at end of table.

Table K-9. Unit response rates for Noncharter Public School Principals before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
WISCONSIN—										
Continued										
Grade level:										
Primary	44	63	55.0	55.4	-0.32	-0.57	2.42	2.07	2.97	-0.1061
Middle	43	58	14.4	13.7	0.67	4.68	1.17	0.53	1.22	0.5540
High school	44	59	23.9	21.0	2.90	12.15	2.18	1.28	1.70	1.7031
Combined	8	11	6.6	9.9	-3.26	-49.10	1.29	2.45	3.46	-0.9439
WYOMING	90	107	100	100	0	0			0.00	0
Number of schools:										
0 <= x < 200	26	30	45.7	46.0	-0.28	-0.62	6.27	6.41	5.11	-0.0550
200 <= x < 500	38	46	43.2	43.6	-0.43	-1.00	5.78	5.62	4.69	-0.0920
500 <= x < 750	14	16	6.4	5.7	0.61	9.53	1.22	0.97	0.68	0.8969
750 <= x < 1000	6	8	2.4	2.5	-0.09	-3.72	0.49	0.50	0.34	-0.2629
1000 <= x	6	7	2.3	2.1	0.20	8.49	0.33	0.28	0.23	0.8552
Locale:										
1: City	17	17	19.2	15.1	4.14	21.56	2.39	2.16	1.31	3.1659
2: Suburb	1	1	2.2	1.7	0.48	21.56	2.11	1.74	0.41	1.1524
3: Town	31	43	24.5	29.0	-4.46	-18.18	3.59	3.22	3.07	-1.4533
4: Rural	41	46	54.1	54.2	-0.16	-0.30	4.40	4.06	3.67	-0.0445
Grade level:										
Primary	22	29	59.2	63.0	-3.79	-6.39	3.16	2.87	3.20	-1.1839
Middle	19	21	11.8	10.1	1.76	14.85	1.18	1.00	0.88	1.9953
High school	37	44	21.9	20.7	1.16	5.29	2.01	1.86	2.18	0.5312
Combined	12	13	7.0	6.2	0.87	12.32	1.12	0.68	0.85	1.0267

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
ALABAMA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	12.3	1.27	10.25	3.91	0.44	2.8972	-11.10
200 <= x < 500	42.2	-1.75	-4.14	4.27	1.40	-1.2442	-3.15
500 <= x < 750	30.9	1.70	5.50	3.35	1.02	1.6687	-4.62
750 <= x < 1000	8.7	-1.48	-16.96	1.83	0.93	-1.5841	0.80
1000 <= x	5.9	0.26	4.38	1.30	0.42	0.6157	319.32
Locale:							
1: City	18.5	-0.49	-2.63	1.78	1.02	-0.4765	-43.98
2: Suburb	13.9	-0.33	-2.34	1.84	1.18	-0.2759	-88.42
3: Town	12.5	0.53	4.26	1.21	0.44	1.2000	-49.99
4: Rural	55.0	0.28	0.51	1.94	1.09	0.2579	-89.31
Grade level:							
Primary	46.2	-0.02	-0.05	2.21	1.22	-0.0195	-94.47
Middle	14.4	-0.68	-4.74	1.06	0.76	-0.8965	-5.46
High school	27.0	-0.18	-0.67	2.54	1.19	-0.1512	603.39
Combined	12.3	0.89	7.19	1.78	0.39	2.2965	-21.35
ALASKA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	65.7	11.28	17.17	4.75	3.04	3.7121	-4.09
200 <= x < 500	27.6	-6.57	-23.81	4.69	3.15	-2.0870	2.38
500 <= x < 750	3.7	-2.87	-77.59	0.80	1.33	-2.1492	1.14
750 <= x < 1000	2.0	-0.19	-9.41	0.71	0.46	-0.4160	-70.35
1000 <= x	1.0	-1.65	-171.50	0.64	0.63	-2.6165	-11.51
Locale:							
1: City	0	-17.53	100	0	1.18	-14.8215	0.00
2: Suburb	0.6	-1.17	-182.33	0.60	0.90	-1.3023	-6.67
3: Town	15.9	-0.84	-5.31	2.03	2.89	-0.2914	-27.63
4: Rural	83.5	19.54	23.40	2.15	2.69	7.2632	-2.03
Grade level:							
Primary	22.0	-12.31	-55.93	3.27	3.38	-3.6380	1.59
Middle	5.4	-2.17	-39.95	0.81	0.88	-2.4631	2.24
High school	15.6	1.18	7.56	1.87	1.66	0.7082	121.47
Combined	57.0	13.30	23.33	3.92	3.68	3.6131	-2.96

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
ARIZONA	100	0	0		0.00	0	
Number of schools:							
0 ≤ x < 200	24.6	1.10	4.47	3.00	1.62	0.6817	-27.28
200 ≤ x < 500	18.2	-2.13	-11.72	2.96	1.80	-1.1828	4.50
500 ≤ x < 750	31.1	2.35	7.56	3.64	1.80	1.3048	24.59
750 ≤ x < 1000	13.5	-1.66	-12.26	2.00	1.34	-1.2364	3.99
1000 ≤ x	12.6	0.33	2.64	1.85	0.88	0.3780	45.21
Locale:							
1: City	40.9	3.23	7.90	2.63	1.79	1.8045	39.61
2: Suburb	13.2	-3.07	-23.15	1.58	1.31	-2.3385	-6.03
3: Town	11.0	-0.44	-4.03	2.35	1.08	-0.4099	150.58
4: Rural	34.9	0.28	0.82	2.55	1.51	0.1883	-74.83
Grade level:							
Primary	61.7	-0.91	-1.47	2.52	1.71	-0.5321	-17.11
Middle	12.8	-0.01	-0.04	1.83	0.93	-0.0057	-87.17
High school	22.8	0.70	3.05	2.36	1.34	0.5186	-14.85
Combined	2.6	0.22	8.35	0.80	0.24	0.9103	-8.61
ARKANSAS	100	0	0		0.00	0	
Number of schools:							
0 ≤ x < 200	6.2	-0.20	-3.20	2.72	0.64	-0.3083	989.40
200 ≤ x < 500	56.0	1.40	2.50	5.47	1.33	1.0524	-7.30
500 ≤ x < 750	19.4	-0.71	-3.65	3.94	1.14	-0.6227	9.97
750 ≤ x < 1000	9.5	-0.46	-4.80	2.15	1.02	-0.4477	-36.82
1000 ≤ x	8.9	-0.03	-0.35	4.02	0.63	-0.0497	-73.76
Locale:							
1: City	21.5	1.63	7.60	3.43	1.13	1.4423	77.99
2: Suburb	7.0	-0.45	-6.43	2.31	1.43	-0.3162	-74.63
3: Town	18.6	-1.45	-7.80	3.38	1.21	-1.2035	59.52
4: Rural	52.8	0.27	0.52	6.00	1.53	0.1785	-84.65
Grade level:							
Primary	50.4	3.47	6.89	6.81	1.49	2.3207	6.95
Middle	14.1	-0.52	-3.68	2.07	0.79	-0.6546	1.47
High school	20.7	-3.81	-18.37	3.14	1.10	-3.4694	-0.83
Combined	14.8	0.86	5.78	11.32	1.03	0.8359	-22.53

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
CALIFORNIA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	13.6	-2.96	-21.86	2.30	2.05	-1.4459	73.82
200 <= x < 500	29.0	3.09	10.65	2.95	2.26	1.3644	-0.19
500 <= x < 750	28.3	0.77	2.70	2.66	2.25	0.3402	163.60
750 <= x < 1000	15.0	-0.30	-2.00	2.32	1.53	-0.1964	-27.05
1000 <= x	14.1	-0.59	-4.17	1.63	1.10	-0.5340	-53.51
Locale:							
1: City	37.9	-1.34	-3.53	1.42	0.86	-1.5667	-77.99
2: Suburb	36.8	1.56	4.24	1.40	0.82	1.8998	21.59
3: Town	8.7	0.59	6.75	1.51	1.16	0.5047	-74.64
4: Rural	16.6	-0.81	-4.86	1.61	1.29	-0.6238	-67.60
Grade level:							
Primary	60.7	-2.20	-3.62	2.26	2.30	-0.9552	-10.58
Middle	13.9	1.08	7.76	0.99	0.96	1.1260	29.69
High school	22.2	0.71	3.20	1.70	1.54	0.4623	-43.97
Combined	3.2	0.41	12.72	0.64	0.47	0.8577	14.01
COLORADO	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	17.6	1.67	9.52	13.62	2.98	0.5629	-57.34
200 <= x < 500	39.9	-2.00	-5.01	5.37	2.72	-0.7352	-26.89
500 <= x < 750	27.8	1.33	4.80	8.51	3.58	0.3732	40.82
750 <= x < 1000	6.7	-0.86	-12.82	1.79	0.93	-0.9193	-45.75
1000 <= x	8.0	-0.15	-1.92	1.86	1.39	-0.1104	-72.63
Locale:							
1: City	45.0	13.25	29.46	4.36	2.98	4.4505	67.37
2: Suburb	16.8	-9.89	-58.88	3.34	2.68	-3.6927	2.56
3: Town	11.3	0.88	7.77	2.76	1.18	0.7442	-62.86
4: Rural	26.9	-4.25	-15.79	8.16	2.83	-1.4991	554.99
Grade level:							
Primary	54.8	-1.49	-2.71	14.59	3.78	-0.3933	-53.93
Middle	17.1	-0.04	-0.22	4.15	1.44	-0.0261	-83.36
High school	17.4	-0.66	-3.78	4.20	1.96	-0.3360	55.62
Combined	10.7	2.18	20.44	22.22	4.04	0.5399	-15.20

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
CONNECTICUT	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	15.8	3.23	20.48	5.33	2.20	1.4678	25.35
200 <= x < 500	53.4	6.86	12.84	6.11	2.51	2.7284	-5.60
500 <= x < 750	16.2	-7.31	-45.12	3.62	2.42	-3.0191	-3.87
750 <= x < 1000	6.8	-1.74	-25.60	1.57	1.50	-1.1611	54.38
1000 <= x	7.8	-1.05	-13.47	1.13	0.88	-1.1959	-6.33
Locale:							
1: City	24.9	0.18	0.73	5.20	3.87	0.0468	-97.97
2: Suburb	53.0	-1.44	-2.73	5.93	3.47	-0.4159	-66.97
3: Town	4.8	-0.39	-8.09	2.56	0.82	-0.4746	-20.51
4: Rural	17.3	1.65	9.55	2.53	1.60	1.0316	-59.45
Grade level:							
Primary	65.6	3.99	6.09	3.31	2.53	1.5797	-2.99
Middle	17.6	0.09	0.54	1.82	1.48	0.0640	-32.26
High school	12.9	-5.35	-41.39	1.57	1.46	-3.6616	8.35
Combined	3.9	1.27	32.41	0.94	0.60	2.1147	84.58
DELAWARE	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	12.6	-0.18	-1.42	2.86	0.65	-0.2765	110.22
200 <= x < 500	29.4	1.50	5.10	5.35	0.81	1.8566	-4.71
500 <= x < 750	35.9	0.34	0.94	5.11	1.11	0.3045	29.99
750 <= x < 1000	12.1	-0.41	-3.39	2.53	0.76	-0.5400	-5.72
1000 <= x	10.0	-1.25	-12.53	1.99	1.10	-1.1334	-4.93
Locale:							
1: City	15.3	0.57	3.75	3.13	0.50	1.1378	-23.29
2: Suburb	46.8	-0.01	-0.01	3.12	1.08	-0.0050	-98.97
3: Town	15.2	-1.53	-10.05	2.77	0.83	-1.8463	-14.59
4: Rural	22.7	0.96	4.22	2.44	1.04	0.9218	87.12
Grade level:							
Primary	56.9	5.40	9.50	2.04	1.26	4.2923	-0.84
Middle	19.2	-0.56	-2.95	1.43	1.04	-0.5428	-12.04
High school	14.7	-3.13	-21.36	1.41	1.08	-2.9012	-0.80
Combined	9.3	-1.71	-18.31	2.52	0.94	-1.8179	3.43

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
DISTRICT OF COLUMBIA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	19.1	-5.23	-27.34	8.36	8.11	-0.6442	0.00
200 <= x < 500	52.4	-6.21	-11.85	10.12	10.05	-0.6172	0.00
500 <= x < 750	19.4	7.12	36.74	10.10	7.05	1.0094	0.00
750 <= x < 1000	6.5	4.35	67.12	4.07	2.88	1.5106	0.00
1000 <= x	2.7	-0.04	-1.35	2.20	1.96	-0.0183	-0.02
Locale:							
1: City	100	0	0	0	0.00	1	0
2: Suburb	0	0	0	0	0.00	0	0
3: Town	0	0	0	0	0.00	0	0
4: Rural	0	0	0	0	0.00	0	0
Grade level:							
Primary	54.9	-9.09	-16.56	8.32	8.41	-1.0812	0.00
Middle	7.7	-2.21	-28.54	3.76	3.80	-0.5810	0.00
High school	31.8	12.32	38.73	7.66	7.51	1.6401	0.00
Combined	5.5	-1.02	-18.46	1.84	1.82	-0.5622	0.00
FLORIDA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	9.5	-0.09	-0.92	2.45	1.12	-0.0780	-85.93
200 <= x < 500	11.6	-1.83	-15.85	3.95	2.87	-0.6398	21.50
500 <= x < 750	33.1	3.23	9.76	5.13	3.51	0.9182	-10.87
750 <= x < 1000	24.8	-1.93	-7.77	4.44	2.89	-0.6672	34.55
1000 <= x	21.1	0.62	2.95	2.59	1.90	0.3277	957.14
Locale:							
1: City	28.1	1.64	5.83	3.56	3.06	0.5353	0.62
2: Suburb	49.7	2.21	4.44	3.14	2.76	0.8008	69678.58
3: Town	5.7	-1.17	-20.57	1.43	1.13	-1.0414	592.72
4: Rural	16.5	-2.67	-16.20	2.52	1.95	-1.3705	82.74
Grade level:							
Primary	55.6	-1.25	-2.24	3.26	2.54	-0.4912	8.20
Middle	17.7	1.02	5.75	2.00	1.66	0.6131	-18.36
High school	19.1	1.90	9.96	2.33	1.49	1.2808	17.60
Combined	7.5	-1.68	-22.30	1.78	1.06	-1.5754	-2.29

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
GEORGIA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	4.6	0.32	6.78	1.91	0.89	0.3558	23.64
200 <= x < 500	21.1	-1.95	-9.23	4.06	2.17	-0.8993	788.26
500 <= x < 750	35.6	1.49	4.18	4.92	2.74	0.5423	-53.74
750 <= x < 1000	19.6	1.12	5.69	3.23	1.97	0.5668	555.17
1000 <= x	19.0	-0.97	-5.11	2.86	2.33	-0.4180	-71.59
Locale:							
1: City	22.0	4.87	22.13	2.33	2.09	2.3343	540.94
2: Suburb	29.4	-2.00	-6.81	2.97	2.81	-0.7122	-69.39
3: Town	13.8	0.33	2.38	1.34	1.06	0.3112	-90.17
4: Rural	34.8	-3.20	-9.18	2.18	1.99	-1.6079	31.73
Grade level:							
Primary	59.6	2.48	4.16	2.36	2.35	1.0559	-15.96
Middle	20.1	-0.27	-1.36	1.81	1.73	-0.1585	-2.79
High school	15.7	-2.04	-13.01	1.95	1.89	-1.0820	-28.19
Combined	4.5	-0.16	-3.64	0.88	0.65	-0.2535	-5.81
HAWAII	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	0	0.00	0		0.00	0	0
200 <= x < 500	46.3	20.16	43.52	22.97	11.20	1.8007	0.00
500 <= x < 750	2.2	-25.83	-1174.57	2.85	13.24	-1.9511	0.00
750 <= x < 1000	41.3	4.97	12.04	21.54	15.11	0.3288	0.00
1000 <= x	10.2	0.70	6.83	6.61	4.97	0.1403	0.00
Locale:							
1: City	1.3	0.58	43.52	1.52	0.99	0.5890	0.00
2: Suburb	22.4	-22.13	-98.80	12.53	12.92	-1.7132	0.00
3: Town	32.4	7.65	23.62	21.16	12.26	0.6241	0.00
4: Rural	43.9	13.89	31.67	22.00	13.32	1.0428	0.00
Grade level:							
Primary	67.2	1.10	1.64	16.71	13.12	0.0842	0.00
Middle	8.8	-6.57	-74.75	9.41	9.00	-0.7303	0.00
High school	20.5	5.18	25.24	10.91	7.44	0.6962	0.00
Combined	3.5	0.29	8.21	3.79	3.01	0.0964	0.00

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
IDAHO	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	32.7	2.47	7.54	6.07	2.58	0.9580	-28.83
200 <= x < 500	35.1	0.88	2.50	5.57	2.43	0.3614	7.08
500 <= x < 750	24.3	-2.21	-9.08	3.81	2.10	-1.0504	-41.47
750 <= x < 1000	3.3	0.45	13.81	0.64	0.17	2.7110	-38.73
1000 <= x	4.6	-1.59	-34.24	1.09	0.77	-2.0550	27.29
Locale:							
1: City	22.2	-1.04	-4.66	3.70	2.08	-0.4979	-82.43
2: Suburb	10.2	0.94	9.17	1.92	1.30	0.7213	-5.05
3: Town	22.7	1.23	5.39	2.36	1.18	1.0387	-65.07
4: Rural	44.8	-1.13	-2.52	4.22	2.22	-0.5075	-66.59
Grade level:							
Primary	45.6	-3.28	-7.20	3.18	2.08	-1.5792	-32.98
Middle	13.1	0.70	5.37	0.97	0.68	1.0355	-39.95
High school	35.5	3.17	8.94	3.34	1.64	1.9346	-15.19
Combined	5.8	-0.59	-10.25	0.89	1.41	-0.4187	5019.55
ILLINOIS	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	20.0	-0.68	-3.42	3.25	2.10	-0.3252	290.74
200 <= x < 500	49.2	3.08	6.25	4.42	2.17	1.4170	2.27
500 <= x < 750	18.1	-1.27	-6.99	3.22	1.73	-0.7317	-22.16
750 <= x < 1000	5.1	-0.87	-17.18	1.45	0.85	-1.0301	44.22
1000 <= x	7.6	-0.25	-3.31	1.63	1.23	-0.2045	-73.44
Locale:							
1: City	29.8	4.13	13.84	2.60	1.85	2.2350	11.58
2: Suburb	33.3	-3.64	-10.91	2.07	1.67	-2.1720	410.91
3: Town	14.1	0.20	1.42	1.38	0.91	0.2201	-89.67
4: Rural	22.8	-0.70	-3.06	1.75	1.28	-0.5418	-71.96
Grade level:							
Primary	61.3	2.13	3.48	2.08	2.15	0.9934	164.90
Middle	13.7	-0.44	-3.23	1.03	0.90	-0.4920	-18.94
High school	17.4	-2.92	-16.81	1.93	2.13	-1.3737	0.20
Combined	7.6	1.23	16.28	1.28	0.48	2.5829	-21.19

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
INDIANA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	4.4	1.34	30.36	2.78	1.68	0.7972	904.12
200 <= x < 500	44.7	0.07	0.16	5.09	3.14	0.0233	-94.36
500 <= x < 750	35.4	0.55	1.56	4.88	2.30	0.2401	-75.70
750 <= x < 1000	7.1	-1.31	-18.50	1.80	0.68	-1.9255	166.52
1000 <= x	8.4	-0.66	-7.78	1.34	0.83	-0.7887	5.94
Locale:							
1: City	23.4	0.28	1.21	4.35	3.38	0.0837	-95.79
2: Suburb	23.8	2.86	12.00	1.79	1.33	2.1512	-12.33
3: Town	17.6	-1.04	-5.89	2.16	1.51	-0.6896	-29.11
4: Rural	35.2	-2.11	-5.99	3.19	2.58	-0.8170	5.57
Grade level:							
Primary	60.8	3.62	5.95	2.53	2.20	1.6470	450.52
Middle	16.7	-2.06	-12.38	1.36	1.25	-1.6522	228.72
High school	20.0	-0.97	-4.86	1.61	1.29	-0.7543	124.30
Combined	2.5	-0.58	-23.37	0.40	0.43	-1.3620	25.06
IOWA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	18.8	-3.12	-16.59	5.03	2.42	-1.2883	46.42
200 <= x < 500	55.5	1.73	3.12	5.19	2.60	0.6659	124.85
500 <= x < 750	16.3	0.91	5.55	3.52	1.05	0.8626	-11.96
750 <= x < 1000	5.2	0.93	17.87	2.33	0.52	1.7831	11.71
1000 <= x	4.1	-0.45	-10.99	2.25	0.66	-0.6907	-10.12
Locale:							
1: City	13.9	-3.16	-22.76	2.49	2.08	-1.5205	-27.15
2: Suburb	6.4	0.10	1.60	1.00	0.92	0.1116	-52.02
3: Town	30.3	3.08	10.18	3.31	1.51	2.0435	4.91
4: Rural	49.4	-0.03	-0.05	3.55	2.16	-0.0117	-98.44
Grade level:							
Primary	48.6	-0.76	-1.55	3.09	2.05	-0.3684	-62.96
Middle	12.6	0.30	2.37	1.23	0.92	0.3240	30.90
High school	26.0	0.23	0.87	2.40	1.10	0.2069	-82.23
Combined	12.7	0.23	1.80	2.03	1.76	0.1300	-56.95

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
KANSAS	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	28.2	0.37	1.33	4.77	2.17	0.1724	-83.05
200 <= x < 500	53.7	2.05	3.82	5.89	2.70	0.7602	75.31
500 <= x < 750	13.6	-1.03	-7.56	3.38	1.95	-0.5272	-40.53
750 <= x < 1000	1.2	-0.72	-62.08	0.41	0.39	-1.8525	9.10
1000 <= x	3.3	-0.67	-20.00	0.83	0.58	-1.1471	-31.58
Locale:							
1: City	14.3	-2.63	-18.39	2.81	2.31	-1.1415	-57.61
2: Suburb	8.2	-1.42	-17.39	1.34	0.98	-1.4408	-9.72
3: Town	25.4	2.14	8.43	2.05	1.70	1.2579	-25.59
4: Rural	52.2	1.91	3.67	2.69	2.08	0.9194	-61.03
Grade level:							
Primary	55.6	-0.33	-0.59	2.71	2.10	-0.1566	-62.67
Middle	16.0	0.64	4.00	1.41	1.20	0.5316	75.64
High school	24.4	0.29	1.19	1.79	1.37	0.2117	-67.18
Combined	4.0	-0.60	-15.16	0.77	0.78	-0.7766	63.16
KENTUCKY	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	16.7	0.60	3.60	3.53	0.75	0.7955	-39.23
200 <= x < 500	37.0	-0.49	-1.32	3.96	1.80	-0.2716	3.15
500 <= x < 750	32.4	1.86	5.73	4.65	1.36	1.3656	-4.87
750 <= x < 1000	6.9	-0.82	-11.90	1.76	0.72	-1.1482	-20.91
1000 <= x	7.0	-1.14	-16.30	1.45	0.80	-1.4273	-19.61
Locale:							
1: City	15.3	-0.66	-4.32	1.53	0.84	-0.7852	-77.80
2: Suburb	12.5	0.27	2.19	1.38	0.86	0.3172	-83.07
3: Town	21.4	0.88	4.11	1.71	0.50	1.7573	-58.66
4: Rural	50.8	-0.49	-0.97	2.13	0.89	-0.5528	-80.09
Grade level:							
Primary	52.8	1.34	2.54	2.34	1.38	0.9690	76.25
Middle	14.4	-1.22	-8.46	0.91	0.62	-1.9559	0.64
High school	26.6	-0.24	-0.92	2.56	1.24	-0.1975	-43.95
Combined	6.2	0.12	1.94	0.92	0.38	0.3155	868.74

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
LOUISIANA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	11.7	0.56	4.77	3.15	2.38	0.2350	-29.61
200 <= x < 500	62.0	5.37	8.66	4.87	3.30	1.6284	-17.67
500 <= x < 750	16.3	-4.96	-30.34	3.64	2.65	-1.8715	-4.92
750 <= x < 1000	2.3	-1.69	-74.77	1.04	1.27	-1.3263	-0.07
1000 <= x	7.7	0.72	9.38	1.78	1.21	0.5927	75.68
Locale:							
1: City	19.9	-2.91	-14.65	3.34	3.01	-0.9691	-58.84
2: Suburb	22.2	2.61	11.74	4.15	3.39	0.7682	318.26
3: Town	25.3	2.40	9.51	3.25	2.38	1.0108	-55.02
4: Rural	32.7	-2.09	-6.41	3.31	2.80	-0.7468	-11.24
Grade level:							
Primary	53.0	-1.26	-2.38	3.36	3.21	-0.3927	-14.54
Middle	17.6	2.45	13.96	1.83	1.67	1.4677	4.30
High school	17.4	-0.56	-3.23	1.82	1.56	-0.3595	33.86
Combined	12.1	-0.63	-5.20	2.44	2.27	-0.2759	38.13
MAINE	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	39.8	3.78	9.50	4.14	1.34	2.8179	-18.13
200 <= x < 500	42.7	-4.43	-10.39	4.69	1.53	-2.9012	1.14
500 <= x < 750	10.3	0.30	2.93	2.13	0.89	0.3398	37.78
750 <= x < 1000	5.1	0.63	12.32	1.28	0.52	1.1969	79.40
1000 <= x	2.2	-0.28	-12.98	0.73	0.28	-1.0011	-24.48
Locale:							
1: City	8.3	-0.21	-2.47	1.04	0.76	-0.2701	-88.73
2: Suburb	6.7	-0.90	-13.50	1.23	1.04	-0.8712	-15.64
3: Town	15.3	0.65	4.25	1.84	0.97	0.6695	-26.02
4: Rural	69.7	0.46	0.66	1.84	1.42	0.3235	-77.23
Grade level:							
Primary	61.6	1.52	2.46	1.86	1.38	1.1020	-18.54
Middle	13.7	-1.11	-8.09	0.96	0.81	-1.3652	0.68
High school	21.7	-0.83	-3.84	1.64	1.65	-0.5042	-34.25
Combined	3.0	0.42	13.93	0.21	0.13	3.3492	-16.02

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
MARYLAND	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	2.6	-0.58	-22.61	1.29	0.99	-0.5842	0.00
200 <= x < 500	48.9	6.89	14.10	9.44	7.38	0.9335	0.00
500 <= x < 750	32.5	-2.65	-8.16	8.73	6.48	-0.4094	0.00
750 <= x < 1000	5.2	-1.96	-37.48	2.28	2.54	-0.7701	0.00
1000 <= x	10.8	-1.70	-15.70	2.41	2.14	-0.7943	0.00
Locale:							
1: City	30.0	13.04	43.51	5.53	5.41	2.4112	0.00
2: Suburb	20.4	-38.14	-186.89	6.16	5.60	-6.8107	0.00
3: Town	14.3	8.59	60.30	4.76	3.49	2.4606	0.00
4: Rural	35.4	16.51	46.67	4.07	3.85	4.2871	0.00
Grade level:							
Primary	69.0	4.95	7.17	4.29	4.18	1.1838	0.00
Middle	10.3	-5.96	-58.00	3.25	3.12	-1.9104	0.00
High school	17.8	0.78	4.40	2.49	2.39	0.3273	0.00
Combined	3.0	0.24	7.94	0.74	0.69	0.3423	0.00
MASSACHUSETTS	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	6.9	-3.06	-44.06	3.36	2.33	-1.3131	10.82
200 <= x < 500	48.5	2.62	5.41	4.40	2.38	1.1047	-48.51
500 <= x < 750	23.3	-0.51	-2.20	4.02	2.39	-0.2149	-83.99
750 <= x < 1000	12.5	1.52	12.09	2.63	0.81	1.8799	-3.01
1000 <= x	8.7	-0.57	-6.52	1.76	1.08	-0.5260	-18.47
Locale:							
1: City	21.9	2.46	11.24	2.69	2.00	1.2310	539.87
2: Suburb	63.0	-0.87	-1.39	2.65	2.39	-0.3660	-25.65
3: Town	3.7	0.54	14.72	1.91	0.33	1.6347	-42.36
4: Rural	11.4	-2.13	-18.64	1.90	1.86	-1.1457	23.17
Grade level:							
Primary	63.6	1.55	2.43	2.17	1.97	0.7874	-47.61
Middle	15.9	-1.52	-9.62	1.26	1.29	-1.1811	-32.14
High school	18.3	0.16	0.88	2.09	1.72	0.0939	-69.06
Combined	2.3	-0.19	-8.18	0.45	0.34	-0.5405	-0.37

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
MICHIGAN	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	11.8	-0.20	-1.68	2.91	1.51	-0.1315	-55.87
200 <= x < 500	55.2	3.87	7.01	3.84	1.77	2.1832	43.85
500 <= x < 750	21.9	-2.65	-12.10	2.90	1.42	-1.8649	55.33
750 <= x < 1000	5.4	-0.49	-9.13	0.90	0.55	-0.9021	448.40
1000 <= x	5.7	-0.52	-9.13	0.98	0.55	-0.9480	18.21
Locale:							
1: City	20.2	-1.07	-5.29	2.03	1.94	-0.5485	-84.34
2: Suburb	34.8	1.01	2.91	1.74	1.39	0.7247	-42.34
3: Town	13.0	-0.89	-6.85	1.24	0.95	-0.9396	78.68
4: Rural	32.0	0.95	2.96	1.70	1.08	0.8793	-79.17
Grade level:							
Primary	53.8	2.10	3.91	1.92	1.88	1.1188	316.13
Middle	14.2	-2.20	-15.47	1.21	1.30	-1.6953	66.30
High school	24.4	-0.83	-3.39	1.81	1.57	-0.5275	11.03
Combined	7.6	0.92	12.01	0.70	0.33	2.7841	-41.09
MINNESOTA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	32.2	1.39	4.30	3.86	2.17	0.6387	15.69
200 <= x < 500	36.5	1.09	3.00	3.60	1.96	0.5580	41.78
500 <= x < 750	14.0	-2.75	-19.56	2.29	1.64	-1.6714	10.14
750 <= x < 1000	10.1	0.36	3.55	1.71	0.93	0.3850	-59.63
1000 <= x	7.2	-0.09	-1.26	0.94	0.43	-0.2131	-74.97
Locale:							
1: City	18.8	0.28	1.47	3.26	2.46	0.1124	-93.40
2: Suburb	23.2	-0.01	-0.06	1.78	1.34	-0.0101	169.99
3: Town	22.6	-0.93	-4.12	2.48	1.56	-0.5993	159.76
4: Rural	35.4	0.67	1.89	2.17	1.46	0.4599	-82.52
Grade level:							
Primary	43.0	-0.61	-1.43	2.83	2.26	-0.2720	-58.39
Middle	11.1	0.13	1.13	1.18	0.73	0.1726	-85.96
High school	30.4	-0.82	-2.71	2.30	1.40	-0.5873	1002.58
Combined	15.5	1.31	8.47	2.37	1.38	0.9525	99.75

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
MISSISSIPPI	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	14.3	1.27	8.92	2.87	0.58	2.1933	1.50
200 <= x < 500	40.5	-1.28	-3.15	5.39	1.81	-0.7050	0.47
500 <= x < 750	33.3	2.36	7.09	4.98	1.37	1.7237	-1.43
750 <= x < 1000	6.6	-1.74	-26.19	2.14	1.38	-1.2628	-1.09
1000 <= x	5.3	-0.62	-11.69	1.15	0.54	-1.1393	-0.44
Locale:							
1: City	11.5	-0.61	-5.33	2.14	0.97	-0.6284	81.94
2: Suburb	5.5	-0.03	-0.46	1.24	0.39	-0.0654	-76.23
3: Town	31.8	-0.58	-1.81	3.03	1.65	-0.3486	-21.31
4: Rural	51.3	1.21	2.37	2.60	1.45	0.8345	26.19
Grade level:							
Primary	42.6	-0.82	-1.94	2.71	1.85	-0.4456	2.52
Middle	16.6	1.07	6.44	1.07	0.66	1.6149	-3.19
High school	30.6	-0.62	-2.03	2.28	1.56	-0.3968	-5.20
Combined	10.3	0.38	3.66	1.70	0.64	0.5913	6.22
MISSOURI	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	16.1	0.71	4.39	3.39	1.12	0.6317	-12.92
200 <= x < 500	54.0	1.71	3.16	3.76	1.63	1.0494	29.37
500 <= x < 750	17.6	-1.75	-9.95	2.75	1.25	-1.3955	19.13
750 <= x < 1000	6.7	-1.04	-15.53	1.51	0.60	-1.7338	15.86
1000 <= x	5.6	0.38	6.84	0.94	0.41	0.9281	58.39
Locale:							
1: City	15.3	1.01	6.62	2.07	1.74	0.5827	-49.76
2: Suburb	22.8	0.60	2.62	1.45	1.19	0.5026	266.79
3: Town	17.8	-1.31	-7.39	1.37	1.08	-1.2155	65.85
4: Rural	44.2	-0.30	-0.68	1.99	1.50	-0.1988	-88.72
Grade level:							
Primary	52.5	1.66	3.16	2.33	1.82	0.9122	21.20
Middle	14.8	-1.06	-7.16	1.23	1.20	-0.8814	-0.73
High school	20.2	-0.94	-4.68	1.25	1.14	-0.8289	-21.58
Combined	12.5	0.34	2.75	1.28	0.98	0.3522	-61.85

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
MONTANA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	46.7	3.22	6.89	8.43	1.89	1.7043	-6.26
200 <= x < 500	38.7	-1.79	-4.62	6.65	2.25	-0.7959	-9.42
500 <= x < 750	8.0	-0.38	-4.82	2.74	0.56	-0.6906	-0.64
750 <= x < 1000	4.4	-0.55	-12.69	2.50	0.79	-0.6969	1.78
1000 <= x	2.3	-0.49	-21.81	0.33	0.21	-2.3640	-6.87
Locale:							
1: City	12.0	1.20	10.01	1.74	0.68	1.7640	50.79
2: Suburb	0	-1.30	100.00	0.00	0.88	-1.4725	0.00
3: Town	21.3	-1.42	-6.68	2.30	1.45	-0.9832	7.40
4: Rural	66.7	1.52	2.27	3.43	1.67	0.9065	-16.84
Grade level:							
Primary	57.3	2.46	4.29	3.55	2.19	1.1253	3.65
Middle	8.7	0.06	0.73	1.07	0.64	0.0992	57.47
High school	12.9	-1.28	-9.93	1.56	0.73	-1.7,512	1.00
Combined	21.0	-1.24	-5.90	2.69	2.78	-0.4457	8.47
NEBRASKA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	37.0	2.17	5.87	4.89	2.59	0.8366	-36.69
200 <= x < 500	45.7	-0.18	-0.40	5.20	2.64	-0.0686	-84.54
500 <= x < 750	11.9	-1.05	-8.84	1.94	1.66	-0.6360	-13.49
750 <= x < 1000	2.5	-1.01	-40.52	0.58	0.87	-1.1619	-4.18
1000 <= x	3.0	0.07	2.39	0.61	0.36	0.1971	448.68
Locale:							
1: City	13.7	-8.55	-62.32	1.99	1.99	-4.2980	-12.98
2: Suburb	4.3	-2.09	-48.51	1.31	1.23	-1.6923	-5.96
3: Town	25.2	3.37	13.41	2.75	2.21	1.5237	30.29
4: Rural	56.8	7.26	12.78	2.71	2.14	3.3972	-23.18
Grade level:							
Primary	49.3	-3.19	-6.47	2.71	2.48	-1.2865	-18.88
Middle	10.4	0.72	6.92	0.83	0.64	1.1167	43.71
High school	23.3	2.35	10.07	2.29	1.82	1.2940	-13.57
Combined	17.0	0.12	0.68	1.68	1.84	0.0624	-83.72

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
NEVADA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	14.0	-5.03	-35.94	4.74	2.50	-2.0102	35.26
200 <= x < 500	20.2	0.65	3.21	6.60	3.60	0.1801	191.03
500 <= x < 750	27.8	-0.27	-0.99	5.56	3.71	-0.0741	-93.87
750 <= x < 1000	18.2	3.53	19.41	4.00	1.08	3.2729	-33.55
1000 <= x	19.8	1.13	5.70	2.52	1.22	0.9285	-63.75
Locale:							
1: City	35.4	-1.48	-4.19	3.41	2.41	-0.6155	-74.55
2: Suburb	23.7	-2.18	-9.21	2.89	2.66	-0.8204	-31.22
3: Town	12.3	2.09	17.02	3.32	0.72	2.9108	-43.40
4: Rural	28.6	1.58	5.52	2.68	2.02	0.7806	-70.28
Grade level:							
Primary	60.4	1.73	2.87	2.62	2.03	0.8537	6.04
Middle	18.7	-0.41	-2.21	2.25	1.78	-0.2324	-73.59
High school	18.8	0.26	1.39	2.06	1.27	0.2049	-86.34
Combined	2.1	-1.58	-76.26	0.60	0.56	-2.8178	-13.93
NEW HAMPSHIRE	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	30.6	4.19	13.68	7.57	1.54	2.7317	-19.49
200 <= x < 500	41.4	-2.25	-5.44	6.55	2.98	-0.7561	34.67
500 <= x < 750	13.8	-2.65	-19.22	3.81	2.82	-0.9390	-22.70
750 <= x < 1000	6.6	0.16	2.41	2.47	0.65	0.2481	15.93
1000 <= x	7.5	0.55	7.29	1.10	0.51	1.0796	1690.70
Locale:							
1: City	6.6	-2.18	-33.07	2.95	1.69	-1.2890	-35.54
2: Suburb	16.5	-2.16	-13.05	3.39	1.51	-1.4258	-24.50
3: Town	8.8	-5.15	-58.74	2.14	2.67	-1.9242	4.52
4: Rural	68.1	9.48	13.91	3.48	2.72	3.4826	-15.03
Grade level:							
Primary	65.1	-1.41	-2.17	2.24	1.54	-0.9163	142.20
Middle	16.6	0.45	2.67	1.46	1.05	0.4236	590.59
High school	15.5	0.59	3.82	1.30	1.00	0.5943	216.53
Combined	2.7	0.38	13.85	0.22	0.12	3.2144	-18.36

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
NEW JERSEY	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	7.0	-1.36	-19.53	2.05	1.54	-0.8856	0.57
200 <= x < 500	50.3	2.72	5.40	3.77	2.02	1.3462	-35.22
500 <= x < 750	22.0	0.66	3.02	3.65	1.79	0.3716	-62.77
750 <= x < 1000	7.2	-1.02	-14.12	1.26	0.92	-1.1126	38.22
1000 <= x	13.5	-1.00	-7.43	1.63	0.92	-1.0837	212.71
Locale:							
1: City	9.4	1.00	10.63	1.38	1.21	0.8248	3803.96
2: Suburb	75.9	-1.18	-1.56	1.87	1.62	-0.7289	-10.22
3: Town	3.7	0.18	4.82	1.39	0.73	0.2408	-60.24
4: Rural	11.0	0.01	0.05	1.75	1.08	0.0054	-99.30
Grade level:							
Primary	65.3	2.58	3.95	1.92	1.73	1.4917	34.56
Middle	13.6	-2.23	-16.38	1.27	1.19	-1.8823	41.52
High school	18.4	-0.40	-2.17	1.51	1.31	-0.3044	26.34
Combined	2.6	0.05	2.08	0.59	0.34	0.1606	152.74
NEW MEXICO	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	14.9	2.07	13.90	4.25	1.78	1.1620	-24.65
200 <= x < 500	51.8	-2.87	-5.54	5.92	3.49	-0.8224	105.53
500 <= x < 750	20.7	2.47	11.89	4.86	2.99	0.8245	9.62
750 <= x < 1000	7.4	-0.71	-9.47	2.29	1.71	-0.4127	-59.02
1000 <= x	5.1	-0.96	-18.94	0.92	0.74	-1.3025	-48.91
Locale:							
1: City	11.2	-13.45	-120.25	2.45	2.08	-6.4604	-14.43
2: Suburb	9.6	2.25	23.44	2.03	1.60	1.4043	54.52
3: Town	34.9	4.42	12.68	3.20	2.84	1.5557	-20.35
4: Rural	44.4	6.78	15.28	3.82	2.82	2.4051	-22.18
Grade level:							
Primary	52.7	-4.25	-8.07	4.24	3.15	-1.3501	25.17
Middle	19.3	2.73	14.14	2.13	1.65	1.6571	24.92
High school	16.9	-0.44	-2.61	1.90	1.39	-0.3170	-63.56
Combined	11.2	1.96	17.55	1.51	1.27	1.5474	-18.88

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
NEW YORK	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	2.2	-3.10	-143.47	1.35	1.46	-2.1270	26.06
200 <= x < 500	47.6	2.70	5.67	3.82	2.58	1.0453	-27.38
500 <= x < 750	24.6	-0.25	-1.00	3.25	2.02	-0.1216	149.83
750 <= x < 1000	10.0	-1.76	-17.58	1.69	1.52	-1.1563	3.49
1000 <= x	15.6	2.40	15.42	2.22	1.85	1.3002	349.12
Locale:							
1: City	40.8	1.81	4.43	1.54	1.29	1.3997	-83.57
2: Suburb	33.0	-0.26	-0.80	1.71	1.59	-0.1667	-95.22
3: Town	8.7	-1.16	-13.37	1.03	1.00	-1.1648	-9.29
4: Rural	17.5	-0.38	-2.17	1.53	1.23	-0.3086	-90.90
Grade level:							
Primary	54.4	-0.15	-0.28	2.64	2.64	-0.0568	-3.53
Middle	17.5	0.29	1.65	1.55	1.59	0.1806	41.80
High school	19.6	-2.08	-10.60	2.03	1.98	-1.0486	13.77
Combined	8.5	1.94	22.97	0.85	0.74	2.6253	9.07
NORTH CAROLINA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	12.5	-0.67	-5.38	4.71	2.21	-0.3051	-32.50
200 <= x < 500	39.2	3.96	10.09	4.46	2.33	1.6965	-22.37
500 <= x < 750	27.6	0.52	1.90	3.77	1.90	0.2756	-58.93
750 <= x < 1000	14.0	-0.59	-4.22	2.45	1.52	-0.3897	-56.58
1000 <= x	6.6	-3.22	-48.92	2.01	1.68	-1.9203	-19.87
Locale:							
1: City	18.2	-6.91	-38.05	2.61	2.25	-3.0700	-37.58
2: Suburb	13.2	1.69	12.79	2.86	1.68	1.0053	341.27
3: Town	15.5	2.28	14.70	2.01	1.19	1.9073	-29.73
4: Rural	53.2	2.95	5.54	2.86	1.95	1.5118	-64.13
Grade level:							
Primary	55.6	-0.22	-0.39	3.75	2.54	-0.0853	-35.50
Middle	19.9	1.91	9.57	1.94	1.48	1.2892	93.91
High school	19.2	-2.28	-11.85	2.26	2.48	-0.9183	45.83
Combined	5.2	0.58	11.18	5.31	1.44	0.4058	143.17

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
NORTH DAKOTA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	49.3	-0.58	-1.18	5.12	1.53	-0.3809	2087.95
200 <= x < 500	37.4	0.06	0.15	5.08	1.54	0.0365	-80.74
500 <= x < 750	7.0	0.73	10.36	1.35	0.45	1.6150	34.93
750 <= x < 1000	2.9	-0.68	-23.79	0.61	0.43	-1.5891	6.58
1000 <= x	3.5	0.47	13.67	1.02	0.23	2.0342	14.22
Locale:							
1: City	15.7	1.82	11.64	1.89	1.49	1.2259	252.15
2: Suburb	4.1	-0.23	-5.60	1.49	0.86	-0.2683	-41.44
3: Town	15.8	0.45	2.85	1.61	0.65	0.6907	-28.31
4: Rural	64.4	-2.04	-3.17	2.61	1.72	-1.1867	172.48
Grade level:							
Primary	44.7	0.52	1.16	2.98	1.54	0.3368	422.26
Middle	7.4	1.01	13.58	0.76	0.29	3.5061	13.33
High school	18.0	-0.92	-5.09	1.69	0.88	-1.0346	44.53
Combined	29.9	-0.61	-2.05	2.59	1.71	-0.3571	71.87
OHIO	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	3.9	0.67	17.28	1.87	0.57	1.1670	9.50
200 <= x < 500	56.1	0.08	0.14	3.73	2.32	0.0343	-2.20
500 <= x < 750	25.4	1.30	5.12	3.52	1.62	0.8009	-14.90
750 <= x < 1000	6.7	-1.09	-16.32	1.43	0.80	-1.3551	7.00
1000 <= x	8.0	-0.95	-11.87	1.39	1.34	-0.7093	-7.74
Locale:							
1: City	19.9	1.86	9.33	2.63	2.11	0.8803	-52.24
2: Suburb	35.7	-0.47	-1.33	2.19	1.94	-0.2442	94.50
3: Town	15.1	0.36	2.38	1.36	0.85	0.4205	-84.21
4: Rural	29.3	-1.74	-5.94	1.86	1.44	-1.2091	-6.46
Grade level:							
Primary	54.7	-1.19	-2.17	2.02	1.75	-0.6800	-50.27
Middle	18.6	0.55	2.95	1.03	0.92	0.5989	-70.13
High school	22.6	0.10	0.46	1.47	1.20	0.0869	72.58
Combined	4.1	0.53	13.01	0.52	0.35	1.5173	8.88

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
OKLAHOMA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	20.3	-1.66	-8.17	4.34	1.68	-0.9839	81.39
200 <= x < 500	42.7	-0.69	-1.60	5.04	1.96	-0.3495	-30.28
500 <= x < 750	25.2	1.30	5.16	4.21	1.09	1.1950	-19.16
750 <= x < 1000	5.8	0.45	7.74	2.47	0.72	0.6215	709.69
1000 <= x	6.0	0.60	9.85	1.98	0.61	0.9833	73.66
Locale:							
1: City	15.2	-0.61	-4.00	1.68	1.13	-0.5371	-39.60
2: Suburb	12.3	0.48	3.93	2.31	1.40	0.3470	-72.69
3: Town	18.6	-2.73	-14.64	1.44	1.66	-1.6451	33.39
4: Rural	53.8	2.85	5.30	2.62	1.95	1.4599	-40.89
Grade level:							
Primary	46.5	-2.27	-4.88	2.67	2.28	-0.9933	-23.92
Middle	13.0	0.33	2.52	1.10	0.87	0.3773	154.24
High school	18.3	1.32	7.23	1.72	1.01	1.3111	-6.87
Combined	22.2	0.62	2.79	2.23	1.31	0.4749	-56.77
OREGON	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	13.3	0.54	4.04	3.26	1.47	0.3640	-79.20
200 <= x < 500	50.4	0.11	0.21	6.02	3.42	0.0312	-84.79
500 <= x < 750	21.7	-1.05	-4.85	4.90	3.02	-0.3489	46.91
750 <= x < 1000	7.6	0.71	9.32	1.48	0.95	0.7479	1815.94
1000 <= x	7.0	-0.30	-4.24	1.00	1.00	-0.2970	-75.24
Locale:							
1: City	32.8	5.29	16.09	3.90	3.67	1.4409	240.61
2: Suburb	15.7	-2.14	-13.63	2.81	2.23	-0.9600	0.37
3: Town	23.8	-4.37	-18.39	3.53	2.33	-1.8745	247.84
4: Rural	27.7	1.23	4.43	3.63	2.29	0.5367	-75.16
Grade level:							
Primary	59.7	2.12	3.56	3.04	2.91	0.7300	54.38
Middle	14.9	-2.34	-15.73	1.59	1.68	-1.3905	-1.93
High school	21.4	-0.32	-1.50	2.16	1.87	-0.1719	292.18
Combined	4.0	0.54	13.60	0.69	0.47	1.1420	-41.97

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
PENNSYLVANIA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	3.6	-3.04	-84.19	1.54	1.86	-1.6378	6.79
200 <= x < 500	40.9	-2.23	-5.44	5.93	2.74	-0.8109	2195.14
500 <= x < 750	31.2	3.02	9.69	4.35	2.07	1.4558	326.82
750 <= x < 1000	11.4	1.15	10.15	2.50	1.06	1.0840	2.67
1000 <= x	13.0	1.09	8.45	2.10	0.92	1.1931	-1.79
Locale:							
1: City	15.0	-2.33	-15.59	1.21	1.14	-2.0511	-48.86
2: Suburb	43.1	1.71	3.98	2.20	2.08	0.8260	36.79
3: Town	14.6	1.54	10.55	1.70	1.03	1.4949	-34.70
4: Rural	27.4	-0.92	-3.36	1.86	2.05	-0.4495	-3.29
Grade level:							
Primary	57.2	-2.43	-4.26	2.02	2.12	-1.1480	-2.28
Middle	17.2	0.90	5.26	1.13	1.28	0.7042	23.63
High school	23.2	1.46	6.29	1.60	1.40	1.0384	-15.86
Combined	2.5	0.07	3.02	0.44	0.29	0.2536	154.46
RHODE ISLAND	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	2.2	-2.17	-97.79	1.20	2.24	-0.9698	-11.46
200 <= x < 500	69.1	2.04	2.96	4.24	3.94	0.5182	-56.68
500 <= x < 750	15.4	1.39	9.02	3.99	2.81	0.4953	85.52
750 <= x < 1000	2.6	-1.82	-70.76	0.96	0.85	-2.1460	11.53
1000 <= x	10.7	0.55	5.14	2.05	1.69	0.3253	372.58
Locale:							
1: City	16.1	-14.22	-88.25	4.26	4.94	-2.8791	-30.43
2: Suburb	63.3	9.70	15.33	4.37	4.43	2.1886	-27.63
3: Town	3.5	1.23	35.27	2.46	0.87	1.4156	-28.02
4: Rural	17.1	3.29	19.24	2.40	1.93	1.7079	-38.27
Grade level:							
Primary	65.6	2.67	4.07	3.53	3.38	0.7894	-41.76
Middle	17.9	-0.76	-4.26	2.32	2.22	-0.3429	-29.24
High school	14.3	-3.03	-21.18	2.43	2.25	-1.3472	-30.37
Combined	2.2	1.12	50.29	1.20	0.71	1.5687	33.63

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
SOUTH CAROLINA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	4.3	0.24	5.51	1.92	0.27	0.8617	-75.65
200 <= x < 500	33.3	-2.55	-7.67	5.70	2.68	-0.9519	1628.35
500 <= x < 750	28.2	-0.75	-2.68	4.60	1.91	-0.3943	-23.07
750 <= x < 1000	16.4	-0.07	-0.43	3.73	2.26	-0.0315	-88.93
1000 <= x	17.9	3.14	17.54	3.87	1.92	1.6388	516.65
Locale:							
1: City	15.2	1.59	10.49	2.50	2.45	0.6482	-28.83
2: Suburb	24.0	2.71	11.30	3.33	2.70	1.0056	90.02
3: Town	17.1	1.25	7.30	2.55	1.17	1.0654	-50.91
4: Rural	43.8	-5.55	-12.68	2.36	2.22	-2.4973	394.89
Grade level:							
Primary	59.2	3.14	5.31	2.41	2.24	1.4046	62.11
Middle	18.6	-2.85	-15.30	1.92	1.71	-1.6671	63.08
High school	21.1	-0.08	-0.40	1.85	1.59	-0.0528	1758.02
Combined	1.1	-0.21	-18.41	0.33	0.33	-0.6227	11.29
SOUTH DAKOTA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	40.0	-0.99	-2.46	4.77	2.84	-0.3468	-43.83
200 <= x < 500	42.1	-0.51	-1.21	5.22	2.32	-0.2189	468.86
500 <= x < 750	11.1	0.82	7.45	3.10	0.99	0.8319	-27.02
750 <= x < 1000	1.7	-0.06	-3.49	0.48	0.20	-0.2989	136.09
1000 <= x	4.9	0.48	9.93	2.24	0.47	1.0251	-5.27
Locale:							
1: City	15.4	-2.40	-15.60	3.80	4.04	-0.5944	-56.24
2: Suburb	0	0.00	0	0		0	0
3: Town	18.2	-0.55	-3.01	2.99	1.77	-0.3105	121.23
4: Rural	66.2	2.70	4.09	3.40	3.46	0.7808	-52.84
Grade level:							
Primary	45.6	4.53	9.94	3.88	3.12	1.4520	69.84
Middle	9.0	-1.05	-11.73	1.20	1.12	-0.9443	30.31
High school	13.7	-1.05	-7.64	1.84	1.36	-0.7713	2.70
Combined	31.4	-2.67	-8.51	3.07	3.52	-0.7588	219.12

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
TENNESSEE	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	4.6	-2.34	-51.45	1.55	1.77	-1.3200	1.44
200 <= x < 500	40.5	-1.41	-3.47	5.01	3.01	-0.4665	203.79
500 <= x < 750	30.2	1.93	6.39	4.06	2.64	0.7303	-3.63
750 <= x < 1000	14.3	1.89	13.20	3.00	2.24	0.8439	161.58
1000 <= x	10.4	-0.07	-0.70	2.43	1.82	-0.0399	-91.75
Locale:							
1: City	21.8	-7.70	-35.35	3.51	3.39	-2.2741	-36.32
2: Suburb	14.7	0.72	4.91	2.18	1.99	0.3638	-50.84
3: Town	18.3	3.37	18.42	1.98	1.30	2.5795	-34.49
4: Rural	45.2	3.61	7.99	3.15	2.65	1.3642	-57.15
Grade level:							
Primary	56.3	-0.28	-0.50	2.77	2.63	-0.1074	-74.50
Middle	18.4	0.21	1.13	1.31	1.28	0.1618	13.60
High school	20.4	-0.96	-4.68	1.82	1.75	-0.5469	495.52
Combined	4.9	1.03	20.98	0.69	0.64	1.6094	-5.20
TEXAS	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	17.1	1.39	8.15	2.82	1.38	1.0070	-50.46
200 <= x < 500	30.9	-0.67	-2.16	3.65	2.24	-0.2972	-57.43
500 <= x < 750	25.1	-3.00	-11.97	2.81	1.90	-1.5819	-16.70
750 <= x < 1000	16.1	1.87	11.62	2.43	1.49	1.2577	425.38
1000 <= x	10.9	0.40	3.71	1.18	0.86	0.4674	-64.44
Locale:							
1: City	33.7	-0.11	-0.32	1.64	1.37	-0.0778	-98.24
2: Suburb	19.6	0.56	2.85	1.90	1.41	0.3954	-70.16
3: Town	15.4	0.80	5.19	1.64	0.82	0.9711	-76.54
4: Rural	31.3	-1.25	-3.98	1.84	1.35	-0.9275	-72.33
Grade level:							
Primary	52.7	-1.62	-3.08	2.31	1.80	-0.9010	12.00
Middle	21.0	0.53	2.54	1.39	1.15	0.4623	38.20
High school	21.6	1.70	7.86	2.55	1.59	1.0673	18.68
Combined	4.7	-0.61	-12.86	0.56	0.50	-1.2228	65.56

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
UTAH	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	16.2	-2.26	-13.92	5.85	2.68	-0.8440	23.54
200 <= x < 500	19.5	2.09	10.73	4.43	2.21	0.9452	37.93
500 <= x < 750	37.9	1.11	2.93	6.25	3.02	0.3680	-53.41
750 <= x < 1000	13.8	-0.34	-2.46	4.24	0.97	-0.3496	-77.82
1000 <= x	12.6	-0.60	-4.73	2.55	0.76	-0.7873	-48.97
Locale:							
1: City	18.9	2.61	13.77	4.46	3.00	0.8697	551.88
2: Suburb	43.4	-0.98	-2.26	5.06	3.33	-0.2940	-81.14
3: Town	14.5	0.03	0.23	3.43	1.38	0.0244	-98.66
4: Rural	23.1	-1.66	-7.18	5.01	2.22	-0.7493	-27.44
Grade level:							
Primary	62.8	5.13	8.16	3.59	2.75	1.8677	61.61
Middle	5.1	-0.19	-3.70	0.47	0.46	-0.4079	-53.46
High school	28.8	-4.36	-15.12	3.40	2.62	-1.6653	42.00
Combined	3.3	-0.59	-18.03	0.71	0.62	-0.9414	15.00
VERMONT	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	37.3	0.16	0.42	3.64	1.85	0.0852	-76.52
200 <= x < 500	47.6	-1.47	-3.08	3.50	1.97	-0.7432	-14.50
500 <= x < 750	8.8	1.73	19.56	1.72	0.47	3.6901	10.24
750 <= x < 1000	4.3	-0.07	-1.63	0.89	0.52	-0.1347	-50.07
1000 <= x	2.0	-0.35	-17.75	0.78	0.35	-0.9928	-8.98
Locale:							
1: City	4.6	0.40	8.70	1.70	1.17	0.3411	-22.64
2: Suburb	5.1	-0.51	-9.96	1.20	1.07	-0.4756	-8.72
3: Town	20.9	3.29	15.73	1.76	0.85	3.8929	-4.93
4: Rural	69.4	-3.18	-4.59	2.35	1.68	-1.8931	33.25
Grade level:							
Primary	66.0	-2.26	-3.43	2.14	1.56	-1.4549	16.51
Middle	8.4	1.03	12.27	0.87	0.75	1.3584	25.81
High school	14.5	0.38	2.65	1.19	0.93	0.4123	81.32
Combined	11.2	0.86	7.65	0.89	0.61	1.4122	-6.71

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
VIRGINIA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	4.7	0.46	9.81	2.31	0.38	1.2217	-69.56
200 <= x < 500	39.8	1.32	3.31	4.82	2.65	0.4980	-66.33
500 <= x < 750	34.5	3.73	10.82	4.49	2.50	1.4946	1119.85
750 <= x < 1000	12.1	-1.74	-14.36	2.18	1.59	-1.0965	51.84
1000 <= x	8.9	-3.77	-42.61	1.50	1.16	-3.2522	-5.28
Locale:							
1: City	24.1	2.63	10.93	3.44	2.85	0.9238	-6.33
2: Suburb	28.5	-2.51	-8.80	3.38	2.83	-0.8870	-65.45
3: Town	9.6	0.07	0.71	1.73	0.69	0.0976	-97.09
4: Rural	37.8	-0.19	-0.50	2.32	1.87	-0.1015	-97.54
Grade level:							
Primary	58.9	2.57	4.37	2.79	2.51	1.0252	293.12
Middle	16.5	0.22	1.36	1.78	1.62	0.1386	-64.27
High school	18.5	-2.35	-12.72	1.76	1.29	-1.8282	3522.93
Combined	6.1	-0.45	-7.38	0.87	0.63	-0.7043	1100.31
WASHINGTON	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	24.0	2.36	9.81	4.43	2.51	0.9407	-29.80
200 <= x < 500	37.7	-3.66	-9.70	5.17	3.18	-1.1517	35.62
500 <= x < 750	25.7	1.48	5.77	4.68	2.87	0.5155	46.22
750 <= x < 1000	5.2	0.14	2.68	1.18	0.89	0.1556	-77.74
1000 <= x	7.4	-0.32	-4.29	1.38	0.90	-0.3490	-69.85
Locale:							
1: City	22.9	0.10	0.42	3.32	3.56	0.0272	-97.14
2: Suburb	34.3	-0.67	-1.96	2.77	2.81	-0.2384	-61.81
3: Town	14.2	-0.36	-2.54	1.81	1.60	-0.2258	-67.93
4: Rural	28.7	0.93	3.26	2.52	2.05	0.4551	-76.70
Grade level:							
Primary	56.0	0.45	0.81	2.75	2.70	0.1678	-63.44
Middle	13.6	0.70	5.12	1.45	1.44	0.4866	174.94
High school	22.1	-1.87	-8.50	1.95	1.96	-0.9553	-26.75
Combined	8.2	0.72	8.77	1.24	0.94	0.7686	-32.19

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
WEST VIRGINIA	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	14.5	-2.32	-15.97	4.89	1.63	-1.4262	-3.00
200 <= x < 500	57.9	2.19	3.79	5.68	1.84	1.1915	-1.20
500 <= x < 750	18.3	-0.66	-3.60	2.92	0.82	-0.8084	1.08
750 <= x < 1000	6.0	0.51	8.38	1.68	0.24	2.0829	-6.40
1000 <= x	3.2	0.29	8.81	1.02	0.15	1.9044	-1.23
Locale:							
1: City	12.1	0.84	6.96	1.54	0.44	1.8918	-23.43
2: Suburb	14.1	0.98	6.96	1.66	0.52	1.8785	-23.43
3: Town	17.0	-5.05	-29.69	1.43	2.38	-2.1210	-2.48
4: Rural	56.9	3.23	5.67	2.41	1.74	1.8532	15.34
Grade level:							
Primary	60.6	3.45	5.70	8.45	1.50	2.3028	-0.13
Middle	16.3	0.69	4.22	1.68	0.60	1.1517	-4.16
High school	14.1	-4.96	-35.03	5.34	2.10	-2.3618	-0.40
Combined	9.0	0.82	9.05	1.55	0.36	2.2538	1.77
WISCONSIN	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	10.3	-2.48	-24.17	3.47	3.35	-0.7395	17.99
200 <= x < 500	61.9	4.27	6.90	4.11	3.30	1.2939	33.40
500 <= x < 750	19.2	0.62	3.21	2.89	1.43	0.4312	-57.14
750 <= x < 1000	4.5	-1.36	-30.52	1.35	1.09	-1.2439	-3.17
1000 <= x	4.2	-1.05	-25.13	1.10	0.94	-1.1179	-7.67
Locale:							
1: City	17.2	-6.62	-38.57	1.95	2.86	-2.3137	-30.45
2: Suburb	23.5	3.37	14.39	2.81	1.99	1.6948	3.12
3: Town	24.0	3.56	14.83	1.87	1.65	2.1560	-21.44
4: Rural	35.4	-0.31	-0.88	2.82	3.25	-0.0963	-81.79
Grade level:							
Primary	56.4	1.05	1.87	2.64	3.11	0.3383	233.81
Middle	14.2	0.46	3.21	1.17	1.20	0.3793	-32.40
High school	22.8	1.82	8.00	2.08	1.62	1.1297	-37.15
Combined	6.6	-3.33	-50.71	1.87	3.63	-0.9193	2.18

See notes at end of table.

Table K-10. Unit response rates for Noncharter Public School Principals after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
WYOMING	100	0	0		0.00	0	
Number of schools:							
0 <= x < 200	45.5	-0.46	-1.02	6.26	5.08	-0.0915	65.25
200 <= x < 500	43.3	-0.29	-0.68	5.78	4.67	-0.0630	-31.90
500 <= x < 750	6.3	0.58	9.23	1.22	0.68	0.8588	-3.47
750 <= x < 1000	2.4	-0.08	-3.29	0.49	0.34	-0.2348	-11.18
1000 <= x	2.4	0.25	10.66	0.34	0.24	1.0413	28.69
Locale:							
1: City	19.8	4.74	23.91	2.58	1.42	3.3247	14.33
2: Suburb	2.3	0.54	23.91	2.18	0.48	1.1437	14.33
3: Town	24.3	-4.66	-19.19	3.58	3.09	-1.5112	4.63
4: Rural	53.6	-0.62	-1.15	4.40	3.62	-0.1710	279.11
Grade level:							
Primary	59.4	-3.63	-6.11	3.16	3.22	-1.1266	-4.21
Middle	11.7	1.66	14.13	1.19	0.91	1.8203	-5.67
High school	21.8	1.09	5.01	2.00	2.18	0.5011	-5.63
Combined	7.1	0.87	12.40	1.12	0.84	1.0387	0.66

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Private School Principals

Table K-11. Unit response rates for Private School Principals before nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference of proportions ¹
Total	1723	2674	100	100	0	0	0	0	0	0
Affiliation:										
01: Catholic—Parochial	157	218	13.0	11.3	0.6610	0.3689	1.75	15.54	0.5201	3.3665
02: Catholic—Diocesan	164	232	12.2	11.1	0.6975	0.3611	1.15	10.39	0.5749	2.0045
03: Catholic—Private	111	173	3.7	3.5	0.2683	0.1362	0.19	5.30	0.1965	0.9569
04: Baptist	170	276	6.5	6.5	0.3709	0.2473	-0.09	-1.39	0.3005	-0.3022
05: Jewish	34	75	1.6	2.7	0.8355	0.6468	-1.01	-38.10	0.6565	-1.5459
06: Lutheran	172	218	6.4	5.1	0.3861	0.2037	1.30	25.36	0.2633	4.9222
07: Seventh-Day Adventist	125	169	3.6	3.0	0.2365	0.1394	0.60	20.05	0.1628	3.6684
08: Other religious	283	469	23.0	25.8	0.9923	0.8948	-2.74	-10.65	0.8989	-3.0525
09: Nonsectarian—Regular	160	307	9.8	11.1	0.6131	0.4659	-1.34	-12.04	0.4291	-3.1227
10: Nonsectarian—Special Emphasis	141	216	7.3	7.1	0.4217	0.2858	0.19	2.61	0.3573	0.5221
11: Nonsectarian—Special education	101	129	5.9	4.7	0.4449	0.2560	1.17	24.77	0.2750	4.2555
99: Area Frame	105	192	6.9	8.0	2.1488	2.1126	-1.15	-14.35	0.7714	-1.4930
Locale:										
1: City	623	946	33.1	32.0	1.5540	1.1930	1.16	3.64	0.9234	1.2614
2: Suburb	589	949	33.3	33.5	1.3954	1.1505	-0.23	-0.70	0.8345	-0.2816
3: Town	141	205	10.0	9.6	0.9261	0.7683	0.34	3.51	0.5123	0.6600
4: Rural	370	574	23.6	24.9	1.8573	1.8042	-1.27	-5.09	0.8931	-1.4197

See notes at end of table.

Table K-11. Unit response rates for Private School Principals before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference of proportions ¹
Enrollment:										
1: 0 ≤ x < 50	392	612	31.1	32.1	2.0526	2.0346	-1.04	-3.22	0.8758	-1.1825
2: 50 ≤ x < 150	477	727	28.5	28.2	1.4806	1.3766	0.30	1.07	0.7140	0.4216
3: 150 ≤ x < 300	426	622	23.4	22.0	1.2170	0.9466	1.47	6.70	0.6859	2.1441
4: 300 ≤ x < 500	239	384	10.7	10.8	0.7382	0.5926	-0.07	-0.69	0.3923	-0.1911
5: 500 ≤ x < 750	108	177	3.8	4.0	0.3757	0.3052	-0.22	-5.58	0.2784	-0.8078
6: 750 ≤ x	81	152	2.5	2.9	0.2826	0.2298	-0.44	-14.98	0.1893	-2.3046
Number of teachers:										
1: x < 5	282	410	23.4	23.7	1.9884	1.9779	-0.35	-1.47	0.7395	-0.4699
2: 5 ≤ x < 15	657	990	43.7	42.6	1.8024	1.5421	1.11	2.62	0.8434	1.3204
3: 15 ≤ x < 30	419	623	20.7	19.4	1.1283	1.0164	1.34	6.94	0.5524	2.4336
4: 30 ≤ x < 50	213	364	8.1	9.3	0.6601	0.5492	-1.14	-12.24	0.4875	-2.3314
5: 50 ≤ x	152	287	4.1	5.1	0.3483	0.3106	-0.97	-19.18	0.2310	-4.2160
Grade level:										
1: Elementary	874	1269	58.4	55.3	1.5255	1.1507	3.15	5.70	0.9140	3.4473
2: Secondary	268	411	10.4	10.0	0.8269	0.6324	0.39	3.89	0.6047	0.6456
3: Combined	581	994	31.2	34.7	1.3218	0.9839	-3.54	-10.21	0.9251	-3.8281
Region:										
1: Northeast	350	604	20.4	22.1	0.9917	0.7827	-1.77	-8.01	0.7623	-2.3251
2: Midwest	469	672	28.9	26.8	1.7872	1.6805	2.06	7.67	0.6811	3.0187
3: South	551	870	30.3	31.4	1.2390	0.9769	-1.11	-3.52	0.8194	-1.3500
4: West	353	528	20.4	19.6	1.1272	0.7739	0.82	4.19	0.6245	1.3174

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-12. Unit response rates for Private School Principals after nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference of proportions ¹	Percent relative difference
Total	100	0	0	0	0	0	
Affiliation:							
01: Catholic—Parochial	10.8	0.4729	-0.43	-3.85	0.3048	-1.4248	-75.20
02: Catholic—Diocesan	11.1	0.4032	0.06	0.50	0.1907	0.2912	-95.18
03: Catholic—Private	3.5	0.2656	-0.06	-1.56	0.1907	-0.2912	-70.46
04: Baptist	6.9	0.4119	0.32	4.93	0.3372	0.9570	255.29
05: Jewish	2.1	0.7254	-0.52	-19.50	0.6509	-0.7980	-48.82
06: Lutheran	5.2	0.3055	0.12	2.30	0.1999	0.5877	-90.94
07: Seventh-Day Adventist	3.0	0.2017	0.03	1.00	0.1355	0.2198	-95.01
08: Other religious	24.7	0.8836	-1.07	-4.15	0.5371	-1.9889	-61.06
09: Nonsectarian—Regular	11.7	0.8131	0.61	5.46	0.6601	0.9202	-54.67
10: Nonsectarian—Special Emphasis	7.9	0.4776	0.75	10.43	0.4031	1.8497	299.79
11: Nonsectarian—Special education	5.0	0.3680	0.29	6.07	0.2059	1.3939	-75.48
99: Area Frame	7.9	2.3139	-0.09	-1.10	0.6215	-0.1417	-92.35
Locale:							
1: City	32.4	1.5977	0.47	1.48	0.9117	0.5199	-59.31
2: Suburb	33.2	1.5178	-0.29	-0.87	0.8884	-0.3296	24.61
3: Town	9.6	0.9615	-0.04	-0.44	0.5476	-0.0778	-87.39
4: Rural	24.8	2.0906	-0.14	-0.56	0.9254	-0.1498	-89.07
Enrollment:							
1: 0 <= x < 50	32.6	2.1202	0.44	1.36	0.7038	0.6189	-57.94
2: 50 <= x < 150	27.9	1.4241	-0.23	-0.82	0.6678	-0.3446	-23.55
3: 150 <= x < 300	22.1	1.2050	0.15	0.70	0.6115	0.2503	-89.59
4: 300 <= x < 500	10.8	0.7827	0.02	0.18	0.4235	0.0458	-74.11
5: 500 <= x < 750	3.8	0.3727	-0.21	-5.16	0.2624	-0.7919	-7.60
6: 750 <= x	2.7	0.3135	-0.17	-5.84	0.2005	-0.8484	-61.00

See notes at end of table.

Table K-12. Unit response rates for Private School Principals after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	<i>T</i> -test of significance for the difference of proportions ¹	Percent relative difference
Number of teachers:							
1: $x < 5$	24.3	2.1926	0.58	2.46	0.7252	0.8050	68.00
2: $5 \leq x < 15$	42.5	1.7694	-0.07	-0.17	0.7913	-0.0931	-93.38
3: $15 \leq x < 30$	19.0	1.0319	-0.35	-1.82	0.3677	-0.9564	-73.84
4: $30 \leq x < 50$	9.2	0.5873	-0.12	-1.34	0.2543	-0.4888	-89.06
5: $50 \leq x$	5.0	0.3393	-0.03	-0.67	0.1168	-0.2922	-96.50
Grade level:							
1: Elementary	56.2	1.5860	0.96	1.75	0.8845	1.0904	-69.39
2: Secondary	10.2	0.8185	0.14	1.44	0.6777	0.2134	-62.95
3: Combined	33.6	1.4185	-1.11	-3.20	0.9223	-1.2026	-68.68
Region:							
1: Northeast	20.6	1.0497	-1.55	-6.98	0.7522	-2.0553	-12.77
2: Midwest	27.8	2.0348	0.96	3.57	0.7075	1.3511	-53.51
3: South	32.0	1.4498	0.60	1.92	0.8973	0.6707	-45.59
4: West	19.6	0.9974	-0.01	-0.06	0.6194	-0.0187	-98.59

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-13. Unit response rates for Private School Principals before nonresponse adjustment, by affiliation: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Total	1723	2674	100	100	0	0	0	0	0	0
Catholic—Parochial	157	218	100	100	0	0	0	0	0	0
Grade level:										
1: Elementary	114	150	93.8	92.6	0.5373	0.3028	1.183	1.278	0.4798	2.4653
2: Secondary	24	34	3.9	4.0	0.4061	0.1899	-0.104	-2.584	0.3100	-0.3344
3: Combined	19	34	2.3	3.4	0.2690	0.1969	-1.079	-31.553	0.3027	-3.5646
Region:										
1: Northeast	40	69	27.1	29.6	2.4277	1.2390	-2.542	-8.576	2.2119	-1.1493
2: Midwest	64	78	40.4	37.8	2.3520	1.1844	2.562	6.771	2.0169	1.2704
3: South	35	44	19.7	18.3	1.7535	0.7086	1.467	8.039	1.5150	0.9686
4: West	18	27	12.8	14.3	1.6718	0.6557	-1.487	-10.433	1.7008	-0.8746
Catholic—Diocesan	164	232	100	100	0	0	0	0	0	0
Grade level:										
1: Elementary	107	148	78.3	77.5	2.0316	1.0213	0.798	1.030	1.7156	0.4654
2: Secondary	37	50	16.4	15.9	1.7717	0.8258	0.475	2.990	1.4993	0.3168
3: Combined	20	34	5.3	6.6	0.9231	0.5754	-1.273	-19.349	0.7265	-1.7529
Region:										
1: Northeast	41	60	23.7	24.3	2.0319	0.8611	-0.574	-2.361	1.8997	-0.3022
2: Midwest	57	80	37.9	37.2	2.0928	1.1296	0.674	1.810	1.8007	0.3743
3: South	39	53	22.3	21.3	1.8434	0.8729	0.941	4.408	1.5763	0.5969
4: West	27	39	16.1	17.1	1.1321	0.7593	-1.041	-6.084	1.1233	-0.9266
Catholic—Private	111	173	100	100	0	0	0	0	0	0
Grade level:										
1: Elementary	43	60	39.9	37.5	3.3011	1.2332	2.363	6.297	2.6817	0.8810
2: Secondary	46	69	45.3	43.9	3.1914	1.2876	1.396	3.178	2.4814	0.5626
3: Combined	22	44	14.8	18.6	3.0436	1.3218	-3.759	-20.252	2.2442	-1.6748

See notes at end of table.

Table K-13. Unit response rates for Private School Principals before nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Catholic—Private—Continued	111	173	100	100	0	0	0	0	0	0
Region:										
1: Northeast	33	55	28.1	30.5	3.7602	1.3422	-2.473	-8.099	3.0357	-0.8148
2: Midwest	28	44	26.8	27.5	3.6599	1.2032	-0.695	-2.527	2.9393	-0.2364
3: South	29	42	25.8	23.1	2.9616	1.2339	2.723	11.777	2.0813	1.3081
4: West	21	32	19.3	18.8	2.2270	0.9969	0.446	2.366	2.1058	0.2117
Baptist	170	276	100	100	0	0	0	0	0	0
Grade level:										
1: Elementary	40	69	23.2	24.2	2.0960	1.1004	-0.969	-4.006	1.8032	-0.5374
2: Secondary	12	23	1.9	2.3	0.3295	0.3356	-0.343	-15.052	0.2803	-1.2239
3: Combined	118	184	74.8	73.5	2.1009	1.1635	1.312	1.784	1.8044	0.7271
Region:										
1: Northeast	18	31	10.3	12.6	1.6147	0.8903	-2.281	-18.126	2.1014	-1.0852
2: Midwest	21	39	14.4	15.5	1.9480	0.7448	-1.039	-6.718	1.5676	-0.6625
3: South	106	163	59.7	55.7	2.9176	1.3732	4.010	7.202	2.5498	1.5726
4: West	25	43	15.6	16.3	2.3980	1.1686	-0.691	-4.241	1.8971	-0.3640
Jewish	34	75	100	100	0	0	0	0	0	0
Grade level:										
1: Elementary	16	34	53.0	49.4	16.8310	9.6281	3.562	7.211	15.4410	0.2307
2: Secondary	10	18	30.6	26.4	20.4218	11.9944	4.202	15.916	19.5116	0.2154
3: Combined	8	23	16.4	24.2	8.2773	3.7819	-7.764	-32.087	9.8453	-0.7886
Region:										
1: Northeast	17	47	45.7	59.1	14.8142	11.6738	-13.331	-22.569	13.2430	-1.0066
2: Midwest	7	9	17.9	10.9	17.7251	9.1010	6.995	64.280	9.4749	0.7383
3: South	3	10	9.2	15.0	5.3177	13.6171	-5.856	-39.017	12.8125	-0.4571
4: West	7	9	27.2	15.0	20.5518	12.8979	12.192	81.049	9.4042	1.2964

See notes at end of table.

Table K-13. Unit response rates for Private School Principals before nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Lutheran	172	218	100	100	0	0	0	0	0	0
Grade level:										
1: Elementary	121	152	89.6	89.4	1.0344	0.7257	0.258	0.289	0.7026	0.3678
2: Secondary	28	35	6.9	6.8	0.8449	0.5175	0.140	2.062	0.5282	0.2651
3: Combined	23	31	3.5	3.9	0.5672	0.5850	-0.398	-10.338	0.3254	-1.2246
Region:										
1: Northeast	9	12	4.1	4.9	1.0743	0.3741	-0.813	-16.692	0.8436	-0.9639
2: Midwest	107	132	68.3	66.1	2.5152	1.6650	2.162	3.271	1.7573	1.2305
3: South	23	35	10.8	12.3	1.9120	1.2679	-1.521	-12.342	1.1583	-1.3132
4: West	33	39	16.9	16.7	1.9736	1.4025	0.172	1.030	1.5713	0.1094
Seventh-Day Adventist	125	169	100	100	0	0	0	0	0	0
Grade level:										
1: Elementary	66	85	70.3	68.7	2.3490	1.4842	1.562	2.273	1.8127	0.8616
2: Secondary	20	33	5.3	6.9	0.7805	0.3736	-1.609	-23.229	0.7356	-2.1876
3: Combined	39	51	24.4	24.4	2.2619	1.3381	0.047	0.195	1.6655	0.0285
Region:										
1: Northeast	12	19	8.3	9.3	2.1495	1.2846	-0.939	-10.127	1.3648	-0.6881
2: Midwest	25	29	24.5	22.8	2.5451	1.6928	1.718	7.535	1.9072	0.9006
3: South	48	61	36.7	34.8	2.4193	1.6747	1.919	5.515	1.8899	1.0154
4: West	40	60	30.4	33.1	2.4453	1.7594	-2.698	-8.141	2.2414	-1.2035
Other religious	283	469	100	100	0	0	0	0	0	0
Grade level:										
1: Elementary	124	194	44.0	43.3	2.7277	1.4128	0.713	1.647	2.3838	0.2992
2: Secondary	32	46	6.4	5.4	0.9536	0.4728	1.019	18.887	0.9066	1.1236
3: Combined	127	229	49.6	51.3	2.7087	1.4275	-1.732	-3.376	2.2584	-0.7669

See notes at end of table.

Table K-13. Unit response rates for Private School Principals before nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Other religious—										
Continued										
Region:										
1: Northeast	48	80	18.2	19.4	2.2860	1.1250	-1.233	-6.360	2.3111	-0.5337
2: Midwest	61	90	24.2	21.2	1.7510	1.0460	3.067	14.499	1.5837	1.9366
3: South	114	205	37.6	39.8	2.1695	1.3888	-2.189	-5.497	2.1151	-1.0351
4: West	60	94	20.0	19.6	1.9743	1.1478	0.356	1.812	1.8844	0.1887
Nonsectarian—Regular	160	307	100	100	0	0	0	0	0	0
Grade level:										
1: Elementary	73	113	46.2	38.6	3.1386	1.9096	7.646	19.819	2.3716	3.2240
2: Secondary	22	50	12.3	13.0	2.5153	1.4215	-0.736	-5.658	1.6840	-0.4368
3: Combined	65	144	41.5	48.4	3.5362	2.2036	-6.911	-14.273	2.4181	-2.8578
Region:										
1: Northeast	40	94	22.8	26.4	3.2103	1.5789	-3.575	-13.528	2.2608	-1.5811
2: Midwest	11	29	5.9	8.5	1.4939	0.8652	-2.598	-30.699	1.3019	-1.9953
3: South	63	110	38.7	38.3	3.6637	1.7635	0.465	1.216	2.9933	0.1553
4: West	46	74	32.6	26.9	3.8368	1.8819	5.707	21.245	2.5880	2.2053
Nonsectarian—Special Emphasis	141	216	100	100	0	0	0	0	0	0
Grade level:										
1: Elementary	87	130	63.8	63.6	3.4685	1.8768	0.169	0.265	2.5458	0.0662
2: Secondary	16	23	12.0	10.9	2.6564	1.2931	1.143	10.521	1.7877	0.6392
3: Combined	38	63	24.2	25.5	2.7190	1.6188	-1.311	-5.136	1.9823	-0.6615

See notes at end of table.

Table K-13. Unit response rates for Private School Principals before nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Nonsectarian—Special Emphasis—Continued										
Region:										
1: Northeast	33	48	22.2	21.4	2.4654	1.5606	0.858	4.014	2.3658	0.3625
2: Midwest	25	35	18.1	15.7	2.5097	1.6713	2.380	15.177	1.5758	1.5105
3: South	44	68	30.8	32.3	3.2818	1.5137	-1.594	-4.928	2.5454	-0.6262
4: West	39	65	29.0	30.6	3.5944	1.7835	-1.644	-5.371	2.8823	-0.5703
Nonsectarian—Special education										
	101	129	100	100	0	0	0	0	0	0
Grade level:										
1: Elementary	14	19	14.6	14.4	2.3151	1.5480	0.150	1.039	1.1407	0.1314
2: Secondary	14	18	17.1	18.6	1.8974	1.9629	-1.556	-8.347	1.5806	-0.9843
3: Combined	73	92	68.3	66.9	2.7622	2.0694	1.406	2.100	1.9833	0.7089
Region:										
1: Northeast	51	63	44.3	42.0	3.7438	2.7730	2.238	5.325	1.8110	1.2359
2: Midwest	9	13	9.2	10.5	2.4184	1.9487	-1.279	-12.169	1.6577	-0.7717
3: South	21	32	19.9	25.0	3.2376	2.9526	-5.111	-20.475	2.6319	-1.9420
4: West	20	21	26.6	22.5	3.1638	2.8955	4.152	18.463	1.6261	2.5534
Area Frame										
	105	192	100	100	0	0	0	0	0	0
Grade level:										
1: Elementary	69	115	62.6	58.7	14.1185	11.7706	3.957	6.742	5.8997	0.6706
2: Secondary	7	12	5.8	4.6	3.3441	2.1767	1.189	25.974	1.7777	0.6686
3: Combined	29	65	31.6	36.7	12.8663	10.5639	-5.145	-14.006	6.1833	-0.8321

See notes at end of table.

Table K-13. Unit response rates for Private School Principals before nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹
Area Frame—										
Continued										
Region:										
1: Northeast	8	26	3.6	8.0	2.2143	4.2772	-4.427	-55.076	3.2459	-1.3639
2: Midwest	54	94	50.5	50.8	18.0600	14.7761	-0.276	-0.543	6.7617	-0.0408
3: South	26	47	31.5	30.6	13.7759	10.8327	0.891	2.907	5.8529	0.1522
4: West	17	25	14.4	10.6	7.6271	5.1442	3.812	36.070	3.1434	1.2127

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-14. Unit response rates for Private School Principals after nonresponse adjustment, by affiliation: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference of proportions ¹	Percent relative difference
Total	100	0	0	0	0	0	0
Catholic—Parochial	100	0	0	0	0	0	0
Grade level:							
1: Elementary	93.8	0.5427	1.201	1.298	0.4848	2.4781	1.58
2: Secondary	3.9	0.4109	-0.092	-2.304	0.3138	-0.2946	-10.83
3: Combined	2.3	0.2706	-1.109	-32.428	0.3036	-3.6529	2.77
Region:							
1: Northeast	27.9	2.2992	-1.781	-6.008	2.0810	-0.8558	-29.94
2: Midwest	38.7	1.7116	0.889	2.348	1.2936	0.6868	-65.32
3: South	20.3	1.8113	2.021	11.073	1.5836	1.2765	37.75
4: West	13.1	1.6608	-1.129	-7.918	1.6816	-0.6713	-24.11
Catholic—Diocesan	100	0	0	0	0	0	0
Grade level:							
1: Elementary	77.2	2.0743	-0.378	-0.488	1.7247	-0.2192	-52.66
2: Secondary	16.1	1.7320	0.229	1.443	1.4684	0.1561	-51.73
3: Combined	6.7	0.9695	0.149	2.260	0.7306	0.2036	-88.32
Region:							
1: Northeast	23.8	2.0301	-0.531	-2.184	1.9044	-0.2788	-7.50
2: Midwest	37.8	2.0547	0.591	1.587	1.7535	0.3370	-12.33
3: South	22.4	1.8480	1.015	4.756	1.5708	0.6463	7.90
4: West	16.0	1.1210	-1.075	-6.285	1.1195	-0.9603	3.30
Catholic—Private	100	0	0	0	0	0	0
Grade level:							
1: Elementary	38.3	3.1761	0.736	1.962	2.6036	0.2827	-68.84
2: Secondary	43.5	3.0769	-0.452	-1.029	2.3649	-0.1912	-67.61
3: Combined	18.3	2.9604	-0.284	-1.530	2.2466	-0.1264	-92.44

See notes at end of table.

Table K-14. Unit response rates for Private School Principals after nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference of proportions ¹	Percent relative difference
Catholic—Private—Continued							
Region:							
1: Northeast	27.7	3.7714	-2.850	-9.332	2.9964	-0.9511	15.22
2: Midwest	26.9	3.6620	-0.577	-2.099	2.9129	-0.1981	-16.96
3: South	26.3	3.2407	3.158	13.659	2.2961	1.3752	15.98
4: West	19.1	2.3381	0.269	1.429	2.2171	0.1214	-39.61
Baptist	100	0	0	0	0	0	0
Grade level:							
1: Elementary	23.6	2.1777	-0.615	-2.545	1.8495	-0.3328	-36.48
2: Secondary	1.9	0.3402	-0.339	-14.895	0.2876	-1.1805	-1.04
3: Combined	74.5	2.1787	0.955	1.299	1.8530	0.5153	-27.22
Region:							
1: Northeast	10.1	1.6551	-2.445	-19.438	2.1192	-1.1539	7.23
2: Midwest	14.7	2.0102	-0.796	-5.146	1.6219	-0.4905	-23.40
3: South	59.6	3.0758	3.912	7.027	2.6758	1.4621	-2.43
4: West	15.6	2.5098	-0.671	-4.123	1.9770	-0.3396	-2.79
Jewish	100	0	0	0	0	0	0
Grade level:							
1: Elementary	48.4	14.0481	-1.022	-2.068	13.8645	-0.0737	-71.32
2: Secondary	31.8	17.7621	5.423	20.539	18.5483	0.2924	29.05
3: Combined	19.8	9.1891	-4.401	-18.189	10.9349	-0.4025	-43.31
Region:							
1: Northeast	47.7	14.1952	-11.360	-19.233	13.3688	-0.8497	-14.78
2: Midwest	19.4	18.3073	8.504	78.145	9.9381	0.8557	21.57
3: South	9.3	5.1414	-5.686	-37.884	13.1927	-0.4310	-2.90
4: West	23.6	17.8945	8.542	56.788	8.3723	1.0203	-29.93

See notes at end of table.

Table K-14. Unit response rates for Private School Principals after nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference of proportions ¹	Percent relative difference
Lutheran	100	0	0	0	0	0	0
Grade level:							
1: Elementary	89.5	1.0407	0.187	0.209	0.7016	0.2663	-27.70
2: Secondary	6.9	0.8458	0.131	1.926	0.5258	0.2488	-6.59
3: Combined	3.5	0.5877	-0.318	-8.242	0.3314	-0.9585	-20.28
Region:							
1: Northeast	4.3	1.1087	-0.617	-12.661	0.8759	-0.7042	-24.15
2: Midwest	66.7	2.5084	0.627	0.948	1.7613	0.3559	-71.01
3: South	11.3	1.9929	-0.998	-8.100	1.2563	-0.7947	-34.37
4: West	17.7	2.0424	0.988	5.918	1.6043	0.6160	474.77
Seventh-Day Adventist	100	0	0	0	0	0	0
Grade level:							
1: Elementary	70.2	2.3576	1.528	2.224	1.8211	0.8392	-2.16
2: Secondary	5.3	0.7836	-1.613	-23.277	0.7383	-2.1843	0.21
3: Combined	24.4	2.2617	0.084	0.347	1.6717	0.0505	78.22
Region:							
1: Northeast	8.5	2.1717	-0.799	-8.613	1.3814	-0.5782	-14.95
2: Midwest	23.2	2.5288	0.446	1.955	1.9161	0.2325	-74.06
3: South	37.3	2.4434	2.538	7.293	1.9191	1.3224	32.24
4: West	31.0	2.5224	-2.185	-6.593	2.2938	-0.9524	-19.01
Other religious	100	0	0	0	0	0	0
Grade level:							
1: Elementary	44.0	2.7710	0.696	1.607	2.4169	0.2879	-2.45
2: Secondary	6.4	0.9788	0.974	18.057	0.9223	1.0560	-4.40
3: Combined	49.6	2.7371	-1.670	-3.255	2.2884	-0.7296	-3.59

See notes at end of table.

Table K-14. Unit response rates for Private School Principals after nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference of proportions ¹	Percent relative difference
Other religious—Continued							
Region:							
1: Northeast	18.3	2.3235	-1.113	-5.738	2.3197	-0.4797	-9.79
2: Midwest	24.3	1.7756	3.132	14.806	1.5960	1.9625	2.12
3: South	37.9	2.2258	-1.967	-4.940	2.1252	-0.9257	-10.14
4: West	19.6	1.9990	-0.052	-0.266	1.8775	-0.0278	-85.30
Nonsectarian—Regular							
	100	0	0	0	0	0	0
Grade level:							
1: Elementary	43.1	3.0979	4.483	11.621	2.5334	1.7697	-41.36
2: Secondary	11.0	1.9969	-2.041	-15.698	1.4468	-1.4106	177.47
3: Combined	46.0	3.4537	-2.442	-5.044	2.4882	-0.9816	-64.66
Region:							
1: Northeast	25.4	3.2725	-1.002	-3.792	2.4764	-0.4046	-71.97
2: Midwest	6.3	1.5854	-2.201	-26.008	1.4356	-1.5330	-15.28
3: South	42.7	3.6349	4.471	11.688	2.9219	1.5301	861.55
4: West	25.6	2.8206	-1.268	-4.721	1.8196	-0.6970	-77.78
Nonsectarian—Special Emphasis							
	100	0	0	0	0	0	0
Grade level:							
1: Elementary	63.7	3.4934	0.060	0.095	2.5502	0.0236	-64.23
2: Secondary	12.2	2.7216	1.314	12.103	1.8324	0.7173	15.03
3: Combined	24.2	2.6763	-1.375	-5.385	1.9255	-0.7139	4.84
Region:							
1: Northeast	21.8	2.4973	0.468	2.192	2.3514	0.1992	-45.39
2: Midwest	18.0	2.5856	2.327	14.838	1.5993	1.4551	-2.23
3: South	31.0	3.3512	-1.364	-4.216	2.5903	-0.5264	-14.46
4: West	29.2	3.6611	-1.432	-4.678	2.9117	-0.4918	-12.90

See notes at end of table.

Table K-14. Unit response rates for Private School Principals after nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	<i>T</i> -test of significance for the difference of proportions ¹	Percent relative difference
Nonsectarian—Special education	100	0	0	0	0	0	0
Grade level:							
1: Elementary	14.5	2.3197	0.075	0.523	1.1596	0.0651	-49.65
2: Secondary	17.1	1.8956	-1.509	-8.095	1.5849	-0.9520	-3.02
3: Combined	68.4	2.7637	1.433	2.141	1.9937	0.7190	1.95
Region:							
1: Northeast	44.6	3.7863	2.516	5.987	1.8362	1.3704	12.43
2: Midwest	8.7	2.2999	-1.849	-17.593	1.5896	-1.1635	44.57
3: South	20.0	3.2411	-4.986	-19.975	2.6311	-1.8952	-2.44
4: West	26.8	3.1648	4.319	19.207	1.6350	2.6418	4.03
Area Frame	100	0	0	0	0	0	0
Grade level:							
1: Elementary	63.1	14.4189	4.404	7.504	6.2746	0.7018	11.30
2: Secondary	5.4	3.2535	0.824	18.011	1.7539	0.4699	-30.66
3: Combined	31.5	13.1864	-5.228	-14.231	6.5251	-0.8012	1.61
Region:							
1: Northeast	3.8	2.3976	-4.201	-52.266	3.2046	-1.3110	-5.10
2: Midwest	53.1	18.0584	2.356	4.643	7.0888	0.3324	754.90
3: South	32.8	14.8063	2.116	6.907	6.4556	0.3278	137.59
4: West	10.3	5.3761	-0.272	-2.571	1.5085	-0.1801	-92.87

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Public Schools

Table K-15. Unit response rates for Noncharter Public Schools before nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Total	7025	9631	100	100	0	0	0	0	0	0
School enrollment:										
0 ≤ x < 200	905	1174	15.2	14.6	0.6272	0.6005	0.59	3.91	0.3061	1.9412
200 ≤ x < 500	2384	3097	41.4	39.7	0.7434	0.6337	1.74	4.20	0.4185	4.1588
500 ≤ x < 750	1583	2173	24.2	24.9	0.6717	0.6176	-0.73	-3.02	0.4382	-1.6669
750 ≤ x < 1000	869	1220	10.0	10.7	0.4027	0.3069	-0.64	-6.37	0.2539	-2.5176
1000 ≤ x	1284	1967	9.2	10.2	0.3063	0.2516	-0.96	-10.50	0.1923	-5.0176
Percent Non-White:										
0 ≤ x < 5	1468	1833	20.8	19.5	0.5936	0.5609	1.29	6.22	0.3623	3.5694
5 ≤ x < 10	917	1140	11.5	10.3	0.4352	0.3548	1.18	10.28	0.2138	5.5203
10 ≤ x < 20	1162	1465	15.2	13.6	0.5153	0.4256	1.55	10.26	0.2647	5.8703
20 ≤ x < 30	724	969	9.3	9.2	0.4203	0.3345	0.12	1.24	0.2263	0.5114
30 ≤ x < 50	964	1369	13.7	13.6	0.5115	0.4475	0.01	0.05	0.2592	0.0289
50 ≤ x	1657	2675	28.1	32.3	0.6097	0.5105	-4.21	-15.00	0.3845	-10.9563
Missing	133	180	1.5	1.5	0.2205	0.1505	0.06	4.13	0.0948	0.6609
Percent Free Lunch Eligible:										
0 ≤ x < 35	2662	3584	34.1	33.1	0.6799	0.5661	1.07	3.13	0.3318	3.2249
35 ≤ x < 50	1432	1894	17.8	17.2	0.5243	0.4597	0.61	3.44	0.2517	2.4384
50 ≤ x < 75	1948	2621	30.0	28.8	0.7035	0.5995	1.16	3.88	0.3910	2.9765
75 ≤ x	983	1532	18.0	20.9	0.5869	0.5384	-2.85	-15.78	0.3437	-8.2852
Locale:										
1: City	1321	2261	19.7	24.7	0.3639	0.2340	-4.93	-24.97	0.3415	-14.4319
2: Suburb	1797	2626	26.9	28.3	0.4202	0.2769	-1.45	-5.40	0.3322	-4.3662
3: Town	1257	1540	16.3	14.2	0.4306	0.2702	2.06	12.69	0.2475	8.3322
4: Rural	2650	3204	37.1	32.8	0.5490	0.4142	4.32	11.63	0.4015	10.7515

See notes at end of table.

Table K-15. Unit response rates for Noncharter Public Schools before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Percent pupil teacher ratio:										
0 ≤ x < 10	870	1204	12.2	12.7	0.5408	0.5578	-0.57	-4.69	0.3451	-1.6548
10 ≤ x < 15	2791	3789	37.4	37.3	0.7020	0.5175	0.12	0.32	0.4231	0.2835
15 ≤ x < 20	2499	3420	38.3	37.8	0.7016	0.6160	0.48	1.26	0.4256	1.1340
20 ≤ x	865	1218	12.1	12.2	0.5260	0.4262	-0.03	-0.26	0.2795	-0.1126
Grade level:										
Primary	1979	2716	55.5	56.1	0.5385	0.3724	-0.53	-0.96	0.4318	-1.2369
Middle	1848	2489	15.8	15.7	0.2619	0.1673	0.11	0.68	0.1964	0.5480
High school	2364	3359	21.2	21.3	0.4399	0.2962	-0.17	-0.81	0.3221	-0.5353
Combined	834	1067	7.5	6.9	0.6605	0.6282	0.60	8.03	0.1721	3.4803
Region:										
Northeast	1221	1696	16.1	16.3	0.2929	0.1486	-0.24	-1.52	0.3009	-0.8101
Midwest	1979	2512	27.4	25.3	0.3821	0.2470	2.07	7.57	0.3058	6.7710
South	2190	3040	35.5	35.7	0.4102	0.2633	-0.24	-0.68	0.3887	-0.6226
West	1635	2383	21.1	22.6	0.4616	0.4351	-1.59	-7.53	0.3916	-4.0474
Number of teachers:										
0 ≤ x < 10	404	524	8.6	8.4	0.5492	0.5431	0.17	2.03	0.2977	0.5826
10 ≤ x < 25	1717	2202	30.8	28.8	0.6927	0.5614	1.94	6.29	0.3809	5.0839
25 ≤ x < 50	2925	3915	44.7	44.9	0.7437	0.5941	-0.20	-0.45	0.4387	-0.4570
50 ≤ x < 75	1090	1599	10.1	11.4	0.3321	0.2905	-1.28	-12.69	0.2533	-5.0571
75 ≤ x	889	1391	5.8	6.5	0.1896	0.1541	-0.63	-10.75	0.1526	-4.1156
Title I Program:										
No Title I program	2954	4092	35.2	35.9	0.6756	0.5824	-0.68	-1.94	0.4138	-1.6504
Has Title I program	2666	3691	43.6	44.0	0.7345	0.6064	-0.44	-1.01	0.4394	-0.9987
Title I eligible but no Title I program	1405	1848	21.2	20.1	0.5680	0.4934	1.12	5.29	0.2900	3.8682
State:										
Alabama	176	199	2.2	1.8	0.0986	0.0627	0.42	18.99	0.0517	8.0549
Alaska	76	140	0.4	0.6	0.0299	0.0230	-0.13	-29.58	0.0292	-4.3064
Arizona	141	177	2.0	1.8	0.0992	0.0572	0.21	10.36	0.0844	2.4914
Arkansas	117	138	1.4	1.1	0.1904	0.1561	0.23	17.20	0.0589	3.9523
California	354	564	9.1	10.3	0.3488	0.2484	-1.22	-13.46	0.4037	-3.0188

See notes at end of table.

Table K-15. Unit response rates for Noncharter Public Schools before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
State—Continued										
Colorado	101	162	1.4	1.7	0.4439	0.4216	-0.28	-20.16	0.0988	-2.8406
Connecticut	143	217	1.2	1.2	0.0995	0.0380	-0.04	-2.98	0.0759	-0.4735
Delaware	67	79	0.3	0.2	0.0108	0.0060	0.05	19.58	0.0066	8.1138
District of Columbia	18	45	0.1	0.1	0.0134	0.0087	-0.07	-93.82	0.0145	-4.6601
Florida	200	324	3.0	3.6	0.2322	0.1797	-0.57	-18.88	0.1453	-3.9292
Georgia	136	190	2.6	2.6	0.1207	0.0507	-0.02	-0.70	0.1046	-0.1749
Hawaii	13	19	0.2	0.3	0.0650	0.0717	-0.08	-47.94	0.0593	-1.4261
Idaho	120	149	0.9	0.8	0.0546	0.0347	0.07	8.26	0.0339	2.0859
Illinois	188	241	5.0	4.7	0.2178	0.1305	0.29	5.72	0.1794	1.6030
Indiana	159	210	2.2	2.0	0.1003	0.0671	0.17	7.89	0.0870	1.9753
Iowa	130	152	1.8	1.5	0.0981	0.0636	0.27	15.42	0.0620	4.3630
Kansas	127	166	1.6	1.5	0.0957	0.0424	0.09	5.45	0.0742	1.1550
Kentucky	173	200	2.0	1.6	0.0900	0.0532	0.36	17.99	0.0618	5.8446
Louisiana	122	184	1.4	1.5	0.0775	0.0371	-0.09	-6.36	0.0793	-1.1595
Maine	130	164	0.8	0.7	0.0377	0.0181	0.08	10.94	0.0296	2.8616
Maryland	63	194	0.7	1.5	0.0738	0.0372	-0.88	-130.08	0.0669	-13.1048
Massachusetts	117	158	2.0	1.9	0.1003	0.0620	0.10	4.87	0.0913	1.0523
Michigan	243	311	3.8	3.5	0.1318	0.0738	0.28	7.53	0.1123	2.5346
Minnesota	240	307	2.3	2.1	0.1012	0.0667	0.24	10.37	0.0712	3.3937
Mississippi	110	123	1.5	1.2	0.0653	0.0322	0.28	19.34	0.0521	5.3955
Missouri	179	224	2.5	2.2	0.1012	0.0500	0.27	10.83	0.0827	3.2506
Montana	97	112	0.8	0.7	0.0611	0.0417	0.17	20.53	0.0363	4.7691
Nebraska	144	192	1.1	1.0	0.0595	0.0334	0.03	2.86	0.0421	0.7220
Nevada	99	132	0.7	0.7	0.0516	0.0337	0.02	3.10	0.0353	0.5924
New Hampshire	87	104	0.6	0.5	0.0392	0.0278	0.08	13.53	0.0239	3.3894
New Jersey	197	284	2.6	2.7	0.1193	0.0521	-0.07	-2.71	0.1167	-0.6108
New Mexico	109	174	0.7	0.8	0.0561	0.0282	-0.10	-14.45	0.0406	-2.4456
New York	214	322	4.6	5.2	0.1969	0.0763	-0.51	-11.10	0.1850	-2.7824
North Carolina	129	185	2.8	2.9	0.1867	0.1478	-0.13	-4.60	0.1468	-0.8809
North Dakota	113	130	0.5	0.4	0.0321	0.0188	0.09	16.88	0.0189	4.5775

See notes at end of table.

Table K-15. Unit response rates for Noncharter Public Schools before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
State—Continued										
Ohio	214	268	4.0	3.7	0.1574	0.0904	0.36	8.91	0.1208	2.9853
Oklahoma	115	129	2.2	1.9	0.1292	0.0573	0.37	16.49	0.1053	3.4723
Oregon	129	197	1.2	1.3	0.0790	0.0268	-0.08	-6.35	0.0744	-1.0387
Pennsylvania	170	216	3.6	3.5	0.1616	0.0793	0.15	4.03	0.1554	0.9410
Rhode Island	56	100	0.2	0.3	0.0181	0.0089	-0.07	-29.38	0.0182	-3.9513
South Carolina	105	134	1.4	1.3	0.0638	0.0276	0.13	8.71	0.0582	2.1623
South Dakota	103	120	0.6	0.5	0.0407	0.0259	0.09	14.81	0.0341	2.5427
Tennessee	129	174	1.9	1.9	0.1080	0.0380	-0.05	-2.47	0.1048	-0.4453
Texas	278	412	8.5	9.0	0.3297	0.1923	-0.51	-5.99	0.2767	-1.8408
Utah	133	174	1.1	1.0	0.0863	0.0437	0.07	6.35	0.0607	1.1393
Vermont	107	131	0.4	0.4	0.0202	0.0113	0.04	10.42	0.0151	2.7704
Virginia	145	211	2.4	2.4	0.1427	0.0455	0.01	0.58	0.1181	0.1203
Washington	175	276	2.2	2.5	0.1169	0.0591	-0.26	-11.78	0.1245	-2.0915
West Virginia	107	119	1.1	0.9	0.1379	0.1289	0.22	19.94	0.0250	8.6853
Wisconsin	139	191	2.0	2.1	0.1158	0.0738	-0.10	-5.16	0.1152	-0.9043
Wyoming	88	107	0.4	0.4	0.0291	0.0291	0.02	4.35	0.0305	0.5699

¹ Weighted respondent proportion (before noninterview adjustment) and eligible sample proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-16. Unit response rates for Noncharter Public Schools after nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Total	100	0	0	0	0	0	
School enrollment:							
0 <= x < 200	14.3	0.6113	-0.33	-2.33	0.2760	-1.2075	-43.91
200 <= x < 500	40.4	0.7241	0.76	1.89	0.4397	1.7343	-56.19
500 <= x < 750	24.9	0.6988	0.01	0.03	0.4508	0.0181	-98.88
750 <= x < 1000	10.5	0.4290	-0.12	-1.17	0.3026	-0.4072	-80.73
1000 <= x	9.8	0.3388	-0.31	-3.19	0.2118	-1.4834	-67.43
Percent non-White:							
0 <= x < 5	19.0	0.5747	-0.46	-2.41	0.2849	-1.6102	-64.52
5 <= x < 10	10.5	0.4092	0.20	1.90	0.1996	0.9980	-83.12
10 <= x < 20	14.1	0.4886	0.52	3.70	0.2370	2.2015	-66.42
20 <= x < 30	8.8	0.4012	-0.43	-4.91	0.2093	-2.0607	272.80
30 <= x < 50	13.7	0.5387	0.08	0.59	0.2799	0.2916	989.65
50 <= x	32.4	0.6123	0.09	0.27	0.3335	0.2614	-97.93
Missing	1.5	0.1988	0.00	0.02	0.0820	0.0033	-99.57
Percent Free Lunch Eligible:							
0 <= x < 35	33.0	0.6782	-0.10	-0.31	0.3456	-0.2950	-90.47
35 <= x < 50	17.2	0.5175	0.03	0.18	0.2643	0.1204	-94.81
50 <= x < 75	29.5	0.7421	0.69	2.34	0.4326	1.5954	-40.69
75 <= x	20.3	0.6259	-0.62	-3.06	0.3263	-1.9005	-78.22
Locale:							
1: City	24.9	0.2664	0.19	0.74	0.1089	1.6989	-96.25
2: Suburb	27.5	0.3170	-0.88	-3.19	0.1650	-5.3078	-39.61
3: Town	14.4	0.3895	0.25	1.71	0.2104	1.1709	-88.05
4: Rural	33.3	0.4665	0.44	1.34	0.2484	1.7901	-89.70
Percent pupil teacher ratio:							
0 <= x < 10	12.2	0.5465	-0.52	-4.27	0.3045	-1.7133	-8.66
10 <= x < 15	36.8	0.6672	-0.51	-1.38	0.3772	-1.3453	322.98
15 <= x < 20	38.6	0.7293	0.83	2.15	0.4180	1.9900	72.35
20 <= x	12.4	0.4947	0.20	1.59	0.2768	0.7128	526.92

See notes at end of table.

Table K-16. Unit response rates for Noncharter Public Schools after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Grade level:							
Primary	56.3	0.6468	0.21	0.37	0.5087	0.4130	-60.66
Middle	15.9	0.2757	0.14	0.88	0.2476	0.5652	30.01
High school	20.7	0.4642	-0.62	-3.02	0.3545	-1.7625	262.40
Combined	7.1	0.6921	0.27	3.85	0.2035	1.3502	-54.10
Region:							
Northeast	16.3	0.1508	0.00	-0.01	0.0109	-0.2192	-99.02
Midwest	25.3	0.2341	0.01	0.06	0.0387	0.3669	-99.31
South	35.7	0.2765	0.00	0.00	0.0285	0.0375	-99.56
West	22.6	0.4338	-0.01	-0.06	0.0225	-0.5726	-99.19
Number of teachers:							
0 ≤ x < 10	8.1	0.5524	-0.26	-3.23	0.2802	-0.9359	51.18
10 ≤ x < 25	29.4	0.6836	0.58	1.96	0.4354	1.3236	-70.23
25 ≤ x < 50	45.4	0.7841	0.47	1.03	0.5018	0.9310	133.02
50 ≤ x < 75	10.8	0.3650	-0.54	-5.02	0.2689	-2.0211	-57.57
75 ≤ x	6.2	0.1941	-0.24	-3.81	0.1654	-1.4371	-62.15
Title 1 Program:							
No Title 1 program	35.3	0.7435	-0.64	-1.82	0.4377	-1.4680	-5.90
Has Title 1 program	44.8	0.8030	0.76	1.70	0.4650	1.6387	73.65
Title 1 eligible but no Title 1 program	20.0	0.5494	-0.12	-0.60	0.2791	-0.4278	-89.35
State:							
Alabama	1.8	0.0769	0.02	0.90	0.0347	0.4621	-96.14
Alaska	0.4	0.0362	-0.13	-29.94	0.0364	-3.4830	0.92
Arizona	1.8	0.0696	0.02	0.94	0.0583	0.2972	-91.77
Arkansas	1.1	0.1587	0.00	0.31	0.0435	0.0797	-98.51
California	10.4	0.2730	0.15	1.41	0.1961	0.7481	-87.96
Colorado	1.6	0.4046	-0.08	-4.72	0.0991	-0.7604	-73.14
Connecticut	1.2	0.1023	-0.01	-0.58	0.0781	-0.0914	-80.12
Delaware	0.2	0.0091	0.01	3.17	0.0058	1.2542	-86.53
District of Columbia	0.2	0.0334	0.02	14.44	0.0321	0.7315	-65.12
Florida	3.7	0.2763	0.07	1.83	0.1645	0.4069	-88.28
Georgia	2.7	0.1395	0.04	1.41	0.1258	0.2984	105.15
Hawaii	0.3	0.0717	0.00	-0.02	0.0002	-0.3113	-99.93
Idaho	0.8	0.0478	0.00	-0.12	0.0303	-0.0307	-98.69

See notes at end of table.

Table K-16. Unit response rates for Noncharter Public Schools after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
State—Continued							
Illinois	4.9	0.2109	0.14	2.84	0.1751	0.7925	-51.74
Indiana	2.1	0.1082	0.05	2.47	0.0906	0.5595	-70.51
Iowa	1.5	0.0851	0.05	3.45	0.0553	0.9582	-80.42
Kansas	1.4	0.0864	-0.08	-5.35	0.0659	-1.1465	-11.85
Kentucky	1.6	0.0727	-0.02	-1.17	0.0458	-0.4142	-94.75
Louisiana	1.4	0.0897	-0.09	-6.51	0.0905	-1.0397	2.26
Maine	0.7	0.0383	0.03	4.36	0.0320	0.9821	-62.89
Maryland	1.5	0.0531	-0.02	-1.56	0.0322	-0.7418	-97.28
Massachusetts	1.9	0.0897	0.01	0.33	0.0736	0.0836	-93.60
Michigan	3.5	0.1272	0.00	0.13	0.1127	0.0408	-98.38
Minnesota	2.1	0.1028	0.05	2.31	0.0726	0.6796	-79.58
Mississippi	1.2	0.0525	0.01	1.24	0.0403	0.3668	-94.74
Missouri	2.2	0.0905	0.03	1.29	0.0731	0.3950	-89.26
Montana	0.7	0.0524	0.05	6.40	0.0322	1.4215	-73.55
Nebraska	0.9	0.0517	-0.10	-11.32	0.0360	-2.9095	245.27
Nevada	0.7	0.0480	0.04	6.03	0.0316	1.3288	100.87
New Hampshire	0.6	0.0363	0.04	6.93	0.0224	1.7166	-52.42
New Jersey	2.6	0.1078	-0.09	-3.41	0.1044	-0.8554	25.24
New Mexico	0.7	0.0591	-0.06	-8.70	0.0460	-1.3654	-36.64
New York	5.1	0.1561	-0.08	-1.65	0.1305	-0.6396	-83.79
North Carolina	2.7	0.1902	-0.25	-9.40	0.1360	-1.8549	95.13
North Dakota	0.4	0.0280	0.02	4.31	0.0166	1.1611	-77.83
Ohio	3.8	0.1595	0.12	3.26	0.1297	0.9589	-65.51
Oklahoma	1.8	0.0933	-0.04	-2.22	0.0696	-0.5787	-88.98
Oregon	1.4	0.1082	0.10	7.25	0.1056	0.9566	30.80
Pennsylvania	3.6	0.1528	0.17	4.55	0.1439	1.1514	13.27
Rhode Island	0.2	0.0217	-0.07	-28.89	0.0214	-3.3021	-1.28
South Carolina	1.4	0.0765	0.07	5.28	0.0730	1.0058	-41.62
South Dakota	0.5	0.0393	0.02	4.48	0.0336	0.6967	-73.01
Tennessee	1.8	0.1176	-0.10	-5.21	0.1162	-0.8239	105.07
Texas	9.2	0.2788	0.15	1.62	0.2041	0.7278	-70.84
Utah	1.0	0.0684	-0.05	-5.24	0.0434	-1.1681	-26.59
Vermont	0.4	0.0202	0.01	1.79	0.0160	0.4097	-84.34

See notes at end of table.

Table K-16. Unit response rates for Noncharter Public Schools after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
State—Continued							
Virginia	2.6	0.1468	0.12	4.59	0.1276	0.9166	723.18
Washington	2.5	0.1477	0.00	-0.14	0.1549	-0.0227	-98.65
West Virginia	0.9	0.1125	0.02	2.01	0.0272	0.6569	-91.75
Wisconsin	1.8	0.1111	-0.30	-16.30	0.1158	-2.5705	185.74
Wyoming	0.3	0.0258	-0.05	-13.53	0.0291	-1.5665	161.88

¹ Weighted respondent proportion (after noninterview adjustment) and eligible sample proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-17. Unit response rates for Charter Public Schools before nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Total	456	669	100	100	0	0	0	0	0	0
School enrollment:										
0 <= x < 200	143	195	41.9	40.2	12.1471	12.0293	1.64	3.91	3.3957	0.4826
200 <= x < 500	201	291	41.0	40.8	9.7475	5.3777	0.20	0.48	6.7234	0.0295
500 <= x < 750	57	97	10.1	11.6	1.7474	6.9822	-1.46	-14.39	6.2745	-0.2328
750 <= x < 1000	15	27	1.9	2.8	0.7361	0.9396	-0.91	-48.96	1.3847	-0.6607
1000 <= x	40	59	5.1	4.6	3.5339	2.6726	0.54	10.51	1.0583	0.5089
Percent non-White:										
0 <= x < 5	33	57	11.0	11.4	4.7360	4.9930	-0.34	-3.13	0.9559	-0.3607
5 <= x < 10	18	27	4.3	4.7	1.2224	3.0136	-0.35	-8.12	3.2708	-0.1076
10 <= x < 20	53	69	10.6	9.5	13.7922	8.4101	1.12	10.57	5.6324	0.1990
20 <= x < 30	36	48	8.3	7.6	1.3918	3.0339	0.69	8.36	2.6283	0.2630
30 <= x < 50	57	77	11.9	11.9	4.1352	3.6722	-0.01	-0.08	1.8667	-0.0052
50 <= x	247	375	51.1	52.6	5.9751	4.9660	-1.54	-3.01	3.4032	-0.4513
Missing	12	16	2.8	2.3	1.1083	1.9811	0.43	15.52	2.7225	0.1580
Percent Free Lunch Eligible:										
0 <= x < 35	137	196	31.1	30.4	10.5105	7.1702	0.71	2.29	4.7118	0.1510
35 <= x < 50	67	91	13.0	12.1	4.5297	2.5048	0.87	6.70	3.7796	0.2298
50 <= x < 75	98	145	19.6	20.1	6.1980	4.4224	-0.56	-2.88	2.3337	-0.2414
75 <= x	154	237	36.3	37.4	9.6595	8.3286	-1.02	-2.80	2.2105	-0.4601
Locale:										
1: City	259	384	56.7	56.0	6.9644	5.8849	0.70	1.24	3.3714	0.2078
2: Suburb	101	152	20.6	21.9	5.3320	3.7349	-1.28	-6.25	2.0658	-0.6220
3: Town	30	43	7.7	8.1	9.5746	6.0796	-0.40	-5.19	3.8894	-0.1022
4: Rural	66	90	15.1	14.1	4.3729	4.2875	0.98	6.50	2.4069	0.4080

See notes at end of table.

Table K-17. Unit response rates for Charter Public Schools before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹
Percent pupil teacher ratio:										
0 <= x < 10	49	82	13.4	13.4	4.9447	5.1461	-0.05	-0.39	1.4786	-0.0353
10 <= x < 15	145	198	30.1	28.2	7.4031	8.2664	1.86	6.20	3.3715	0.5524
15 <= x < 20	159	240	34.8	36.5	8.9620	8.6988	-1.71	-4.92	2.2956	-0.7460
20 <= x	103	149	21.8	21.9	10.5931	8.0300	-0.10	-0.45	4.0667	-0.0240
Grade level:										
Elementary	147	213	56.4	55.8	19.0322	21.4968	0.67	1.19	3.8365	0.1745
Secondary	246	353	26.7	25.7	9.0752	9.8145	0.99	3.71	1.4574	0.6802
Combined	63	103	16.8	18.5	28.0253	31.2974	-1.66	-9.86	4.9945	-0.3325
Region:										
Northeast	46	73	9.5	10.3	15.0831	18.1722	-0.78	-8.20	3.5699	-0.2179
Midwest	97	141	21.7	21.5	8.0221	8.6727	0.16	0.75	1.4219	0.1136
South	124	181	28.0	29.4	9.6244	11.5415	-1.39	-4.96	2.6357	-0.5268
West	189	274	40.9	38.9	5.8194	3.5454	2.00	4.90	3.4088	0.5881
Number of teachers:										
0 <= x < 10	115	155	34.1	32.4	7.6367	7.8210	1.63	4.77	4.7076	0.3453
10 <= x < 25	185	265	42.0	41.4	5.3589	5.2532	0.59	1.41	3.2780	0.1801
25 <= x < 50	111	179	18.5	20.7	3.4535	4.9742	-2.17	-11.69	5.1009	-0.4251
50 <= x < 75	21	33	3.0	3.1	1.0369	1.1964	-0.10	-3.38	0.3886	-0.2607
75 <= x	24	37	2.4	2.3	4.1958	5.2687	0.05	2.26	1.4136	0.0378
Title 1 Program:										
No Title 1 program	176	256	38.1	39.3	6.4063	4.4269	-1.22	-3.21	4.1402	-0.2949
Has Title 1 program	203	305	42.9	43.3	5.2439	3.5014	-0.43	-1.01	3.8445	-0.1125
Title 1 eligible but no Title 1 program	77	108	19.0	17.4	2.5244	1.6285	1.65	8.69	1.4615	1.1311

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted "T-test of significance for the difference in proportions" cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-18. Unit response rates for Charter Public Schools after nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Total	100	0	0	0	0.0001	0	
School enrollment:							
0 <= x < 200	41.6	11.5122	1.34	3.23	3.0021	0.4474	-18.05
200 <= x < 500	41.4	9.1961	0.65	1.57	6.3986	0.1018	228.72
500 <= x < 750	10.1	1.7738	-1.53	-15.17	6.2050	-0.2464	4.66
750 <= x < 1000	1.9	0.6875	-0.91	-48.83	1.3225	-0.6905	-0.18
1000 <= x	5.0	3.2955	0.45	8.88	1.0437	0.4286	-16.94
Percent Non-White:							
0 <= x < 5	11.0	3.3263	-0.35	-3.13	2.5643	-0.1346	0.09
5 <= x < 10	4.4	1.3047	-0.27	-6.23	2.2056	-0.1245	-21.93
10 <= x < 20	9.9	10.8718	0.42	4.25	2.9648	0.1420	-62.44
20 <= x < 30	7.7	1.5852	0.14	1.83	2.6845	0.0526	-79.59
30 <= x < 50	11.1	4.2014	-0.82	-7.38	1.6407	-0.5005	8332.21
50 <= x	52.9	4.8875	0.32	0.61	0.3391	0.9579	-78.85
Missing	2.9	1.2088	0.55	19.13	1.8833	0.2941	28.77
Percent Free Lunch Eligible:							
0 <= x < 35	30.2	8.0523	-0.26	-0.86	2.4089	-0.1083	-63.33
35 <= x < 50	12.9	3.9145	0.82	6.33	3.2893	0.2485	-5.90
50 <= x < 75	19.7	6.5635	-0.39	-1.99	2.6470	-0.1484	-30.29
75 <= x	37.2	9.0173	-0.16	-0.44	1.7090	-0.0959	-83.89
Locale:							
1: City	57.1	5.8853	1.12	1.96	3.0623	0.3661	60.02
2: Suburb	20.6	4.7821	-1.23	-5.98	1.8167	-0.6789	-4.01
3: Town	7.5	8.3179	-0.59	-7.84	2.9049	-0.2016	47.27
4: Rural	14.8	3.9003	0.70	4.71	2.3238	0.3003	-28.94
Percent pupil teacher ratio:							
0 <= x < 10	13.3	4.0782	-0.10	-0.78	2.5278	-0.0411	99.48
10 <= x < 15	30.0	7.3003	1.85	6.17	3.0359	0.6105	-0.48
15 <= x < 20	34.9	9.0475	-1.65	-4.72	2.2278	-0.7390	-3.87
20 <= x	21.8	8.5979	-0.10	-0.47	3.5009	-0.0294	5.50

See notes at end of table.

Table K-18. Unit response rates for Charter Public Schools after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Standard error of weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹	Percent relative difference
Grade level:							
Elementary	56.2	20.0480	0.40	0.71	2.4039	0.1653	-40.67
Secondary	26.9	8.2065	1.13	4.22	2.1249	0.5333	14.32
Combined	17.0	28.1603	-1.53	-9.02	4.1430	-0.3694	-7.84
Region:							
Northeast	9.5	14.8212	-0.79	-8.37	3.6507	-0.2170	1.83
Midwest	21.6	7.3205	0.11	0.49	1.9097	0.0556	-34.32
South	28.3	9.3788	-1.02	-3.61	2.6452	-0.3870	-26.27
West	40.6	4.6096	1.71	4.21	2.6714	0.6400	-14.72
Number of teachers:							
0 ≤ x < 10	33.8	6.8134	1.31	3.88	3.5771	0.3658	-19.51
10 ≤ x < 25	42.3	4.5853	0.89	2.09	3.7977	0.2332	49.99
25 ≤ x < 50	18.7	3.2153	-2.04	-10.90	4.8020	-0.4242	-6.07
50 ≤ x < 75	2.9	0.9986	-0.16	-5.34	0.4182	-0.3751	54.85
75 ≤ x	2.3	3.5633	0.00	-0.03	2.0136	-0.0003	-98.83
Title 1 Program:							
No Title 1 program	37.5	5.0607	-1.77	-4.71	3.1190	-0.5667	44.78
Has Title 1 program	43.8	4.0047	0.49	1.11	3.0328	0.1604	12.50
Title 1 eligible but no Title 1 program	18.7	2.6587	1.28	6.87	1.6686	0.7676	-22.52

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted "T-test of significance for the difference in proportions" cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
ALABAMA	176	199	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	13	13	13.7	12.3	1.41	10.24	4.36	3.95	0.4802	2.9295
200 <= x < 500	62	72	41.5	43.3	-1.76	-4.23	4.41	3.83	1.3051	-1.3452
500 <= x < 750	59	64	30.2	28.8	1.40	4.65	3.21	2.79	0.8986	1.5633
750 <= x < 1000	22	28	8.8	10.0	-1.22	-13.83	1.73	1.89	0.8218	-1.4847
1000 <= x	vb	22	5.7	5.5	0.16	2.89	1.24	1.13	0.2944	0.5581
Locale:										
1: City	35	39	18.3	18.7	-0.44	-2.43	1.87	1.33	1.0991	-0.4044
2: Suburb	20	29	10.8	14.1	-3.24	-29.97	1.62	1.20	0.9993	-3.2473
3: Town	28	30	12.7	11.8	0.89	6.97	1.22	1.04	0.4365	2.0287
4: Rural	93	101	58.2	55.4	2.80	4.82	2.25	1.80	1.2136	2.3105
Grade level:										
Primary	42	48	44.6	45.6	-1.00	-2.25	2.29	1.76	1.1289	-0.8884
Middle	53	63	14.2	14.9	-0.68	-4.81	1.01	0.73	0.6585	-1.0350
High school	55	62	27.1	26.8	0.24	0.87	2.44	1.85	1.0307	0.2282
Combined	26	26	14.2	12.7	1.45	10.24	2.07	1.89	0.3113	4.6555
ALASKA	76	140	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	39	57	66.0	55.5	10.51	15.92	4.61	3.12	3.1667	3.3186
200 <= x < 500	24	46	27.9	33.4	-5.47	-19.59	4.60	3.28	3.2242	-1.6951
500 <= x < 750	7	16	3.7	6.4	-2.66	-70.99	0.80	1.43	1.3105	-2.0299
750 <= x < 1000	4	9	1.6	2.2	-0.58	-36.78	0.58	0.42	0.3476	-1.6707
1000 <= x	2	12	0.8	2.6	-1.80	-239.45	0.51	0.21	0.5025	-3.5872
Locale:										
1: City	0	30	0	18.4	-18.44	100	0	2	1.5853	-11.6323
2: Suburb	1	4	0.6	1.8	-1.20	-215.30	0.49	0.77	0.8195	-1.4689
3: Town	18	29	15.6	16.3	-0.69	-4.40	2.07	2.34	2.9038	-0.2369
4: Rural	57	77	83.8	63.5	20.33	24.26	2.14	2.25	2.7559	7.3781

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
ALASKA—Continued										
Grade level:										
Primary	11	30	22.3	33.5	-11.19	-50.14	3.37	1.42	3.4714	-3.2228
Middle	8	21	5.5	7.4	-1.91	-34.75	0.83	0.35	0.8791	-2.1756
High school	25	43	15.0	14.0	0.95	6.33	1.91	0.99	1.6199	0.5858
Combined	32	46	57.2	45.0	12.15	21.24	4.14	2.26	3.7697	3.2234
ARIZONA	141	177	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	23	28	23.4	23.5	-0.12	-0.53	2.72	2.36	1.8832	-0.0661
200 <= x < 500	24	33	18.6	20.3	-1.72	-9.27	2.93	3.13	1.7846	-0.9636
500 <= x < 750	32	38	31.4	28.7	2.63	8.39	3.16	2.78	1.5145	1.7384
750 <= x < 1000	20	26	13.9	15.2	-1.26	-9.08	2.05	2.09	1.3970	-0.9049
1000 <= x	42	52	12.7	12.3	0.48	3.73	1.79	1.63	0.7815	0.6081
Locale:										
1: City	59	75	40.4	37.6	2.77	6.86	2.86	1.77	1.9628	1.4124
2: Suburb	23	31	13.1	16.3	-3.20	-24.42	1.65	1.17	1.4575	-2.1972
3: Town	18	22	9.7	11.5	-1.80	-18.67	2.12	1.99	1.9156	-0.9413
4: Rural	41	49	36.8	34.6	2.23	6.06	2.85	2.12	2.0597	1.0842
Grade level:										
Primary	40	49	63.0	62.6	0.40	0.63	2.40	1.74	1.8929	0.2104
Middle	33	44	11.0	12.8	-1.80	-16.34	1.08	1.24	1.4787	-1.2190
High school	59	70	23.7	22.1	1.58	6.65	2.36	1.68	1.3639	1.1554
Combined	9	14	2.2	2.4	-0.17	-7.74	0.86	0.65	0.3548	-0.4847
ARKANSAS	117	138	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	6	7	6.4	6.4	0.03	0.54	2.83	2.66	0.7000	0.0497
200 <= x < 500	56	63	55.6	54.6	1.02	1.84	5.71	5.26	1.9091	0.5353
500 <= x < 750	27	33	19.7	20.1	-0.48	-2.46	4.10	3.68	1.4040	-0.3444
750 <= x < 1000	16	19	9.9	10.0	-0.12	-1.19	2.02	1.88	0.9036	-0.1300
1000 <= x	12	16	8.4	8.9	-0.46	-5.40	4.31	3.75	0.8545	-0.5335

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
ARKANSAS—										
Continued										
Locale:										
1: City	29	31	21.8	19.9	1.97	9.01	3.20	2.87	0.7784	2.5258
2: Suburb	7	12	5.3	7.5	-2.15	-40.17	1.95	1.64	1.3099	-1.6399
3: Town	28	33	19.9	20.1	-0.16	-0.82	3.46	3.09	1.1992	-0.1370
4: Rural	53	62	52.9	52.5	0.35	0.65	5.81	5.75	1.5400	0.2248
Grade level:										
Primary	33	35	50.6	46.9	3.66	7.24	6.41	5.95	1.5082	2.4271
Middle	36	42	14.5	14.6	-0.05	-0.33	2.11	1.90	0.7985	-0.0599
High school	37	48	21.6	24.5	-2.96	-13.72	3.05	3.25	0.9868	-2.9998
Combined	11	13	13.3	14.0	-0.65	-4.90	10.92	10.82	1.8274	-0.3572
CALIFORNIA	354	564	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	40	61	14.4	16.5	-2.10	-14.59	2.53	2.96	2.4494	-0.8589
200 <= x < 500	65	91	29.5	25.9	3.62	12.27	3.13	2.57	2.0887	1.7346
500 <= x < 750	60	93	27.6	27.5	0.11	0.41	2.79	2.01	2.3412	0.0479
750 <= x < 1000	50	78	15.0	15.3	-0.31	-2.08	2.34	1.91	1.4148	-0.2205
1000 <= x	139	241	13.4	14.7	-1.32	-9.84	1.57	1.30	1.0625	-1.2418
Locale:										
1: City	120	239	32.7	39.3	-6.51	-19.89	2.00	1.18	1.9024	-3.4239
2: Suburb	132	205	37.4	35.2	2.15	5.76	1.93	1.17	2.0956	1.0270
3: Town	41	48	10.0	8.1	1.91	19.06	1.63	0.65	1.2978	1.4692
4: Rural	61	72	19.9	17.4	2.45	12.36	1.83	1.86	2.6336	0.9321
Grade level:										
Primary	86	134	61.7	62.9	-1.13	-1.83	1.92	1.08	1.9283	-0.5847
Middle	62	100	13.1	12.8	0.22	1.69	1.07	0.47	0.9795	0.2251
High school	181	289	22.2	21.5	0.69	3.12	1.45	0.93	1.2109	0.5712
Combined	25	41	3.0	2.8	0.22	7.18	0.55	0.32	0.3549	0.6066

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
COLORADO	101	162	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	14	21	17.7	15.9	1.80	10.14	12.67	11.50	2.4205	0.7423
200 <= x < 500	31	52	40.0	41.9	-1.92	-4.79	5.13	5.52	2.4642	-0.7775
500 <= x < 750	30	46	27.5	26.5	0.99	3.59	7.85	5.74	3.0310	0.3252
750 <= x < 1000	10	17	6.8	7.6	-0.78	-11.53	1.74	1.58	0.9517	-0.8207
1000 <= x	16	26	8.1	8.1	-0.09	-1.06	1.85	1.43	1.2188	-0.0699
Locale:										
1: City	36	50	39.9	31.7	8.13	20.40	3.46	2.27	2.4232	3.3555
2: Suburb	19	42	17.4	26.7	-9.26	-53.17	3.67	2.95	2.5867	-3.5795
3: Town	15	19	13.1	10.4	2.62	20.05	3.47	2.39	1.7057	1.5347
4: Rural	31	51	29.7	31.2	-1.49	-5.02	7.19	5.91	2.6844	-0.5548
Grade level:										
Primary	28	48	55.4	56.3	-0.84	-1.52	13.48	11.59	2.8305	-0.2976
Middle	36	56	17.6	17.2	0.45	2.58	4.30	3.54	1.6154	0.2812
High school	22	38	16.6	18.1	-1.49	-8.96	4.42	3.84	2.1017	-0.7067
Combined	15	20	10.4	8.5	1.87	18.08	21.40	18.76	3.3929	0.5523
CONNECTICUT	143	217	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	12	15	15.9	12.5	3.34	21.02	4.99	3.66	1.6598	2.0122
200 <= x < 500	44	59	53.0	46.6	6.38	12.05	6.08	5.43	2.2405	2.8494
500 <= x < 750	28	57	15.6	23.5	-7.90	-50.63	3.87	3.87	2.5843	-3.0566
750 <= x < 1000	26	33	7.8	8.5	-0.76	-9.84	1.72	1.99	1.5781	-0.4841
1000 <= x	33	53	7.8	8.8	-1.06	-13.64	0.97	0.64	0.7072	-1.4997
Locale:										
1: City	18	48	16.3	24.7	-8.44	-51.76	3.74	2.60	2.7059	-3.1186
2: Suburb	88	120	58.1	54.4	3.71	6.39	5.34	3.57	2.8688	1.2940
3: Town	7	12	5.8	5.2	0.57	9.92	3.02	1.97	1.1548	0.4961
4: Rural	30	37	19.8	15.6	4.15	20.98	2.75	1.73	1.5558	2.6699

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
CONNECTICUT—										
Continued										
Grade level:										
Primary	29	42	65.1	61.6	3.47	5.34	3.08	1.45	2.2757	1.5265
Middle	59	83	17.7	17.5	0.25	1.43	1.65	0.67	1.3002	0.1949
High school	47	83	13.8	18.3	-4.46	-32.28	1.72	0.95	1.5578	-2.8642
Combined	8	9	3.4	2.6	0.73	21.77	0.68	0.45	0.3541	2.0752
DELAWARE	67	79	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	9	11	12.7	12.8	-0.09	-0.67	2.93	2.72	0.6457	-0.1317
200 <= x < 500	14	15	30.3	27.9	2.38	7.85	5.41	4.98	0.7612	3.1250
500 <= x < 750	22	25	35.9	35.6	0.26	0.72	5.14	4.86	1.0752	0.2417
750 <= x < 1000	12	14	12.0	12.5	-0.43	-3.60	2.50	2.52	0.7468	-0.5804
1000 <= x	10	14	9.1	11.2	-2.12	-23.24	1.93	1.84	1.0314	-2.0557
Locale:										
1: City	8	9	15.4	14.7	0.75	4.84	3.20	2.95	0.5092	1.4673
2: Suburb	32	37	47.3	46.8	0.53	1.11	3.18	2.84	1.0257	0.5143
3: Town	10	14	14.9	16.7	-1.79	-11.98	2.68	2.64	0.7718	-2.3154
4: Rural	17	19	22.3	21.8	0.51	2.30	2.39	2.05	0.9193	0.5573
Grade level:										
Primary	25	25	56.9	51.4	5.45	9.58	1.93	1.29	1.1572	4.7090
Middle	19	22	19.1	19.7	-0.64	-3.36	1.43	0.88	1.0416	-0.6162
High school	14	20	13.8	17.8	-3.96	-28.63	1.43	0.97	1.1318	-3.4987
Combined	9	12	10.2	11.0	-0.85	-8.32	2.32	2.03	0.7705	-1.0999

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
DISTRICT OF COLUMBIA	18	45	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	4	9	21.6	24.3	-2.73	-12.63	7.70	7.46	7.6398	-0.3574
200 <= x < 500	9	24	55.7	58.6	-2.93	-5.26	9.08	7.01	8.8012	-0.3328
500 <= x < 750	3	7	17.1	12.3	4.82	28.24	9.15	4.49	5.8405	0.8257
750 <= x < 1000	1	2	3.0	2.1	0.90	29.77	2.97	1.32	2.1028	0.4296
1000 <= x	1	3	2.6	2.7	-0.07	-2.52	2.22	1.15	1.7960	-0.0369
Locale:										
1: City	18	45	100	100	0	0	0	0	0	0
2: Suburb	0	0	0	0	0	0	0	0	0	0
3: Town	0	0	0	0	0	0	0	0	0	0
4: Rural	0	0	0	0	0	0	0	0	0	0
Grade level:										
Primary	7	21	54.3	64.0	-9.66	-17.78	8.41	2.56	8.7234	-1.1074
Middle	2	7	7.7	10.0	-2.28	-29.71	2.72	0.64	2.7733	-0.8218
High school	7	13	28.3	19.5	8.79	31.08	6.91	2.13	6.9312	1.2681
Combined	2	4	9.7	6.6	3.15	32.41	2.39	0.75	2.2800	1.3818
FLORIDA	200	324	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	17	27	11.5	9.6	1.95	16.92	2.86	2.21	1.0032	1.9442
200 <= x < 500	18	28	12.9	13.4	-0.46	-3.59	3.87	2.68	2.3693	-0.1959
500 <= x < 750	41	60	30.9	29.8	1.09	3.54	4.39	3.51	2.9550	0.3702
750 <= x < 1000	39	65	24.7	26.7	-2.02	-8.17	4.58	3.39	2.7429	-0.7353
1000 <= x	85	144	19.9	20.5	-0.56	-2.83	2.36	1.44	1.6643	-0.3383
Locale:										
1: City	43	82	22.0	26.5	-4.48	-20.36	3.25	1.23	2.7755	-1.6142
2: Suburb	88	139	52.1	47.5	4.65	8.91	3.34	1.22	2.8093	1.6537
3: Town	18	26	7.5	6.9	0.64	8.55	1.69	0.87	1.2670	0.5077
4: Rural	51	77	18.4	19.2	-0.81	-4.40	2.70	0.98	2.1027	-0.3845

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
FLORIDA—Continued										
Grade level:										
Primary	46	80	54.2	56.9	-2.68	-4.94	3.45	2.60	2.3267	-1.1506
Middle	39	63	17.4	16.7	0.68	3.92	1.91	0.84	1.5454	0.4414
High school	87	141	18.1	17.2	0.87	4.80	2.07	1.49	1.3351	0.6499
Combined	28	40	10.3	9.2	1.13	10.93	2.35	2.00	0.8334	1.3529
GEORGIA	136	190	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	7	10	4.6	4.3	0.22	4.84	2.00	1.43	0.7816	0.2822
200 <= x < 500	27	37	21.3	23.1	-1.78	-8.36	3.90	3.60	2.1979	-0.8095
500 <= x < 750	45	55	39.8	34.1	5.66	14.24	4.94	3.86	2.3775	2.3821
750 <= x < 1000	28	40	17.5	18.5	-1.04	-5.98	3.02	2.50	1.7840	-0.5854
1000 <= x	29	48	16.9	20.0	-3.06	-18.09	2.29	2.05	1.7699	-1.7294
Locale:										
1: City	18	30	13.9	17.1	-3.26	-23.48	1.84	1.03	1.7007	-1.9164
2: Suburb	38	67	23.7	31.4	-7.65	-32.24	2.35	1.13	2.3019	-3.3214
3: Town	21	24	16.7	13.5	3.22	19.29	1.50	1.05	1.0386	3.0965
4: Rural	59	69	45.7	38.0	7.69	16.81	2.18	0.90	1.9719	3.8993
Grade level:										
Primary	55	74	59.3	57.1	2.15	3.62	2.16	0.75	2.0158	1.0641
Middle	50	69	20.8	20.4	0.42	2.03	1.61	0.58	1.5184	0.2783
High school	17	29	15.1	17.8	-2.71	-17.98	1.86	0.57	1.6535	-1.6365
Combined	14	18	4.8	4.7	0.14	2.86	0.98	0.65	0.6704	0.2060
HAWAII	13	19	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	0	0	0	0	0.00	0	0	0	0	0
200 <= x < 500	4	4	53.2	26.2	27.07	50.84	23.64	15.14	12.2557	2.2085
500 <= x < 750	2	5	13.1	28.0	-14.93	-113.94	12.75	13.63	15.0174	-0.9940
750 <= x < 1000	3	5	21.9	36.3	-14.36	-65.49	15.05	15.69	15.3175	-0.9375
1000 <= x	4	5	11.7	9.5	2.22	18.91	10.39	5.41	7.9615	0.2788

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
HAWAII—Continued										
Locale:										
1: City	1	1	1.5	0.8	0.78	50.84	1.90	0.67	1.3809	0.5664
2: Suburb	4	7	25.7	44.5	-18.79	-73.02	15.65	14.11	16.8388	-1.1158
3: Town	4	6	22.3	24.7	-2.42	-10.86	15.58	12.93	14.2600	-0.1700
4: Rural	4	5	50.4	30.0	20.43	40.53	22.26	13.89	13.9777	1.4617
Grade level:										
Primary	3	6	51.7	66.1	-14.36	-27.78	24.25	11.68	18.3331	-0.7834
Middle	3	4	20.7	15.4	5.31	25.69	16.02	6.29	12.7070	0.4181
High school	5	6	23.6	15.3	8.23	34.94	15.49	7.15	11.6580	0.7062
Combined	2	3	4.1	3.2	0.82	20.11	4.21	1.65	3.5072	0.2331
IDAHO	120	149	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	20	23	33.7	30.2	3.47	10.28	6.01	5.15	2.4083	1.4396
200 <= x < 500	44	52	35.0	34.2	0.82	2.34	5.27	4.78	2.1267	0.3855
500 <= x < 750	31	43	22.8	26.5	-3.78	-16.59	3.60	3.47	2.0033	-1.8845
750 <= x < 1000	12	12	3.5	2.8	0.73	20.73	0.69	0.54	0.1836	3.9976
1000 <= x	13	19	5.0	6.2	-1.25	-25.06	1.16	1.02	0.8271	-1.5057
Locale:										
1: City	19	32	17.4	23.3	-5.90	-33.96	3.01	2.53	1.6860	-3.4981
2: Suburb	15	19	8.3	9.3	-0.99	-11.91	1.55	1.25	1.0020	-0.9854
3: Town	30	33	25.0	21.5	3.51	14.03	2.52	1.91	1.3382	2.6229
4: Rural	56	65	49.3	45.9	3.38	6.84	4.22	2.72	2.1090	1.6003
Grade level:										
Primary	31	44	44.0	48.9	-4.90	-11.13	3.10	2.21	2.0335	-2.4101
Middle	43	49	13.5	12.4	1.17	8.63	1.02	0.63	0.6949	1.6828
High school	35	44	36.1	32.3	3.74	10.38	3.07	2.31	1.5059	2.4858
Combined	11	12	6.4	6.4	-0.01	-0.18	0.96	1.22	1.4111	-0.0082

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
ILLINOIS	188	241	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	27	33	21.1	20.7	0.48	2.28	3.36	2.96	2.2273	0.2163
200 <= x < 500	71	87	49.1	46.1	2.99	6.09	4.30	3.69	2.0924	1.4310
500 <= x < 750	44	56	17.7	19.4	-1.68	-9.47	2.86	2.96	1.7103	-0.9811
750 <= x < 1000	19	26	5.2	6.0	-0.77	-14.86	1.40	1.27	0.8498	-0.9070
1000 <= x	27	39	6.8	7.9	-1.03	-15.03	1.34	0.84	0.9230	-1.1128
Locale:										
1: City	36	59	20.7	25.7	-4.98	-24.00	2.25	1.44	1.8874	-2.6370
2: Suburb	82	100	37.5	37.0	0.56	1.50	2.22	1.73	2.1154	0.2668
3: Town	31	35	15.9	13.9	2.07	12.97	1.77	0.99	1.1899	1.7362
4: Rural	39	47	25.8	23.5	2.35	9.09	2.06	1.38	1.4880	1.5772
Grade level:										
Primary	65	85	60.6	59.2	1.45	2.39	1.96	1.54	2.1076	0.6872
Middle	68	80	15.3	14.2	1.14	7.42	1.00	0.50	0.9081	1.2501
High school	38	58	16.4	20.3	-3.94	-24.06	1.85	1.71	2.1669	-1.8176
Combined	17	18	7.7	6.3	1.35	17.60	1.22	0.98	0.5341	2.5368
INDIANA	159	210	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	8	10	3.2	3.1	0.15	4.81	1.57	1.31	0.5107	0.3027
200 <= x < 500	52	66	43.1	44.9	-1.75	-4.06	4.69	4.17	2.3223	-0.7543
500 <= x < 750	51	64	37.2	34.7	2.51	6.76	4.68	4.20	1.8346	1.3695
750 <= x < 1000	17	26	7.9	8.3	-0.49	-6.23	2.07	1.73	0.8219	-0.5957
1000 <= x	31	44	8.6	9.0	-0.43	-4.95	1.15	0.93	0.6716	-0.6344
Locale:										
1: City	32	55	16.9	23.0	-6.05	-35.74	3.34	2.07	2.6938	-2.2444
2: Suburb	36	44	23.8	20.9	2.91	12.24	1.60	1.08	1.1175	2.6046
3: Town	31	39	20.0	19.1	0.88	4.42	2.33	1.28	1.7491	0.5045
4: Rural	60	72	39.3	37.1	2.25	5.73	3.04	1.79	2.6109	0.8628

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
INDIANA—Continued										
Grade level:										
Primary	44	54	57.9	56.9	1.05	1.81	2.29	1.40	2.0164	0.5196
Middle	46	62	18.0	18.6	-0.60	-3.35	1.33	0.74	1.2375	-0.4877
High school	53	70	21.5	21.4	0.08	0.38	1.71	1.02	1.2929	0.0637
Combined	16	24	2.5	3.0	-0.53	-20.96	0.38	0.37	0.4336	-1.2151
IOWA	130	152	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	16	19	22.2	21.9	0.31	1.38	4.85	4.45	1.8417	0.1666
200 <= x < 500	70	79	52.8	53.8	-0.98	-1.86	4.87	4.81	2.3126	-0.4257
500 <= x < 750	27	32	16.0	15.4	0.59	3.71	3.44	3.24	0.9947	0.5977
750 <= x < 1000	9	9	5.0	4.3	0.70	14.03	2.19	1.89	0.3408	2.0434
1000 <= x	8	13	4.0	4.6	-0.61	-15.44	2.17	1.95	0.5347	-1.1465
Locale:										
1: City	21	33	13.9	17.0	-3.15	-22.72	2.01	1.58	1.1456	-2.7517
2: Suburb	10	11	7.1	6.3	0.73	10.29	1.46	1.29	0.4039	1.7989
3: Town	41	44	29.3	27.2	2.14	7.29	3.54	2.94	1.2957	1.6498
4: Rural	58	64	49.7	49.5	0.29	0.58	3.12	2.46	1.4449	0.1997
Grade level:										
Primary	41	48	49.0	49.4	-0.40	-0.81	2.75	2.28	1.2509	-0.3184
Middle	37	43	12.2	12.3	-0.10	-0.85	1.05	0.81	0.7405	-0.1401
High school	44	51	27.0	25.8	1.23	4.55	2.54	2.25	1.0579	1.1633
Combined	8	10	11.8	12.5	-0.73	-6.20	2.28	1.07	1.7346	-0.4199
KANSAS	127	166	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	31	36	30.8	27.8	3.02	9.80	5.06	3.67	2.4154	1.2521
200 <= x < 500	55	70	51.2	51.6	-0.42	-0.82	5.63	4.58	2.4501	-0.1711
500 <= x < 750	24	32	13.3	14.7	-1.38	-10.39	3.00	2.87	1.7501	-0.7888
750 <= x < 1000	5	8	1.6	1.9	-0.33	-21.13	0.49	0.52	0.3300	-0.9981
1000 <= x	12	20	3.1	4.0	-0.90	-28.69	0.74	0.68	0.5571	-1.6075

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
KANSAS—Continued										
Locale:										
1: City	14	31	9.5	17.0	-7.48	-78.94	1.64	1.27	1.3484	-5.5471
2: Suburb	12	19	8.2	9.6	-1.35	-16.45	1.27	1.12	0.9612	-1.4064
3: Town	36	40	26.8	23.2	3.58	13.37	2.08	1.27	1.7234	2.0794
4: Rural	65	76	55.5	50.3	5.25	9.45	2.48	1.60	1.9763	2.6551
Grade level:										
Primary	31	43	53.5	55.9	-2.41	-4.50	2.61	1.33	2.0925	-1.1500
Middle	36	45	16.2	15.4	0.79	4.91	1.34	0.89	1.1519	0.6889
High school	53	68	26.0	24.1	1.87	7.18	1.69	0.93	1.3253	1.4089
Combined	7	10	4.3	4.6	-0.25	-5.89	0.81	0.75	0.7872	-0.3234
KENTUCKY	173	200	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	34	37	17.5	16.3	1.18	6.75	3.69	3.30	0.8246	1.4304
200 <= x < 500	53	61	35.6	37.4	-1.82	-5.12	3.80	3.61	1.7824	-1.0226
500 <= x < 750	55	57	33.7	30.4	3.22	9.56	4.61	4.14	1.0449	3.0794
750 <= x < 1000	13	20	6.6	7.7	-1.10	-16.55	1.59	1.56	0.6455	-1.7005
1000 <= x	18	25	6.7	8.1	-1.48	-22.20	1.37	1.29	0.7546	-1.9571
Locale:										
1: City	29	39	14.6	16.1	-1.51	-10.35	1.55	1.12	1.0194	-1.4815
2: Suburb	22	28	10.8	12.2	-1.40	-13.00	1.37	1.14	1.1295	-1.2387
3: Town	38	42	21.5	20.6	0.91	4.20	1.93	1.56	1.0455	0.8657
4: Rural	84	91	53.1	51.1	2.00	3.77	2.20	1.77	1.3509	1.4837
Grade level:										
Primary	49	55	51.5	51.3	0.23	0.44	2.53	1.70	1.6021	0.1405
Middle	43	52	14.8	15.5	-0.72	-4.89	1.02	0.66	0.6838	-1.0588
High school	41	48	27.0	26.8	0.20	0.72	2.64	1.99	1.2090	0.1615
Combined	40	45	6.7	6.4	0.30	4.54	1.00	0.79	0.3308	0.9183

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
LOUISIANA	122	184	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	11	14	12.7	11.2	1.52	11.98	2.97	2.06	1.8081	0.8415
200 <= x < 500	59	79	61.9	56.6	5.31	8.58	4.45	3.44	2.6812	1.9818
500 <= x < 750	26	46	17.0	21.3	-4.33	-25.51	3.66	3.39	2.5067	-1.7279
750 <= x < 1000	5	11	2.2	3.9	-1.74	-78.63	1.01	1.38	1.2577	-1.3800
1000 <= x	21	34	6.2	7.0	-0.77	-12.42	1.42	1.23	1.0843	-0.7082
Locale:										
1: City	21	45	15.7	22.8	-7.09	-45.16	2.66	1.90	2.4710	-2.8700
2: Suburb	24	37	18.1	19.6	-1.47	-8.11	3.47	2.04	2.7935	-0.5262
3: Town	28	37	26.7	22.9	3.85	14.40	3.38	2.09	2.4969	1.5403
4: Rural	49	65	39.5	34.7	4.72	11.95	3.27	1.89	2.6854	1.7560
Grade level:										
Primary	34	52	53.0	54.3	-1.29	-2.44	3.02	1.30	2.8281	-0.4577
Middle	29	38	17.1	15.1	1.98	11.60	1.78	0.66	1.6130	1.2283
High school	45	74	16.8	17.9	-1.12	-6.67	1.81	0.82	1.4227	-0.7891
Combined	14	20	13.1	12.7	0.44	3.32	2.18	1.31	1.8875	0.2308
MAINE	130	164	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	34	36	41.8	36.0	5.71	13.68	4.36	3.95	1.4743	3.8754
200 <= x < 500	60	81	42.0	47.1	-5.10	-12.15	4.63	4.20	1.5280	-3.3378
500 <= x < 750	20	28	9.2	10.0	-0.78	-8.43	1.75	1.78	0.7003	-1.1074
750 <= x < 1000	11	12	4.9	4.5	0.48	9.69	1.21	1.07	0.4865	0.9823
1000 <= x	5	7	2.1	2.4	-0.32	-14.86	0.69	0.65	0.2376	-1.3295
Locale:										
1: City	11	17	6.9	8.6	-1.65	-23.88	0.83	0.76	0.5975	-2.7583
2: Suburb	10	16	6.2	7.6	-1.42	-22.96	1.09	1.23	0.9452	-1.5009
3: Town	26	29	15.9	14.6	1.29	8.13	1.88	1.43	1.0114	1.2791
4: Rural	83	102	71.0	69.2	1.77	2.50	1.88	1.35	1.4091	1.2582

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
MAINE—Continued										
Grade level:										
Primary	54	65	62.6	60.1	2.49	3.98	1.86	1.28	1.4040	1.7720
Middle	39	52	13.8	14.8	-1.03	-7.47	1.00	0.48	0.8789	-1.1701
High school	31	41	20.5	22.5	-2.05	-10.00	1.65	1.08	1.7033	-1.2009
Combined	6	6	3.2	2.6	0.59	18.35	0.21	0.13	0.1323	4.4269
MARYLAND										
Number of schools:										
0 <= x < 200	5	18	3.2	3.1	0.03	0.86	1.37	0.59	1.0684	0.0255
200 <= x < 500	18	40	51.2	42.0	9.19	17.96	9.24	5.58	7.3964	1.2428
500 <= x < 750	14	46	30.2	35.2	-4.99	-16.54	8.64	5.11	6.7343	-0.7412
750 <= x < 1000	7	20	5.4	7.2	-1.76	-32.35	2.36	1.68	2.6208	-0.6701
1000 <= x	19	70	10.1	12.5	-2.47	-24.58	1.95	1.00	1.9067	-1.2963
Locale:										
1: City	20	35	28.4	16.9	11.51	40.48	6.84	0.81	6.6601	1.7281
2: Suburb	12	105	20.0	58.6	-38.54	-192.62	6.57	1.58	6.0196	-6.4026
3: Town	6	10	14.8	5.7	9.15	61.78	5.01	1.50	3.7572	2.4343
4: Rural	25	44	36.8	18.9	17.89	48.66	4.92	0.83	4.7017	3.8040
Grade level:										
Primary	16	48	68.0	64.0	4.02	5.91	4.86	1.16	4.7638	0.8442
Middle	7	36	9.4	16.2	-6.84	-72.72	3.70	0.62	3.5506	-1.9265
High school	31	90	18.5	17.0	1.56	8.38	2.76	0.86	2.7171	0.5724
Combined	9	20	4.0	2.7	1.26	31.59	0.94	0.26	0.8725	1.4477
MASSACHUSETTS										
Number of schools:										
0 <= x < 200	6	10	7.3	10.0	-2.71	-37.20	3.59	3.89	2.2883	-1.1855
200 <= x < 500	39	49	50.9	45.9	5.05	9.92	4.23	3.77	2.4954	2.0242
500 <= x < 750	28	44	20.1	23.8	-3.74	-18.61	3.41	3.26	2.1575	-1.7317
750 <= x < 1000	23	27	12.7	11.0	1.65	13.00	2.74	2.25	0.9191	1.7935
1000 <= x	21	28	9.0	9.3	-0.25	-2.77	1.77	1.29	0.9984	-0.2508

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
MASSACHUSETTS—										
Continued										
Locale:										
1: City	26	31	21.4	19.4	1.91	8.92	2.61	1.52	1.7949	1.0617
2: Suburb	74	102	62.7	63.9	-1.22	-1.95	2.61	1.57	2.3008	-0.5306
3: Town	3	3	4.1	3.1	0.96	23.56	2.14	1.64	0.5283	1.8243
4: Rural	14	22	11.9	13.5	-1.65	-13.86	2.21	1.30	2.1333	-0.7726
Grade level:										
Primary	38	47	65.1	62.0	3.00	4.62	2.09	1.28	1.9438	1.5458
Middle	35	51	15.3	17.4	-2.12	-13.87	1.06	0.73	1.1562	-1.8304
High school	33	45	17.4	18.1	-0.72	-4.12	1.96	0.83	1.6245	-0.4414
Combined	11	15	2.3	2.4	-0.17	-7.50	0.47	0.46	0.3387	-0.5041
MICHIGAN	243	311	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	25	30	11.1	12.0	-0.87	-7.85	2.68	2.56	1.3557	-0.6433
200 <= x < 500	100	122	53.8	51.3	2.53	4.69	3.62	3.37	1.4132	1.7873
500 <= x < 750	62	82	23.6	24.6	-1.04	-4.43	3.01	2.76	1.2958	-0.8042
750 <= x < 1000	24	32	5.8	5.9	-0.11	-1.87	0.99	0.89	0.5741	-0.1890
1000 <= x	32	45	5.7	6.2	-0.50	-8.83	1.00	0.82	0.5643	-0.8916
Locale:										
1: City	35	62	14.8	21.2	-6.41	-43.25	1.43	1.00	1.5503	-4.1329
2: Suburb	88	109	35.6	33.8	1.84	5.16	2.03	1.22	1.5641	1.1756
3: Town	33	42	13.8	13.9	-0.11	-0.81	1.57	0.93	1.1464	-0.0977
4: Rural	87	98	35.8	31.1	4.68	13.09	1.71	1.12	1.1216	4.1731
Grade level:										
Primary	70	87	53.0	51.7	1.34	2.53	1.83	1.26	1.7748	0.7562
Middle	53	70	15.4	16.4	-0.96	-6.21	1.20	0.55	1.2897	-0.7433
High school	86	118	23.3	25.2	-1.85	-7.93	1.82	1.29	1.5252	-1.2132
Combined	34	36	8.2	6.7	1.47	17.91	0.75	0.56	0.3457	4.2440

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
MINNESOTA	240	307	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	51	60	33.4	31.1	2.32	6.94	3.61	2.89	1.6970	1.3652
200 ≤ x < 500	68	84	35.6	35.3	0.35	0.99	3.17	2.90	1.8348	0.1916
500 ≤ x < 750	35	52	14.5	16.7	-2.21	-15.20	2.36	2.44	1.6724	-1.3196
750 ≤ x < 1000	41	46	10.0	9.7	0.27	2.75	1.63	1.63	0.8464	0.3236
1000 ≤ x	45	65	6.5	7.2	-0.74	-11.31	0.86	0.83	0.4155	-1.7702
Locale:										
1: City	30	52	13.8	18.5	-4.69	-34.07	2.47	1.57	1.7213	-2.7264
2: Suburb	62	79	22.7	23.1	-0.36	-1.56	1.75	1.23	1.1761	-0.3022
3: Town	58	69	26.1	23.9	2.21	8.49	2.43	1.65	1.1881	1.8635
4: Rural	90	107	37.4	34.6	2.83	7.57	2.07	1.46	1.2993	2.1814
Grade level:										
Primary	42	54	42.0	43.5	-1.44	-3.42	2.40	1.57	1.8179	-0.7916
Middle	42	49	11.8	10.9	0.86	7.27	1.47	1.01	0.7084	1.2082
High school	117	159	30.1	31.1	-0.97	-3.21	2.21	1.54	1.1261	-0.8602
Combined	39	45	16.1	14.5	1.55	9.66	2.08	1.64	0.8689	1.7856
MISSISSIPPI	110	123	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	11	11	14.3	12.9	1.41	9.85	2.89	2.52	0.6257	2.2477
200 ≤ x < 500	38	43	39.9	41.4	-1.51	-3.78	5.41	4.90	1.8113	-0.8323
500 ≤ x < 750	39	40	33.4	30.7	2.76	8.25	5.01	4.33	1.4688	1.8780
750 ≤ x < 1000	10	14	7.2	9.2	-2.03	-28.41	2.23	2.31	1.4147	-1.4371
1000 ≤ x	12	15	5.2	5.9	-0.62	-11.92	1.15	1.14	0.5616	-1.1105
Locale:										
1: City	13	14	11.8	12.0	-0.20	-1.68	2.36	1.89	1.2557	-0.1576
2: Suburb	7	8	5.6	5.5	0.17	3.02	1.28	1.15	0.3969	0.4296
3: Town	32	38	30.5	32.1	-1.54	-5.04	3.00	2.36	1.6629	-0.9257
4: Rural	58	63	52.1	50.5	1.57	3.01	2.66	1.90	1.6104	0.9732

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
MISSISSIPPI—										
Continued										
Grade level:										
Primary	27	30	42.7	43.0	-0.31	-0.72	2.70	1.51	1.8880	-0.1627
Middle	31	33	15.9	15.4	0.50	3.16	0.95	0.75	0.8106	0.6191
High school	43	50	31.1	31.8	-0.66	-2.13	2.29	1.40	1.6557	-0.4005
Combined	9	10	10.3	9.8	0.47	4.56	1.67	1.23	0.6350	0.7384
MISSOURI	179	224	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	17	21	16.4	15.4	1.07	6.54	3.42	2.93	1.0150	1.0587
200 <= x < 500	82	97	53.7	52.3	1.37	2.55	3.78	3.58	1.4476	0.9449
500 <= x < 750	37	48	18.2	19.3	-1.14	-6.25	2.86	2.62	1.2476	-0.9111
750 <= x < 1000	20	31	6.2	7.8	-1.58	-25.49	1.39	1.28	0.6817	-2.3159
1000 <= x	23	27	5.5	5.2	0.27	4.98	0.87	0.76	0.3479	0.7846
Locale:										
1: City	21	31	12.2	14.3	-2.08	-17.08	1.63	1.38	1.4745	-1.4119
2: Suburb	48	57	23.3	22.2	1.05	4.52	1.52	1.21	1.3227	0.7942
3: Town	36	48	17.9	19.1	-1.16	-6.50	1.48	1.09	1.1564	-1.0066
4: Rural	74	88	46.6	44.4	2.20	4.71	2.01	1.31	1.4568	1.5069
Grade level:										
Primary	53	63	53.0	50.8	2.22	4.19	2.20	1.24	1.6367	1.3568
Middle	49	64	14.7	15.9	-1.19	-8.13	1.14	0.66	1.0972	-1.0871
High school	55	71	19.7	21.1	-1.38	-7.01	1.10	0.76	1.0177	-1.3594
Combined	22	26	12.5	12.2	0.36	2.84	1.52	0.77	1.1811	0.3011

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
MONTANA	97	112	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	28	30	48.6	45.3	3.28	6.76	7.59	7.39	1.8418	1.7820
200 ≤ x < 500	38	42	37.3	39.2	-1.88	-5.04	6.03	6.37	2.1669	-0.8677
500 ≤ x < 750	14	18	7.7	8.1	-0.37	-4.76	2.62	2.41	0.5353	-0.6859
750 ≤ x < 1000	6	7	4.2	4.8	-0.52	-12.35	2.43	2.49	0.7642	-0.6850
1000 ≤ x	11	15	2.2	2.7	-0.51	-23.69	0.29	0.26	0.1887	-2.7088
Locale:										
1: City	17	18	11.2	10.5	0.78	6.95	1.42	1.23	0.4575	1.7095
2: Suburb	0	2	0	1.3	-1.25	†	0.00	0.84	0.8371	-1.4989
3: Town	30	39	20.2	22.0	-1.79	-8.84	2.01	1.75	1.4441	-1.2380
4: Rural	50	53	68.5	66.3	2.26	3.30	2.85	2.32	1.6360	1.3817
Grade level:										
Primary	28	30	58.9	56.3	2.64	4.48	2.94	2.90	2.2137	1.1914
Middle	20	23	7.9	8.4	-0.48	-6.02	0.96	0.64	0.7192	-0.6627
High school	36	45	12.7	13.7	-1.07	-8.45	1.37	1.06	0.6928	-1.5453
Combined	13	14	20.5	21.6	-1.09	-5.32	2.55	2.71	2.7264	-0.3999
NEBRASKA	144	192	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	33	39	38.6	34.8	3.81	9.88	5.06	3.66	2.5861	1.4744
200 ≤ x < 500	58	78	44.1	45.9	-1.72	-3.89	5.16	3.68	2.5622	-0.6698
500 ≤ x < 750	28	40	12.0	13.0	-0.96	-7.95	1.88	1.93	1.3788	-0.6932
750 ≤ x < 1000	12	17	2.4	3.5	-1.10	-45.90	0.55	1.01	0.8678	-1.2646
1000 ≤ x	13	18	2.8	2.9	-0.04	-1.54	0.59	0.49	0.3194	-0.1371
Locale:										
1: City	28	54	13.3	22.3	-8.94	-67.04	1.79	1.52	1.5988	-5.5898
2: Suburb	11	17	4.1	6.4	-2.30	-56.28	1.22	0.50	1.1401	-2.0166
3: Town	41	50	23.9	21.8	2.11	8.84	2.62	1.41	2.0748	1.0186
4: Rural	64	71	58.7	49.6	9.12	15.55	2.72	1.80	2.0286	4.4970

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
NEBRASKA—										
Continued										
Grade level:										
Primary	37	58	47.6	52.5	-4.88	-10.24	2.64	1.42	2.3161	-2.1050
Middle	39	52	10.0	9.7	0.30	3.03	0.78	0.37	0.6015	0.5023
High school	48	58	23.9	21.0	2.95	12.33	2.12	1.41	1.4653	2.0147
Combined	20	24	18.5	16.9	1.62	8.77	1.93	1.20	1.8390	0.8815
NEVADA	99	132	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	14	29	15.1	19.2	-4.10	-27.19	5.19	4.41	2.6008	-1.5759
200 <= x < 500	10	14	18.0	19.2	-1.27	-7.04	5.77	5.14	2.8263	-0.4477
500 <= x < 750	15	21	26.4	28.5	-2.08	-7.88	4.56	4.54	2.4137	-0.8616
750 <= x < 1000	13	13	19.2	14.4	4.80	24.96	4.29	3.39	1.2573	3.8209
1000 <= x	47	55	21.3	18.7	2.64	12.39	2.82	2.05	1.5598	1.6922
Locale:										
1: City	32	49	33.1	36.9	-3.71	-11.19	3.29	1.93	2.5741	-1.4414
2: Suburb	25	34	21.9	25.5	-3.62	-16.52	2.87	2.31	2.6477	-1.3665
3: Town	12	13	13.3	10.4	2.84	21.40	3.59	2.83	1.0114	2.8058
4: Rural	30	36	31.7	27.2	4.49	14.17	3.01	2.22	2.2439	2.0012
Grade level:										
Primary	20	28	57.6	58.0	-0.43	-0.75	2.99	1.72	2.5031	-0.1723
Middle	24	29	19.9	18.8	1.09	5.48	2.51	1.76	1.9590	0.5577
High school	49	60	20.4	19.3	1.11	5.44	2.45	1.46	1.5992	0.6948
Combined	6	15	2.1	3.8	-1.77	-85.97	0.50	0.39	0.4957	-3.5755

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
NEW HAMPSHIRE	87	104	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	9	9	31.5	26.5	5.00	15.91	7.73	6.70	1.5608	3.2060
200 ≤ x < 500	32	36	42.3	43.6	-1.30	-3.06	6.72	6.27	2.9465	-0.4401
500 ≤ x < 750	17	23	12.9	16.4	-3.51	-27.16	3.54	3.72	2.6107	-1.3457
750 ≤ x < 1000	10	13	6.3	6.5	-0.18	-2.84	2.35	2.22	0.5501	-0.3260
1000 ≤ x	19	23	7.0	7.0	-0.01	-0.21	1.03	1.01	0.4860	-0.0301
Locale:										
1: City	8	11	5.3	8.8	-3.41	-63.78	2.38	2.16	1.3258	-2.5721
2: Suburb	20	27	15.7	18.7	-2.96	-18.82	3.43	2.98	1.2410	-2.3857
3: Town	15	21	9.6	13.9	-4.33	-45.30	2.16	3.09	2.6289	-1.6489
4: Rural	44	45	69.4	58.6	10.71	15.44	3.47	3.09	2.5012	4.2802
Grade level:										
Primary	22	28	65.5	66.5	-1.01	-1.54	2.22	1.78	1.3929	-0.7248
Middle	22	27	16.0	16.2	-0.17	-1.05	1.42	1.04	0.9352	-0.1804
High school	36	42	15.7	14.9	0.74	4.70	1.13	0.85	0.7437	0.9885
Combined	7	7	2.8	2.3	0.44	15.91	0.23	0.18	0.1063	4.1699
NEW JERSEY	197	284	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	17	26	7.3	8.3	-1.02	-13.88	2.25	2.15	1.5852	-0.6418
200 ≤ x < 500	62	84	50.9	47.6	3.28	6.44	3.63	3.16	2.1602	1.5182
500 ≤ x < 750	30	48	19.0	21.3	-2.30	-12.09	3.44	3.12	1.8593	-1.2369
750 ≤ x < 1000	28	39	7.9	8.2	-0.29	-3.71	1.35	1.43	0.9804	-0.3006
1000 ≤ x	60	87	14.8	14.5	0.33	2.25	1.69	1.35	1.0049	0.3306
Locale:										
1: City	17	24	8.6	8.4	0.24	2.77	1.40	0.82	1.2579	0.1896
2: Suburb	150	218	75.4	77.1	-1.64	-2.18	2.15	1.01	1.9244	-0.8538
3: Town	5	6	4.1	3.5	0.64	15.39	1.49	1.13	0.7463	0.8520
4: Rural	25	36	11.8	11.0	0.77	6.51	2.05	1.36	1.3615	0.5646

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
NEW JERSEY—										
Continued										
Grade level:										
Primary	59	82	63.9	62.7	1.14	1.78	2.12	1.01	1.7511	0.6506
Middle	51	74	15.3	15.9	-0.54	-3.50	1.41	0.60	1.2236	-0.4386
High school	72	106	18.1	18.8	-0.70	-3.89	1.66	0.81	1.4097	-0.5000
Combined	15	22	2.7	2.6	0.10	3.81	0.57	0.44	0.3018	0.3391
NEW MEXICO	109	174	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	18	25	16.1	13.1	2.98	18.53	4.48	2.77	2.0645	1.4458
200 <= x < 500	39	56	53.1	54.5	-1.46	-2.75	5.72	4.53	3.2639	-0.4470
500 <= x < 750	23	32	19.9	18.2	1.69	8.49	4.60	3.24	2.6668	0.6335
750 <= x < 1000	13	24	6.8	8.1	-1.35	-19.99	2.08	1.81	1.5950	-0.8489
1000 <= x	16	37	4.2	6.0	-1.86	-44.74	0.75	0.51	0.6048	-3.0774
Locale:										
1: City	12	43	11.3	24.6	-13.25	-117.23	2.91	1.22	2.5445	-5.2076
2: Suburb	12	14	8.8	7.3	1.48	16.84	1.72	1.77	1.5236	0.9735
3: Town	32	47	33.3	30.3	2.99	8.98	3.48	2.35	3.5506	0.8430
4: Rural	53	70	46.6	37.8	8.77	18.85	3.93	2.67	2.8604	3.0676
Grade level:										
Primary	18	31	53.5	56.7	-3.25	-6.07	4.41	1.80	3.3440	-0.9714
Middle	29	43	18.2	16.5	1.68	9.22	2.32	0.81	1.8178	0.9224
High school	41	75	16.2	17.2	-1.07	-6.61	1.86	1.03	1.4076	-0.7594
Combined	21	25	12.2	9.5	2.64	21.72	1.57	0.69	1.3894	1.9006

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
NEW YORK	214	322	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	4	9	4.2	5.3	-1.08	-25.99	2.17	1.78	1.2560	-0.8635
200 ≤ x < 500	79	112	48.7	44.9	3.79	7.78	3.80	3.19	2.2477	1.6879
500 ≤ x < 750	45	77	22.4	24.9	-2.49	-11.11	2.70	2.60	1.9493	-1.2766
750 ≤ x < 1000	29	47	10.4	11.8	-1.35	-12.96	1.62	1.51	1.4652	-0.9204
1000 ≤ x	57	77	14.3	13.2	1.13	7.89	1.71	1.36	1.4001	0.8055
Locale:										
1: City	69	126	30.6	39.0	-8.32	-27.15	2.34	0.90	2.3269	-3.5748
2: Suburb	81	108	38.6	33.3	5.30	13.72	2.51	1.08	2.2940	2.3092
3: Town	20	30	9.9	9.9	0.03	0.28	1.26	0.72	1.2417	0.0226
4: Rural	44	58	20.9	17.9	2.99	14.34	2.05	0.71	1.7362	1.7237
Grade level:										
Primary	65	102	54.8	54.6	0.20	0.37	2.02	0.72	2.0403	0.0997
Middle	59	84	17.8	17.2	0.62	3.47	1.26	0.39	1.2810	0.4823
High school	63	102	19.2	21.7	-2.51	-13.05	1.60	0.59	1.6540	-1.5159
Combined	27	34	8.2	6.5	1.69	20.55	0.92	0.51	0.6511	2.5893
NORTH CAROLINA	129	185	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	9	15	10.1	13.2	-3.10	-30.73	4.04	4.45	2.2543	-1.3762
200 ≤ x < 500	44	53	41.1	35.3	5.83	14.19	4.68	3.60	2.5404	2.2964
500 ≤ x < 750	40	53	29.1	27.1	1.95	6.70	3.90	3.12	2.1082	0.9238
750 ≤ x < 1000	25	39	13.6	14.6	-1.05	-7.75	2.50	2.39	1.5172	-0.6922
1000 ≤ x	11	25	6.2	9.8	-3.63	-58.85	1.78	1.66	1.4953	-2.4267
Locale:										
1: City	20	50	14.3	25.1	-10.74	-74.94	2.30	1.63	1.9949	-5.3814
2: Suburb	17	25	11.4	11.5	-0.12	-1.05	2.54	1.57	1.4317	-0.0836
3: Town	23	25	17.9	13.2	4.69	26.22	2.04	1.48	0.9585	4.8952
4: Rural	69	85	56.4	50.2	6.16	10.93	2.91	2.18	2.0014	3.0795

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
NORTH CAROLINA—										
Continued										
Grade level:										
Primary	52	77	55.6	55.8	-0.27	-0.49	3.45	2.93	2.6630	-0.1031
Middle	52	71	19.7	18.0	1.68	8.54	1.70	0.96	1.2902	1.3042
High school	19	27	20.4	21.5	-1.09	-5.34	2.39	1.82	2.6661	-0.4090
Combined	6	10	4.3	4.6	-0.32	-7.34	4.46	4.54	1.3537	-0.2348
NORTH DAKOTA	113	130	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	41	49	49.1	49.8	-0.75	-1.54	5.03	4.72	1.4020	-0.5384
200 <= x < 500	42	47	37.7	37.3	0.39	1.02	4.91	4.56	1.4073	0.2742
500 <= x < 750	12	13	6.9	6.3	0.57	8.24	1.27	1.12	0.3100	1.8309
750 <= x < 1000	9	12	2.9	3.5	-0.63	-21.54	0.61	0.68	0.4540	-1.3802
1000 <= x	9	9	3.4	3.0	0.43	12.51	1.00	0.88	0.1610	2.6592
Locale:										
1: City	22	23	14.4	13.8	0.57	3.97	1.51	1.29	0.9449	0.6058
2: Suburb	6	7	4.0	4.4	-0.38	-9.53	1.42	0.89	0.7946	-0.4795
3: Town	20	24	16.0	15.3	0.69	4.30	1.66	1.32	0.6005	1.1468
4: Rural	65	76	65.6	66.5	-0.88	-1.34	2.37	1.64	1.3249	-0.6642
Grade level:										
Primary	28	32	44.5	44.2	0.27	0.60	3.10	2.15	1.5857	0.1692
Middle	15	15	7.3	6.4	0.92	12.51	0.75	0.59	0.2542	3.6119
High school	38	44	18.9	18.9	-0.03	-0.14	1.73	1.34	0.8818	-0.0308
Combined	32	39	29.3	30.5	-1.16	-3.95	2.49	1.48	1.6256	-0.7131

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
OHIO	214	268	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	4	5	3.7	3.2	0.55	14.69	1.76	1.40	0.4448	1.2343
200 ≤ x < 500	93	112	57.0	56.0	0.97	1.71	3.57	2.74	1.9047	0.5099
500 ≤ x < 750	57	74	23.8	24.1	-0.27	-1.12	3.46	2.85	1.4185	-0.1872
750 ≤ x < 1000	23	31	7.5	7.8	-0.29	-3.83	1.51	1.29	0.6562	-0.4367
1000 ≤ x	37	46	8.0	9.0	-0.97	-12.07	1.31	1.59	1.3463	-0.7191
Locale:										
1: City	28	46	14.6	18.1	-3.44	-23.50	2.02	1.18	1.5375	-2.2346
2: Suburb	83	96	38.1	36.1	2.01	5.27	1.82	1.14	1.4715	1.3666
3: Town	32	38	16.3	14.7	1.57	9.61	1.56	1.10	1.0225	1.5312
4: Rural	71	88	30.9	31.1	-0.14	-0.46	2.12	1.48	1.5045	-0.0937
Grade level:										
Primary	66	83	55.6	55.9	-0.28	-0.51	1.73	1.11	1.4136	-0.2006
Middle	58	69	19.2	18.0	1.18	6.12	0.97	0.49	0.8590	1.3690
High school	68	89	21.3	22.5	-1.21	-5.67	1.27	0.78	1.0498	-1.1495
Combined	22	27	3.9	3.6	0.31	8.08	0.48	0.32	0.2660	1.1813
OKLAHOMA	115	129	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	13	17	20.2	21.9	-1.71	-8.44	4.63	3.96	1.9230	-0.8878
200 ≤ x < 500	44	50	42.1	43.4	-1.28	-3.03	5.09	4.91	1.9331	-0.6611
500 ≤ x < 750	35	36	26.4	23.9	2.49	9.42	4.39	4.03	1.1983	2.0745
750 ≤ x < 1000	9	11	5.4	5.3	0.05	0.85	2.28	2.14	0.5477	0.0831
1000 ≤ x	14	15	5.9	5.4	0.45	7.69	1.99	1.69	0.5097	0.8897
Locale:										
1: City	18	23	13.7	15.8	-2.16	-15.77	2.45	1.20	1.9659	-1.0967
2: Suburb	17	19	12.0	11.8	0.21	1.71	2.15	1.54	1.2310	0.1669
3: Town	29	33	19.7	21.4	-1.68	-8.51	1.64	2.20	1.6866	-0.9931
4: Rural	51	54	54.6	51.0	3.63	6.64	3.11	2.31	2.3729	1.5277

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
OKLAHOMA—										
Continued										
Grade level:										
Primary	35	42	46.7	48.8	-2.14	-4.59	2.74	1.78	2.0641	-1.0377
Middle	28	30	13.4	12.6	0.76	5.70	1.13	0.69	0.8477	0.8999
High school	36	38	18.7	17.0	1.77	9.46	1.72	1.23	1.0040	1.7644
Combined	16	19	21.2	21.6	-0.39	-1.85	2.75	2.14	1.6594	-0.2365
OREGON	129	197	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	21	26	18.2	14.9	3.31	18.21	3.61	2.56	1.6845	1.9652
200 <= x < 500	50	72	48.2	49.1	-0.92	-1.91	5.85	4.20	3.2616	-0.2823
500 <= x < 750	23	38	21.1	22.2	-1.15	-5.43	4.59	3.49	2.6028	-0.4400
750 <= x < 1000	13	22	6.7	6.7	0.00	0.04	1.36	1.02	0.8318	0.0036
1000 <= x	22	39	5.9	7.1	-1.25	-21.28	0.83	0.70	0.8531	-1.4623
Locale:										
1: City	31	55	24.9	26.9	-1.98	-7.94	2.90	0.80	2.6530	-0.7458
2: Suburb	23	36	14.9	17.4	-2.47	-16.52	2.80	1.67	2.1173	-1.1654
3: Town	33	53	26.1	27.5	-1.36	-5.19	3.52	2.17	2.4132	-0.5615
4: Rural	42	53	34.0	28.2	5.80	17.04	3.41	1.66	2.3839	2.4336
Grade level:										
Primary	35	50	60.8	58.6	2.19	3.60	2.59	0.88	2.4310	0.8997
Middle	32	54	14.4	16.8	-2.40	-16.66	1.51	0.62	1.5787	-1.5206
High school	44	73	20.3	21.2	-0.94	-4.61	1.88	0.75	1.7240	-0.5428
Combined	18	20	4.5	3.3	1.15	25.57	0.68	0.29	0.4325	2.6576

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
PENNSYLVANIA	170	216	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	9	14	3.8	6.7	-2.86	-75.48	1.70	2.30	1.8852	-1.5178
200 ≤ x < 500	58	73	43.1	43.1	-0.05	-0.12	5.74	5.28	2.6876	-0.0187
500 ≤ x < 750	43	57	28.0	28.1	-0.17	-0.62	4.13	3.54	2.2052	-0.0789
750 ≤ x < 1000	26	31	11.6	10.2	1.45	12.41	2.51	2.09	1.0722	1.3479
1000 ≤ x	34	41	13.5	11.9	1.64	12.15	2.18	1.72	0.9987	1.6424
Locale:										
1: City	24	40	13.0	17.3	-4.32	-33.31	1.26	1.02	1.4118	-3.0593
2: Suburb	74	93	42.3	41.3	0.92	2.18	2.35	1.38	2.1197	0.4340
3: Town	25	28	15.8	13.0	2.79	17.65	1.75	1.22	1.0209	2.7355
4: Rural	47	55	29.0	28.3	0.61	2.09	1.91	1.23	2.1650	0.2800
Grade level:										
Primary	50	68	56.5	59.6	-3.08	-5.46	2.18	0.95	2.1726	-1.4199
Middle	58	69	17.7	16.3	1.42	8.03	1.19	0.58	1.2731	1.1157
High school	45	55	23.4	21.7	1.74	7.41	1.68	0.83	1.4953	1.1614
Combined	17	24	2.3	2.4	-0.07	-3.11	0.43	0.35	0.2998	-0.2416
RHODE ISLAND	56	100	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	3	5	2.0	4.4	-2.43	-123.63	1.00	2.04	2.1753	-1.1156
200 ≤ x < 500	26	46	71.4	67.0	4.36	6.11	3.78	3.44	3.4570	1.2607
500 ≤ x < 750	11	19	13.5	14.0	-0.58	-4.34	3.62	2.97	2.4607	-0.2372
750 ≤ x < 1000	3	8	2.8	4.4	-1.59	-57.14	1.03	0.92	0.8660	-1.8398
1000 ≤ x	13	22	10.4	10.2	0.25	2.36	1.81	1.40	1.5326	0.1604
Locale:										
1: City	7	29	10.0	30.3	-20.32	-202.82	2.77	2.94	4.0657	-4.9984
2: Suburb	36	53	66.6	53.6	12.99	19.51	3.85	2.88	4.0166	3.2341
3: Town	2	2	4.0	2.3	1.76	43.79	2.82	1.65	1.1970	1.4731
4: Rural	11	16	19.4	13.8	5.57	28.74	2.50	1.28	1.8953	2.9381

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
RHODE ISLAND—										
Continued										
Grade level:										
Primary	23	37	68.4	63.0	5.44	7.95	2.96	1.15	2.8119	1.9330
Middle	15	29	16.5	18.6	-2.11	-12.80	2.18	0.88	2.0596	-1.0259
High school	15	31	13.1	17.3	-4.18	-31.86	1.90	0.91	1.7029	-2.4557
Combined	3	3	2.0	1.1	0.86	43.79	1.00	0.57	0.4425	1.9425
SOUTH CAROLINA	105	134	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	4	4	5.1	4.0	1.03	20.34	2.26	1.78	0.5244	1.9649
200 <= x < 500	28	38	36.6	35.8	0.75	2.06	5.95	5.22	2.3084	0.3260
500 <= x < 750	29	37	28.3	28.9	-0.63	-2.21	4.98	4.50	2.1382	-0.2927
750 <= x < 1000	19	24	16.0	16.5	-0.44	-2.76	3.40	3.14	1.7116	-0.2586
1000 <= x	25	31	14.0	14.8	-0.71	-5.09	2.87	2.66	1.4421	-0.4957
Locale:										
1: City	13	20	11.5	13.6	-2.09	-18.21	1.81	0.94	1.8382	-1.1373
2: Suburb	19	29	18.2	21.3	-3.13	-17.22	2.35	1.66	1.9852	-1.5745
3: Town	18	19	19.1	15.8	3.31	17.27	2.80	2.15	1.2222	2.7047
4: Rural	55	66	51.2	49.3	1.91	3.73	2.47	1.65	2.1036	0.9081
Grade level:										
Primary	38	47	56.8	56.0	0.72	1.27	2.38	0.96	2.0793	0.3477
Middle	29	39	20.1	21.5	-1.35	-6.70	2.00	0.77	1.6914	-0.7973
High school	33	41	22.0	21.2	0.80	3.63	1.93	0.94	1.4436	0.5522
Combined	5	7	1.2	1.3	-0.17	-14.78	0.33	0.32	0.2988	-0.5754

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
SOUTH DAKOTA	103	120	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	30	33	40.4	41.0	-0.59	-1.47	4.32	5.17	2.6871	-0.2205
200 <= x < 500	41	50	41.9	42.6	-0.68	-1.63	4.57	4.83	2.2560	-0.3034
500 <= x < 750	18	20	11.3	10.2	1.06	9.36	2.87	2.63	0.8035	1.3148
750 <= x < 1000	6	7	1.8	1.8	0.01	0.78	0.49	0.43	0.1850	0.0746
1000 <= x	8	10	4.6	4.4	0.21	4.50	2.30	1.97	0.4529	0.4559
Locale:										
1: City	16	24	10.9	17.8	-6.84	-62.47	2.50	3.96	3.6680	-1.8644
2: Suburb	0	0	0	0	0.00	0	0	0	0	0
3: Town	27	32	18.4	18.8	-0.40	-2.16	2.75	2.38	1.7899	-0.2214
4: Rural	60	64	70.7	63.5	7.23	10.23	2.83	3.13	3.2475	2.2278
Grade level:										
Primary	29	34	42.1	41.1	0.99	2.36	3.56	2.71	2.6101	0.3805
Middle	22	26	9.9	10.0	-0.14	-1.41	1.05	0.62	0.9104	-0.1530
High school	34	40	15.0	14.8	0.20	1.31	1.62	1.31	1.2504	0.1566
Combined	18	20	33.1	34.1	-1.05	-3.17	2.78	2.56	3.2986	-0.3182
TENNESSEE	129	174	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	6	9	4.6	6.9	-2.33	-51.01	1.61	2.13	1.8093	-1.2867
200 <= x < 500	41	57	42.2	41.9	0.28	0.67	5.12	4.34	2.8437	0.0988
500 <= x < 750	36	48	29.8	28.3	1.50	5.03	4.10	3.56	2.5517	0.5875
750 <= x < 1000	22	29	13.1	12.4	0.67	5.09	2.58	1.80	1.7840	0.3732
1000 <= x	24	31	10.3	10.5	-0.12	-1.14	2.01	1.77	1.4367	-0.0822
Locale:										
1: City	25	50	17.8	29.5	-11.65	-65.29	2.89	1.63	2.8373	-4.1045
2: Suburb	19	27	12.8	14.0	-1.24	-9.74	1.98	1.43	1.9171	-0.6489
3: Town	24	26	20.0	14.9	5.05	25.31	2.06	1.33	1.2449	4.0583
4: Rural	61	71	49.4	41.6	7.84	15.86	3.17	1.48	2.5853	3.0315

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
TENNESSEE—										
Continued										
Grade level:										
Primary	35	50	55.2	56.6	-1.35	-2.44	2.40	0.80	2.2999	-0.5858
Middle	45	63	18.2	18.2	0.01	0.06	1.16	0.41	1.1618	0.0095
High school	36	48	21.1	21.4	-0.25	-1.19	1.72	0.90	1.6324	-0.1540
Combined	13	13	5.5	3.9	1.59	29.04	0.48	0.27	0.3301	4.8091
TEXAS	278	412	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	42	57	18.1	15.7	2.39	13.19	2.84	2.01	1.2773	1.8674
200 <= x < 500	77	107	33.4	31.6	1.85	5.55	3.57	2.76	2.1825	0.8499
500 <= x < 750	60	96	24.0	28.1	-4.03	-16.76	2.77	2.71	1.6347	-2.4635
750 <= x < 1000	47	67	15.1	14.2	0.85	5.61	2.34	1.84	1.3542	0.6246
1000 <= x	52	85	9.4	10.5	-1.06	-11.28	1.07	0.83	0.7875	-1.3449
Locale:										
1: City	80	141	27.0	33.8	-6.82	-25.26	1.85	0.92	1.8580	-3.6703
2: Suburb	49	81	16.8	19.0	-2.23	-13.29	1.88	0.90	1.5751	-1.4178
3: Town	43	52	18.8	14.6	4.23	22.49	2.03	1.35	1.0326	4.0926
4: Rural	106	138	37.4	32.6	4.83	12.90	2.31	1.06	1.7892	2.6975
Grade level:										
Primary	81	125	52.7	54.3	-1.60	-3.03	2.24	1.07	1.6830	-0.9482
Middle	94	139	20.9	20.5	0.43	2.04	1.40	0.49	1.1618	0.3661
High school	68	96	21.3	19.9	1.43	6.71	2.51	1.36	1.5114	0.9465
Combined	35	52	5.1	5.3	-0.26	-5.12	0.53	0.48	0.5147	-0.5053

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
UTAH	133	174	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	19	28	18.5	18.7	-0.17	-0.93	6.31	5.08	2.0507	-0.0839
200 ≤ x < 500	20	24	18.6	17.3	1.31	7.05	4.49	4.24	1.9002	0.6920
500 ≤ x < 750	29	39	33.5	36.7	-3.28	-9.79	6.02	5.09	2.9039	-1.1279
750 ≤ x < 1000	25	33	15.4	14.1	1.34	8.69	4.53	3.87	1.1907	1.1260
1000 ≤ x	40	50	14.0	13.2	0.79	5.67	2.97	2.26	1.0873	0.7282
Locale:										
1: City	24	27	18.6	16.3	2.26	12.16	3.97	2.80	1.9932	1.1321
2: Suburb	50	79	38.1	44.5	-6.42	-16.84	4.63	2.65	3.0582	-2.0983
3: Town	26	29	16.7	14.4	2.28	13.66	3.81	2.95	1.4798	1.5438
4: Rural	33	39	26.6	24.8	1.88	7.05	5.76	3.35	2.9551	0.6348
Grade level:										
Primary	26	33	59.2	57.6	1.58	2.67	3.61	2.07	2.3799	0.6632
Middle	25	29	5.6	5.3	0.35	6.23	0.59	0.32	0.5767	0.6052
High school	71	95	32.0	33.1	-1.13	-3.52	3.31	1.97	2.1339	-0.5278
Combined	11	17	3.2	4.0	-0.80	-24.73	0.69	0.55	0.6318	-1.2679
VERMONT	107	131	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	23	29	37.4	37.1	0.22	0.58	3.70	3.81	1.9578	0.1110
200 ≤ x < 500	57	72	47.1	49.1	-1.97	-4.20	3.58	3.44	2.0299	-0.9729
500 ≤ x < 750	14	14	8.8	7.1	1.65	18.83	1.69	1.38	0.4278	3.8518
750 ≤ x < 1000	9	10	4.9	4.4	0.48	9.77	1.05	0.86	0.3885	1.2232
1000 ≤ x	4	6	2.0	2.3	-0.37	-18.75	0.76	0.62	0.3364	-1.0866
Locale:										
1: City	5	7	3.7	4.2	-0.48	-13.00	1.33	0.97	0.8690	-0.5553
2: Suburb	8	9	5.7	5.6	0.07	1.20	1.09	0.94	0.9715	0.0702
3: Town	29	31	20.5	17.6	2.85	13.92	1.70	1.26	0.8551	3.3364
4: Rural	65	84	70.1	72.6	-2.44	-3.48	2.24	1.46	1.4787	-1.6491

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
VERMONT—										
Continued										
Grade level:										
Primary	56	70	67.5	68.2	-0.75	-1.11	2.04	1.17	1.4874	-0.5031
Middle	12	14	7.5	7.3	0.19	2.50	0.97	0.44	0.8800	0.2138
High school	23	28	14.5	14.1	0.35	2.39	1.16	0.62	0.9038	0.3817
Combined	16	19	10.5	10.3	0.22	2.04	0.97	0.48	0.7172	0.2999
VIRGINIA	145	211	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	4	4	5.8	4.3	1.56	26.86	2.82	2.08	0.7890	1.9809
200 <= x < 500	54	70	41.4	38.5	2.89	6.98	4.74	3.69	2.1981	1.3130
500 <= x < 750	33	42	32.0	30.8	1.22	3.81	4.31	3.83	2.0864	0.5847
750 <= x < 1000	27	38	12.1	13.9	-1.75	-14.43	2.19	2.19	1.6348	-1.0694
1000 <= x	27	57	8.7	12.6	-3.92	-45.04	1.57	1.22	1.0215	-3.8382
Locale:										
1: City	26	46	18.8	21.4	-2.68	-14.26	2.79	1.28	2.2505	-1.1894
2: Suburb	34	68	23.9	31.0	-7.09	-29.64	2.72	1.62	2.2811	-3.1099
3: Town	17	19	11.9	9.5	2.41	20.22	2.09	1.57	0.8750	2.7576
4: Rural	68	78	45.4	38.0	7.36	16.22	2.99	1.50	2.2291	3.3005
Grade level:										
Primary	39	54	57.4	56.4	1.04	1.81	2.56	1.08	2.1380	0.4859
Middle	30	43	15.8	16.3	-0.51	-3.26	1.53	0.50	1.3060	-0.3939
High school	52	82	20.2	20.8	-0.61	-3.01	1.84	1.21	1.1950	-0.5094
Combined	24	32	6.6	6.5	0.08	1.28	0.87	0.45	0.6067	0.1387

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
WASHINGTON	175	276	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	33	45	26.1	21.7	4.40	16.87	4.53	3.01	2.5163	1.7481
200 <= x < 500	54	81	38.2	41.4	-3.22	-8.42	5.06	4.02	2.9584	-1.0874
500 <= x < 750	40	62	24.7	24.2	0.56	2.25	4.55	3.37	2.4600	0.2259
750 <= x < 1000	17	28	4.6	5.1	-0.45	-9.82	1.01	0.79	0.7166	-0.6302
1000 <= x	31	60	6.4	7.7	-1.29	-20.13	1.17	0.81	0.7328	-1.7551
Locale:										
1: City	37	68	19.5	22.8	-3.27	-16.81	2.77	1.10	3.0829	-1.0622
2: Suburb	60	98	32.6	34.9	-2.34	-7.18	2.74	1.59	2.8071	-0.8335
3: Town	28	38	16.8	14.6	2.24	13.33	2.26	1.34	1.7588	1.2761
4: Rural	50	72	31.1	27.7	3.37	10.84	2.87	1.59	2.3583	1.4288
Grade level:										
Primary	41	63	56.4	55.6	0.76	1.36	2.86	1.36	2.6673	0.2866
Middle	36	56	13.1	13.0	0.13	0.98	1.31	0.45	1.2564	0.1023
High school	68	115	22.2	23.9	-1.70	-7.62	2.25	1.17	2.0917	-0.8104
Combined	30	42	8.3	7.5	0.80	9.63	1.06	0.71	0.7878	1.0177
WEST VIRGINIA	107	119	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	9	10	14.5	16.9	-2.35	-16.21	4.88	4.91	1.6507	-1.4247
200 <= x < 500	46	52	57.9	55.7	2.24	3.87	5.70	6.32	1.8137	1.2353
500 <= x < 750	28	33	18.2	19.0	-0.75	-4.09	2.93	2.76	0.7922	-0.9410
750 <= x < 1000	14	14	6.1	5.5	0.56	9.17	1.69	1.54	0.2516	2.2162
1000 <= x	10	10	3.3	3.0	0.30	9.17	1.02	0.88	0.1547	1.9314
Locale:										
1: City	11	11	12.4	11.2	1.14	9.17	1.61	1.61	0.4018	2.8251
2: Suburb	14	14	14.4	13.1	1.32	9.17	1.62	1.71	0.4545	2.9071
3: Town	22	26	16.8	22.0	-5.27	-31.43	1.42	2.29	2.3821	-2.2132
4: Rural	60	68	56.4	53.6	2.82	4.99	2.39	1.83	1.5972	1.7628

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
WEST VIRGINIA—										
Continued										
Grade level:										
Primary	32	33	60.7	57.1	3.63	5.98	8.50	9.64	1.4624	2.4836
Middle	31	34	16.2	15.6	0.62	3.82	1.73	1.20	0.6330	0.9758
High school	29	37	14.0	19.1	-5.08	-36.24	5.36	7.33	2.0844	-2.4374
Combined	15	15	9.1	8.2	0.83	9.17	1.55	1.24	0.3603	2.3062
WISCONSIN	139	191	100	100	0	0			0	0
Number of schools:										
0 <= x < 200	7	10	10.7	12.7	-1.99	-18.55	3.55	3.62	3.3963	-0.5867
200 <= x < 500	68	91	59.7	57.6	2.08	3.48	4.10	3.63	3.1689	0.6559
500 <= x < 750	39	48	20.7	18.6	2.04	9.86	3.03	2.54	1.4679	1.3874
750 <= x < 1000	11	18	4.5	5.8	-1.36	-30.52	1.39	1.58	1.0927	-1.2456
1000 <= x	14	24	4.5	5.2	-0.76	-17.07	1.12	0.77	0.9211	-0.8264
Locale:										
1: City	21	44	14.7	23.8	-9.04	-61.33	1.71	2.73	2.7595	-3.2772
2: Suburb	34	44	22.4	20.1	2.37	10.55	2.89	1.86	2.1008	1.1275
3: Town	37	44	25.0	20.4	4.58	18.30	2.15	1.19	1.7564	2.6071
4: Rural	47	59	37.8	35.7	2.10	5.55	2.96	1.80	3.2871	0.6375
Grade level:										
Primary	43	63	54.5	55.4	-0.90	-1.65	2.42	2.07	2.9743	-0.3017
Middle	44	58	15.0	13.7	1.21	8.12	1.14	0.53	1.1836	1.0256
High school	44	59	23.9	21.0	2.88	12.06	2.28	1.28	1.7926	1.6062
Combined	8	11	6.7	9.9	-3.20	-47.60	1.30	2.45	3.4676	-0.9216

See notes at end of table.

Table K-19. Unit response rates for Noncharter Public Schools before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
WYOMING	88	107	100	100	0	0			0	0
Number of schools:										
0 ≤ x < 200	25	30	46.4	46.0	0.45	0.97	6.68	6.41	5.3760	0.0837
200 ≤ x < 500	36	46	41.6	43.6	-1.97	-4.73	6.15	5.62	4.9459	-0.3981
500 ≤ x < 750	15	16	7.0	5.7	1.26	17.99	1.25	0.97	0.6985	1.8057
750 ≤ x < 1000	6	8	2.5	2.5	-0.01	-0.53	0.52	0.50	0.3450	-0.0385
1000 ≤ x	6	7	2.4	2.1	0.27	11.30	0.33	0.28	0.2410	1.1259
Locale:										
1: City	17	17	19.8	15.1	4.75	23.97	2.67	2.16	1.4473	3.2836
2: Suburb	1	1	2.3	1.7	0.55	23.97	2.19	1.74	0.4966	1.0991
3: Town	30	43	22.8	29.0	-6.13	-26.85	4.12	3.22	3.5912	-1.7072
4: Rural	40	46	55.1	54.2	0.83	1.51	4.43	4.06	3.9411	0.2113
Grade level:										
Primary	21	29	58.7	63.0	-4.26	-7.26	3.36	2.87	3.3781	-1.2625
Middle	20	21	12.7	10.1	2.59	20.43	1.26	1.00	0.9214	2.8097
High school	35	44	21.3	20.7	0.58	2.74	2.21	1.86	2.3780	0.2458
Combined	12	13	7.3	6.2	1.09	15.02	1.14	0.68	0.8632	1.2647

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

† The percent relative bias = (estimated bias / weighted eligible sample proportion) * 100. Since the weighted eligible sample proportion is 0, the percent relative bias cannot be calculated.
NOTE: Highlighted "T-test of significance for the difference in proportions" cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
ALABAMA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	13.9	1.56	11.26	4.42	0.5562	2.8133	11.23
200 <= x < 500	42.0	-1.28	-3.04	4.44	1.3052	-0.9791	-27.21
500 <= x < 750	28.5	-0.35	-1.24	2.99	0.8175	-0.4332	-74.79
750 <= x < 1000	9.6	-0.44	-4.63	1.87	0.7902	-0.5630	-63.54
1000 <= x	6.0	0.51	8.49	1.30	0.3811	1.3434	211.63
Locale:							
1: City	18.5	-0.26	-1.41	1.92	1.1038	-0.2364	-41.29
2: Suburb	10.8	-3.25	-30.09	1.62	0.9841	-3.3066	0.28
3: Town	12.6	0.80	6.34	1.19	0.4345	1.8389	-9.77
4: Rural	58.1	2.72	4.67	2.29	1.2242	2.2185	-3.14
Grade level:							
Primary	44.1	-1.49	-3.37	2.34	1.1976	-1.2427	48.39
Middle	14.1	-0.80	-5.72	1.00	0.6514	-1.2351	18.03
High school	27.6	0.82	2.98	2.51	1.0906	0.7549	249.97
Combined	14.2	1.47	10.36	2.12	0.3839	3.8271	1.37
ALASKA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	65.3	9.84	15.05	4.79	3.5874	2.7420	-6.40
200 <= x < 500	28.4	-4.92	-17.31	4.71	3.5643	-1.3813	-9.92
500 <= x < 750	3.8	-2.58	-67.40	0.87	1.3073	-1.9733	-3.03
750 <= x < 1000	1.6	-0.55	-33.91	0.61	0.3780	-1.4467	-5.85
1000 <= x	0.8	-1.79	-232.30	0.52	0.5170	-3.4556	-0.90
Locale:							
1: City	0	-18.44	100	0	1.5853	-11.6323	0.00
2: Suburb	0.6	-1.13	-176.58	0.56	0.8491	-1.3256	-6.50
3: Town	16.0	-0.35	-2.21	2.14	2.8950	-0.1216	-48.83
4: Rural	83.4	19.92	23.88	2.25	2.7989	7.1166	-2.04
Grade level:							
Primary	22.8	-10.71	-46.98	3.49	3.6049	-2.9703	-4.29
Middle	5.6	-1.79	-31.91	0.89	0.9440	-1.9006	-6.19
High school	15.2	1.21	7.96	2.01	1.7406	0.6973	27.90
Combined	56.3	11.29	20.04	4.34	4.0281	2.8024	-7.10

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
ARIZONA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	22.2	-1.34	-6.03	2.54	1.7142	-0.7807	974.58
200 <= x < 500	18.2	-2.09	-11.50	3.21	1.8035	-1.1596	21.61
500 <= x < 750	32.1	3.39	10.56	3.49	1.8087	1.8760	28.87
750 <= x < 1000	14.4	-0.83	-5.78	2.41	1.6426	-0.5050	-34.38
1000 <= x	13.1	0.87	6.59	2.00	0.9285	0.9328	82.23
Locale:							
1: City	38.7	1.06	2.73	2.37	1.4361	0.7361	-61.87
2: Suburb	16.5	0.18	1.10	1.98	1.5590	0.1169	-94.31
3: Town	9.6	-1.86	-19.32	2.00	1.6722	-1.1101	2.94
4: Rural	35.2	0.62	1.75	2.29	1.2382	0.4982	-72.38
Grade level:							
Primary	64.0	1.37	2.13	2.41	2.0007	0.6826	242.93
Middle	10.9	-1.89	-17.27	1.21	1.4744	-1.2816	4.83
High school	23.0	0.83	3.59	2.25	1.3716	0.6018	-47.62
Combined	2.1	-0.30	-14.41	0.85	0.3506	-0.8599	75.33
ARKANSAS	100	0	0		0	0	
Number of schools:							
0 <= x < 200	6.4	0.01	0.09	2.82	0.7077	0.0086	-82.56
200 <= x < 500	55.4	0.85	1.54	5.62	1.6863	0.5047	-16.70
500 <= x < 750	18.4	-1.70	-9.19	3.90	1.2926	-1.3116	250.64
750 <= x < 1000	10.7	0.65	6.14	2.20	0.9605	0.6806	456.67
1000 <= x	9.1	0.18	2.03	4.49	1.0353	0.1781	-59.56
Locale:							
1: City	22.0	2.17	9.84	3.24	0.8336	2.6021	10.33
2: Suburb	5.3	-2.21	-41.81	1.94	1.3149	-1.6805	2.87
3: Town	20.0	-0.06	-0.29	3.59	1.3354	-0.0438	-64.42
4: Rural	52.6	0.10	0.19	6.03	1.5687	0.0631	-71.39
Grade level:							
Primary	50.0	3.13	6.26	6.43	1.5837	1.9774	-14.45
Middle	14.6	-0.02	-0.12	2.13	0.8228	-0.0209	-63.97
High school	21.8	-2.73	-12.53	3.14	0.9841	-2.7772	-7.67
Combined	13.6	-0.38	-2.81	11.04	1.8022	-0.2116	-41.59

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
CALIFORNIA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	13.2	-3.33	-25.28	2.20	2.2793	-1.4623	58.43
200 <= x < 500	29.8	3.93	13.17	3.05	2.1901	1.7953	8.52
500 <= x < 750	27.9	0.38	1.36	2.77	2.3650	0.1603	238.15
750 <= x < 1000	15.1	-0.17	-1.11	2.37	1.5696	-0.1073	-46.02
1000 <= x	13.9	-0.81	-5.82	1.69	1.0850	-0.7459	-38.66
Locale:							
1: City	37.6	-1.63	-4.34	1.29	1.0591	-1.5414	-74.94
2: Suburb	36.9	1.67	4.53	1.31	0.9938	1.6818	-22.34
3: Town	8.5	0.40	4.73	1.40	1.1332	0.3550	-78.90
4: Rural	17.0	-0.44	-2.60	1.30	1.8591	-0.2373	-82.03
Grade level:							
Primary	62.0	-0.90	-1.46	2.02	2.0559	-0.4401	-19.74
Middle	13.4	0.56	4.15	1.11	1.0265	0.5424	152.56
High school	21.6	0.09	0.41	1.52	1.3693	0.0647	-87.19
Combined	3.0	0.26	8.53	0.61	0.4514	0.5748	20.55
COLORADO	100	0	0		0	0	
Number of schools:							
0 <= x < 200	15.8	-0.08	-0.52	12.57	2.7123	-0.0304	-95.41
200 <= x < 500	40.9	-1.03	-2.52	5.07	2.6353	-0.3904	-46.29
500 <= x < 750	28.3	1.78	6.28	8.10	3.2737	0.5423	80.07
750 <= x < 1000	6.9	-0.68	-9.95	1.79	1.0813	-0.6325	-12.44
1000 <= x	8.2	0.02	0.25	1.87	1.3125	0.0154	-76.30
Locale:							
1: City	45.3	13.58	29.97	4.11	2.8260	4.8052	67.01
2: Suburb	17.3	-9.42	-54.58	3.10	2.5818	-3.6483	1.73
3: Town	11.6	1.15	9.95	2.67	1.4744	0.7825	-55.93
4: Rural	25.8	-5.31	-20.56	7.47	2.9489	-1.8020	256.79
Grade level:							
Primary	56.9	0.66	1.15	13.82	3.1113	0.2113	-21.96
Middle	17.4	0.19	1.10	3.94	1.5237	0.1249	-58.12
High school	15.8	-2.28	-14.44	3.82	2.1611	-1.0547	53.46
Combined	9.9	1.43	14.43	20.68	3.0405	0.4709	-23.59

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
CONNECTICUT	100	0	0		0	0	
Number of schools:							
0 <= x < 200	16.2	3.69	22.74	5.03	1.8385	2.0084	10.56
200 <= x < 500	52.4	5.82	11.11	6.08	2.3194	2.5100	-8.81
500 <= x < 750	16.8	-6.67	-39.67	3.90	2.5386	-2.6292	-15.50
750 <= x < 1000	6.9	-1.62	-23.43	1.54	1.4899	-1.0869	111.96
1000 <= x	7.6	-1.22	-16.03	1.01	0.7773	-1.5702	15.08
Locale:							
1: City	22.6	-2.17	-9.60	4.77	3.5245	-0.6151	-74.31
2: Suburb	54.3	-0.14	-0.27	5.68	3.3107	-0.0437	-96.11
3: Town	5.0	-0.16	-3.14	2.62	0.8553	-0.1850	-72.37
4: Rural	18.1	2.47	13.64	2.73	1.6249	1.5205	-40.52
Grade level:							
Primary	64.9	3.36	5.17	3.40	2.6288	1.2770	-3.36
Middle	17.8	0.35	1.98	1.87	1.5323	0.2307	39.50
High school	13.5	-4.79	-35.52	1.73	1.6049	-2.9858	7.40
Combined	3.7	1.08	29.05	0.85	0.5087	2.1262	47.18
DELAWARE	100	0	0		0	0	
Number of schools:							
0 <= x < 200	12.6	-0.14	-1.12	2.95	0.6609	-0.2145	66.71
200 <= x < 500	30.2	2.24	7.43	5.27	0.7777	2.8843	-5.71
500 <= x < 750	33.4	-2.18	-6.53	4.91	1.1309	-1.9289	739.34
750 <= x < 1000	13.4	0.88	6.58	2.84	0.9652	0.9097	102.61
1000 <= x	10.4	-0.80	-7.64	2.17	1.1213	-0.7113	-62.38
Locale:							
1: City	15.7	0.96	6.12	3.23	0.5876	1.6308	28.25
2: Suburb	47.1	0.33	0.69	3.21	1.0982	0.2969	-38.19
3: Town	14.5	-2.24	-15.49	2.61	0.7831	-2.8620	25.42
4: Rural	22.7	0.96	4.21	2.38	0.9834	0.9735	86.85
Grade level:							
Primary	55.2	3.77	6.83	1.96	1.2460	3.0251	-30.83
Middle	19.3	-0.41	-2.15	1.49	1.1097	-0.3737	-35.39
High school	15.4	-2.41	-15.68	1.53	1.2926	-1.8652	-39.12
Combined	10.1	-0.94	-9.35	2.34	0.7676	-1.2290	11.32

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
DISTRICT OF COLUMBIA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	21.6	-2.73	-12.63	7.70	7.6398	-0.3574	0.00
200 <= x < 500	55.7	-2.93	-5.26	9.08	8.8012	-0.3328	0.00
500 <= x < 750	17.1	4.82	28.24	9.15	5.8405	0.8257	0.00
750 <= x < 1000	3.0	0.90	29.77	2.97	2.1028	0.4296	0.00
1000 <= x	2.6	-0.07	-2.52	2.22	1.7960	-0.0369	-0.01
Locale:							
1: City	100	0	0	0	0	0	0
2: Suburb	0	0	0	0	0	0	0
3: Town	0	0	0	0	0	0	0
4: Rural	0	0	0	0	0	0	0
Grade level:							
Primary	54.3	-9.66	-17.78	8.41	8.7234	-1.1074	0.00
Middle	7.7	-2.28	-29.71	2.72	2.7733	-0.8218	0.00
High school	28.3	8.79	31.08	6.91	6.9312	1.2681	0.00
Combined	9.7	3.15	32.41	2.39	2.2800	1.3818	0.00
FLORIDA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	12.3	2.75	22.33	3.01	1.2166	2.2633	41.18
200 <= x < 500	13.7	0.33	2.41	4.11	2.5203	0.1312	-28.76
500 <= x < 750	31.1	1.30	4.16	4.43	3.0495	0.4250	18.48
750 <= x < 1000	23.4	-3.33	-14.25	4.41	2.8013	-1.1892	65.17
1000 <= x	19.4	-1.05	-5.40	2.34	1.6933	-0.6194	86.29
Locale:							
1: City	25.2	-1.33	-5.29	3.25	2.7626	-0.4820	-70.28
2: Suburb	49.3	1.81	3.68	2.55	2.1759	0.8333	-60.97
3: Town	7.4	0.55	7.42	1.75	1.2923	0.4266	-14.30
4: Rural	18.1	-1.03	-5.70	2.23	1.6663	-0.6198	27.76
Grade level:							
Primary	54.1	-2.78	-5.13	3.51	2.5191	-1.1018	3.68
Middle	16.6	-0.09	-0.55	1.95	1.5592	-0.0586	-86.60
High school	18.4	1.16	6.34	2.15	1.5016	0.7749	34.12
Combined	10.9	1.70	15.64	2.43	0.9810	1.7365	51.09

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
GEORGIA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	4.8	0.48	9.95	1.93	0.8587	0.5575	117.02
200 <= x < 500	20.4	-2.65	-12.97	3.93	2.3363	-1.1334	48.84
500 <= x < 750	39.0	4.90	12.56	5.04	2.5853	1.8940	-13.54
750 <= x < 1000	17.4	-1.09	-6.23	3.09	2.0839	-0.5209	3.94
1000 <= x	18.3	-1.64	-8.95	2.73	2.2237	-0.7384	-46.36
Locale:							
1: City	18.7	1.58	8.43	2.47	2.2104	0.7141	-51.57
2: Suburb	29.2	-2.17	-7.45	2.98	2.7958	-0.7776	-71.56
3: Town	12.7	-0.72	-5.61	1.24	0.8697	-0.8225	-77.76
4: Rural	39.4	1.31	3.33	2.07	1.8659	0.7025	-82.95
Grade level:							
Primary	60.2	3.05	5.07	2.51	2.4480	1.2476	42.38
Middle	20.6	0.20	0.95	1.87	1.7821	0.1100	-53.62
High school	14.3	-3.43	-23.95	2.02	1.8756	-1.8291	26.78
Combined	4.9	0.18	3.71	0.91	0.7117	0.2536	30.66
HAWAII	100	0	0		0	0	
Number of schools:							
0 <= x < 200	0	0.00	0	0	0	0	0
200 <= x < 500	53.2	27.07	50.84	23.64	12.2557	2.2085	0.00
500 <= x < 750	13.1	-14.93	-113.94	12.75	15.0174	-0.9940	0.00
750 <= x < 1000	21.9	-14.36	-65.49	15.05	15.3175	-0.9375	0.00
1000 <= x	11.7	2.22	18.91	10.39	7.9615	0.2788	0.00
Locale:							
1: City	1.5	0.78	50.84	1.90	1.3809	0.5664	0.00
2: Suburb	25.7	-18.79	-73.02	15.65	16.8388	-1.1158	0.00
3: Town	22.3	-2.42	-10.86	15.58	14.2600	-0.1700	0.00
4: Rural	50.4	20.43	40.53	22.26	13.9776	1.4617	0.00
Grade level:							
Primary	51.7	-14.36	-27.78	24.25	18.3331	-0.7834	0.00
Middle	20.7	5.31	25.69	16.02	12.7069	0.4181	0.00
High school	23.6	8.23	34.94	15.49	11.6579	0.7062	0.00
Combined	4.1	0.82	20.11	4.21	3.5072	0.2331	0.00

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
IDAHO	100	0	0		0	0	
Number of schools:							
0 <= x < 200	32.6	2.35	7.21	5.92	2.4976	0.9414	-32.18
200 <= x < 500	34.1	-0.11	-0.31	5.32	2.2564	-0.0467	-87.14
500 <= x < 750	24.0	-2.54	-10.60	3.80	2.1044	-1.2082	-32.65
750 <= x < 1000	3.6	0.74	20.94	0.66	0.1972	3.7695	1.28
1000 <= x	5.8	-0.45	-7.74	1.39	0.9915	-0.4505	-64.14
Locale:							
1: City	21.4	-1.82	-8.47	2.94	1.6671	-1.0891	-69.21
2: Suburb	10.6	1.29	12.22	2.04	1.5460	0.8358	30.86
3: Town	23.2	1.73	7.43	2.74	1.5924	1.0842	-50.81
4: Rural	44.7	-1.20	-2.69	4.04	1.9760	-0.6087	-64.36
Grade level:							
Primary	44.4	-4.57	-10.29	3.05	2.0733	-2.2020	-6.85
Middle	13.8	1.40	10.16	1.08	0.7867	1.7785	19.65
High school	36.1	3.79	10.50	3.11	1.5618	2.4287	1.34
Combined	5.7	-0.63	-10.91	0.90	1.4348	-0.4369	5320.04
ILLINOIS	100	0	0		0	0	
Number of schools:							
0 <= x < 200	19.9	-0.80	-4.01	3.38	2.2679	-0.3511	65.30
200 <= x < 500	48.3	2.15	4.46	4.34	2.3435	0.9190	-28.07
500 <= x < 750	18.8	-0.55	-2.93	3.08	1.7012	-0.3239	-67.16
750 <= x < 1000	5.3	-0.70	-13.29	1.56	0.9907	-0.7053	-9.35
1000 <= x	7.8	-0.11	-1.39	1.78	1.4108	-0.0762	-89.54
Locale:							
1: City	29.4	3.68	12.52	2.69	2.0937	1.7582	-26.04
2: Suburb	33.7	-3.30	-9.82	2.17	2.0311	-1.6265	485.36
3: Town	14.2	0.32	2.23	1.55	1.0314	0.3067	-84.69
4: Rural	22.8	-0.69	-3.05	1.98	1.4574	-0.4760	-70.44
Grade level:							
Primary	61.7	2.50	4.05	2.27	2.3586	1.0595	72.53
Middle	14.9	0.75	5.02	1.09	0.9601	0.7799	-34.05
High school	16.4	-3.91	-23.86	2.09	2.2520	-1.7376	-0.65
Combined	7.0	0.67	9.50	1.13	0.6277	1.0602	-50.89

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
INDIANA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	4.1	1.09	26.34	2.54	1.4162	0.7717	606.94
200 <= x < 500	42.9	-1.99	-4.63	4.84	2.8515	-0.6963	13.34
500 <= x < 750	36.8	2.09	5.69	4.78	2.1523	0.9723	-16.71
750 <= x < 1000	7.7	-0.64	-8.26	2.06	0.8567	-0.7432	30.06
1000 <= x	8.5	-0.56	-6.65	1.24	0.7988	-0.7054	32.24
Locale:							
1: City	22.6	-0.32	-1.39	4.38	3.4283	-0.0919	-94.79
2: Suburb	22.3	1.42	6.35	1.58	1.1988	1.1811	-51.36
3: Town	18.6	-0.53	-2.84	2.32	1.7322	-0.3046	-40.20
4: Rural	36.5	-0.57	-1.57	3.29	2.7646	-0.2073	-74.56
Grade level:							
Primary	59.6	2.70	4.53	2.73	2.4135	1.1194	157.86
Middle	17.4	-1.20	-6.88	1.49	1.3857	-0.8655	98.74
High school	20.6	-0.86	-4.20	1.89	1.4834	-0.5824	949.37
Combined	2.4	-0.64	-26.58	0.41	0.4542	-1.4054	21.17
IOWA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	21.8	-0.06	-0.28	4.77	1.8281	-0.0332	-80.24
200 <= x < 500	52.6	-1.22	-2.31	4.97	2.3380	-0.5198	23.44
500 <= x < 750	16.5	1.02	6.19	3.50	1.0195	0.9989	71.28
750 <= x < 1000	5.1	0.81	15.95	2.23	0.3970	2.0400	16.28
1000 <= x	4.0	-0.55	-13.69	2.23	0.5695	-0.9694	-9.95
Locale:							
1: City	15.1	-1.92	-12.74	2.18	1.2931	-1.4877	-38.98
2: Suburb	7.0	0.63	9.11	1.39	0.3844	1.6514	-12.61
3: Town	29.1	1.94	6.66	3.56	1.3583	1.4288	-9.21
4: Rural	48.8	-0.65	-1.34	3.22	1.5141	-0.4304	125.92
Grade level:							
Primary	49.5	0.08	0.17	2.73	1.2698	0.0666	-78.77
Middle	12.1	-0.19	-1.58	1.02	0.7236	-0.2651	84.95
High school	26.5	0.75	2.81	2.45	1.0225	0.7298	-39.36
Combined	11.8	-0.64	-5.39	2.30	1.7802	-0.3588	-12.30

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
KANSAS	100	0	0		0	0	
Number of schools:							
0 <= x < 200	29.3	1.44	4.91	4.91	2.3671	0.6067	-52.51
200 <= x < 500	51.1	-0.47	-0.91	6.01	2.8928	-0.1608	10.95
500 <= x < 750	14.6	-0.08	-0.54	3.51	2.0122	-0.0394	-94.25
750 <= x < 1000	1.6	-0.32	-20.68	0.49	0.3322	-0.9740	-1.77
1000 <= x	3.4	-0.57	-16.46	0.85	0.6055	-0.9379	-36.59
Locale:							
1: City	13.4	-3.52	-26.20	2.55	2.0140	-1.7478	-52.94
2: Suburb	8.0	-1.60	-20.08	1.25	0.9372	-1.7073	18.37
3: Town	25.8	2.55	9.88	2.00	1.6778	1.5174	-28.96
4: Rural	52.8	2.57	4.87	2.72	2.2035	1.1684	-50.93
Grade level:							
Primary	54.2	-1.73	-3.20	2.73	2.1557	-0.8043	-27.95
Middle	16.3	0.98	6.01	1.39	1.1955	0.8212	23.71
High school	25.4	1.23	4.85	1.74	1.3310	0.9236	-34.16
Combined	4.1	-0.48	-11.64	0.78	0.7740	-0.6164	87.41
KENTUCKY	100	0	0		0	0	
Number of schools:							
0 <= x < 200	17.8	1.53	8.58	3.78	0.8946	1.7109	29.76
200 <= x < 500	36.3	-1.11	-3.05	3.77	1.6975	-0.6531	-39.18
500 <= x < 750	31.7	1.31	4.13	4.43	1.0072	1.3013	-59.27
750 <= x < 1000	7.2	-0.55	-7.61	1.72	0.6734	-0.8115	-50.21
1000 <= x	6.9	-1.19	-17.07	1.43	0.7223	-1.6416	-19.72
Locale:							
1: City	14.5	-1.55	-10.66	1.61	1.0151	-1.5282	2.72
2: Suburb	10.9	-1.23	-11.28	1.40	1.1285	-1.0919	-11.93
3: Town	21.5	0.84	3.92	1.96	1.0347	0.8134	-7.01
4: Rural	53.0	1.94	3.66	2.28	1.3782	1.4094	-3.09
Grade level:							
Primary	51.3	0.07	0.13	2.58	1.6096	0.0426	-69.51
Middle	15.0	-0.56	-3.76	1.08	0.7044	-0.7986	-22.30
High school	26.9	0.08	0.30	2.72	1.2261	0.0658	-58.70
Combined	6.8	0.41	6.08	1.02	0.3632	1.1391	36.22

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
LOUISIANA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	12.1	0.96	7.89	3.12	2.2853	0.4194	-37.00
200 <= x < 500	61.1	4.48	7.33	4.90	3.0272	1.4803	-15.67
500 <= x < 750	17.4	-3.88	-22.27	3.86	2.5231	-1.5386	-10.38
750 <= x < 1000	2.3	-1.67	-73.17	1.08	1.2930	-1.2884	-4.02
1000 <= x	7.1	0.11	1.53	1.57	1.2056	0.0896	-85.93
Locale:							
1: City	21.8	-1.03	-4.71	3.54	3.1642	-0.3242	-85.53
2: Suburb	20.3	0.71	3.52	3.96	3.1742	0.2251	-51.38
3: Town	23.2	0.37	1.60	3.01	2.3286	0.1599	-90.32
4: Rural	34.7	-0.06	-0.18	3.16	2.6131	-0.0234	-98.70
Grade level:							
Primary	53.5	-0.76	-1.41	3.20	3.1214	-0.2423	-41.58
Middle	17.1	2.04	11.91	1.80	1.6469	1.2396	3.04
High school	16.5	-1.45	-8.81	1.73	1.4188	-1.0236	29.37
Combined	12.9	0.17	1.30	2.48	2.2989	0.0726	-61.72
MAINE	100	0	0		0	0	
Number of schools:							
0 <= x < 200	40.0	3.99	9.96	4.24	1.4367	2.7743	-30.24
200 <= x < 500	42.5	-4.62	-10.87	4.70	1.6489	-2.8004	-9.46
500 <= x < 750	9.8	-0.17	-1.77	2.08	0.8956	-0.1933	-77.68
750 <= x < 1000	5.3	0.88	16.52	1.27	0.5455	1.6165	84.54
1000 <= x	2.4	-0.08	-3.26	0.80	0.3634	-0.2119	-75.62
Locale:							
1: City	10.5	1.96	18.63	1.39	1.0229	1.9143	18.82
2: Suburb	6.1	-1.50	-24.55	1.25	0.9832	-1.5229	5.54
3: Town	15.3	0.72	4.73	1.87	0.9909	0.7316	-43.97
4: Rural	68.1	-1.19	-1.74	1.85	1.4375	-0.8250	-33.11
Grade level:							
Primary	62.0	1.91	3.08	1.93	1.5565	1.2288	-23.13
Middle	13.8	-1.03	-7.51	1.00	0.8855	-1.1670	0.48
High school	21.2	-1.34	-6.33	1.80	1.8818	-0.7114	-34.55
Combined	3.1	0.46	14.98	0.22	0.1358	3.3849	-21.56

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
MARYLAND	100	0	0		0	0	
Number of schools:							
0 <= x < 200	3.2	0.03	0.86	1.37	1.0684	0.0255	-0.02
200 <= x < 500	51.2	9.19	17.96	9.24	7.3964	1.2428	0.00
500 <= x < 750	30.2	-4.99	-16.54	8.64	6.7343	-0.7412	0.00
750 <= x < 1000	5.4	-1.76	-32.35	2.36	2.6208	-0.6701	0.00
1000 <= x	10.1	-2.47	-24.58	1.95	1.9067	-1.2963	0.00
Locale:							
1: City	28.4	11.51	40.48	6.84	6.6601	1.7281	0.00
2: Suburb	20.0	-38.54	-192.62	6.57	6.0196	-6.4026	0.00
3: Town	14.8	9.15	61.78	5.01	3.7573	2.4343	0.00
4: Rural	36.8	17.89	48.66	4.92	4.7017	3.8040	0.00
Grade level:							
Primary	68.0	4.02	5.91	4.86	4.7637	0.8442	0.00
Middle	9.4	-6.84	-72.72	3.70	3.5506	-1.9265	0.00
High school	18.5	1.56	8.38	2.76	2.7171	0.5724	0.00
Combined	4.0	1.26	31.59	0.94	0.8725	1.4476	0.00
MASSACHUSETTS	100	0	0		0	0	
Number of schools:							
0 <= x < 200	7.0	-3.03	-43.42	3.43	2.3199	-1.3056	11.66
200 <= x < 500	48.2	2.30	4.78	4.27	2.5877	0.8895	-54.43
500 <= x < 750	24.1	0.32	1.31	4.02	2.7050	0.1166	-91.56
750 <= x < 1000	12.1	1.02	8.50	2.57	0.7938	1.2907	-37.84
1000 <= x	8.7	-0.61	-7.07	1.66	0.9619	-0.6370	144.73
Locale:							
1: City	21.0	1.56	7.41	1.99	1.3550	1.1486	-18.34
2: Suburb	63.5	-0.38	-0.60	2.27	2.1528	-0.1761	-68.95
3: Town	3.8	0.65	17.18	1.93	0.3491	1.8580	-32.70
4: Rural	11.7	-1.83	-15.59	1.99	1.8950	-0.9636	10.79
Grade level:							
Primary	63.8	1.70	2.67	2.00	1.9157	0.8886	-43.34
Middle	16.3	-1.08	-6.64	1.15	1.2405	-0.8722	-48.87
High school	17.8	-0.36	-2.05	1.93	1.6133	-0.2261	-49.14
Combined	2.2	-0.26	-11.66	0.44	0.3402	-0.7517	49.75

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
MICHIGAN	100	0	0		0	0	
Number of schools:							
0 <= x < 200	11.2	-0.75	-6.66	2.77	1.4200	-0.5272	-14.16
200 <= x < 500	53.5	2.24	4.18	3.68	1.6354	1.3682	-11.42
500 <= x < 750	24.0	-0.61	-2.55	2.96	1.3161	-0.4652	-41.25
750 <= x < 1000	5.7	-0.26	-4.52	1.01	0.5835	-0.4381	135.57
1000 <= x	5.6	-0.62	-11.13	0.96	0.5450	-1.1395	23.43
Locale:							
1: City	20.1	-1.15	-5.72	2.03	2.1002	-0.5466	-82.08
2: Suburb	33.6	-0.17	-0.51	1.95	1.6138	-0.1072	-90.60
3: Town	12.9	-1.01	-7.84	1.49	1.0972	-0.9229	804.34
4: Rural	33.4	2.33	6.99	1.68	1.1292	2.0665	-50.14
Grade level:							
Primary	54.0	2.25	4.18	1.89	1.8869	1.1940	67.88
Middle	15.1	-1.33	-8.84	1.22	1.3257	-1.0038	38.82
High school	23.3	-1.90	-8.14	1.79	1.6150	-1.1746	2.52
Combined	7.7	0.97	12.66	0.74	0.3487	2.7957	-33.56
MINNESOTA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	32.8	1.69	5.17	3.62	1.9218	0.8814	-26.88
200 <= x < 500	35.9	0.61	1.69	3.48	1.9379	0.3131	72.58
500 <= x < 750	14.7	-2.07	-14.15	2.33	1.5641	-1.3256	-6.05
750 <= x < 1000	10.0	0.35	3.44	1.70	0.9261	0.3733	26.22
1000 <= x	6.7	-0.57	-8.59	0.93	0.4960	-1.1550	-22.10
Locale:							
1: City	18.5	0.04	0.20	3.18	2.3592	0.0155	-99.22
2: Suburb	21.7	-1.37	-6.30	1.77	1.2664	-1.0799	284.79
3: Town	24.5	0.62	2.55	2.36	1.1641	0.5356	-71.84
4: Rural	35.3	0.71	2.00	2.16	1.4199	0.4984	-75.03
Grade level:							
Primary	42.4	-1.07	-2.53	2.67	2.1143	-0.5067	-25.55
Middle	11.7	0.82	6.99	1.41	0.7402	1.1087	-4.12
High school	29.3	-1.79	-6.09	2.25	1.2583	-1.4186	84.29
Combined	16.5	2.04	12.30	2.40	1.2185	1.6707	31.22

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
MISSISSIPPI	100	0	0		0	0	
Number of schools:							
0 <= x < 200	14.5	1.58	10.95	2.97	0.7198	2.1990	12.55
200 <= x < 500	40.4	-1.01	-2.51	5.34	1.7474	-0.5806	-32.70
500 <= x < 750	31.8	1.11	3.49	4.79	1.2388	0.8944	-59.83
750 <= x < 1000	7.8	-1.34	-17.08	2.36	1.3068	-1.0260	-34.05
1000 <= x	5.5	-0.33	-6.07	1.23	0.6054	-0.5533	-46.29
Locale:							
1: City	12.0	0.08	0.66	2.42	1.3307	0.0595	-59.98
2: Suburb	5.5	0.00	-0.09	1.19	0.3876	-0.0128	-97.10
3: Town	30.6	-1.42	-4.65	3.02	1.7078	-0.8339	-7.47
4: Rural	51.8	1.35	2.61	2.70	1.6828	0.8026	-13.82
Grade level:							
Primary	42.1	-0.93	-2.20	2.68	1.8713	-0.4945	201.24
Middle	16.4	1.04	6.32	0.94	0.8217	1.2623	106.68
High school	31.3	-0.47	-1.49	2.34	1.7156	-0.2730	-29.38
Combined	10.2	0.36	3.51	1.70	0.6566	0.5436	-23.88
MISSOURI	100	0	0		0	0	
Number of schools:							
0 <= x < 200	16.0	0.62	3.88	3.33	1.1032	0.5624	-42.26
200 <= x < 500	53.7	1.34	2.49	3.76	1.6390	0.8170	-2.09
500 <= x < 750	18.4	-0.96	-5.25	2.79	1.3117	-0.7347	-15.22
750 <= x < 1000	6.4	-1.32	-20.52	1.46	0.7122	-1.8577	-16.20
1000 <= x	5.5	0.33	5.91	0.92	0.4001	0.8178	19.86
Locale:							
1: City	15.6	1.32	8.45	2.23	1.8639	0.7067	-36.73
2: Suburb	22.5	0.31	1.36	1.48	1.2854	0.2384	-70.83
3: Town	17.2	-1.90	-11.07	1.43	1.1303	-1.6811	63.25
4: Rural	44.7	0.28	0.62	2.09	1.5682	0.1764	-87.40
Grade level:							
Primary	52.6	1.76	3.34	2.36	1.8574	0.9470	-20.79
Middle	15.2	-0.70	-4.65	1.30	1.2382	-0.5686	-40.97
High school	20.2	-0.94	-4.68	1.24	1.1391	-0.8293	-31.72
Combined	12.1	-0.11	-0.91	1.48	1.1485	-0.0957	-69.09

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
MONTANA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	47.9	2.59	5.41	7.68	2.2549	1.1488	-21.07
200 <= x < 500	38.0	-1.16	-3.05	6.16	2.5530	-0.4543	-38.32
500 <= x < 750	7.6	-0.46	-6.07	2.53	0.5145	-0.8994	26.01
750 <= x < 1000	4.2	-0.61	-14.68	2.35	0.7557	-0.8068	16.48
1000 <= x	2.3	-0.36	-15.50	0.31	0.2184	-1.6396	-29.93
Locale:							
1: City	11.1	0.64	5.78	1.45	0.7661	0.8381	-17.90
2: Suburb	0	-1.25	†	0.00	0.8371	-1.4989	0.00
3: Town	22.5	0.53	2.34	2.43	1.9850	0.2652	-70.56
4: Rural	66.4	0.09	0.13	2.89	1.9831	0.0436	-96.18
Grade level:							
Primary	59.3	3.07	5.17	2.92	2.1532	1.4259	16.41
Middle	8.0	-0.37	-4.58	0.98	0.7876	-0.4669	-22.84
High school	13.0	-0.79	-6.07	1.39	0.7271	-1.0821	-26.51
Combined	19.7	-1.92	-9.74	2.51	2.6200	-0.7312	75.73
NEBRASKA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	38.0	3.23	8.50	5.02	2.5422	1.2708	-15.27
200 <= x < 500	43.9	-1.94	-4.42	5.14	2.5384	-0.7648	13.13
500 <= x < 750	12.7	-0.30	-2.35	2.03	1.4022	-0.2124	-68.84
750 <= x < 1000	2.5	-1.00	-40.26	0.57	0.8698	-1.1510	-8.77
1000 <= x	2.9	0.01	0.34	0.61	0.3476	0.0282	-77.57
Locale:							
1: City	14.7	-7.53	-51.09	2.12	1.7762	-4.2393	-15.74
2: Suburb	4.1	-2.24	-53.90	1.22	1.1413	-1.9591	-2.75
3: Town	23.6	1.81	7.68	2.62	2.0725	0.8750	-14.19
4: Rural	57.5	7.95	13.83	2.71	1.9751	4.0262	-12.83
Grade level:							
Primary	47.6	-4.88	-10.26	2.63	2.2988	-2.1240	0.15
Middle	10.2	0.54	5.32	0.81	0.6136	0.8855	79.84
High school	24.0	3.03	12.60	2.19	1.4801	2.0453	2.54
Combined	18.2	1.31	7.22	1.92	1.8291	0.7174	-19.05

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
NEVADA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	12.6	-6.59	-52.42	4.10	2.4191	-2.7257	60.88
200 <= x < 500	16.8	-2.44	-14.52	5.45	2.7284	-0.8947	92.90
500 <= x < 750	28.2	-0.23	-0.82	4.93	2.5515	-0.0905	-88.89
750 <= x < 1000	20.5	6.00	29.36	4.26	1.3599	4.4156	25.00
1000 <= x	21.9	3.26	14.87	2.58	1.5922	2.0480	23.54
Locale:							
1: City	36.2	-0.61	-1.70	2.96	2.2362	-0.2748	-83.44
2: Suburb	26.6	1.12	4.21	3.40	2.7613	0.4063	-68.99
3: Town	10.8	0.42	3.90	3.02	0.7003	0.6034	-85.11
4: Rural	26.3	-0.93	-3.54	2.53	2.0241	-0.4594	-79.29
Grade level:							
Primary	58.7	0.73	1.24	2.77	2.4536	0.2974	69.21
Middle	19.8	0.94	4.77	2.33	2.0614	0.4579	-13.61
High school	19.3	0.01	0.06	2.15	1.4483	0.0075	-99.03
Combined	2.2	-1.68	-78.33	0.54	0.5314	-3.1693	-4.98
NEW HAMPSHIRE	100	0	0		0	0	
Number of schools:							
0 <= x < 200	31.0	4.54	14.65	7.66	1.5616	2.9084	-9.24
200 <= x < 500	41.9	-1.76	-4.20	6.68	3.0340	-0.5799	35.69
500 <= x < 750	14.2	-2.20	-15.42	3.96	2.9096	-0.7553	-37.45
750 <= x < 1000	6.2	-0.32	-5.25	2.26	0.5216	-0.6206	80.49
1000 <= x	6.7	-0.26	-3.88	1.00	0.5059	-0.5154	1684.12
Locale:							
1: City	5.4	-3.35	-62.09	2.39	1.3230	-2.5353	-1.64
2: Suburb	16.2	-2.54	-15.71	3.41	1.6201	-1.5669	-14.25
3: Town	9.5	-4.42	-46.58	2.09	2.6239	-1.6840	1.93
4: Rural	69.0	10.31	14.95	3.37	2.6424	3.9024	-3.68
Grade level:							
Primary	65.4	-1.16	-1.78	2.15	1.4373	-0.8102	15.35
Middle	16.1	-0.15	-0.94	1.38	0.9306	-0.1626	-10.27
High school	15.9	0.97	6.09	1.18	0.8543	1.1320	31.55
Combined	2.7	0.35	12.97	0.23	0.1123	3.1077	-21.24

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
NEW JERSEY	100	0	0		0	0	
Number of schools:							
0 <= x < 200	7.1	-1.25	-17.60	2.17	1.5437	-0.8093	22.79
200 <= x < 500	48.5	0.83	1.71	3.73	2.1954	0.3772	-74.75
500 <= x < 750	22.6	1.26	5.57	3.67	1.9041	0.6605	-45.31
750 <= x < 1000	7.7	-0.56	-7.34	1.33	0.9015	-0.6253	91.28
1000 <= x	14.2	-0.27	-1.92	1.73	0.9299	-0.2935	-17.85
Locale:							
1: City	8.2	-0.22	-2.65	1.19	0.9635	-0.2248	-9.16
2: Suburb	77.0	-0.12	-0.15	1.89	1.6086	-0.0723	-92.92
3: Town	3.8	0.34	8.95	1.42	0.7418	0.4633	-45.96
4: Rural	11.0	-0.01	-0.10	1.90	1.2078	-0.0089	-98.61
Grade level:							
Primary	64.7	1.91	2.96	2.04	1.7211	1.1120	68.00
Middle	14.9	-0.96	-6.47	1.42	1.2977	-0.7424	79.52
High school	17.8	-0.98	-5.48	1.68	1.4252	-0.6862	38.73
Combined	2.6	0.03	1.05	0.56	0.3053	0.0896	-73.27
NEW MEXICO	100	0	0		0	0	
Number of schools:							
0 <= x < 200	15.0	1.86	12.42	3.96	1.7874	1.0412	-37.65
200 <= x < 500	52.6	-1.94	-3.69	5.77	3.5221	-0.5502	32.81
500 <= x < 750	21.1	2.84	13.49	4.65	2.8232	1.0063	68.16
750 <= x < 1000	7.2	-0.92	-12.81	2.23	1.6805	-0.5492	-31.83
1000 <= x	4.2	-1.84	-44.04	0.76	0.6231	-2.9546	-1.08
Locale:							
1: City	14.0	-10.55	-75.38	3.20	2.8650	-3.6835	-20.36
2: Suburb	9.5	2.19	22.98	1.94	1.6249	1.3448	47.32
3: Town	32.2	1.85	5.74	3.38	3.5128	0.5260	-38.27
4: Rural	44.3	6.52	14.72	3.62	2.7818	2.3440	-25.69
Grade level:							
Primary	53.8	-2.90	-5.38	4.29	3.2823	-0.8825	-10.83
Middle	18.6	2.12	11.39	2.16	1.7089	1.2417	26.56
High school	15.8	-1.41	-8.92	1.89	1.4309	-0.9875	32.20
Combined	11.7	2.19	18.69	1.60	1.4002	1.5624	-17.15

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
NEW YORK	100	0	0		0	0	
Number of schools:							
0 <= x < 200	3.7	-1.59	-43.19	1.93	1.1168	-1.4199	46.20
200 <= x < 500	47.6	2.70	5.67	3.89	2.3291	1.1588	-28.86
500 <= x < 750	23.1	-1.79	-7.74	2.94	2.0453	-0.8737	-28.18
750 <= x < 1000	10.2	-1.57	-15.41	1.73	1.4808	-1.0599	16.38
1000 <= x	15.4	2.24	14.56	1.99	1.5751	1.4243	98.93
Locale:							
1: City	39.7	0.78	1.97	1.70	1.4371	0.5444	-90.59
2: Suburb	34.8	1.54	4.42	1.84	1.5963	0.9656	-70.90
3: Town	8.1	-1.76	-21.77	1.04	1.0311	-1.7097	6174.68
4: Rural	17.3	-0.56	-3.24	1.55	1.2271	-0.4571	-81.26
Grade level:							
Primary	55.0	0.42	0.77	2.22	2.2545	0.1879	108.25
Middle	17.9	0.67	3.75	1.53	1.5588	0.4303	8.57
High school	18.9	-2.80	-14.79	1.67	1.7495	-1.6001	11.65
Combined	8.2	1.71	20.73	0.92	0.6988	2.4401	1.13
NORTH CAROLINA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	11.0	-2.23	-20.34	4.21	2.3999	-0.9297	-28.08
200 <= x < 500	40.4	5.13	12.70	4.68	2.5356	2.0240	-12.02
500 <= x < 750	28.4	1.23	4.33	3.83	2.1048	0.5838	-36.90
750 <= x < 1000	14.0	-0.63	-4.51	2.57	1.6160	-0.3897	-40.03
1000 <= x	6.3	-3.50	-55.62	1.93	1.6435	-2.1298	-3.54
Locale:							
1: City	20.7	-4.32	-20.85	2.86	2.3601	-1.8316	-59.73
2: Suburb	13.1	1.58	12.09	2.71	1.5446	1.0240	1221.27
3: Town	14.6	1.41	9.63	1.70	0.7307	1.9255	-70.01
4: Rural	51.6	1.33	2.59	3.00	1.9456	0.6857	-78.35
Grade level:							
Primary	55.8	0.00	-0.01	3.77	2.8967	-0.0015	-98.42
Middle	20.0	1.97	9.85	1.97	1.5460	1.2746	17.11
High school	19.3	-2.18	-11.26	2.43	2.6088	-0.8341	99.56
Combined	4.9	0.21	4.31	4.92	1.4984	0.1398	-34.10

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
NORTH DAKOTA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	48.5	-1.37	-2.83	5.02	1.5034	-0.9130	81.85
200 <= x < 500	37.8	0.45	1.20	4.97	1.5147	0.2982	17.06
500 <= x < 750	7.3	1.02	13.90	1.39	0.4575	2.2290	79.68
750 <= x < 1000	2.9	-0.62	-21.43	0.62	0.4506	-1.3850	-0.41
1000 <= x	3.5	0.53	14.93	1.05	0.2329	2.2559	22.71
Locale:							
1: City	15.7	1.87	11.91	1.87	1.4722	1.2702	226.70
2: Suburb	4.0	-0.38	-9.49	1.41	0.7762	-0.4887	-0.45
3: Town	15.9	0.53	3.32	1.62	0.5971	0.8821	-23.52
4: Rural	64.4	-2.02	-3.13	2.56	1.6197	-1.2455	129.25
Grade level:							
Primary	44.8	0.63	1.40	3.01	1.4976	0.4191	134.01
Middle	7.5	1.09	14.56	0.76	0.2706	4.0435	19.15
High school	18.8	-0.07	-0.36	1.74	0.8931	-0.0754	148.27
Combined	28.8	-1.65	-5.74	2.45	1.5857	-1.0433	42.70
OHIO	100	0	0		0	0	
Number of schools:							
0 <= x < 200	3.6	0.44	12.14	1.75	0.4594	0.9591	-19.73
200 <= x < 500	56.7	0.76	1.34	3.65	2.0899	0.3625	-21.99
500 <= x < 750	24.3	0.26	1.08	3.52	1.5973	0.1647	-0.90
750 <= x < 1000	7.4	-0.40	-5.38	1.53	0.6583	-0.6026	38.45
1000 <= x	7.9	-1.06	-13.44	1.35	1.3045	-0.8162	9.98
Locale:							
1: City	21.0	2.91	13.87	2.68	2.1941	1.3249	-15.39
2: Suburb	35.4	-0.73	-2.07	1.83	1.6447	-0.4460	-63.52
3: Town	14.9	0.22	1.46	1.49	1.0056	0.2162	-86.11
4: Rural	28.7	-2.39	-8.33	2.06	1.4347	-1.6665	1596.78
Grade level:							
Primary	56.5	0.58	1.03	2.00	1.7868	0.3256	105.18
Middle	18.2	0.18	0.99	1.01	0.9156	0.1963	-84.72
High school	21.3	-1.24	-5.83	1.51	1.3476	-0.9199	2.74
Combined	4.1	0.48	11.80	0.52	0.3525	1.3567	52.17

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
OKLAHOMA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	20.5	-1.46	-7.14	4.67	1.9154	-0.7631	-14.39
200 <= x < 500	42.6	-0.77	-1.80	5.10	1.9226	-0.3984	-40.07
500 <= x < 750	24.7	0.83	3.38	4.16	0.9180	0.9095	-66.41
750 <= x < 1000	5.8	0.53	9.12	2.45	0.6372	0.8363	1070.82
1000 <= x	6.3	0.86	13.63	2.03	0.5488	1.5659	89.52
Locale:							
1: City	13.8	-2.06	-14.94	2.45	1.9634	-1.0480	-4.56
2: Suburb	12.3	0.53	4.26	2.25	1.2849	0.4092	155.83
3: Town	19.3	-2.03	-10.49	1.65	1.7030	-1.1909	21.07
4: Rural	54.5	3.56	6.53	3.19	2.4417	1.4578	-1.81
Grade level:							
Primary	46.5	-2.28	-4.89	2.78	2.1056	-1.0805	6.22
Middle	13.5	0.89	6.57	1.15	0.8741	1.0163	16.47
High school	18.9	1.97	10.43	1.73	1.0345	1.9082	11.44
Combined	21.0	-0.59	-2.80	2.70	1.6724	-0.3514	49.71
OREGON	100	0	0		0	0	
Number of schools:							
0 <= x < 200	16.0	1.11	6.92	3.26	1.5107	0.7317	-66.61
200 <= x < 500	49.9	0.79	1.58	5.91	3.4318	0.2294	-14.48
500 <= x < 750	20.9	-1.28	-6.14	4.85	2.9588	-0.4343	12.19
750 <= x < 1000	6.8	0.09	1.39	1.30	0.8480	0.1114	3097.46
1000 <= x	6.4	-0.70	-10.95	1.00	1.0712	-0.6552	-43.74
Locale:							
1: City	32.0	5.06	15.84	4.00	3.7556	1.3477	155.79
2: Suburb	14.8	-2.59	-17.52	2.75	2.1732	-1.1940	5.15
3: Town	23.2	-4.27	-18.40	3.30	2.3473	-1.8182	214.95
4: Rural	30.0	1.80	6.00	3.42	2.4531	0.7345	-68.94
Grade level:							
Primary	61.8	3.21	5.19	2.90	2.7891	1.1503	46.69
Middle	14.7	-2.14	-14.60	1.59	1.6686	-1.2835	-10.79
High school	19.5	-1.74	-8.92	2.02	1.8480	-0.9410	85.81
Combined	4.0	0.67	16.74	0.61	0.3990	1.6856	-41.48

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
PENNSYLVANIA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	3.6	-3.04	-83.92	1.54	1.8661	-1.6266	6.09
200 <= x < 500	41.5	-1.59	-3.84	6.00	2.8166	-0.5659	3063.63
500 <= x < 750	30.7	2.55	8.29	4.49	2.2569	1.1278	1362.37
750 <= x < 1000	11.5	1.29	11.21	2.61	1.1896	1.0827	-10.88
1000 <= x	12.7	0.80	6.29	2.03	0.9432	0.8439	-51.48
Locale:							
1: City	18.3	1.00	5.47	1.77	1.8284	0.5466	-76.86
2: Suburb	41.0	-0.36	-0.87	2.42	2.2552	-0.1581	-61.25
3: Town	14.3	1.22	8.57	1.63	0.9858	1.2387	-56.28
4: Rural	26.5	-1.86	-7.04	1.72	1.9267	-0.9675	207.55
Grade level:							
Primary	57.6	-1.99	-3.46	2.28	2.3126	-0.8618	-35.40
Middle	17.8	1.48	8.32	1.23	1.3480	1.0960	4.01
High school	22.1	0.38	1.73	1.75	1.5786	0.2415	-78.04
Combined	2.5	0.13	5.29	0.47	0.3142	0.4267	85.17
RHODE ISLAND	100	0	0		0	0	
Number of schools:							
0 <= x < 200	2.1	-2.28	-107.64	1.11	2.2027	-1.0331	-6.23
200 <= x < 500	68.7	1.65	2.41	4.29	3.9071	0.4231	-62.07
500 <= x < 750	16.3	2.26	13.86	4.26	2.9434	0.7677	287.12
750 <= x < 1000	2.5	-1.87	-74.12	0.93	0.8390	-2.2230	17.06
1000 <= x	10.4	0.23	2.20	1.92	1.5909	0.1434	-7.21
Locale:							
1: City	14.2	-16.19	-114.40	3.68	4.6161	-3.5072	-20.33
2: Suburb	64.1	10.56	16.46	4.12	4.2488	2.4844	-18.74
3: Town	3.6	1.33	36.93	2.53	0.9311	1.4232	-24.84
4: Rural	18.1	4.31	23.78	2.40	1.9270	2.2361	-22.62
Grade level:							
Primary	66.4	3.46	5.20	3.40	3.2658	1.0585	-36.40
Middle	17.7	-0.97	-5.49	2.58	2.4655	-0.3928	-54.16
High school	13.8	-3.50	-25.34	2.25	2.0865	-1.6770	-16.33
Combined	2.1	1.01	47.81	1.11	0.5990	1.6875	17.58

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
SOUTH CAROLINA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	4.6	0.56	12.20	2.06	0.3753	1.4934	-45.61
200 <= x < 500	34.9	-0.94	-2.70	5.72	2.4637	-0.3823	25.14
500 <= x < 750	28.7	-0.29	-1.00	4.95	2.2509	-0.1272	-54.23
750 <= x < 1000	16.8	0.31	1.85	3.51	2.0237	0.1530	-30.04
1000 <= x	15.1	0.36	2.37	3.19	1.5778	0.2269	-49.92
Locale:							
1: City	16.5	2.92	17.70	2.53	2.5231	1.1563	39.55
2: Suburb	21.5	0.26	1.19	2.89	2.4904	0.1029	-91.80
3: Town	15.5	-0.33	-2.13	2.44	1.0735	-0.3077	-90.01
4: Rural	46.5	-2.84	-6.12	2.42	2.3110	-1.2304	48.86
Grade level:							
Primary	57.7	1.67	2.89	2.59	2.3623	0.7050	130.38
Middle	19.7	-1.82	-9.28	2.10	1.8471	-0.9874	35.24
High school	21.5	0.31	1.45	2.10	1.6879	0.1849	-60.85
Combined	1.2	-0.15	-13.02	0.37	0.3663	-0.4197	-10.57
SOUTH DAKOTA	100	0	0		0	0	
Number of schools:							
0 <= x < 200	40.8	-0.25	-0.60	4.56	2.7880	-0.0880	-58.59
200 <= x < 500	41.3	-1.34	-3.25	4.64	2.2126	-0.6063	96.01
500 <= x < 750	11.5	1.26	10.97	3.03	0.9368	1.3464	19.38
750 <= x < 1000	1.8	0.05	2.54	0.51	0.2057	0.2236	233.25
1000 <= x	4.7	0.28	6.00	2.35	0.5189	0.5388	35.40
Locale:							
1: City	14.3	-3.53	-24.79	3.89	4.1964	-0.8418	-48.34
2: Suburb	0	0.00	0	0	0	0	0
3: Town	18.0	-0.81	-4.52	2.82	1.7394	-0.4665	104.71
4: Rural	67.8	4.34	6.41	3.39	3.6646	1.1854	-39.96
Grade level:							
Primary	43.7	2.59	5.93	3.95	3.1210	0.8301	160.86
Middle	9.8	-0.28	-2.83	1.08	0.9698	-0.2851	98.45
High school	14.8	0.02	0.14	1.71	1.2971	0.0165	-89.04
Combined	31.8	-2.34	-7.35	2.95	3.4759	-0.6720	122.51

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
TENNESSEE	100	0	0		0	0	
Number of schools:							
0 <= x < 200	4.7	-2.23	-47.80	1.55	1.7791	-1.2529	-4.26
200 <= x < 500	41.0	-0.91	-2.22	5.17	3.2829	-0.2772	223.92
500 <= x < 750	28.2	-0.09	-0.33	3.92	2.5215	-0.0370	-93.77
750 <= x < 1000	14.3	1.85	12.94	3.08	2.2815	0.8094	177.36
1000 <= x	11.8	1.39	11.70	2.56	1.8971	0.7304	1073.17
Locale:							
1: City	25.3	-4.13	-16.30	3.63	3.4598	-1.1946	-64.51
2: Suburb	14.3	0.26	1.85	1.99	1.7683	0.1497	-78.72
3: Town	16.0	1.09	6.81	1.73	1.0941	0.9960	-78.43
4: Rural	44.4	2.78	6.26	3.12	2.6704	1.0405	-64.55
Grade level:							
Primary	55.6	-1.03	-1.86	2.90	2.8095	-0.3683	-23.19
Middle	18.0	-0.17	-0.93	1.31	1.3207	-0.1262	1414.75
High school	20.7	-0.70	-3.40	1.89	1.8223	-0.3856	179.55
Combined	5.8	1.90	32.92	0.54	0.4913	3.8750	19.95
TEXAS	100	0	0		0	0	
Number of schools:							
0 <= x < 200	16.4	0.68	4.16	2.63	1.3474	0.5052	-71.46
200 <= x < 500	31.1	-0.49	-1.58	3.49	2.2298	-0.2206	-73.48
500 <= x < 750	24.9	-3.17	-12.75	2.89	1.7775	-1.7849	-21.21
750 <= x < 1000	17.1	2.83	16.62	2.43	1.5422	1.8381	235.14
1000 <= x	10.6	0.15	1.41	1.18	0.8985	0.1662	-85.91
Locale:							
1: City	34.7	0.87	2.51	1.63	1.4301	0.6094	-87.22
2: Suburb	18.4	-0.64	-3.47	1.76	1.3654	-0.4670	-71.44
3: Town	15.6	1.01	6.49	1.77	0.8846	1.1423	-76.09
4: Rural	31.3	-1.24	-3.97	1.77	1.2517	-0.9941	-74.22
Grade level:							
Primary	53.0	-1.28	-2.42	2.41	1.9337	-0.6627	-19.70
Middle	20.9	0.48	2.27	1.42	1.2123	0.3922	11.76
High school	21.3	1.44	6.77	2.66	1.7529	0.8234	0.91
Combined	4.7	-0.64	-13.56	0.49	0.4980	-1.2800	145.11

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
UTAH	100	0	0		0	0	
Number of schools:							
0 <= x < 200	17.3	-1.42	-8.20	5.73	1.6988	-0.8330	722.49
200 <= x < 500	17.9	0.58	3.25	4.19	1.8759	0.3106	-55.69
500 <= x < 750	36.4	-0.35	-0.96	6.01	3.0036	-0.1159	-89.37
750 <= x < 1000	15.4	1.27	8.26	4.52	1.3280	0.9559	-5.32
1000 <= x	13.5	0.31	2.28	2.76	1.0361	0.2962	-61.23
Locale:							
1: City	16.3	-0.02	-0.11	3.17	0.9715	-0.0179	-99.23
2: Suburb	43.5	-1.03	-2.36	4.48	2.6700	-0.3840	-84.02
3: Town	15.9	1.41	8.91	3.41	1.2461	1.1332	-38.19
4: Rural	24.4	-0.37	-1.52	5.12	2.3007	-0.1607	-80.30
Grade level:							
Primary	60.1	2.53	4.21	3.39	2.3225	1.0893	60.29
Middle	5.3	0.02	0.43	0.56	0.5559	0.0412	-93.44
High school	31.3	-1.84	-5.87	3.11	2.1122	-0.8693	63.02
Combined	3.3	-0.72	-21.57	0.70	0.6286	-1.1405	-10.51
VERMONT	100	0	0		0	0	
Number of schools:							
0 <= x < 200	37.0	-0.15	-0.40	3.75	1.9479	-0.0764	-31.52
200 <= x < 500	47.1	-1.91	-4.04	3.65	2.0371	-0.9359	-3.46
500 <= x < 750	9.0	1.91	21.15	1.73	0.4923	3.8718	15.67
750 <= x < 1000	4.9	0.53	10.74	1.05	0.3993	1.3222	11.11
1000 <= x	1.9	-0.38	-19.52	0.76	0.3432	-1.1022	3.47
Locale:							
1: City	3.8	-0.37	-9.79	1.41	0.9325	-0.4012	-22.47
2: Suburb	5.7	0.11	1.85	1.16	1.0088	0.1047	54.99
3: Town	20.5	2.81	13.74	1.68	0.8729	3.2194	-1.50
4: Rural	70.0	-2.54	-3.63	2.23	1.4994	-1.6950	4.22
Grade level:							
Primary	66.8	-1.41	-2.11	2.14	1.5887	-0.8855	87.98
Middle	7.6	0.24	3.15	0.98	0.8959	0.2666	26.90
High school	14.9	0.78	5.24	1.23	0.9875	0.7893	125.91
Combined	10.7	0.39	3.63	0.99	0.7379	0.5269	80.73

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
VIRGINIA	100	0	0		0	0	
Number of schools:							
0 ≤ x < 200	4.9	0.63	12.83	2.37	0.4139	1.5138	-59.91
200 ≤ x < 500	39.6	1.07	2.71	4.93	2.7022	0.3969	-62.84
500 ≤ x < 750	35.2	4.41	12.54	4.55	2.2546	1.9563	261.59
750 ≤ x < 1000	11.6	-2.27	-19.54	2.18	1.6251	-1.3945	29.64
1000 ≤ x	8.8	-3.84	-43.76	1.54	1.1670	-3.2935	-1.97
Locale:							
1: City	24.9	3.49	13.99	3.61	3.0785	1.1332	30.33
2: Suburb	28.1	-2.97	-10.57	3.58	2.9871	-0.9932	-58.18
3: Town	8.9	-0.58	-6.49	1.62	0.5909	-0.9815	-75.97
4: Rural	38.1	0.06	0.15	2.70	2.1919	0.0266	-99.21
Grade level:							
Primary	58.9	2.53	4.30	2.80	2.5177	1.0050	143.60
Middle	16.5	0.21	1.25	1.80	1.6218	0.1269	-59.97
High school	18.0	-2.81	-15.56	1.76	1.3361	-2.1003	361.04
Combined	6.6	0.07	1.06	0.97	0.7123	0.0982	-16.92
WASHINGTON	100	0	0		0	0	
Number of schools:							
0 ≤ x < 200	25.0	3.29	13.18	4.58	2.6615	1.2365	-25.18
200 ≤ x < 500	37.6	-3.86	-10.27	5.09	3.1811	-1.2124	19.89
500 ≤ x < 750	25.3	1.12	4.41	4.74	2.8397	0.3928	100.76
750 ≤ x < 1000	5.4	0.30	5.67	1.22	0.9062	0.3352	-32.73
1000 ≤ x	6.8	-0.85	-12.52	1.32	0.8676	-0.9842	-33.61
Locale:							
1: City	23.3	0.59	2.53	3.38	3.6027	0.1642	-81.94
2: Suburb	33.2	-1.74	-5.23	2.79	2.8653	-0.6062	-25.76
3: Town	15.4	0.77	5.04	2.11	1.6505	0.4688	-65.52
4: Rural	28.1	0.37	1.32	2.91	2.4457	0.1519	-88.98
Grade level:							
Primary	55.8	0.18	0.32	2.99	2.8621	0.0633	-76.30
Middle	13.7	0.80	5.78	1.46	1.4395	0.5524	518.39
High school	22.5	-1.40	-6.21	2.28	2.1282	-0.6571	-17.50
Combined	7.9	0.42	5.31	1.20	0.9178	0.4595	-47.40

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
WEST VIRGINIA	100	0	0		0	0	
Number of schools:							
0 ≤ x < 200	14.7	-2.18	-14.83	4.93	1.6704	-1.3037	-7.39
200 ≤ x < 500	58.6	2.93	5.01	5.79	1.7569	1.6703	30.98
500 ≤ x < 750	17.1	-1.86	-10.88	2.78	0.7056	-2.6377	149.70
750 ≤ x < 1000	6.2	0.67	10.78	1.75	0.2891	2.3078	19.66
1000 ≤ x	3.4	0.44	12.87	1.10	0.2360	1.8523	46.29
Locale:							
1: City	12.4	1.17	9.42	1.63	0.4016	2.9112	3.02
2: Suburb	14.4	1.27	8.84	1.72	0.4292	2.9561	-3.98
3: Town	16.5	-5.53	-33.47	1.46	2.3803	-2.3222	4.85
4: Rural	56.7	3.09	5.45	2.49	1.7038	1.8133	9.73
Grade level:							
Primary	60.9	3.76	6.18	8.57	1.4335	2.6220	3.49
Middle	15.9	0.29	1.84	1.71	0.6181	0.4722	-52.75
High school	14.1	-4.96	-35.12	5.42	2.0403	-2.4330	-2.30
Combined	9.1	0.91	9.99	1.57	0.3794	2.4077	9.94
WISCONSIN	100	0	0		0	0	
Number of schools:							
0 ≤ x < 200	10.1	-2.62	-25.92	3.36	3.3351	-0.7858	31.53
200 ≤ x < 500	60.0	2.41	4.02	3.97	3.3922	0.7116	16.15
500 ≤ x < 750	20.7	2.04	9.87	2.85	1.5303	1.3321	0.09
750 ≤ x < 1000	4.7	-1.13	-23.97	1.42	1.1170	-1.0076	-17.31
1000 ≤ x	4.5	-0.71	-15.66	1.09	0.9016	-0.7838	-7.16
Locale:							
1: City	17.8	-5.96	-33.45	1.96	2.9351	-2.0318	-34.06
2: Suburb	21.6	1.55	7.16	2.79	2.0775	0.7450	-34.66
3: Town	24.0	3.61	14.99	2.01	1.6777	2.1490	-21.27
4: Rural	36.5	0.81	2.22	3.06	3.5304	0.2294	-61.35
Grade level:							
Primary	55.1	-0.24	-0.44	2.93	3.3500	-0.0717	-73.23
Middle	14.9	1.19	7.95	1.17	1.2175	0.9747	-2.23
High school	23.1	2.09	9.07	2.08	1.6896	1.2389	-27.30
Combined	6.9	-3.04	-44.26	2.70	4.1433	-0.7338	-4.87

See notes at end of table.

Table K-20. Unit response rates for Noncharter Public Schools after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportion	T-test of significance for the difference in proportions ¹	Percent relative difference
WYOMING	100	0	0		0	0	
Number of schools:							
0 ≤ x < 200	44.8	-1.16	-2.58	6.62	5.2869	-0.2188	157.18
200 ≤ x < 500	43.4	-0.22	-0.51	6.24	4.9964	-0.0442	-88.78
500 ≤ x < 750	7.0	1.29	18.37	1.24	0.7450	1.7370	2.61
750 ≤ x < 1000	2.5	-0.04	-1.71	0.54	0.3590	-0.1175	217.15
1000 ≤ x	2.3	0.13	5.55	0.34	0.2595	0.4827	-53.83
Locale:							
1: City	18.4	3.30	17.96	2.44	1.6291	2.0261	-30.55
2: Suburb	3.7	2.00	53.58	3.64	1.9643	1.0174	266.12
3: Town	24.5	-4.42	-18.01	4.56	3.7244	-1.1865	-27.92
4: Rural	53.4	-0.88	-1.65	4.77	3.9882	-0.2207	5.70
Grade level:							
Primary	59.0	-3.97	-6.72	3.54	3.6916	-1.0752	-6.93
Middle	13.1	3.04	23.15	1.42	1.2187	2.4932	17.37
High school	20.8	0.10	0.48	2.21	2.4353	0.0413	-82.78
Combined	7.0	0.83	11.84	1.16	0.8825	0.9404	-23.98

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

† The percent relative bias = (estimated bias / weighted eligible sample proportion) * 100. Since the weighted eligible sample proportion is 0, the percent relative bias cannot be calculated.

NOTE: Highlighted "T-test of significance for the difference in proportions" cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Private Schools

Table K-21. Unit response rates for Private Schools before nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Total	1758	2715	100	100	0	0			0	0
Affiliation:										
01: Catholic—Parochial	157	219	12.65	11.06	1.58	14.29	0.70	0.43	0.51	3.1227
02: Catholic—Diocesan	169	232	12.05	10.87	1.17	10.77	0.66	0.42	0.51	2.3030
03: Catholic—Private	110	173	3.53	3.48	0.05	1.54	0.26	0.15	0.19	0.2843
04: Baptist	177	276	6.49	6.42	0.07	1.02	0.36	0.28	0.27	0.2428
05: Jewish	34	75	1.81	2.61	-0.80	-30.66	0.84	0.64	0.62	-1.2957
06: Lutheran	170	219	6.24	5.04	1.19	23.69	0.39	0.22	0.25	4.8325
07: Seventh-Day Adventist	126	169	3.52	2.92	0.60	20.42	0.24	0.15	0.15	3.9477
08: Other religious	291	475	23.93	25.94	-2.01	-7.75	1.04	1.03	0.78	-2.5819
09: Nonsectarian—Regular	164	312	9.76	11.13	-1.38	-12.35	0.62	0.52	0.41	-3.3568
10: Nonsectarian—Special Emphasis	139	217	6.82	7.03	-0.21	-3.04	0.42	0.32	0.34	-0.6251
11: Nonsectarian—Special education	98	130	5.55	4.68	0.87	18.60	0.47	0.27	0.27	3.1648
99: Area Frame	123	218	7.67	8.80	-1.13	-12.86	2.73	2.78	0.74	-1.5322
Locale:										
1: City	622	947	32.10	31.38	0.71	2.28	1.60	1.36	0.77	0.9225
2: Suburb	587	951	32.25	32.97	-0.71	-2.16	1.46	1.27	0.78	-0.9103
3: Town	146	207	9.84	9.55	0.29	3.05	0.91	0.79	0.48	0.6038
4: Rural	403	610	25.81	26.10	-0.29	-1.12	2.26	2.32	0.79	-0.3714

See notes at end of table.

Table K-21. Unit response rates for Private Schools before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Enrollment:										
1: 0 ≤ x < 50	427	650	33.36	33.33	0.04	0.11	2.42	2.46	0.84	0.0426
2: 50 ≤ x < 150	473	729	27.15	27.69	-0.54	-1.94	1.58	1.51	0.73	-0.7374
3: 150 ≤ x < 300	424	622	22.77	21.53	1.23	5.73	1.25	1.02	0.68	1.8103
4: 300 ≤ x < 500	245	385	10.66	10.64	0.02	0.18	0.76	0.62	0.39	0.0493
5: 500 ≤ x < 750	110	177	3.74	3.95	-0.21	-5.44	0.33	0.31	0.25	-0.8511
6: 750 ≤ x	79	152	2.32	2.86	-0.54	-18.73	0.26	0.23	0.18	-3.0211
Number of teachers:										
1: x < 5	309	442	25.30	24.82	0.48	1.94	2.44	2.51	0.69	0.6946
2: 5 ≤ x < 15	662	993	42.57	41.91	0.65	1.56	1.99	1.77	0.85	0.7650
3: 15 ≤ x < 30	420	625	20.18	19.04	1.14	6.00	1.21	1.07	0.56	2.0535
4: 30 ≤ x < 50	215	368	7.98	9.25	-1.27	-13.75	0.66	0.58	0.48	-2.6373
5: 50 ≤ x	152	287	3.98	4.98	-1.00	-20.15	0.34	0.32	0.23	-4.2771
Grade level:										
1: Elementary	905	1299	59.35	55.66	3.70	6.64	1.57	1.36	0.84	4.4007
2: Secondary	268	412	10.16	9.92	0.23	2.37	0.84	0.67	0.60	0.3918
3: Combined	585	1004	30.49	34.42	-3.93	-11.42	1.28	1.11	0.85	-4.6410
Region: (not used in any cell definitions)										
1: Northeast	359	613	21.31	22.31	-1.00	-4.49	1.06	0.89	0.68	-1.4728
2: Midwest	488	701	29.28	27.47	1.81	6.59	2.20	2.21	0.59	3.0478
3: South	558	872	29.70	30.94	-1.24	-4.01	1.34	1.16	0.76	-1.6202
4: West	353	529	19.72	19.29	0.43	2.23	1.16	0.85	0.57	0.7,512

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted "T-test of significance for the difference in proportions" cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-22. Unit response rates for Private Schools after nonresponse adjustment: 2011–12 SASS

Response rate units selected	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Total	100	0	0		0	0	
Affiliation:							
01: Catholic—Parochial	10.56	-0.51	-4.59	0.55	0.35	-1.4556	-67.89
02: Catholic—Diocesan	10.68	-0.20	-1.82	0.48	0.29	-0.6860	-83.14
03: Catholic—Private	3.64	0.16	4.51	0.26	0.18	0.8586	192.21
04: Baptist	6.41	-0.02	-0.27	0.33	0.16	-0.1094	-73.27
05: Jewish	2.28	-0.33	-12.56	0.86	0.66	-0.4953	-59.04
06: Lutheran	5.36	0.32	6.41	0.33	0.21	1.5686	-72.94
07: Seventh-Day Adventist	3.00	0.08	2.59	0.20	0.13	0.5858	-87.31
08: Other religious	25.80	-0.13	-0.51	1.03	0.44	-0.3059	-93.37
09: Nonsectarian—Regular	12.01	0.88	7.88	0.85	0.70	1.2552	-36.23
10: Nonsectarian—Special Emphasis	7.03	-0.01	-0.09	0.45	0.35	-0.0183	-97.03
11: Nonsectarian—Special education	4.98	0.31	6.55	0.40	0.22	1.3936	-64.80
99: Area Frame	8.25	-0.55	-6.24	2.83	0.60	-0.9137	-51.51
Locale:							
1: City	31.45	0.07	0.22	1.64	0.79	0.0888	-90.17
2: Suburb	32.08	-0.89	-2.70	1.49	0.82	-1.0875	24.69
3: Town	9.57	0.02	0.24	0.95	0.55	0.0416	-92.20
4: Rural	26.90	0.80	3.05	2.35	0.81	0.9783	171.78
Enrollment:							
1: 0 ≤ x < 50	34.35	1.02	3.06	2.50	0.76	1.3352	2734.13
2: 50 ≤ x < 150	26.86	-0.83	-2.98	1.54	0.70	-1.1731	53.53
3: 150 ≤ x < 300	21.54	0.00	0.01	1.22	0.62	0.0031	-99.84
4: 300 ≤ x < 500	10.88	0.24	2.28	0.78	0.40	0.6129	1168.17
5: 500 ≤ x < 750	3.75	-0.20	-5.13	0.36	0.26	-0.7817	-5.52
6: 750 ≤ x	2.62	-0.24	-8.24	0.30	0.20	-1.1965	-56.01
Number of teachers:							
1: x < 5	25.72	0.91	3.66	2.59	0.69	1.3207	88.89
2: 5 ≤ x < 15	41.08	-0.83	-1.98	1.87	0.74	-1.1188	26.72
3: 15 ≤ x < 30	19.24	0.20	1.04	1.05	0.25	0.7792	-82.66
4: 30 ≤ x < 50	8.92	-0.33	-3.53	0.58	0.19	-1.7118	-74.31
5: 50 ≤ x	5.03	0.05	0.99	0.34	0.07	0.7373	-95.09

See notes at end of table.

Table K-22. Unit response rates for Private Schools after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹	Percent relative difference
Grade level:							
1: Elementary	55.56	-0.10	-0.18	1.48	0.43	-0.2318	-97.30
2: Secondary	10.21	0.29	2.89	0.91	0.65	0.4414	22.19
3: Combined	34.24	-0.19	-0.54	1.30	0.69	-0.2709	-95.24
Region: (not used in any cell definitions)							
1: Northeast	21.39	-0.92	-4.12	1.15	0.73	-1.2649	-8.20
2: Midwest	28.15	0.68	2.48	2.30	0.63	1.0831	-62.35
3: South	30.93	-0.01	-0.02	1.46	0.84	-0.0085	-99.42
4: West	19.53	0.24	1.27	1.17	0.66	0.3715	-43.19

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted "T-test of significance for the difference in proportions" cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-23. Unit response rates for Private Schools before nonresponse adjustment, by association: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Total	1758	2715	100	100	0	0	0	0	0	0
Catholic—Parochial	157	219								
Grade level:										
1: Elementary	115	150	93.90	92.46	1.44	1.55	0.54	0.28	0.46	3.1138
2: Secondary	23	34	3.77	4.01	-0.24	-5.89	0.41	0.19	0.31	-0.7614
3: Combined	19	35	2.33	3.53	-1.20	-34.00	0.29	0.17	0.28	-4.2870
Region:										
1: Northeast	40	70	27.84	29.72	-1.89	-6.35	2.24	1.23	2.03	-0.9307
2: Midwest	62	78	38.65	37.80	0.85	2.25	2.25	1.17	1.93	0.4424
3: South	36	44	19.93	18.23	1.70	9.33	1.58	0.71	1.49	1.1404
4: West	19	27	13.58	14.24	-0.67	-4.67	1.63	0.66	1.58	-0.4209
Catholic—Diocesan	169	232								
Grade level:										
1: Elementary	107	148	76.85	77.53	-0.69	-0.88	1.92	1.02	1.54	-0.4458
2: Secondary	42	50	17.94	15.88	2.06	12.95	1.65	0.83	1.34	1.5311
3: Combined	20	34	5.21	6.58	-1.37	-20.82	0.91	0.58	0.71	-1.9167
Region:										
1: Northeast	42	60	23.81	24.32	-0.51	-2.09	2.08	0.86	1.89	-0.2691
2: Midwest	59	80	38.00	37.23	0.77	2.08	2.16	1.13	1.86	0.4154
3: South	39	53	21.24	21.35	-0.10	-0.48	1.75	0.87	1.59	-0.0648
4: West	29	39	16.94	17.11	-0.16	-0.95	1.10	0.76	1.00	-0.1628
Catholic—Private	110	173								
Grade level:										
1: Elementary	43	60	40.13	37.52	2.61	6.96	3.48	1.23	2.90	0.9011
2: Secondary	44	69	44.34	43.92	0.42	0.95	3.48	1.29	2.79	0.1492
3: Combined	23	44	15.53	18.56	-3.03	-16.31	3.06	1.32	2.27	-1.3315

See notes at end of table.

Table K-23. Unit response rates for Private Schools before nonresponse adjustment, by association: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Catholic-Private—Continued										
Region:										
1: Northeast	34	55	29.08	30.54	-1.46	-4.77	3.80	1.34	3.14	-0.4646
2: Midwest	29	44	28.66	27.50	1.16	4.23	3.91	1.20	3.20	0.3643
3: South	29	42	26.06	23.12	2.94	12.71	3.00	1.23	2.08	1.4102
4: West	18	32	16.20	18.85	-2.65	-14.04	2.64	1.00	2.71	-0.9769
Baptist	177	276								
Grade level:										
1: Elementary	42	69	23.51	24.19	-0.68	-2.80	1.91	1.10	1.69	-0.4014
2: Secondary	12	23	1.86	2.28	-0.42	-18.31	0.32	0.34	0.28	-1.5085
3: Combined	123	184	74.63	73.53	1.09	1.49	1.91	1.16	1.69	0.6484
Region:										
1: Northeast	19	31	10.72	12.58	-1.86	-14.79	1.48	0.89	1.87	-0.9973
2: Midwest	23	39	14.87	15.46	-0.59	-3.85	1.89	0.74	1.52	-0.3913
3: South	109	163	59.04	55.68	3.36	6.04	2.80	1.37	2.40	1.4002
4: West	26	43	15.37	16.28	-0.91	-5.58	2.27	1.17	1.79	-0.5077
Jewish	34	75								
Grade level:										
1: Elementary	17	34	56.08	49.40	6.68	13.52	16.38	9.63	13.47	0.4958
2: Secondary	10	18	26.91	26.40	0.51	1.93	19.51	11.99	18.38	0.0278
3: Combined	7	23	17.01	24.20	-7.19	-29.71	7.66	3.78	7.67	-0.9376
Region:										
1: Northeast	16	47	42.83	59.07	-16.24	-27.49	13.15	11.67	10.83	-1.4995
2: Midwest	8	9	20.80	10.88	9.91	91.11	16.24	9.10	8.17	1.2142
3: South	4	10	14.29	15.01	-0.72	-4.82	9.78	13.62	12.76	-0.0567
4: West	6	9	22.09	15.04	7.05	46.86	19.64	12.90	8.08	0.8723

See notes at end of table.

Table K-23. Unit response rates for Private Schools before nonresponse adjustment, by association: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Lutheran	170	219								
Grade level:										
1: Elementary	122	153	90.09	89.41	0.68	0.76	1.03	0.72	0.68	0.9967
2: Secondary	27	35	6.72	6.75	-0.03	-0.47	0.83	0.52	0.50	-0.0631
3: Combined	21	31	3.18	3.83	-0.65	-16.90	0.59	0.58	0.35	-1.8705
Region:										
1: Northeast	8	12	3.93	4.84	-0.92	-18.96	1.06	0.37	0.84	-1.0985
2: Midwest	105	133	67.52	66.30	1.23	1.85	2.63	1.62	1.65	0.7435
3: South	23	35	10.73	12.26	-1.53	-12.48	1.90	1.25	1.14	-1.3391
4: West	34	39	17.82	16.60	1.22	7.34	2.06	1.39	1.29	0.9471
Seventh-Day Adventist	126	169								
Grade level:										
1: Elementary	65	85	69.45	68.71	0.75	1.09	2.25	1.48	1.64	0.4548
2: Secondary	20	33	5.28	6.93	-1.64	-23.74	0.77	0.37	0.68	-2.4081
3: Combined	41	51	25.26	24.36	0.90	3.69	2.11	1.34	1.50	0.6006
Region:										
1: Northeast	12	19	8.18	9.27	-1.09	-11.74	2.09	1.28	1.31	-0.8304
2: Midwest	26	29	25.83	22.79	3.04	13.34	2.49	1.69	1.71	1.7795
3: South	48	61	35.71	34.80	0.91	2.61	2.36	1.67	1.81	0.5028
4: West	40	60	30.28	33.14	-2.86	-8.63	2.51	1.76	2.18	-1.3145
Other religious	291	475								
Grade level:										
1: Elementary	134	199	47.62	44.39	3.23	7.28	2.55	1.31	2.17	1.4893
2: Secondary	33	46	6.22	5.26	0.96	18.32	0.80	0.47	0.75	1.2778
3: Combined	124	230	46.16	50.36	-4.19	-8.33	2.59	1.32	2.12	-1.9817

See notes at end of table.

Table K-23. Unit response rates for Private Schools before nonresponse adjustment, by association: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Other religious—										
Continued										
Region:										
1: Northeast	55	83	22.31	20.32	1.99	9.79	2.27	1.20	1.83	1.0885
2: Midwest	62	92	24.05	21.45	2.60	12.12	1.63	1.07	1.40	1.8515
3: South	116	206	35.90	39.11	-3.21	-8.21	2.30	1.40	1.99	-1.6153
4: West	58	94	17.75	19.13	-1.38	-7.21	1.68	1.08	1.73	-0.7955
Nonsectarian—										
Regular										
Grade level:										
1: Elementary	73	113	44.82	37.83	6.98	18.46	3.05	1.90	2.24	3.1239
2: Secondary	21	51	11.42	13.41	-1.98	-14.79	2.29	1.55	1.52	-1.3054
3: Combined	70	148	43.76	48.76	-5.00	-10.25	3.40	2.16	2.46	-2.0364
Region:										
1: Northeast	40	97	22.45	27.23	-4.78	-17.56	3.07	1.58	2.18	-2.1949
2: Midwest	11	29	5.68	8.30	-2.61	-31.49	1.45	0.84	1.25	-2.0844
3: South	65	111	39.44	37.80	1.65	4.35	3.54	1.74	2.78	0.5916
4: West	48	75	32.42	26.67	5.75	21.56	3.80	1.84	2.62	2.1978
Nonsectarian—										
Special Emphasis										
Grade level:										
1: Elementary	90	131	67.44	63.73	3.70	5.81	3.28	1.89	2.48	1.4915
2: Secondary	15	23	11.40	10.82	0.58	5.32	2.49	1.29	1.63	0.3541
3: Combined	34	63	21.17	25.44	-4.28	-16.81	2.67	1.62	2.25	-1.9024
Region:										
1: Northeast	33	49	22.05	21.63	0.42	1.94	2.37	1.57	2.31	0.1820
2: Midwest	25	35	18.77	15.63	3.14	20.07	2.61	1.68	1.69	1.8552
3: South	43	68	29.65	32.24	-2.59	-8.03	3.00	1.52	2.57	-1.0080
4: West	38	65	29.53	30.50	-0.97	-3.18	3.75	1.75	3.01	-0.3223

See notes at end of table.

Table K-23. Unit response rates for Private Schools before nonresponse adjustment, by association: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Nonsectarian—										
Special education	98	130								
Grade level:										
1: Elementary	14	19	14.96	14.29	0.67	4.71	2.34	1.53	1.18	0.5678
2: Secondary	14	18	17.54	18.47	-0.93	-5.02	2.01	1.94	1.64	-0.5642
3: Combined	70	93	67.49	67.24	0.25	0.38	2.85	2.05	2.09	0.1217
Region:										
1: Northeast	52	64	46.88	42.56	4.32	10.15	3.91	2.70	2.00	2.1650
2: Midwest	7	13	7.55	10.42	-2.87	-27.52	2.47	1.92	1.73	-1.6529
3: South	20	32	20.00	24.74	-4.73	-19.14	3.26	2.96	2.67	-1.7709
4: West	19	21	25.57	22.29	3.28	14.72	3.25	2.83	2.13	1.5423
Area Frame	123	218								
Grade level:										
1: Elementary	83	138	65.25	61.95	3.30	5.33	15.02	13.03	5.22	0.6321
2: Secondary	7	12	5.00	4.10	0.90	21.98	3.44	2.28	1.73	0.5213
3: Combined	33	68	29.75	33.95	-4.20	-12.37	13.39	11.55	5.57	-0.7541
Region:										
1: Northeast	8	26	3.35	7.19	-3.85	-53.50	2.12	4.12	2.95	-1.3060
2: Midwest	71	120	56.47	55.92	0.55	0.99	20.51	17.05	6.55	0.0847
3: South	26	47	27.53	27.43	0.11	0.39	15.14	12.30	5.59	0.0191
4: West	18	25	12.65	9.46	3.19	33.69	7.88	5.35	3.09	1.0316

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted "T-test of significance for the difference in proportions" cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-24. Unit response rates for Private Schools after nonresponse adjustment, by association: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Total	100	0	0	0	0	0	0
Catholic—Parochial							
Grade level:							
1: Elementary	93.45	0.99	1.07	0.61	0.54	1.8193	-31.08
2: Secondary	4.02	0.02	0.38	0.43	0.35	0.0433	-93.49
3: Combined	2.52	-1.00	-28.48	0.35	0.34	-2.9610	-16.24
Region:							
1: Northeast	27.68	-2.04	-6.87	2.30	2.04	-1.0005	8.20
2: Midwest	39.04	1.24	3.28	2.28	1.92	0.6457	45.58
3: South	19.81	1.58	8.66	1.62	1.51	1.0478	-7.16
4: West	13.46	-0.78	-5.46	1.67	1.59	-0.4872	16.81
Catholic—Diocesan							
Grade level:							
1: Elementary	77.05	-0.48	-0.62	1.73	1.31	-0.3688	-29.81
2: Secondary	17.34	1.46	9.16	1.52	1.15	1.2637	-29.23
3: Combined	5.61	-0.97	-14.80	0.99	0.82	-1.1936	-28.94
Region:							
1: Northeast	24.42	0.10	0.41	2.20	2.05	0.0491	-80.24
2: Midwest	38.38	1.15	3.10	2.19	1.92	0.5997	49.10
3: South	21.01	-0.34	-1.59	1.77	1.60	-0.2113	230.24
4: West	16.19	-0.91	-5.35	1.06	0.97	-0.9421	464.70
Catholic—Private							
Grade level:							
1: Elementary	38.53	1.01	2.69	3.25	2.75	0.3670	-61.30
2: Secondary	45.00	1.08	2.45	3.42	2.85	0.3774	158.40
3: Combined	16.47	-2.09	-11.25	2.99	2.28	-0.9140	-31.07

See notes at end of table.

Table K-24. Unit response rates for Private Schools after nonresponse adjustment, by association: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Catholic—Private—Continued							
Region:							
1: Northeast	29.35	-1.19	-3.89	3.80	3.21	-0.3702	-18.54
2: Midwest	28.34	0.84	3.06	3.80	3.17	0.2656	-27.63
3: South	26.09	2.97	12.86	3.01	2.15	1.3821	1.19
4: West	16.22	-2.63	-13.95	2.69	2.79	-0.9437	-0.62
Baptist							
Grade level:							
1: Elementary	23.72	-0.47	-1.93	1.87	1.58	-0.2955	-31.05
2: Secondary	1.87	-0.41	-17.87	0.32	0.28	-1.4598	-2.38
3: Combined	74.41	0.87	1.19	1.88	1.57	0.5555	-20.11
Region:							
1: Northeast	10.66	-1.92	-15.26	1.51	1.90	-1.0126	3.18
2: Midwest	14.84	-0.62	-4.02	1.94	1.57	-0.3955	4.56
3: South	59.18	3.50	6.29	2.80	2.39	1.4677	4.15
4: West	15.32	-0.96	-5.90	2.31	1.82	-0.5288	5.86
Jewish							
Grade level:							
1: Elementary	50.83	1.43	2.90	14.30	12.23	0.1170	-78.57
2: Secondary	30.19	3.79	14.34	18.04	18.26	0.2073	641.35
3: Combined	18.98	-5.22	-21.56	7.92	8.47	-0.6162	-27.44
Region:							
1: Northeast	43.29	-15.78	-26.71	12.74	11.26	-1.4008	-2.84
2: Midwest	20.98	10.10	92.77	17.11	8.81	1.1462	1.82
3: South	14.04	-0.97	-6.44	9.43	12.76	-0.0758	33.64
4: West	21.69	6.65	44.20	18.81	7.88	0.8438	-5.66

See notes at end of table.

Table K-24. Unit response rates for Private Schools after nonresponse adjustment, by association: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Lutheran							
Grade level:							
1: Elementary	89.62	0.20	0.23	1.06	0.75	0.2709	-70.20
2: Secondary	7.07	0.31	4.64	0.84	0.54	0.5777	896.86
3: Combined	3.32	-0.52	-13.45	0.60	0.37	-1.3998	-20.39
Region:							
1: Northeast	3.89	-0.96	-19.73	1.05	0.82	-1.1603	4.08
2: Midwest	67.48	1.19	1.79	2.56	1.64	0.7222	-3.48
3: South	10.79	-1.46	-11.94	1.88	1.16	-1.2576	-4.34
4: West	17.84	1.23	7.42	2.01	1.29	0.9572	1.13
Seventh-Day Adventist							
Grade level:							
1: Elementary	69.02	0.32	0.46	2.25	1.63	0.1939	-57.78
2: Secondary	5.41	-1.52	-21.92	0.78	0.71	-2.1259	-7.67
3: Combined	25.57	1.20	4.94	2.10	1.48	0.8108	33.98
Region:							
1: Northeast	8.24	-1.04	-11.16	2.10	1.33	-0.7757	-4.92
2: Midwest	25.76	2.97	13.03	2.44	1.70	1.7451	-2.32
3: South	35.77	0.98	2.80	2.34	1.78	0.5466	7.37
4: West	30.23	-2.91	-8.78	2.50	2.17	-1.3434	1.74
Other religious							
Grade level:							
1: Elementary	43.96	-0.43	-0.96	1.96	1.34	-0.3183	-86.77
2: Secondary	5.73	0.47	8.99	0.74	0.70	0.6729	-50.93
3: Combined	50.31	-0.04	-0.09	1.93	1.11	-0.0404	-98.93

See notes at end of table.

Table K-24. Unit response rates for Private Schools after nonresponse adjustment, by association: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Other religious—Continued							
Region:							
1: Northeast	21.90	1.58	7.78	2.46	1.95	0.8112	-20.49
2: Midwest	23.99	2.54	11.86	1.67	1.41	1.8084	-2.18
3: South	36.81	-2.30	-5.87	2.53	2.15	-1.0679	-28.41
4: West	17.30	-1.83	-9.55	1.74	1.77	-1.0349	32.42
Nonsectarian—Regular							
Grade level:							
1: Elementary	39.37	1.53	4.05	3.25	2.40	0.6373	-78.05
2: Secondary	11.72	-1.69	-12.58	2.25	1.60	-1.0530	-14.93
3: Combined	48.91	0.15	0.32	3.42	2.45	0.0630	-96.92
Region:							
1: Northeast	23.26	-3.97	-14.58	2.92	2.14	-1.8590	-16.98
2: Midwest	5.58	-2.71	-32.72	1.40	1.27	-2.1422	3.89
3: South	40.81	3.01	7.96	3.44	2.75	1.0919	82.75
4: West	30.35	3.68	13.79	3.47	2.41	1.5246	-36.04
Nonsectarian—Special emphasis							
Grade level:							
1: Elementary	65.22	1.49	2.34	3.63	2.80	0.5327	-59.76
2: Secondary	11.05	0.23	2.13	2.41	1.57	0.1476	-59.89
3: Combined	23.72	-1.72	-6.76	3.14	2.65	-0.6489	-59.78
Region:							
1: Northeast	21.86	0.23	1.04	2.41	2.32	0.0971	-46.26
2: Midwest	18.96	3.33	21.33	2.80	1.86	1.7904	6.25
3: South	30.22	-2.02	-6.26	3.06	2.63	-0.7671	-22.06
4: West	28.96	-1.54	-5.06	3.89	3.06	-0.5048	59.07

See notes at end of table.

Table K-24. Unit response rates for Private Schools after nonresponse adjustment, by association: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of difference of proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Nonsectarian—Special education							
Grade level:							
1: Elementary	14.90	0.61	4.27	2.22	1.16	0.5279	-9.32
2: Secondary	16.85	-1.62	-8.80	1.95	1.58	-1.0292	75.30
3: Combined	68.26	1.01	1.51	2.80	2.03	0.4989	299.24
Region:							
1: Northeast	48.08	5.52	12.97	3.80	2.00	2.7643	27.81
2: Midwest	7.40	-3.01	-28.94	2.40	1.69	-1.7866	5.16
3: South	19.97	-4.77	-19.27	3.15	2.72	-1.7496	0.71
4: West	24.55	2.26	10.14	3.08	2.08	1.0865	-31.08
Area Frame							
Grade level:							
1: Elementary	61.89	-0.06	-0.10	14.66	4.06	-0.0153	-98.11
2: Secondary	5.35	1.25	30.54	3.75	2.03	0.6151	38.95
3: Combined	32.76	-1.19	-3.50	12.98	4.67	-0.2544	-71.70
Region:							
1: Northeast	3.51	-3.68	-51.18	2.02	2.93	-1.2567	-4.33
2: Midwest	54.70	-1.21	-2.17	19.66	5.51	-0.2206	118.98
3: South	28.65	1.22	4.46	14.67	5.27	0.2320	1042.25
4: West	13.13	3.67	38.85	7.97	3.18	1.1540	15.30

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted "T-test of significance for the difference in proportions" cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Public School Teachers

Table K-25. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Total	35000	45203	100	100	0	0				0
School enrollment:										
0 ≤ x < 200	3139	3959	4.72	4.56	0.16	3.30	0.85	0.78	0.11	1.4303
200 ≤ x < 500	9561	11864	30.53	29.43	1.10	3.60	0.76	0.77	0.33	3.3163
500 ≤ x < 750	7587	9593	27.17	26.72	0.46	1.68	0.87	0.86	0.29	1.5896
750 ≤ x < 1000	5068	6615	14.90	15.27	-0.37	-2.49	0.72	0.63	0.23	-1.5931
1000 ≤ x	9645	13172	22.68	24.02	-1.34	-5.90	0.64	0.66	0.27	-4.9021
Percent Non-White:										
0 ≤ x < 5	6754	8281	15.65	14.88	0.77	4.89	0.48	0.43	0.18	4.3431
5 ≤ x < 10	4707	5911	10.54	10.02	0.52	4.93	0.35	0.34	0.12	4.4791
10 ≤ x < 20	6263	7856	14.64	13.84	0.80	5.46	0.42	0.38	0.14	5.5201
20 ≤ x < 30	3873	5021	10.06	9.81	0.25	2.52	0.41	0.35	0.20	1.2777
30 ≤ x < 50	4909	6427	15.36	15.37	0.00	-0.03	0.51	0.52	0.21	-0.0218
50 ≤ x	8045	11074	32.95	35.16	-2.21	-6.71	0.75	0.72	0.29	-7.6853
Missing	449	633	0.81	0.93	-0.12	-14.97	0.12	0.13	0.06	-1.9411
Percent Free Lunch Eligible:										
0 ≤ x < 35	14607	18812	36.70	36.29	0.42	1.14	0.68	0.57	0.28	1.4879
35 ≤ x < 50	7435	9418	17.87	17.29	0.59	3.29	0.44	0.39	0.19	3.1200
50 ≤ x < 75	8932	11500	27.84	27.75	0.10	0.35	0.58	0.55	0.26	0.3732
75 ≤ x	4026	5473	17.58	18.68	-1.10	-6.28	0.65	0.63	0.25	-4.3505

See notes at end of table.

Table K-25. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Locale:										
1: City	6816	9426	25.51	27.44	-1.93	-7.58	0.79	0.78	0.28	-6.8372
2: Suburb	9786	13010	31.99	32.55	-0.56	-1.74	0.78	0.73	0.31	-1.8057
3: Town	6229	7725	13.77	12.86	0.90	6.57	0.47	0.42	0.15	5.8696
4: Rural	12169	15042	28.73	27.15	1.59	5.52	0.63	0.58	0.20	7.7564
Percent pupil teacher ratio:										
0 <= x < 10	3435	4465	7.46	7.66	-0.21	-2.79	0.50	0.45	0.16	-1.3383
10 <= x < 15	13514	17291	38.15	37.63	0.52	1.36	0.64	0.61	0.29	1.8055
15 <= x < 20	13057	16810	42.06	42.14	-0.08	-0.18	0.94	0.84	0.33	-0.2331
20 <= x	4994	6637	12.33	12.57	-0.24	-1.92	0.44	0.41	0.17	-1.4240
Grade level:										
Primary	6015	7371	49.64	48.10	1.54	3.11	1.46	1.40	0.30	5.1820
Middle	10346	13154	18.13	18.24	-0.11	-0.60	0.51	0.54	0.18	-0.5918
High school	14891	19872	27.61	29.10	-1.49	-5.41	0.94	0.82	0.26	-5.6409
Combined	3748	4806	4.62	4.56	0.06	1.26	0.35	0.33	0.08	0.7411
Region:										
Northeast	5942	8014	19.15	20.28	-1.13	-5.92	0.49	0.49	0.26	-4.3478
Midwest	10518	13167	22.94	21.97	0.97	4.21	0.60	0.47	0.25	3.8922
South	10336	13114	40.04	39.17	0.87	2.17	0.79	0.77	0.27	3.2784
West	8204	10908	17.88	18.58	-0.70	-3.94	0.51	0.53	0.21	-3.4293

See notes at end of table.

Table K-25. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Number of teachers:										
0 ≤ x < 10	1186	1569	1.69	1.72	-0.03	-1.78	0.74	0.68	0.08	-0.3788
10 ≤ x < 25	6601	8211	17.72	16.99	0.73	4.12	0.70	0.71	0.23	3.1379
25 ≤ x < 50	13496	16878	46.41	45.56	0.86	1.85	1.08	1.00	0.27	3.1334
50 ≤ x < 75	6745	9002	17.21	17.85	-0.64	-3.69	0.66	0.61	0.21	-3.0355
75 ≤ x	6972	9543	16.96	17.88	-0.92	-5.44	0.62	0.65	0.24	-3.7971
Title 1 Program:										
No Title 1 program	16108	20911	36.42	36.60	-0.17	-0.48	0.67	0.59	0.28	-0.6264
Has Title 1 program	11863	15451	42.92	43.44	-0.52	-1.21	0.71	0.65	0.30	-1.7187
Title 1 eligible but no Title 1 program	7029	8841	20.66	19.97	0.69	3.36	0.50	0.45	0.19	3.7196
Teacher subject:										
Special education	4617	5653	12.15	11.56	0.59	4.83	0.39	0.30	0.18	3.2296
General elementary	5247	6466	33.91	32.80	1.11	3.26	1.22	1.09	0.27	4.1581
Math	3903	5014	7.69	7.78	-0.08	-1.07	0.29	0.26	0.11	-0.7406
Science	3032	3990	5.76	6.01	-0.25	-4.39	0.16	0.14	0.10	-2.4769
English/Language arts	4392	5662	8.75	8.88	-0.13	-1.44	0.33	0.33	0.16	-0.8021
Social Studies	2751	3623	5.23	5.46	-0.22	-4.27	0.19	0.17	0.08	-2.6299
Vocational/										
Technical	2096	2694	3.60	3.67	-0.07	-1.83	0.15	0.14	0.08	-0.8411
Other	7385	9902	19.02	19.65	-0.63	-3.33	0.46	0.43	0.16	-3.9103
Missing	1577	2199	3.89	4.20	-0.31	-7.94	0.23	0.22	0.11	-2.8115

See notes at end of table.

Table K-25. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Teacher Experience										
1st year	2277	2844	4.32	4.25	0.07	1.63	0.28	0.26	0.08	0.8293
2 to 3 years experience	3924	4973	7.93	7.85	0.08	1.04	0.31	0.28	0.11	0.7556
4 to 19 years experience	21833	28683	67.41	68.27	-0.86	-1.27	0.60	0.53	0.24	-3.5036
20 years or more	6966	8703	20.34	19.64	0.70	3.46	0.56	0.54	0.22	3.2632
State:										
Alabama	807	966	1.57	1.43	0.14	8.87	0.12	0.10	0.03	4.2128
Alaska	364	501	0.16	0.17	-0.01	-6.76	0.04	0.03	0.01	-1.1908
Arizona	847	1053	1.93	1.75	0.18	9.39	0.20	0.17	0.06	3.2080
Arkansas	478	557	1.17	1.06	0.12	10.00	0.11	0.08	0.04	2.7847
California	1727	2461	8.00	8.61	-0.62	-7.75	0.49	0.48	0.19	-3.2897
Colorado	510	714	1.30	1.43	-0.13	-10.16	0.21	0.20	0.06	-2.3575
Connecticut	823	1131	1.27	1.36	-0.09	-6.91	0.09	0.10	0.06	-1.5390
Delaware	316	422	0.27	0.27	0.01	2.16	0.03	0.03	0.01	0.6346
District of Columbia	97	156	0.09	0.12	-0.03	-31.97	0.02	0.02	0.01	-2.3099
Florida	864	1207	4.70	4.98	-0.28	-5.87	0.59	0.57	0.15	-1.8304
Georgia	578	721	3.90	3.68	0.22	5.71	0.40	0.36	0.11	2.0223
Hawaii	52	118	0.18	0.43	-0.25	-141.68	0.05	0.08	0.06	-3.9252
Idaho	581	706	0.54	0.51	0.03	5.14	0.05	0.05	0.02	1.4073
Illinois	844	1065	4.41	4.32	0.08	1.85	0.26	0.25	0.11	0.7536
Indiana	775	949	2.19	2.00	0.18	8.41	0.18	0.16	0.05	3.3799
Iowa	646	777	1.30	1.23	0.07	5.35	0.15	0.13	0.05	1.4466
Kansas	758	934	1.14	1.06	0.08	7.25	0.09	0.08	0.04	2.1194
Kentucky	855	1067	1.53	1.44	0.09	5.65	0.12	0.11	0.05	1.8943

See notes at end of table.

Table K-25. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
State—Continued										
Louisiana	623	795	1.35	1.28	0.07	5.22	0.11	0.09	0.05	1.5470
Maine	514	642	0.53	0.53	0.00	0.19	0.04	0.04	0.02	0.0526
Maryland	358	475	1.87	1.88	0.00	-0.23	0.26	0.24	0.09	-0.0466
Massachusetts	520	669	2.27	2.25	0.03	1.14	0.20	0.19	0.08	0.3142
Michigan	1217	1583	2.77	2.79	-0.02	-0.72	0.18	0.19	0.08	-0.2588
Minnesota	1570	2016	1.94	1.87	0.08	4.04	0.16	0.14	0.04	1.7480
Mississippi	572	727	1.15	1.12	0.03	2.58	0.11	0.10	0.04	0.7261
Missouri	916	1178	2.22	2.11	0.11	4.85	0.15	0.13	0.05	1.9919
Montana	543	678	0.46	0.44	0.03	6.17	0.09	0.08	0.02	1.3436
Nebraska	788	994	0.73	0.70	0.04	5.01	0.05	0.05	0.02	2.0117
Nevada	436	582	0.68	0.74	-0.06	-9.23	0.10	0.10	0.03	-1.9186
New Hampshire	370	454	0.57	0.53	0.04	6.95	0.07	0.06	0.02	2.4398
New Jersey	1155	1622	3.48	3.66	-0.18	-5.28	0.24	0.23	0.09	-1.9397
New Mexico	485	639	0.58	0.60	-0.02	-2.66	0.06	0.05	0.03	-0.5872
New York	948	1407	6.37	7.26	-0.88	-13.85	0.48	0.46	0.22	-3.9936
North Carolina	523	619	2.87	2.62	0.24	8.43	0.20	0.18	0.08	3.0645
North Dakota	647	764	0.36	0.33	0.03	8.36	0.04	0.04	0.01	2.8840
Ohio	1195	1507	3.51	3.38	0.13	3.63	0.18	0.17	0.08	1.5437
Oklahoma	627	788	1.50	1.42	0.08	5.32	0.14	0.13	0.04	2.0228
Oregon	644	890	0.89	0.88	0.01	0.84	0.08	0.07	0.03	0.2301
Pennsylvania	888	1186	4.11	4.16	-0.06	-1.43	0.36	0.34	0.10	-0.5699
Rhode Island	224	294	0.25	0.26	-0.01	-2.80	0.03	0.03	0.01	-0.6073
South Carolina	468	550	1.70	1.57	0.13	7.57	0.13	0.12	0.05	2.3354
South Dakota	455	524	0.38	0.34	0.05	12.53	0.03	0.03	0.01	4.7235

See notes at end of table.

Table K-25. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹
State—Continued										
Tennessee	637	785	2.07	1.99	0.08	3.94	0.17	0.16	0.06	1.4175
Texas	1301	1697	10.42	10.54	-0.12	-1.16	0.76	0.69	0.26	-0.4641
Utah	723	848	0.96	0.88	0.09	9.00	0.11	0.10	0.04	2.3337
Vermont	500	609	0.29	0.27	0.02	7.19	0.03	0.02	0.01	2.8755
Virginia	760	1014	3.11	3.07	0.04	1.28	0.28	0.26	0.09	0.4596
Washington	897	1211	1.95	1.90	0.05	2.78	0.19	0.17	0.06	0.8752
West Virginia	472	568	0.75	0.70	0.06	7.49	0.20	0.18	0.03	2.1533
Wisconsin	707	876	1.99	1.85	0.14	7.06	0.12	0.11	0.05	2.9196
Wyoming	395	507	0.25	0.25	0.00	1.86	0.03	0.02	0.01	0.5076

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted "*T*-test of significance for the difference in proportions" cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-26. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Total	100	0	0			0	
School enrollment:							
0 ≤ x < 200	4.51	-0.05	-1.19	0.82	0.08	-0.6373	-65.62
200 ≤ x < 500	29.66	0.22	0.76	0.73	0.26	0.8732	-79.52
500 ≤ x < 750	26.61	-0.10	-0.39	0.91	0.26	-0.4070	-77.18
750 ≤ x < 1000	15.18	-0.09	-0.58	0.70	0.21	-0.4248	-76.45
1000 ≤ x	24.04	0.02	0.08	0.62	0.19	0.1046	-98.50
Percent Non-White:							
0 ≤ x < 5	14.83	-0.05	-0.34	0.44	0.09	-0.5456	-93.42
5 ≤ x < 10	10.08	0.07	0.66	0.35	0.10	0.6824	-87.18
10 ≤ x < 20	14.05	0.20	1.46	0.38	0.10	1.9957	-74.40
20 ≤ x < 30	9.91	0.10	1.04	0.37	0.14	0.7560	-59.13
30 ≤ x < 50	15.17	-0.19	-1.28	0.48	0.15	-1.2532	4198.27
50 ≤ x	35.02	-0.14	-0.40	0.73	0.11	-1.3054	-93.62
Missing	0.94	0.01	1.08	0.14	0.02	0.5820	-91.61
Percent Free Lunch Eligible:							
0 ≤ x < 35	36.20	-0.09	-0.25	0.61	0.20	-0.4437	-78.38
35 ≤ x < 50	17.35	0.06	0.35	0.43	0.17	0.3629	-89.58
50 ≤ x < 75	28.12	0.37	1.31	0.59	0.22	1.7041	280.35
75 ≤ x	18.34	-0.34	-1.85	0.64	0.18	-1.8474	-69.22
Locale:							
1: City	27.30	-0.15	-0.53	0.81	0.23	-0.6237	-92.46
2: Suburb	32.12	-0.43	-1.33	0.77	0.26	-1.6506	-23.52
3: Town	13.30	0.44	3.32	0.47	0.12	3.7205	-51.13
4: Rural	27.28	0.13	0.48	0.60	0.14	0.9150	-91.83

See notes at end of table.

Table K-26. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Percent pupil teacher ratio:							
0 ≤ x < 10	7.74	0.08	0.97	0.50	0.13	0.5943	-63.91
10 ≤ x < 15	37.57	-0.06	-0.15	0.63	0.27	-0.2098	-89.07
15 ≤ x < 20	42.20	0.06	0.14	0.92	0.32	0.1815	-24.06
20 ≤ x	12.49	-0.08	-0.61	0.45	0.15	-0.5151	-67.95
Grade level:							
Primary	48.48	0.38	0.78	1.56	0.28	1.3723	-75.36
Middle	18.12	-0.12	-0.66	0.60	0.16	-0.7718	10.14
High school	28.93	-0.17	-0.58	0.91	0.17	-0.9645	-88.74
Combined	4.47	-0.09	-2.06	0.35	0.07	-1.2340	58.72
Region:							
Northeast	20.28	0.00	0.00	0.49	0.00	0.0000	-100.00
Midwest	21.97	0.00	0.00	0.47	0.00	0.0000	-100.00
South	39.17	0.00	0.00	0.77	0.00	0.0000	-100.00
West	18.58	0.00	0.00	0.53	0.00	0.0000	-100.00
Number of teachers:							
0 ≤ x < 10	1.66	-0.06	-3.48	0.71	0.06	-0.9414	92.05
10 ≤ x < 25	17.11	0.11	0.66	0.71	0.17	0.6751	-84.57
25 ≤ x < 50	45.51	-0.04	-0.09	1.10	0.27	-0.1586	-95.01
50 ≤ x < 75	17.80	-0.05	-0.30	0.63	0.22	-0.2458	-91.61
75 ≤ x	17.92	0.04	0.23	0.62	0.13	0.3221	-95.54
Title 1 Program:							
No Title 1 program	36.56	-0.04	-0.10	0.62	0.20	-0.1794	-79.68
Has Title 1 program	43.44	0.01	0.02	0.66	0.22	0.0324	-98.62
Title 1 eligible but no Title 1 program	20.00	0.03	0.14	0.47	0.14	0.2010	-95.95
Teacher subject:							
Special education	12.18	0.62	5.10	0.39	0.19	3.2795	5.93
General elementary	33.12	0.32	0.98	1.25	0.28	1.1592	-70.75
Math	7.86	0.08	1.08	0.29	0.11	0.7535	2.52
Science	5.88	-0.13	-2.26	0.16	0.11	-1.2282	-47.41

See notes at end of table.

Table K-26. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Teacher subject—Continued							
English/Language arts	8.94	0.06	0.71	0.34	0.16	0.4050	-49.93
Social Studies	5.28	-0.18	-3.35	0.20	0.10	-1.8112	-20.94
Vocational/Technical	3.65	-0.02	-0.53	0.15	0.07	-0.2566	-70.79
Other	19.04	-0.61	-3.18	0.46	0.17	-3.4616	-4.26
Missing	4.04	-0.16	-3.90	0.23	0.12	-1.2971	-48.93
Teacher Experience							
1st year	4.30	0.06	1.33	0.28	0.09	0.6539	-18.75
2 to 3 years experience	7.89	0.04	0.55	0.30	0.13	0.3395	-47.51
4 to 19 years experience	67.78	-0.48	-0.72	0.61	0.25	-1.9339	-43.40
20 years or more	20.02	0.38	1.92	0.56	0.24	1.5741	-45.38
State:							
Alabama	1.45	0.01	0.90	0.12	0.04	0.3575	-90.68
Alaska	0.16	0.00	-2.97	0.04	0.01	-0.3244	-54.44
Arizona	1.75	0.01	0.36	0.17	0.02	0.2719	-96.49
Arkansas	1.06	0.00	0.02	0.09	0.03	0.0081	-99.78
California	8.59	-0.03	-0.32	0.48	0.08	-0.3316	-95.52
Colorado	1.37	-0.06	-4.06	0.23	0.07	-0.8407	-57.72
Connecticut	1.33	-0.02	-1.74	0.10	0.05	-0.4233	-73.49
Delaware	0.26	0.00	-1.04	0.03	0.01	-0.2336	-53.46
District of Columbia	0.10	-0.02	-20.90	0.02	0.01	-1.4206	-28.65
Florida	4.96	-0.02	-0.39	0.62	0.14	-0.1392	-93.00
Georgia	3.72	0.04	1.09	0.39	0.10	0.4014	-81.83
Hawaii	0.43	0.00	0.00	0.08	0.00	0.0000	-100.00
Idaho	0.51	0.00	0.05	0.05	0.02	0.0131	-99.17
Illinois	4.27	-0.05	-1.20	0.26	0.09	-0.5949	-37.34
Indiana	2.04	0.04	2.04	0.16	0.04	0.9752	-77.36
Iowa	1.18	-0.05	-4.08	0.13	0.04	-1.3507	-30.65
Kansas	1.11	0.05	4.92	0.08	0.04	1.3873	-33.81

See notes at end of table.

Table K-26. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
State—Continued							
Kentucky	1.42	-0.02	-1.75	0.11	0.04	-0.6275	-71.35
Louisiana	1.31	0.03	2.33	0.10	0.03	0.9385	-56.71
Maine	0.52	-0.01	-1.14	0.04	0.02	-0.3049	482.91
Maryland	1.86	-0.02	-0.95	0.25	0.06	-0.2993	309.60
Massachusetts	2.24	0.00	-0.15	0.19	0.07	-0.0488	-87.39
Michigan	2.80	0.02	0.56	0.19	0.07	0.2352	-22.28
Minnesota	1.89	0.02	1.03	0.15	0.03	0.6188	-75.24
Mississippi	1.12	0.01	0.57	0.10	0.04	0.1449	-78.55
Missouri	2.16	0.04	2.06	0.14	0.04	1.0408	-58.83
Montana	0.44	0.01	1.39	0.08	0.02	0.4072	-78.62
Nebraska	0.69	0.00	-0.14	0.05	0.02	-0.0515	-97.41
Nevada	0.75	0.01	1.70	0.10	0.02	0.5659	-79.49
New Hampshire	0.55	0.02	3.45	0.06	0.02	1.1048	-52.15
New Jersey	3.75	0.09	2.40	0.24	0.08	1.1102	-50.93
New Mexico	0.55	-0.04	-7.74	0.05	0.02	-2.1679	177.47
New York	7.17	-0.08	-1.18	0.46	0.09	-0.9703	-90.44
North Carolina	2.69	0.07	2.57	0.19	0.06	1.0922	-71.29
North Dakota	0.34	0.01	1.53	0.04	0.01	0.4342	-82.92
Ohio	3.30	-0.08	-2.45	0.16	0.06	-1.3646	-36.46
Oklahoma	1.46	0.04	2.46	0.14	0.04	0.8027	-55.05
Oregon	0.97	0.09	9.10	0.09	0.04	2.3607	1084.80
Pennsylvania	4.17	0.00	0.11	0.36	0.09	0.0481	-92.41
Rhode Island	0.25	-0.01	-2.93	0.03	0.01	-0.6088	4.63
South Carolina	1.61	0.04	2.37	0.13	0.05	0.7506	-70.39
South Dakota	0.35	0.01	3.07	0.03	0.01	1.1885	-77.86
Tennessee	1.97	-0.02	-0.98	0.15	0.05	-0.3788	-76.35
Texas	10.36	-0.18	-1.75	0.73	0.15	-1.1974	49.84
Utah	0.87	-0.01	-1.47	0.10	0.02	-0.6639	-85.37

See notes at end of table.

Table K-26. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹	Percent relative difference
Vermont	0.28	0.01	3.83	0.02	0.01	0.8119	-48.61
Virginia	3.13	0.06	1.85	0.27	0.08	0.7592	45.13
Washington	1.93	0.03	1.53	0.17	0.03	1.1421	-45.61
West Virginia	0.69	-0.01	-0.89	0.18	0.02	-0.3069	-89.04
Wisconsin	1.84	-0.01	-0.56	0.12	0.04	-0.2346	-92.62
Wyoming	0.25	0.00	0.23	0.03	0.01	0.0631	-88.03

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted "*T*-test of significance for the difference in proportions" cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-27. Unit response rates for Charter Public School Teachers before nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Total	2497	3626	100	100	0	0			0	0
School enrollment:										
0 <= x < 200	658	891	19.08	17.88	1.20	6.30	4.55	4.51	1.14	1.0559
200 <= x < 500	1045	1535	39.70	41.40	-1.70	-4.28	7.27	6.91	2.68	-0.6346
500 <= x < 750	391	564	18.92	18.54	0.38	2.01	10.99	12.34	3.85	0.0989
750 <= x < 1000	102	182	3.54	4.60	-1.06	-30.10	1.02	1.30	0.48	-2.2078
1000 <= x	301	454	18.76	17.58	1.18	6.30	4.31	3.73	1.61	0.7347
Percent Non-White:										
0 <= x < 5	219	326	8.34	8.92	-0.58	-6.99	2.64	3.03	0.63	-0.9208
5 <= x < 10	100	131	4.59	3.99	0.60	13.13	1.25	1.06	0.32	1.8535
10 <= x < 20	339	432	14.13	12.02	2.11	14.94	3.95	3.52	1.27	1.6627
20 <= x < 30	219	295	8.27	8.06	0.21	2.49	3.80	2.23	1.93	0.1067
30 <= x < 50	322	424	13.88	12.58	1.30	9.38	5.27	4.11	1.76	0.7416
50 <= x	1250	1955	48.35	52.46	-4.12	-8.51	6.01	6.01	3.57	-1.1541
Missing	48	63	2.44	1.97	0.48	19.55	0.85	0.67	0.27	1.7483
Percent Free Lunch Eligible:										
0 <= x < 35	789	1046	34.70	31.70	3.00	8.65	6.21	4.63	3.14	0.9561
35 <= x < 50	411	579	14.00	13.24	0.76	5.46	3.82	3.66	0.75	1.0192
50 <= x < 75	512	775	17.18	17.85	-0.67	-3.93	4.09	4.46	2.51	-0.2685
75 <= x	785	1226	34.12	37.21	-3.09	-9.06	5.72	5.75	3.60	-0.8581
Locale:										
1: City	1426	2112	56.33	58.30	-1.98	-3.51	10.36	9.60	2.44	-0.8096
2: Suburb	551	798	22.31	21.96	0.35	1.58	5.76	5.80	1.14	0.3097
3: Town	130	200	4.30	4.44	-0.14	-3.26	1.32	2.32	1.88	-0.0745
4: Rural	390	516	17.07	15.30	1.76	10.33	4.40	4.22	0.86	2.0626

See notes at end of table.

Table K-27. Unit response rates for Charter Public School Teachers before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Percent pupil teacher ratio:										
0 <= x < 10	300	444	9.83	10.49	-0.66	-6.70	2.59	2.93	1.46	-0.4513
10 <= x < 15	847	1149	36.50	33.41	3.10	8.48	9.95	12.03	4.53	0.6829
15 <= x < 20	764	1156	32.96	34.10	-1.14	-3.46	6.37	7.22	3.20	-0.3564
20 <= x	586	877	20.71	22.01	-1.30	-6.25	4.64	4.81	1.63	-0.7943
Grade level:										
Elementary	512	751	49.57	51.07	-1.50	-3.02	18.97	19.66	2.18	-0.6856
Secondary	1548	2296	19.29	20.51	-1.22	-6.34	5.71	6.15	0.93	-1.3128
Combined	437	579	31.14	28.42	2.72	8.74	24.57	25.72	2.99	0.9102
Region:										
Northeast	269	398	13.89	13.72	0.17	1.21	19.04	20.75	4.33	0.0388
Midwest	579	771	23.34	21.79	1.55	6.64	8.60	8.19	1.01	1.5388
South	692	992	32.72	31.48	1.23	3.77	9.62	9.90	1.64	0.7519
West	957	1465	30.05	33.00	-2.95	-9.82	4.89	4.72	3.28	-0.9001
Number of teachers:										
0 <= x < 10	525	731	12.97	12.40	0.56	4.36	3.46	3.30	0.96	0.5912
10 <=x < 25	949	1380	35.85	37.99	-2.13	-5.95	6.00	6.13	2.47	-0.8645
25 <= x < 50	686	1001	31.47	31.31	0.15	0.49	8.14	9.61	3.70	0.0419
50 <= x < 75	181	259	10.41	9.00	1.41	13.58	3.09	2.48	0.85	1.6676
75 <= x	156	255	9.30	9.30	0.00	-0.02	4.92	3.74	1.78	-0.0009
Title I Program:										
No Title I program	962	1384	36.58	35.72	0.87	2.37	6.06	6.48	2.68	0.3235
Has Title I program	1107	1664	45.52	47.23	-1.71	-3.76	5.95	6.74	4.27	-0.4010
Title I eligible but no Title I program	428	578	17.89	17.05	0.84	4.72	4.46	3.45	2.07	0.4083

See notes at end of table.

Table K-27. Unit response rates for Charter Public School Teachers before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Teacher subject:										
Special education	223	310	7.77	8.00	-0.24	-3.03	3.65	2.29	1.78	-0.1324
General elementary	398	577	32.53	32.81	-0.28	-0.87	6.03	4.54	3.25	-0.0871
Math	373	534	11.66	10.96	0.71	6.06	3.87	2.50	1.82	0.3879
Science	281	391	8.38	8.09	0.29	3.47	1.84	1.68	0.72	0.4021
English/ Language arts	375	536	11.16	10.71	0.45	4.06	4.57	5.18	2.29	0.1982
Social Studies	249	371	6.76	6.73	0.02	0.32	1.55	1.45	0.73	0.0299
Vocational/ Technical	80	122	2.29	2.13	0.15	6.77	0.80	0.68	0.22	0.7111
Other	490	723	18.26	18.49	-0.23	-1.27	2.71	2.20	1.93	-0.1198
Missing	28	62	1.19	2.07	-0.88	-73.82	0.49	0.81	0.45	-1.9453
Teacher Experience										
1st year	319	466	10.22	11.11	-0.88	-8.65	2.03	2.37	1.48	-0.5957
2 to 3 years	540	798	18.66	18.46	0.20	1.05	3.55	3.19	1.41	0.1394
4 to 19 years	1432	2097	63.12	63.28	-0.16	-0.26	4.58	5.41	2.84	-0.0576
20 years or more	206	265	8.00	7.15	0.85	10.64	2.15	1.53	0.98	0.8688

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-28. Unit response rates for Charter Public School Teachers after nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted respondent proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Total	100	0	0			0	
School enrollment:							
0 <= x < 200	18.69	0.81	4.34	4.54	0.73	1.1178	-32.47
200 <= x < 500	41.02	-0.37	-0.91	7.54	1.69	-0.2206	-78.06
500 <= x < 750	18.14	-0.40	-2.19	12.85	1.78	-0.2241	4.66
750 <= x < 1000	4.06	-0.54	-13.35	1.20	0.53	-1.0222	-49.11
1000 <= x	18.08	0.50	2.77	3.88	0.66	0.7579	-57.58
Percent Non-White:							
0 <= x < 5	9.45	0.53	5.59	2.56	1.11	0.4769	-9.42
5 <= x < 10	4.04	0.05	1.25	0.98	0.33	0.1541	-91.62
10 <= x < 20	12.16	0.14	1.15	3.51	0.37	0.3798	-93.39
20 <= x < 30	7.52	-0.54	-7.12	2.49	0.62	-0.8657	160.74
30 <= x < 50	12.23	-0.36	-2.91	4.18	0.48	-0.7391	-72.71
50 <= x	52.73	0.27	0.51	5.45	2.04	0.1325	-93.42
Missing	1.87	-0.10	-5.22	0.64	0.15	-0.6609	-79.57
Percent Free Lunch Eligible:							
0 <= x < 35	32.02	0.32	1.01	4.66	0.50	0.6484	-89.27
35 <= x < 50	12.99	-0.25	-1.91	3.69	0.46	-0.5443	-67.47
50 <= x < 75	17.33	-0.52	-3.02	3.69	2.19	-0.2396	-22.39
75 <= x	37.66	0.45	1.20	6.12	2.21	0.2042	-85.42
Locale:							
1: City	57.04	-1.27	-2.22	10.30	1.83	-0.6930	-35.83
2: Suburb	22.25	0.29	1.32	5.92	0.59	0.5014	-16.64
3: Town	3.93	-0.51	-12.95	1.54	1.52	-0.3354	262.69
4: Rural	16.79	1.48	8.83	4.37	0.72	2.0720	-15.93
Percent pupil teacher ratio:							
0 <= x < 10	10.57	0.08	0.76	2.61	1.58	0.0506	-87.84
10 <= x < 15	33.69	0.28	0.84	11.80	2.22	0.1274	-90.85
15 <= x < 20	34.50	0.40	1.17	7.39	0.82	0.4892	-64.77
20 <= x	21.24	-0.77	-3.60	4.55	0.97	-0.7890	-40.92

See notes at end of table.

Table K-28. Unit response rates for Charter Public School Teachers after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted respondent proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Grade level:							
Elementary	51.62	0.56	1.08	19.84	1.07	0.5198	-62.87
Secondary	20.45	-0.07	-0.33	6.09	0.29	-0.2301	-94.53
Combined	27.93	-0.49	-1.75	25.82	1.06	-0.4600	-82.03
Region:							
Northeast	14.01	0.29	2.05	19.75	2.65	0.1085	71.42
Midwest	21.85	0.06	0.28	8.20	0.61	0.1004	-96.06
South	31.01	-0.47	-1.51	9.57	0.79	-0.5960	-62.03
West	33.12	0.12	0.36	4.72	2.24	0.0533	-95.95
Number of teachers:							
0 <= x < 10	12.43	0.03	0.21	3.25	0.43	0.0617	-95.36
10 <=x < 25	37.61	-0.38	-1.01	6.14	0.64	-0.5953	-82.18
25 <= x < 50	30.63	-0.69	-2.24	9.75	0.78	-0.8823	343.07
50 <= x < 75	10.83	1.83	16.91	3.15	0.88	2.0866	29.47
75 <= x	8.51	-0.79	-9.29	3.92	0.51	-1.5651	51969.20
Title 1 Program:							
No Title 1 program	37.15	1.43	3.86	6.28	1.42	1.0117	65.19
Has Title 1 program	45.67	-1.57	-3.43	6.36	1.82	-0.8589	-8.49
Title 1 eligible but no Title 1 program	17.18	0.13	0.78	3.61	0.72	0.1852	-84.19
Teacher subject:							
Special education	7.69	-0.31	-4.07	4.74	3.08	-0.1014	32.89
General elementary	32.45	-0.36	-1.10	6.40	3.77	-0.0950	26.44
Math	12.39	1.44	11.58	3.95	2.17	0.6605	103.04
Science	8.61	0.52	6.07	1.98	1.11	0.4690	79.93
English/Language arts	11.37	0.65	5.75	5.58	2.39	0.2729	44.27
Social Studies	6.42	-0.31	-4.91	1.33	0.64	-0.4885	1350.88
Vocational /Technical	2.09	-0.05	-2.27	0.68	0.14	-0.3372	-69.36
Other	17.74	-0.75	-4.25	2.65	1.93	-0.3905	226.19
Missing	1.24	-0.82	-66.31	0.49	0.43	-1.8937	-6.11

See notes at end of table.

Table K-28. Unit response rates for Charter Public School Teachers after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted respondent proportions	<i>T</i> -test of significance for the difference in proportions ¹	Percent relative difference
Teacher Experience							
1st year	10.41	-0.69	-6.65	2.09	1.69	-0.4092	-21.64
2 to 3 years	18.88	0.42	2.24	3.75	2.34	0.1804	115.63
4 to 19 years	62.98	-0.30	-0.48	4.69	3.48	-0.0861	83.04
20 years or more	7.72	0.57	7.37	1.93	0.86	0.6617	-33.15

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
ALABAMA	807	966	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	86	94	9.82	9.23	0.60	6.08	1.47	1.30	1.52	0.3938
General elementary	146	176	34.68	34.90	-0.22	-0.63	3.69	3.52	3.85	-0.0570
Math	91	106	7.66	7.45	0.22	2.81	1.03	1.00	1.08	0.1989
Science	62	78	5.59	5.78	-0.19	-3.36	0.95	0.91	0.93	-0.2017
English/Language arts	83	104	7.28	7.60	-0.32	-4.41	1.34	1.32	1.35	-0.2377
Social Studies	61	77	5.15	5.46	-0.31	-6.05	0.88	0.81	0.90	-0.3477
Vocational/Technical	72	81	6.19	5.82	0.37	6.04	1.42	1.28	1.38	0.2705
Other	141	169	15.57	15.52	0.05	0.35	2.01	1.85	2.02	0.0271
Missing	65	81	8.05	8.25	-0.20	-2.50	1.77	1.68	1.66	-0.1214
Locale:										
1: City	152	188	21.35	21.39	-0.04	-0.21	3.21	3.05	3.55	-0.0126
2: Suburb	93	128	13.68	15.31	-1.63	-11.92	2.14	2.09	2.18	-0.7483
3: Town	147	162	14.52	13.19	1.33	9.18	2.28	2.04	2.26	0.5887
4: Rural	415	488	50.46	50.11	0.34	0.68	3.13	3.19	3.23	0.1060
Grade level:										
Regular—Primary	163	187	48.19	47.07	1.12	2.32	4.80	4.72	4.92	0.2279
Regular—Middle	218	263	14.85	15.24	-0.39	-2.61	2.60	2.34	2.65	-0.1465
Regular—High school	341	407	28.65	28.92	-0.28	-0.96	3.46	3.38	3.53	-0.0781
Regular—Combined	85	109	8.31	8.76	-0.46	-5.49	1.47	1.29	1.48	-0.3080
ALASKA	379	530	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	56	69	15.05	14.82	0.23	1.54	3.50	3.83	3.31	0.0698
General elementary	117	169	39.87	40.74	-0.88	-2.20	8.34	5.59	11.12	-0.0789
Math	44	64	9.40	9.45	-0.05	-0.54	2.33	5.32	2.82	-0.0180
Science	25	30	5.04	4.12	0.92	18.32	1.78	1.40	1.93	0.4777
English/Language arts	49	66	10.16	9.48	0.68	6.71	4.85	3.72	4.71	0.1446
Social Studies	25	36	4.75	4.81	-0.06	-1.16	1.56	1.44	1.67	-0.0329

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
ALASKA—Continued										
Teacher subject—										
Continued										
Vocational/Technical	12	22	2.43	3.17	-0.75	-30.85	0.92	1.07	0.99	-0.7540
Other	44	64	11.99	12.07	-0.08	-0.69	2.83	3.18	3.56	-0.0233
Missing	7	10	1.32	1.34	-0.02	-1.73	0.80	0.76	0.75	-0.0305
Locale:										
1: City	6	13	3.24	2.98	0.26	8.14	3.03	2.34	4.22	0.0626
3: Town	111	149	33.70	36.17	-2.47	-7.34	10.34	11.92	13.10	-0.1888
4: Rural	262	368	63.06	60.85	2.21	3.50	9.45	11.10	11.79	0.1874
Grade level:										
Regular—Primary	51	69	31.35	31.24	0.12	0.37	7.98	7.96	8.73	0.0133
Regular—Middle	45	68	10.33	11.00	-0.67	-6.47	3.61	3.68	3.56	-0.1876
Regular—High school	119	147	24.43	21.34	3.09	12.66	6.55	6.33	7.61	0.4064
Regular—Combined	149	217	28.32	29.55	-1.23	-4.34	10.79	9.04	11.23	-0.1095
Charter—Elementary	8	14	4.99	6.03	-1.04	-20.81	3.65	3.11	5.43	-0.1911
Charter—Secondary	6	12	0.49	0.67	-0.18	-37.05	0.41	0.71	0.41	-0.4419
Charter—Combined	1	3	0.08	0.17	-0.09	-113.63	11.26	16.88	16.30	-0.0055
ARIZONA	1020	1314	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	142	162	9.60	9.09	0.52	5.37	1.60	1.32	1.56	0.3299
General elementary	168	219	41.53	40.23	1.30	3.13	4.07	3.77	3.98	0.3268
Math	121	158	6.63	6.88	-0.25	-3.76	1.32	1.21	1.38	-0.1808
Science	87	112	5.09	5.16	-0.07	-1.37	0.65	0.65	0.67	-0.1038
English/Language arts	136	179	9.04	9.39	-0.35	-3.87	1.35	1.19	1.32	-0.2642
Social Studies	80	103	4.02	4.31	-0.29	-7.18	0.79	0.63	0.84	-0.3438
Vocational/Technical	52	64	3.18	3.16	0.03	0.94	0.75	0.71	0.69	0.0434
Other	196	252	18.52	18.48	0.04	0.21	1.84	1.65	1.81	0.0215
Missing	38	65	2.37	3.30	-0.93	-39.08	0.73	0.71	0.72	-1.2911

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
ARIZONA—Continued										
Locale:										
1: City	488	638	46.27	45.54	0.73	1.58	4.26	3.69	3.98	0.1832
2: Suburb	172	233	18.60	19.69	-1.09	-5.88	2.94	2.69	2.98	-0.3666
3: Town	121	147	10.15	9.79	0.36	3.59	2.02	1.72	2.00	0.1826
4: Rural	239	296	24.98	24.98	0.00	0.00	3.47	3.12	3.49	-0.0003
Grade level:										
Regular—Primary	140	155	53.92	49.33	4.59	8.51	6.42	5.93	6.46	0.7101
Regular—Middle	189	235	11.41	11.67	-0.26	-2.25	1.31	1.26	1.29	-0.1989
Regular—High school	442	573	24.44	26.11	-1.67	-6.83	3.40	3.02	3.16	-0.5291
Regular—Combined	76	90	1.03	0.96	0.06	6.32	0.35	0.31	0.37	0.1760
Charter—Elementary	38	66	4.25	6.12	-1.88	-44.23	1.27	1.43	1.67	-1.1273
Charter—Secondary	103	148	2.67	3.05	-0.39	-14.45	0.73	0.92	1.02	-0.3792
Charter—Combined	32	47	2.28	2.75	-0.46	-20.24	2.21	2.01	2.09	-0.2206
ARKANSAS	509	591	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	42	48	7.75	7.89	-0.14	-1.86	1.79	1.59	1.74	-0.0829
General elementary	84	100	36.26	36.55	-0.29	-0.80	3.85	3.49	3.87	-0.0755
Math	57	68	8.47	8.16	0.31	3.68	1.59	1.40	1.53	0.2041
Science	47	51	6.81	6.34	0.47	6.89	1.45	1.27	1.47	0.3200
English/Language arts	74	79	10.04	9.03	1.01	10.08	2.14	1.90	2.13	0.4745
Social Studies	44	51	5.71	5.73	-0.02	-0.31	1.12	1.11	1.09	-0.0162
Vocational/Technical	48	52	7.30	6.67	0.63	8.66	1.64	1.47	1.63	0.3889
Other	90	111	14.22	15.51	-1.29	-9.09	2.14	2.07	2.08	-0.6204
Missing	23	31	3.44	4.12	-0.68	-19.74	1.10	1.17	1.08	-0.6275

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
ARKANSAS—Continued										
Locale:										
1: City	145	184	24.19	27.57	-3.38	-13.99	3.48	3.33	3.62	-0.9344
2: Suburb	44	45	9.14	8.00	1.14	12.51	3.13	2.84	3.05	0.3745
3: Town	114	132	19.06	19.63	-0.57	-2.98	2.54	2.47	2.75	-0.2069
4: Rural	206	230	47.61	44.81	2.81	5.90	4.22	3.96	4.27	0.6572
Grade level:										
Regular—Primary	71	87	35.85	37.61	-1.76	-4.90	4.05	4.06	3.94	-0.4461
Regular—Middle	162	195	14.07	14.54	-0.47	-3.31	2.00	1.89	1.96	-0.2377
Regular—High school	197	220	28.36	27.27	1.09	3.85	3.69	3.39	3.64	0.2995
Regular—Combined	48	55	18.46	17.50	0.96	5.21	5.06	4.51	4.82	0.1996
Charter—Elementary	5	5	1.32	1.13	0.19	14.19	0.71	0.61	0.75	0.2502
Charter—Secondary	18	18	0.86	0.74	0.12	14.19	0.34	0.29	0.33	0.3737
Charter—Combined	8	11	1.07	1.21	-0.14	-12.91	1.31	1.43	1.36	-0.1011
CALIFORNIA	2132	3132	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	219	290	8.62	8.16	0.47	5.41	1.13	0.97	0.56	0.8324
General elementary	258	381	41.30	40.34	0.96	2.33	2.80	2.57	1.18	0.8133
Math	310	429	8.62	8.38	0.24	2.84	0.85	0.74	0.41	0.6029
Science	220	313	6.07	6.08	-0.01	-0.18	0.58	0.54	0.39	-0.0277
English/Language arts	315	444	8.95	9.12	-0.17	-1.95	0.86	0.76	0.53	-0.3308
Social Studies	204	284	5.23	5.01	0.22	4.19	0.60	0.58	0.33	0.6604
Vocational/Technical	88	142	2.29	2.77	-0.49	-21.26	0.58	0.52	0.30	-1.6052
Other	381	581	12.36	13.06	-0.69	-5.60	1.24	1.07	0.57	-1.2067
Missing	137	268	6.56	7.09	-0.53	-8.05	1.16	0.91	0.47	-1.1150

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
CALIFORNIA—										
Continued										
Locale:										
1: City	881	1336	43.75	44.62	-0.87	-2.00	2.95	2.70	1.25	-0.6995
2: Suburb	766	1134	36.58	37.50	-0.92	-2.52	2.55	2.45	1.19	-0.7763
3: Town	191	262	7.98	6.81	1.17	14.64	1.35	1.05	0.41	2.8634
4: Rural	294	400	11.70	11.07	0.63	5.38	1.65	1.40	0.59	1.0672
Grade level:										
Regular—Primary	197	269	49.00	47.23	1.77	3.61	3.55	3.60	1.21	1.4622
Regular—Middle	370	503	15.74	15.28	0.46	2.93	1.97	1.75	0.73	0.6285
Regular—High school	1060	1562	27.82	29.18	-1.36	-4.91	1.87	1.99	0.89	-1.5300
Regular—Combined	100	127	1.83	1.66	0.17	9.39	0.37	0.32	0.15	1.1392
Charter—Elementary	60	120	2.06	2.95	-0.89	-43.16	0.38	0.51	0.32	-2.7964
Charter—Secondary	262	440	1.48	1.75	-0.27	-18.28	0.23	0.25	0.10	-2.7071
Charter—Combined	83	111	2.07	1.95	0.12	5.84	0.71	0.64	0.20	0.5986
COLORADO	586	815	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	55	74	7.93	7.47	0.46	5.75	1.95	1.66	1.78	0.2565
General elementary	80	102	32.65	29.73	2.92	8.95	5.05	4.35	4.73	0.6181
Math	78	101	7.68	7.54	0.14	1.76	1.53	1.42	1.53	0.0883
Science	51	77	6.77	7.50	-0.73	-10.78	1.05	0.86	1.02	-0.7134
English/Language arts	84	126	9.05	10.47	-1.42	-15.68	1.84	1.63	1.76	-0.8070
Social Studies	51	74	5.63	5.92	-0.28	-5.06	1.59	1.26	1.72	-0.1659
Vocational/Technical	26	34	3.70	3.25	0.45	12.12	1.34	0.95	1.28	0.3507
Other	139	191	20.95	21.12	-0.17	-0.81	2.86	2.39	2.74	-0.0619
Missing	22	36	5.63	6.99	-1.36	-24.15	2.06	2.32	2.14	-0.6347

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
COLORADO—										
Continued										
Locale:										
1: City	221	310	40.44	36.89	3.55	8.78	6.59	4.88	6.49	0.5476
2: Suburb	99	151	25.00	26.27	-1.26	-5.05	4.72	3.97	4.60	-0.2748
3: Town	63	91	9.38	10.74	-1.35	-14.43	2.31	2.21	2.22	-0.6108
4: Rural	203	263	25.18	26.11	-0.94	-3.71	4.92	4.02	4.93	-0.1896
Grade level:										
Regular—Primary	70	100	42.60	42.59	0.01	0.03	7.53	7.13	7.27	0.0020
Regular—Middle	182	232	18.06	16.69	1.37	7.57	2.67	2.31	2.70	0.5061
Regular—High school	168	268	24.93	27.81	-2.88	-11.54	4.11	3.57	4.05	-0.7108
Regular—Combined	90	114	6.00	5.34	0.65	10.91	6.41	6.10	6.51	0.1005
Charter—Elementary	16	21	4.04	3.69	0.35	8.73	1.47	1.40	1.53	0.2303
Charter—Secondary	55	74	1.71	1.70	0.01	0.51	1.17	0.95	1.04	0.0084
Charter—Combined	5	6	2.66	2.18	0.48	18.03	1.72	1.33	1.34	0.3576
CONNECTICUT	828	1136	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	119	148	11.79	10.52	1.27	10.80	1.55	1.13	1.58	0.8072
General elementary	115	143	33.08	31.12	1.96	5.92	3.28	2.91	3.20	0.6126
Math	80	114	6.46	7.02	-0.56	-8.72	1.05	1.01	1.21	-0.4648
Science	69	105	5.68	6.13	-0.45	-7.86	0.97	0.82	1.01	-0.4426
English/Language arts	104	141	8.58	8.67	-0.09	-1.04	1.25	1.18	1.26	-0.0708
Social Studies	61	87	4.56	4.77	-0.21	-4.55	0.74	0.75	0.74	-0.2814
Vocational/Technical	39	58	3.14	3.42	-0.28	-9.04	0.64	0.58	0.74	-0.3814
Other	206	285	23.17	24.07	-0.90	-3.89	3.42	2.90	3.17	-0.2845
Missing	35	55	3.54	4.29	-0.74	-20.90	1.09	1.19	1.19	-0.6224

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
CONNECTICUT—										
Continued										
Locale:										
1: City	87	131	15.34	17.15	-1.81	-11.83	3.03	3.75	2.96	-0.6122
2: Suburb	519	723	59.87	61.54	-1.67	-2.79	3.76	3.73	3.88	-0.4311
3: Town	41	53	5.80	4.78	1.02	17.54	1.78	1.29	1.59	0.6376
4: Rural	181	229	19.00	16.53	2.47	13.00	2.86	2.28	3.03	0.8138
Grade level:										
Regular—Primary	137	184	47.36	47.48	-0.12	-0.25	4.64	4.41	4.62	-0.0251
Regular—Middle	336	419	25.16	22.70	2.46	9.79	2.79	2.39	2.42	1.0187
Regular—High school	317	487	25.44	28.08	-2.64	-10.37	2.73	2.86	3.18	-0.8298
Regular—Combined	33	41	1.30	1.22	0.09	6.60	0.38	0.34	0.42	0.2044
Charter—Elementary	5	5	0.74	0.53	0.20	27.74	0.50	0.36	0.53	0.3830
DELAWARE	347	459	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	72	95	17.38	17.19	0.19	1.10	2.97	2.55	2.84	0.0673
General elementary	58	72	33.53	32.30	1.23	3.67	4.31	3.89	4.41	0.2789
Math	29	40	4.90	5.46	-0.56	-11.40	2.32	2.00	2.17	-0.2571
Science	23	31	4.38	4.64	-0.27	-6.07	1.04	0.95	1.01	-0.2623
English/Language arts	29	41	5.54	6.30	-0.77	-13.83	3.22	2.59	3.18	-0.2405
Social Studies	22	29	4.08	4.28	-0.20	-4.85	1.24	1.10	1.27	-0.1562
Vocational/Technical	20	28	4.49	4.69	-0.19	-4.31	1.38	1.09	1.35	-0.1430
Other	53	71	12.48	13.25	-0.77	-6.16	2.64	2.40	2.62	-0.2934
Missing	41	52	13.22	11.89	1.33	10.05	3.39	2.80	3.34	0.3983
Locale:										
1: City	41	59	12.23	14.15	-1.92	-15.72	4.74	4.42	4.92	-0.3903
2: Suburb	169	219	46.20	46.21	-0.01	-0.02	5.92	6.03	5.49	-0.0013
3: Town	54	75	13.71	14.18	-0.48	-3.47	3.08	2.96	3.13	-0.1519
4: Rural	83	106	27.87	25.47	2.40	8.62	5.22	4.54	4.62	0.5201

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
DELAWARE—										
Continued										
Grade level:										
Regular—Primary	74	85	45.57	41.97	3.61	7.92	6.77	6.34	6.42	0.5622
Regular—Middle	88	113	17.69	18.15	-0.46	-2.57	3.56	3.76	3.44	-0.1324
Regular—High school	102	145	20.89	23.69	-2.80	-13.39	4.04	4.02	3.97	-0.7042
Regular—Combined	52	79	5.60	6.84	-1.25	-22.25	1.49	1.37	1.69	-0.7367
Charter—Elementary	9	10	6.59	5.73	0.86	13.07	4.29	4.06	3.91	0.2205
Charter—Secondary	17	20	2.55	2.40	0.15	5.99	1.02	1.08	0.90	0.1705
Charter—Combined	5	7	1.10	1.22	-0.13	-11.41	8.10	8.36	7.38	-0.0170
DISTRICT OF COLUMBIA	132	205	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	20	33	12.35	14.57	-2.22	-17.99	3.82	3.53	3.78	-0.5876
General elementary	13	22	19.74	24.58	-4.84	-24.51	6.79	5.46	6.45	-0.7502
Math	19	27	14.03	10.70	3.34	23.78	3.74	2.60	3.75	0.8894
Science	13	19	8.64	6.97	1.67	19.34	3.68	2.61	3.51	0.4764
English/Language arts	12	20	8.94	8.85	0.10	1.07	3.95	2.93	3.82	0.0251
Social Studies	17	24	6.96	7.22	-0.27	-3.83	1.98	2.36	2.18	-0.1224
Vocational/Technical	5	10	2.66	2.97	-0.31	-11.51	1.57	1.14	1.89	-0.1619
Other	33	50	26.67	24.14	2.53	9.48	4.60	3.17	4.47	0.5651
Locale:										
1: City	132	205	100.00	100.00	0.00	0.00	0.00	0.00	0.00	†
Grade level:										
Regular—Primary	20	36	32.73	39.48	-6.75	-20.61	8.31	7.16	7.88	-0.8559
Regular—Middle	23	30	8.87	6.97	1.90	21.45	4.78	4.04	4.93	0.3862
Regular—High school	44	79	22.06	23.38	-1.32	-5.98	6.02	4.35	6.58	-0.2006
Regular—Combined	10	11	5.54	3.72	1.82	32.82	2.81	1.90	2.71	0.6707
Charter—Elementary	7	10	20.54	17.49	3.05	14.83	7.76	5.29	7.34	0.4152
Charter—Secondary	28	39	10.26	8.96	1.30	12.68	4.75	3.64	4.57	0.2846

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
FLORIDA	1028	1448	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	114	137	8.71	8.13	0.58	6.62	1.46	1.22	1.43	0.4028
General elementary	121	157	39.58	38.06	1.51	3.82	4.93	4.31	5.19	0.2913
Math	137	195	8.27	8.34	-0.07	-0.89	1.55	1.32	1.63	-0.0449
Science	102	145	5.91	5.99	-0.08	-1.40	0.92	0.71	0.96	-0.0861
English/Language arts	162	236	9.57	9.69	-0.12	-1.28	1.26	1.07	1.34	-0.0916
Social Studies	102	146	5.50	5.79	-0.28	-5.13	1.16	0.88	1.16	-0.2436
Vocational/Technical	49	64	2.14	2.00	0.13	6.23	0.48	0.38	0.54	0.2470
Other	210	319	17.71	19.42	-1.71	-9.64	1.93	2.04	1.83	-0.9310
Missing	31	49	2.61	2.57	0.05	1.77	1.26	1.00	1.12	0.0415
Locale:										
1: City	235	353	27.03	28.03	-0.99	-3.67	3.64	3.13	3.69	-0.2688
2: Suburb	523	690	50.92	48.51	2.41	4.73	3.87	3.67	3.73	0.6453
3: Town	61	84	5.62	4.76	0.87	15.42	1.57	1.19	1.50	0.5784
4: Rural	209	321	16.43	18.71	-2.28	-13.88	2.39	2.54	2.33	-0.9786
Grade level:										
Regular—Primary	110	145	51.10	49.69	1.41	2.77	5.86	4.86	5.95	0.2378
Regular—Middle	205	288	17.07	17.71	-0.64	-3.73	2.31	2.03	2.41	-0.2640
Regular—High school	456	645	23.61	24.89	-1.27	-5.40	3.46	3.01	3.26	-0.3911
Regular—Combined	93	129	2.61	2.82	-0.21	-8.07	0.61	0.72	0.63	-0.3332
Charter—Elementary	52	59	3.87	3.20	0.67	17.26	1.15	0.86	1.37	0.4883
Charter—Secondary	95	165	0.85	1.05	-0.20	-23.02	0.26	0.34	0.42	-0.4688
Charter—Combined	17	17	0.89	0.65	0.24	26.64	0.83	0.61	0.63	0.3738
GEORGIA	647	825	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	103	126	14.20	12.96	1.23	8.69	2.09	1.78	2.11	0.5847
General elementary	127	142	40.88	38.26	2.62	6.41	3.90	3.53	3.96	0.6615
Math	80	107	8.73	8.81	-0.08	-0.90	1.50	1.25	1.56	-0.0503

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
GEORGIA—Continued										
Teacher subject—Continued										
Science	60	81	4.62	5.71	-1.09	-23.52	0.79	0.82	0.81	-1.3484
English/Language arts	81	102	7.79	8.53	-0.73	-9.41	1.27	1.23	1.31	-0.5600
Social Studies	46	61	4.19	4.62	-0.43	-10.20	0.93	1.04	0.92	-0.4666
Vocational/Technical	29	35	3.15	3.05	0.10	3.07	0.79	0.68	0.82	0.1182
Other	111	145	15.75	16.88	-1.14	-7.22	2.22	1.77	2.31	-0.4920
Missing	10	26	0.69	1.18	-0.49	-70.19	0.36	0.40	0.36	-1.3392
Locale:										
1: City	95	124	18.73	18.72	0.01	0.06	3.82	3.41	4.10	0.0030
2: Suburb	192	262	34.51	35.88	-1.37	-3.96	4.26	4.21	4.20	-0.3250
3: Town	86	107	11.14	11.17	-0.04	-0.33	2.02	1.89	1.98	-0.0183
4: Rural	274	332	35.62	34.23	1.39	3.90	3.56	3.12	3.54	0.3923
Grade level:										
Regular—Primary	154	175	55.25	51.89	3.36	6.08	4.67	4.30	4.68	0.7169
Regular—Middle	288	348	19.97	19.49	0.49	2.43	2.53	2.33	2.46	0.1974
Regular—High school	99	143	21.63	25.04	-3.41	-15.77	4.06	3.69	4.18	-0.8164
Regular—Combined	37	55	0.93	1.09	-0.16	-16.99	0.25	0.30	0.29	-0.5514
Charter—Elementary	13	17	1.54	1.64	-0.10	-6.35	0.70	0.68	0.74	-0.1320
Charter—Secondary	46	71	0.56	0.69	-0.14	-24.67	0.16	0.16	0.16	-0.8704
Charter—Combined	10	16	0.12	0.16	-0.04	-31.79	0.96	0.85	0.80	-0.0472
HAWAII										
	57	141	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	15	28	28.87	15.55	13.33	46.15	9.02	4.20	8.73	1.5270
General elementary	8	23	25.39	40.58	-15.19	-59.82	14.01	11.68	12.70	-1.1966
Math	10	17	12.75	7.59	5.16	40.45	5.95	2.92	5.65	0.9132
Science	2	9	2.55	3.55	-1.00	-39.32	2.32	1.74	2.49	-0.4021
English/Language arts	6	15	8.29	6.88	1.41	17.01	4.39	2.63	4.51	0.3128

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
HAWAII—Continued										
Subject—Continued										
Social Studies	2	13	0.54	6.15	-5.61	-1042.24	0.38	3.26	0.39	-14.5306
Vocational/Technical	4	7	5.37	4.84	0.52	9.77	3.02	2.80	3.15	0.1666
Other	10	29	16.25	14.85	1.39	8.57	7.58	4.34	7.50	0.1858
Locale:										
1: City	5	7	1.21	0.53	0.69	56.75	1.08	0.39	1.11	0.6208
2: Suburb	19	49	33.15	51.59	-18.45	-55.66	11.51	14.77	11.49	-1.6055
3: Town	17	41	46.77	29.14	17.62	37.69	14.61	17.41	14.06	1.2532
4: Rural	16	44	18.87	18.74	0.13	0.71	8.37	7.62	8.23	0.0162
Grade level:										
Regular—Primary	7	18	38.17	46.63	-8.46	-22.18	15.40	13.42	15.23	-0.5559
Regular—Middle	19	34	24.74	16.07	8.68	35.06	10.73	6.88	10.72	0.8092
Regular—High school	21	51	32.18	31.91	0.27	0.83	11.30	10.49	11.30	0.0236
Regular—Combined	5	15	1.21	1.61	-0.39	-32.33	1.08	0.84	1.11	-0.3537
Charter—Elementary	3	10	2.23	2.17	0.06	2.82	1.97	2.18	1.29	0.0488
Charter—Secondary		6		0.06	-0.06	100.00	0.00	0.50	0.00	†
Charter—Combined	2	7	1.46	1.55	-0.09	-6.23	15.33	19.20	11.24	-0.0081
IDAHO	608	741	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	43	51	6.53	6.10	0.43	6.58	1.46	1.24	1.42	0.3022
General elementary	140	179	34.45	36.62	-2.18	-6.32	5.78	5.23	5.44	-0.4001
Math	67	83	8.46	8.49	-0.03	-0.36	3.11	2.70	2.93	-0.0104
Science	51	55	6.08	5.24	0.85	13.91	1.45	1.18	1.41	0.6007
English/Language arts	91	108	12.24	11.66	0.58	4.72	4.21	3.75	3.86	0.1496
Social Studies	41	48	5.35	4.98	0.37	6.94	1.50	1.21	1.39	0.2669
Vocational/Technical	40	48	6.02	5.78	0.24	3.99	2.77	2.48	2.54	0.0947
Other	115	146	17.33	18.04	-0.71	-4.10	3.93	3.34	3.68	-0.1931
Missing	20	23	3.54	3.08	0.45	12.82	1.44	1.22	1.41	0.3222

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
IDAHO—Continued										
Locale:										
1: City	115	149	33.17	35.12	-1.95	-5.87	11.19	9.65	10.15	-0.1919
2: Suburb	99	122	11.80	12.62	-0.82	-6.98	2.81	2.74	2.79	-0.2954
3: Town	136	159	19.94	18.17	1.77	8.89	3.80	3.14	3.62	0.4902
4: Rural	258	311	35.09	34.09	1.00	2.84	6.87	5.94	6.29	0.1587
Grade level:										
Regular—Primary	150	187	43.07	44.45	-1.38	-3.21	7.42	6.99	7.09	-0.1949
Regular—Middle	209	252	15.94	15.51	0.43	2.69	3.23	2.98	3.04	0.1415
Regular—High school	166	198	31.77	31.07	0.69	2.18	7.53	6.55	6.98	0.0993
Regular—Combined	56	69	5.65	5.41	0.24	4.25	1.61	1.39	1.53	0.1568
Charter—Elementary	10	16	1.08	1.42	-0.34	-31.71	1.80	2.21	2.01	-0.1707
Charter—Secondary	8	10	0.46	0.48	-0.02	-3.45	0.19	0.20	0.23	-0.0701
Charter—Combined	9	9	2.02	1.64	0.38	18.71	15.47	13.54	14.02	0.0270
ILLINOIS	864	1106	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	124	163	12.27	13.18	-0.91	-7.43	1.81	1.65	1.76	-0.5166
General elementary	139	167	32.62	30.11	2.50	7.68	3.66	3.11	3.59	0.6965
Math	89	114	6.72	6.94	-0.22	-3.32	1.01	0.90	1.17	-0.1902
Science	78	94	6.56	6.20	0.36	5.46	1.41	1.13	1.46	0.2443
English/Language arts	110	141	9.27	9.24	0.03	0.37	1.23	1.22	1.20	0.0283
Social Studies	58	84	4.86	5.83	-0.97	-20.04	0.84	0.82	0.85	-1.1495
Vocational/Technical	23	30	1.67	1.95	-0.28	-16.73	0.35	0.41	0.35	-0.8056
Other	203	254	21.60	20.77	0.83	3.83	1.91	1.59	2.21	0.3742
Missing	40	59	4.44	5.77	-1.33	-30.06	1.52	1.52	1.72	-0.7738
Locale:										
1: City	167	270	24.18	30.34	-6.16	-25.49	2.66	2.56	2.92	-2.1140
2: Suburb	385	470	41.79	39.51	2.28	5.46	3.20	2.74	3.08	0.7393
3: Town	130	159	13.48	12.39	1.08	8.04	2.26	1.83	2.11	0.5148
4: Rural	182	207	20.56	17.76	2.80	13.62	2.58	2.13	2.19	1.2786

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
ILLINOIS—Continued										
Grade level:										
Regular—Primary	187	226	51.56	48.49	3.07	5.96	3.97	3.61	4.06	0.7575
Regular—Middle	363	437	18.36	17.24	1.12	6.11	2.45	2.33	2.47	0.4534
Regular—High school	201	297	24.86	29.04	-4.19	-16.84	3.02	2.93	3.22	-1.3016
Regular—Combined	93	105	4.43	3.76	0.67	15.10	0.80	0.63	0.68	0.9873
Charter—Elementary	3	11	0.27	0.73	-0.45	-164.41	0.19	0.31	0.37	-1.2161
Charter—Secondary	13	23	0.17	0.24	-0.07	-40.42	0.09	0.10	0.16	-0.4411
Charter—Combined	4	7	0.34	0.50	-0.16	-46.27	0.37	0.40	0.56	-0.2814
INDIANA	817	999	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	87	101	9.60	8.94	0.66	6.88	1.80	1.50	1.79	0.3690
General elementary	131	149	42.07	40.31	1.75	4.17	3.58	3.25	3.51	0.4999
Math	90	105	6.37	6.24	0.13	2.08	0.92	0.87	0.92	0.1437
Science	74	97	5.19	5.74	-0.55	-10.58	0.88	0.87	0.92	-0.5989
English/Language arts	112	137	7.62	8.00	-0.38	-4.99	1.00	1.03	1.05	-0.3607
Social Studies	66	83	4.20	4.66	-0.46	-11.04	0.85	0.84	0.85	-0.5482
Vocational/Technical	50	58	3.95	3.78	0.17	4.26	0.87	0.76	0.86	0.1952
Other	188	235	19.83	20.38	-0.55	-2.79	2.85	2.61	2.82	-0.1967
Missing	19	34	1.17	1.94	-0.77	-65.56	0.43	0.81	0.49	-1.5810
Locale:										
1: City	202	267	25.57	27.97	-2.40	-9.39	4.20	4.14	4.26	-0.5631
2: Suburb	197	243	23.02	23.23	-0.22	-0.94	2.70	2.56	2.65	-0.0816
3: Town	147	184	16.61	16.32	0.29	1.76	2.27	2.14	2.30	0.1268
4: Rural	271	305	34.81	32.48	2.33	6.68	3.62	3.36	3.49	0.6671
Grade level:										
Regular—Primary	128	148	51.50	49.24	2.25	4.37	4.13	4.14	4.14	0.5439
Regular—Middle	255	304	19.83	20.06	-0.23	-1.16	2.44	2.47	2.54	-0.0903
Regular—High school	325	417	25.20	27.44	-2.23	-8.86	2.89	2.81	2.93	-0.7622
Regular—Combined	67	80	1.92	1.89	0.02	1.25	0.44	0.40	0.43	0.0559

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
INDIANA—Continued										
Grade level—Continued										
Charter—Elementary	4	4	0.89	0.75	0.14	15.67	0.48	0.40	0.46	0.3037
Charter—Secondary	32	40	0.27	0.29	-0.01	-5.33	0.08	0.09	0.08	-0.1731
Charter—Combined	6	6	0.39	0.33	0.06	15.67	0.55	0.46	0.54	0.1140
IOWA	646	777	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	103	118	14.69	13.59	1.10	7.50	2.05	1.84	1.98	0.5554
General elementary	83	105	27.34	29.56	-2.22	-8.12	3.27	3.05	3.28	-0.6761
Math	70	82	7.17	6.68	0.49	6.85	1.25	1.10	1.21	0.4058
Science	40	54	3.98	4.65	-0.67	-16.80	0.88	0.86	0.88	-0.7557
English/Language arts	86	104	12.04	10.99	1.05	8.68	1.87	1.64	1.92	0.5444
Social Studies	38	41	4.13	3.56	0.57	13.75	1.01	0.87	1.00	0.5666
Vocational/Technical	45	53	5.65	5.61	0.04	0.63	1.51	1.30	1.41	0.0253
Other	163	199	22.12	22.65	-0.53	-2.39	2.36	2.20	2.34	-0.2254
Missing	18	21	2.89	2.71	0.17	6.00	1.07	0.92	1.03	0.1676
Locale:										
1: City	117	156	18.60	19.91	-1.31	-7.04	3.30	3.39	3.37	-0.3892
2: Suburb	54	68	7.91	8.49	-0.59	-7.42	1.73	1.86	1.76	-0.3329
3: Town	205	246	31.84	31.01	0.83	2.61	4.40	4.02	4.37	0.1897
4: Rural	270	307	41.65	40.58	1.07	2.56	4.26	3.86	4.20	0.2544
Grade level:										
Regular—Primary	104	128	44.61	44.29	0.32	0.71	4.18	3.72	4.15	0.0763
Regular—Middle	217	262	16.72	16.33	0.40	2.37	2.39	2.28	2.37	0.1671
Regular—High school	295	346	26.42	25.27	1.15	4.35	3.19	2.98	3.28	0.3505
Regular—Combined	30	41	12.25	14.11	-1.86	-15.20	2.59	2.85	2.43	-0.7655

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
KANSAS	767	944	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	84	102	11.24	11.23	0.00	0.04	2.15	1.88	2.10	0.0020
General elementary	85	96	31.82	29.82	1.99	6.27	4.11	3.74	4.36	0.4580
Math	89	102	6.87	6.55	0.32	4.62	1.17	1.01	1.23	0.2573
Science	73	88	5.27	5.32	-0.04	-0.85	0.88	0.79	0.88	-0.0510
English/Language arts	99	123	9.05	8.89	0.15	1.71	1.49	1.32	1.50	0.1031
Social Studies	72	83	6.15	5.92	0.23	3.76	1.14	0.96	1.14	0.2024
Vocational/Technical	61	80	4.99	5.23	-0.23	-4.63	0.84	0.78	0.86	-0.2680
Other	175	224	21.05	23.00	-1.95	-9.28	2.56	2.52	2.54	-0.7680
Missing	29	46	3.57	4.04	-0.47	-13.26	1.30	1.19	1.15	-0.4104
Locale:										
1: City	87	115	14.85	18.33	-3.48	-23.45	2.74	3.50	3.13	-1.1137
2: Suburb	87	96	11.73	10.63	1.10	9.40	2.41	2.18	2.28	0.4845
3: Town	230	291	29.77	29.01	0.76	2.56	3.06	2.80	3.12	0.2441
4: Rural	363	442	43.65	42.03	1.62	3.70	3.27	3.13	3.30	0.4907
Grade level:										
Regular—Primary	92	102	48.83	47.03	1.79	3.67	3.60	3.45	3.68	0.4868
Regular—Middle	238	304	15.87	16.81	-0.94	-5.93	2.26	2.10	2.57	-0.3667
Regular—High school	390	482	30.22	31.11	-0.89	-2.95	2.48	2.61	2.53	-0.3526
Regular—Combined	38	46	3.77	3.68	0.09	2.38	0.79	0.76	0.73	0.1234
Charter—Elementary	3	4	0.98	1.09	-0.11	-10.77	0.60	0.65	0.58	-0.1814
Charter—Secondary	6	6	0.33	0.27	0.06	16.92	0.32	0.27	0.27	0.2102
KENTUCKY	855	1067	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	135	159	12.87	12.44	0.43	3.36	1.61	1.48	1.57	0.2753
General elementary	126	150	35.01	33.53	1.48	4.22	3.29	2.80	3.20	0.4616
Math	100	125	7.47	7.52	-0.05	-0.64	1.14	0.97	1.17	-0.0409
Science	74	93	6.11	5.99	0.11	1.87	0.97	0.85	0.96	0.1190
English/Language arts	99	123	7.46	7.61	-0.15	-2.07	1.05	0.90	1.05	-0.1470
Social Studies	62	77	3.64	4.00	-0.36	-9.88	0.63	0.64	0.60	-0.5963

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
KENTUCKY—										
Continued										
Teacher subject—										
Continued										
Vocational/Technical	50	62	4.60	4.70	-0.09	-2.01	0.82	0.79	0.85	-0.1092
Other	158	209	16.94	18.14	-1.20	-7.07	2.36	2.07	2.35	-0.5092
Missing	51	69	5.91	6.08	-0.17	-2.93	1.48	1.41	1.40	-0.1239
Locale:										
1: City	139	196	15.89	18.25	-2.36	-14.86	2.99	2.85	3.45	-0.6835
2: Suburb	138	180	15.06	17.39	-2.33	-15.51	2.75	2.89	2.71	-0.8607
3: Town	194	234	22.21	20.70	1.51	6.80	3.13	2.79	3.09	0.4886
4: Rural	384	457	46.84	43.66	3.18	6.80	3.88	3.49	3.81	0.8359
Grade level:										
Regular—Primary	157	186	52.84	51.36	1.48	2.79	3.56	3.21	3.52	0.4192
Regular—Middle	255	310	17.67	17.61	0.06	0.37	2.00	1.79	1.96	0.0329
Regular—High school	261	332	27.62	28.95	-1.33	-4.83	2.94	2.70	2.93	-0.4558
Regular—Combined	182	239	1.87	2.08	-0.21	-10.98	0.30	0.32	0.32	-0.6416
LOUISIANA	667	882	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	84	104	11.99	12.54	-0.54	-4.53	1.84	1.67	1.78	-0.3043
General elementary	86	103	39.39	34.78	4.62	11.72	4.40	3.61	4.36	1.0596
Math	77	103	8.66	8.47	0.20	2.28	1.50	1.24	1.64	0.1204
Science	55	81	4.54	5.63	-1.10	-24.14	0.79	0.75	0.84	-1.3017
English/Language arts	95	123	8.29	9.30	-1.02	-12.26	1.26	1.58	1.36	-0.7483
Social Studies	57	76	5.02	5.62	-0.59	-11.79	1.42	1.43	1.54	-0.3851
Vocational/Technical	55	69	4.57	4.47	0.10	2.17	0.76	0.69	0.77	0.1290
Other	125	173	14.81	16.01	-1.20	-8.12	2.39	1.84	2.56	-0.4693
Missing	33	50	2.72	3.18	-0.46	-17.06	0.84	0.77	0.83	-0.5591

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
LOUISIANA—Continued										
Locale:										
1: City	153	243	24.01	28.57	-4.57	-19.02	3.64	3.41	3.62	-1.2605
2: Suburb	140	191	24.66	24.42	0.25	1.00	4.09	4.00	4.30	0.0575
3: Town	140	161	20.16	18.62	1.54	7.63	3.47	3.00	3.24	0.4743
4: Rural	234	287	31.17	28.39	2.78	8.92	4.34	3.73	3.66	0.7589
Grade level:										
Regular—Primary	84	96	48.53	43.95	4.57	9.42	5.45	4.50	5.50	0.8315
Regular—Middle	162	204	15.72	15.72	0.00	-0.02	2.64	2.56	2.76	-0.0009
Regular—High school	300	395	23.98	24.96	-0.98	-4.09	3.15	2.53	2.66	-0.3682
Regular—Combined	77	100	7.84	8.09	-0.25	-3.20	1.51	1.51	1.48	-0.1688
Charter—Elementary	9	25	2.60	5.29	-2.68	-103.00	1.22	1.35	2.26	-1.1886
Charter—Secondary	31	53	0.89	1.15	-0.27	-29.96	0.62	0.73	0.94	-0.2828
Charter—Combined	4	9	0.45	0.84	-0.39	-86.81	0.26	0.36	0.42	-0.9188
MAINE	514	642	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	67	78	11.11	10.35	0.76	6.84	2.36	1.96	2.33	0.3261
General elementary	101	122	31.44	29.72	1.72	5.47	3.32	3.09	3.35	0.5142
Math	59	68	8.86	7.75	1.10	12.46	1.45	1.18	1.59	0.6940
Science	30	45	4.42	5.21	-0.79	-17.75	0.85	0.90	0.87	-0.9046
English/Language arts	59	68	9.25	8.24	1.01	10.92	1.54	1.27	1.59	0.6359
Social Studies	36	43	4.89	4.71	0.18	3.63	1.10	1.02	1.15	0.1538
Vocational/Technical	20	23	3.79	3.25	0.53	14.02	0.95	0.75	0.95	0.5573
Other	118	154	20.83	22.26	-1.42	-6.82	2.96	2.99	3.00	-0.4741
Missing	24	41	5.41	8.51	-3.10	-57.18	1.37	2.16	1.38	-2.2372

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MAINE—Continued										
Locale:										
1: City	46	59	10.33	9.84	0.49	4.74	2.50	2.37	2.49	0.1968
2: Suburb	53	78	10.38	13.95	-3.58	-34.47	3.00	3.41	3.08	-1.1615
3: Town	106	131	19.99	19.42	0.57	2.86	2.99	2.85	2.92	0.1963
4: Rural	309	374	59.31	56.79	2.51	4.24	3.72	3.37	3.73	0.6742
Grade level:										
Regular—Primary	124	163	47.26	49.02	-1.76	-3.73	4.37	4.03	4.48	-0.3941
Regular—Middle	196	233	19.20	17.72	1.47	7.68	2.28	1.82	2.24	0.6565
Regular—High school	158	205	30.55	30.60	-0.05	-0.17	3.40	3.31	3.60	-0.0141
Regular—Combined	36	41	3.00	2.66	0.34	11.36	0.88	0.75	0.83	0.4105
MARYLAND	359	486	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	54	69	17.61	15.39	2.22	12.58	3.69	3.08	3.33	0.6644
General elementary	32	45	27.01	28.33	-1.31	-4.86	5.47	5.18	5.62	-0.2338
Math	49	69	8.49	9.14	-0.65	-7.62	2.01	1.74	2.07	-0.3125
Science	25	36	3.49	4.24	-0.74	-21.31	0.91	0.83	0.94	-0.7938
English/Language arts	43	61	8.08	8.27	-0.19	-2.39	2.38	1.86	2.51	-0.0770
Social Studies	29	44	4.85	6.14	-1.28	-26.45	1.39	1.60	1.30	-0.9847
Vocational/Technical	24	27	3.38	2.94	0.45	13.17	0.74	0.60	0.75	0.5949
Other	88	119	25.18	24.00	1.18	4.70	3.88	3.26	4.08	0.2900
Missing	15	16	1.90	1.56	0.34	17.80	0.94	0.69	1.33	0.2533
Locale:										
1: City	127	178	30.10	29.77	0.33	1.11	5.17	4.42	5.51	0.0605
2: Suburb	70	115	18.27	23.11	-4.84	-26.47	4.12	3.93	4.33	-1.1161
3: Town	30	35	18.33	14.75	3.58	19.53	5.67	4.34	4.90	0.7307
4: Rural	132	158	33.30	32.37	0.93	2.78	5.88	5.09	5.34	0.1734

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MARYLAND—										
Continued										
Grade level:										
Regular—Primary	63	75	60.43	55.27	5.16	8.54	5.21	4.66	5.98	0.8626
Regular—Middle	32	81	7.16	13.87	-6.71	-93.69	2.11	2.69	2.12	-3.1709
Regular—High school	211	259	29.54	27.81	1.73	5.85	3.82	3.28	4.44	0.3889
Regular—Combined	52	60	2.74	2.45	0.29	10.50	1.15	0.88	1.18	0.2442
Charter—Elementary	1	3	0.13	0.41	-0.28	-206.23	0.19	0.28	0.27	-1.0136
Charter—Secondary		8		0.19	-0.19	100.00	0.00	0.17	0.00	†
MASSACHUSETTS	584	760	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	86	108	13.15	12.75	0.40	3.01	2.24	1.84	2.23	0.1779
General elementary	69	89	27.48	27.52	-0.04	-0.14	3.67	3.35	3.73	-0.0105
Math	66	88	7.13	7.47	-0.34	-4.78	1.87	1.50	1.79	-0.1901
Science	54	69	6.26	6.02	0.23	3.72	1.29	1.07	1.25	0.1871
English/Language arts	63	77	8.28	7.61	0.67	8.13	1.45	1.47	1.43	0.4697
Social Studies	55	68	7.64	7.02	0.62	8.08	1.39	1.16	1.42	0.4358
Vocational/Technical	24	29	3.79	3.45	0.34	9.07	1.06	0.91	1.10	0.3136
Other	115	158	18.85	18.84	0.01	0.07	2.01	2.09	1.98	0.0066
Missing	52	74	7.43	9.32	-1.90	-25.54	1.98	2.31	2.30	-0.8236
Locale:										
1: City	120	180	18.81	24.34	-5.53	-29.38	3.14	3.64	3.47	-1.5925
2: Suburb	369	465	67.50	63.23	4.27	6.33	3.55	3.79	3.77	1.1340
3: Town	11	11	1.87	1.46	0.41	21.95	0.73	0.57	0.67	0.6091
4: Rural	84	104	11.82	10.97	0.85	7.17	2.18	1.95	2.19	0.3864
Grade level:										
Regular—Primary	106	131	47.99	46.64	1.34	2.80	4.09	3.79	4.02	0.3347
Regular—Middle	165	225	16.56	17.68	-1.12	-6.73	2.15	2.37	2.09	-0.5330
Regular—High school	175	224	29.45	29.86	-0.40	-1.37	3.67	3.36	3.57	-0.1129
Regular—Combined	74	89	1.45	1.36	0.09	6.29	0.37	0.32	0.44	0.2086

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MASSACHUSETTS—Continued										
Grade level—Continued										
Charter—Elementary	15	18	1.82	1.68	0.14	7.70	0.66	0.57	0.58	0.2398
Charter—Secondary	33	53	0.50	0.63	-0.13	-25.90	0.19	0.16	0.27	-0.4866
Charter—Combined	16	20	2.23	2.16	0.07	3.27	1.15	1.11	1.05	0.0696
MICHIGAN	1329	1735	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	224	255	13.54	11.83	1.71	12.65	1.68	1.37	1.80	0.9496
General elementary	202	239	35.46	33.17	2.29	6.46	3.55	2.99	4.07	0.5624
Math	140	188	6.89	7.33	-0.44	-6.33	1.05	0.91	1.30	-0.3354
Science	118	165	5.69	6.28	-0.59	-10.46	0.66	0.61	0.72	-0.8302
English/Language arts	169	219	8.88	9.04	-0.16	-1.75	1.48	1.19	1.67	-0.0930
Social Studies	117	158	5.47	5.87	-0.40	-7.40	1.00	0.77	1.17	-0.3475
Vocational/Technical	55	70	2.51	2.50	0.00	0.03	0.49	0.40	0.48	0.0015
Other	229	332	16.53	18.63	-2.10	-12.68	1.36	1.25	1.25	-1.6778
Missing	75	109	5.03	5.35	-0.31	-6.26	1.03	0.90	0.97	-0.3243
Locale:										
1: City	220	322	21.84	26.56	-4.72	-21.60	2.25	2.24	2.69	-1.7571
2: Suburb	521	698	37.86	36.88	0.98	2.58	3.08	2.78	3.00	0.3267
3: Town	173	201	13.09	11.32	1.77	13.56	2.00	1.62	1.77	1.0037
4: Rural	415	514	27.21	25.24	1.96	7.22	2.48	2.15	2.28	0.8604
Grade level:										
Regular—Primary	187	221	45.11	42.53	2.58	5.72	4.06	3.45	4.49	0.5754
Regular—Middle	342	460	16.57	17.34	-0.76	-4.60	1.78	1.39	1.72	-0.4432
Regular—High school	528	724	25.94	29.03	-3.09	-11.91	2.51	2.73	3.26	-0.9485
Regular—Combined	160	178	4.65	4.03	0.62	13.27	0.63	0.53	0.55	1.1173
Charter—Elementary	39	46	5.37	4.89	0.47	8.84	1.16	1.03	1.14	0.4166
Charter—Secondary	45	77	0.64	0.82	-0.18	-27.75	0.18	0.18	0.21	-0.8462
Charter—Combined	28	29	1.71	1.35	0.36	20.83	1.02	0.79	0.87	0.4081

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MINNESOTA	1675	2144	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	289	357	15.62	15.59	0.02	0.16	1.56	1.30	1.52	0.0164
General elementary	213	251	31.47	30.01	1.46	4.64	3.18	2.58	2.99	0.4890
Math	172	223	6.08	6.64	-0.56	-9.24	1.10	0.99	1.06	-0.5297
Science	141	186	5.34	5.70	-0.36	-6.68	0.85	0.80	0.86	-0.4159
English/Language arts	197	243	6.91	6.86	0.05	0.74	0.72	0.65	0.74	0.0690
Social Studies	138	186	4.94	5.21	-0.27	-5.56	0.67	0.65	0.74	-0.3724
Vocational/Technical	76	92	2.89	2.84	0.05	1.59	0.68	0.57	0.68	0.0680
Other	389	534	23.09	23.89	-0.80	-3.45	1.43	1.27	1.38	-0.5762
Missing	60	72	3.66	3.26	0.41	11.11	1.09	0.89	0.95	0.4270
Locale:										
1: City	292	392	23.43	24.12	-0.70	-2.97	3.20	3.11	3.17	-0.2193
2: Suburb	439	602	24.87	27.11	-2.25	-9.03	2.87	2.73	2.75	-0.8179
3: Town	359	430	20.25	18.95	1.30	6.42	2.60	2.22	2.56	0.5082
4: Rural	585	720	31.45	29.81	1.64	5.22	2.52	2.12	2.35	0.6974
Grade level:										
Regular—Primary	218	255	45.72	42.95	2.78	6.07	4.13	3.62	3.85	0.7201
Regular—Middle	315	396	14.18	14.30	-0.12	-0.82	1.45	1.56	1.46	-0.0799
Regular—High school	848	1145	27.42	30.04	-2.62	-9.55	3.23	2.69	3.06	-0.8550
Regular—Combined	189	220	9.29	8.48	0.81	8.76	1.23	1.06	1.14	0.7124
Charter—Elementary	12	20	2.31	3.24	-0.93	-40.27	0.94	0.98	1.00	-0.9294
Charter—Secondary	93	108	1.08	1.00	0.07	6.84	0.35	0.37	0.33	0.2239
MISSISSIPPI	572	727	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	73	89	13.69	12.87	0.83	6.03	2.21	1.93	2.34	0.3534
General elementary	65	87	25.48	26.21	-0.73	-2.85	3.58	3.37	3.69	-0.1973
Math	60	77	9.43	9.47	-0.05	-0.52	1.40	1.57	1.37	-0.0357
Science	48	65	5.71	6.66	-0.95	-16.66	1.33	1.24	1.38	-0.6891

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MISSISSIPPI—										
Continued										
Teacher subject—										
Continued										
English/Language arts	78	96	11.03	10.58	0.44	4.03	1.53	1.36	1.54	0.2894
Social Studies	42	55	4.56	4.68	-0.12	-2.68	0.73	0.74	0.80	-0.1531
Vocational/Technical	68	83	7.04	6.85	0.20	2.78	1.52	1.22	1.53	0.1281
Other	79	108	11.96	12.62	-0.67	-5.56	2.07	1.76	1.92	-0.3470
Missing	59	67	11.11	10.06	1.05	9.44	2.93	2.53	2.72	0.3850
Locale:										
1: City	64	81	10.19	12.28	-2.08	-20.42	2.22	2.83	2.20	-0.9466
2: Suburb	23	25	6.67	5.50	1.18	17.66	2.21	1.81	2.50	0.4718
3: Town	183	236	31.02	30.05	0.97	3.13	4.15	3.44	4.01	0.2416
4: Rural	302	385	52.11	52.18	-0.07	-0.13	4.64	4.17	4.64	-0.0145
Grade level:										
Regular—Primary	94	119	46.16	46.04	0.12	0.25	4.54	4.01	4.59	0.0254
Regular—Middle	161	183	20.83	18.80	2.03	9.76	2.52	2.22	2.32	0.8771
Regular—High school	280	377	27.48	29.49	-2.01	-7.32	4.21	3.66	4.43	-0.4543
Regular—Combined	37	48	5.53	5.67	-0.14	-2.50	1.18	1.28	1.34	-0.1033
MISSOURI	930	1198	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	114	137	12.82	12.21	0.61	4.73	1.89	1.56	1.91	0.3168
General elementary	153	171	35.32	32.32	3.01	8.51	3.17	2.90	3.02	0.9965
Math	97	121	6.96	6.81	0.15	2.13	1.06	0.86	1.03	0.1440
Science	91	113	6.34	6.25	0.09	1.43	0.95	0.79	0.97	0.0933
English/Language arts	103	133	7.08	7.11	-0.03	-0.49	0.91	0.81	0.92	-0.0380
Social Studies	60	89	3.72	4.50	-0.78	-21.00	0.55	0.57	0.56	-1.3879
Vocational/Technical	70	95	4.58	5.24	-0.66	-14.43	0.72	0.72	0.74	-0.8880
Other	225	304	21.09	22.56	-1.47	-6.97	2.12	1.79	2.03	-0.7244
Missing	17	35	2.10	3.01	-0.91	-43.17	0.82	0.82	0.86	-1.0542

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MISSOURI—Continued										
Locale:										
1: City	115	154	15.47	15.81	-0.34	-2.21	2.52	2.37	2.53	-0.1352
2: Suburb	289	353	29.47	28.03	1.44	4.89	2.98	2.63	2.94	0.4897
3: Town	193	267	17.45	19.15	-1.71	-9.78	2.36	2.08	2.25	-0.7585
4: Rural	333	424	37.61	37.01	0.61	1.61	2.65	2.51	2.62	0.2310
Grade level:										
Regular—Primary	155	183	46.52	44.17	2.35	5.05	3.59	3.14	3.38	0.6958
Regular—Middle	272	346	16.46	16.84	-0.39	-2.35	1.76	1.81	1.70	-0.2274
Regular—High school	377	526	22.32	25.37	-3.05	-13.67	2.59	2.64	2.68	-1.1363
Regular—Combined	112	123	13.05	11.48	1.57	12.05	1.74	1.46	1.70	0.9244
Charter—Elementary	5	10	0.86	1.34	-0.47	-54.96	0.50	0.70	0.67	-0.7105
Charter—Secondary	5	5	0.12	0.09	0.02	19.38	0.07	0.06	0.07	0.3271
Charter—Combined	4	5	0.67	0.70	-0.03	-4.81	0.47	0.53	0.41	-0.0794
MONTANA	543	678	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	52	62	8.41	7.82	0.59	6.98	1.64	1.38	1.67	0.3511
General elementary	141	160	48.05	45.36	2.69	5.59	4.56	3.99	4.42	0.6083
Math	40	51	4.56	4.70	-0.13	-2.95	1.17	1.10	1.18	-0.1143
Science	49	63	5.97	5.85	0.12	1.96	2.01	1.71	1.88	0.0621
English/Language arts	59	74	7.11	7.57	-0.46	-6.46	2.98	2.39	2.83	-0.1622
Social Studies	37	50	3.84	4.02	-0.19	-4.86	1.12	0.96	1.10	-0.1694
Vocational/Technical	42	50	4.40	4.61	-0.21	-4.78	0.95	0.97	0.96	-0.2188
Other	110	153	16.02	18.56	-2.55	-15.90	2.18	2.27	2.30	-1.1094
Missing	13	15	1.65	1.50	0.15	8.84	0.81	0.69	0.83	0.1759
Locale:										
1: City	115	157	15.42	16.30	-0.88	-5.70	3.50	3.80	3.34	-0.2631
3: Town	202	245	29.38	28.61	0.77	2.61	4.66	5.36	4.65	0.1646
4: Rural	226	276	55.20	55.09	0.11	0.20	3.92	4.35	4.10	0.0276

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MONTANA—Continued										
Grade level:										
Regular—Primary	122	140	46.10	43.01	3.09	6.70	6.00	5.12	5.69	0.5432
Regular—Middle	130	163	10.37	10.72	-0.35	-3.35	11.09	9.36	10.33	-0.0337
Regular—High school	235	307	20.51	21.75	-1.24	-6.02	4.65	4.91	4.58	-0.2695
Regular—Combined	56	68	23.02	24.52	-1.51	-6.54	4.37	4.46	4.16	-0.3621
NEBRASKA	788	994	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	94	115	10.62	10.27	0.35	3.25	1.55	1.50	1.56	0.2206
General elementary	151	177	35.40	34.04	1.36	3.85	3.25	3.04	3.23	0.4225
Math	69	92	5.56	5.86	-0.31	-5.56	0.90	0.81	0.92	-0.3338
Science	64	83	5.60	5.66	-0.06	-1.03	0.93	0.88	0.89	-0.0654
English/Language arts	88	116	7.05	7.62	-0.57	-8.13	0.98	0.89	1.06	-0.5397
Social Studies	54	68	4.38	4.53	-0.15	-3.40	0.80	0.78	0.78	-0.1899
Vocational/Technical	54	70	4.89	5.41	-0.53	-10.75	0.90	0.94	0.92	-0.5721
Other	196	253	23.93	24.38	-0.45	-1.89	2.52	2.36	2.57	-0.1759
Missing	18	20	2.58	2.22	0.36	13.84	0.85	0.69	0.82	0.4361
Locale:										
1: City	183	241	24.41	25.13	-0.71	-2.93	3.66	3.28	3.70	-0.1929
2: Suburb	59	83	5.36	6.54	-1.19	-22.14	1.49	1.47	1.59	-0.7465
3: Town	234	299	26.29	26.86	-0.57	-2.17	2.86	2.53	2.85	-0.2004
4: Rural	312	371	43.94	41.47	2.47	5.62	3.13	2.84	2.81	0.8790
Grade level:										
Regular—Primary	140	167	42.76	41.05	1.71	4.00	3.41	3.23	3.43	0.4994
Regular—Middle	240	300	13.28	13.50	-0.22	-1.64	1.67	1.62	1.97	-0.1104
Regular—High school	307	406	25.66	27.67	-2.01	-7.85	2.37	2.22	2.46	-0.8175
Regular—Combined	101	121	18.30	17.78	0.52	2.84	2.63	2.44	2.44	0.2132

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NEVADA	476	635	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	64	75	9.58	8.36	1.22	12.74	2.79	2.22	2.22	0.5507
General elementary	46	68	38.65	40.68	-2.03	-5.24	6.53	5.74	6.66	-0.3042
Math	56	73	6.33	5.90	0.44	6.92	5.69	4.39	4.90	0.0895
Science	56	71	7.12	6.81	0.31	4.34	3.36	2.57	3.03	0.1019
English/Language arts	61	85	7.79	7.46	0.33	4.20	3.21	3.31	2.84	0.1151
Social Studies	46	60	5.15	4.91	0.24	4.58	3.62	2.64	3.24	0.0727
Vocational/Technical	22	31	3.51	3.09	0.41	11.79	1.45	1.08	1.36	0.3047
Other	100	139	18.61	19.83	-1.22	-6.55	3.92	3.64	3.69	-0.3306
Missing	25	33	3.26	2.96	0.30	9.23	1.32	1.14	1.19	0.2525
Locale:										
1: City	178	242	43.65	42.06	1.59	3.63	14.36	13.13	13.24	0.1198
2: Suburb	122	178	24.51	31.08	-6.57	-26.80	6.58	7.31	6.79	-0.9670
3: Town	42	46	10.44	7.72	2.73	26.12	3.67	2.60	2.82	0.9690
4: Rural	134	169	21.39	19.14	2.25	10.54	6.56	5.38	6.94	0.3249
Grade level:										
Regular—Primary	47	72	48.05	51.64	-3.60	-7.48	12.87	12.84	12.15	-0.2961
Regular—Middle	111	148	19.70	18.88	0.83	4.19	4.89	4.31	4.17	0.1982
Regular—High school	245	311	28.70	25.98	2.71	9.46	7.32	6.09	6.49	0.4181
Regular—Combined	33	51	1.32	1.56	-0.25	-18.98	0.47	0.51	0.45	-0.5506
Charter—Secondary	29	40	0.51	0.51	0.00	0.95	0.75	0.65	0.68	0.0072
Charter—Combined	11	13	1.72	1.42	0.30	17.40	22.41	20.31	19.54	0.0153
NEW HAMPSHIRE	379	463	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	52	57	12.28	10.94	1.33	10.87	2.32	1.88	2.23	0.5996
General elementary	50	60	27.73	27.37	0.36	1.31	4.55	4.38	4.40	0.0825
Math	38	45	6.84	7.00	-0.15	-2.25	1.49	1.26	1.59	-0.0967
Science	38	47	6.96	7.06	-0.10	-1.45	1.36	1.28	1.61	-0.0625

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NEW HAMPSHIRE—										
Continued										
Teacher subject—Continued										
English/Language arts	42	58	8.15	9.39	-1.24	-15.22	1.79	1.47	1.82	-0.6819
Social Studies	25	28	4.36	4.16	0.20	4.63	0.99	0.89	1.04	0.1935
Vocational/Technical	20	27	4.56	4.72	-0.16	-3.48	1.22	1.02	1.22	-0.1304
Other	93	112	24.99	24.51	0.48	1.92	3.35	2.73	3.20	0.1500
Missing	21	29	4.13	4.85	-0.73	-17.59	1.38	1.43	1.58	-0.4598
Locale:										
1: City	31	49	8.45	11.04	-2.59	-30.64	2.57	2.98	2.90	-0.8920
2: Suburb	120	130	29.51	27.00	2.52	8.53	4.31	4.11	4.47	0.5631
3: Town	65	93	12.59	15.31	-2.72	-21.64	2.47	2.56	2.48	-1.0993
4: Rural	163	191	49.44	46.65	2.80	5.66	4.92	4.88	4.90	0.5704
Grade level:										
Regular—Primary	63	72	42.67	40.49	2.18	5.11	4.98	4.63	4.95	0.4403
Regular—Middle	108	134	23.16	23.87	-0.70	-3.03	3.98	3.65	4.05	-0.1734
Regular—High school	168	210	30.95	32.56	-1.61	-5.20	4.52	4.35	4.82	-0.3343
Regular—Combined	31	38	2.16	2.20	-0.04	-2.08	0.66	0.63	0.59	-0.0760
Charter—Secondary	9	9	1.06	0.88	0.18	17.00	0.59	0.49	0.51	0.3560
NEW JERSEY	1193	1681	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	192	264	15.51	14.34	1.17	7.52	2.00	1.47	1.94	0.6014
General elementary	125	159	28.68	27.40	1.28	4.45	2.68	2.32	2.76	0.4630
Math	138	195	8.31	8.92	-0.62	-7.40	1.04	0.97	1.03	-0.5954
Science	106	147	5.42	5.34	0.08	1.39	0.62	0.51	0.65	0.1160
English/Language arts	160	217	9.38	9.06	0.31	3.33	1.02	0.86	0.99	0.3161
Social Studies	90	145	4.65	5.83	-1.18	-25.35	0.61	0.64	0.62	-1.9021
Vocational/Technical	54	82	2.77	3.11	-0.34	-12.31	0.67	0.52	0.66	-0.5207
Other	307	444	23.70	24.58	-0.88	-3.71	1.80	1.55	1.69	-0.5187
Missing	21	28	1.59	1.40	0.18	11.61	0.58	0.42	0.67	0.2733

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NEW JERSEY—										
Continued										
Locale:										
1: City	119	164	10.06	10.48	-0.42	-4.20	2.02	1.88	2.08	-0.2036
2: Suburb	901	1283	75.95	77.12	-1.17	-1.54	2.66	2.28	2.58	-0.4530
3: Town	26	26	3.74	2.74	1.00	26.81	1.34	0.98	1.33	0.7518
4: Rural	147	208	10.25	9.66	0.59	5.76	1.52	1.29	1.45	0.4072
Grade level:										
Regular—Primary	165	221	50.44	48.92	1.52	3.01	3.58	3.43	3.79	0.4016
Regular—Middle	353	511	17.30	18.28	-0.98	-5.68	2.11	2.01	2.39	-0.4107
Regular—High school	573	793	29.52	29.93	-0.41	-1.39	2.51	2.24	2.40	-0.1707
Regular—Combined	64	97	0.87	0.96	-0.09	-9.83	0.21	0.21	0.24	-0.3622
Charter—Elementary	21	28	1.68	1.66	0.02	1.29	0.49	0.45	0.47	0.0459
Charter—Secondary	17	31	0.18	0.24	-0.06	-35.22	0.17	0.22	0.33	-0.1913
NEW MEXICO	574	748	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	63	78	10.66	10.42	0.23	2.16	3.19	2.74	2.94	0.0783
General elementary	74	104	23.55	27.34	-3.78	-16.06	6.30	5.97	5.56	-0.6807
Math	65	86	7.74	7.35	0.39	5.10	1.61	1.51	1.79	0.2199
Science	49	63	5.15	4.98	0.17	3.33	2.47	2.07	2.77	0.0619
English/Language arts	77	93	7.48	6.83	0.65	8.71	3.75	3.21	3.30	0.1977
Social Studies	48	58	4.82	4.61	0.21	4.31	2.86	2.39	2.58	0.0806
Vocational/Technical	21	28	2.35	2.27	0.07	3.07	0.86	0.67	0.85	0.0846
Other	97	139	14.11	15.37	-1.26	-8.91	8.93	7.26	7.90	-0.1590
Missing	80	99	24.14	20.83	3.31	13.72	7.55	5.76	7.34	0.4513
Locale:										
1: City	107	151	23.21	25.56	-2.35	-10.11	19.24	15.87	17.59	-0.1334
2: Suburb	68	92	12.53	13.54	-1.01	-8.07	4.06	3.92	3.86	-0.2620
3: Town	161	191	32.09	29.73	2.36	7.34	8.94	7.37	7.89	0.2986
4: Rural	238	314	32.17	31.17	1.00	3.12	8.84	7.33	8.51	0.1178

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NEW MEXICO—										
Continued										
Grade level:										
Regular—Primary	67	90	43.70	44.73	-1.02	-2.34	11.36	10.12	10.45	-0.0980
Regular—Middle	141	177	19.95	18.86	1.09	5.47	5.85	4.74	5.48	0.1991
Regular—High school	189	255	22.37	23.40	-1.03	-4.63	7.23	6.66	7.13	-0.1452
Regular—Combined	88	117	8.31	8.17	0.14	1.73	2.50	2.17	2.49	0.0578
Charter—Elementary	5	5	1.52	1.15	0.37	24.25	0.77	0.58	0.65	0.5714
Charter—Secondary	71	91	2.68	2.58	0.10	3.70	1.24	1.16	1.24	0.0800
Charter—Combined	13	13	1.47	1.11	0.36	24.25	24.32	20.56	22.62	0.0157
NEW YORK	986	1477	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	155	223	16.85	16.97	-0.12	-0.70	2.86	2.09	3.49	-0.0339
General elementary	142	192	30.33	27.29	3.03	10.01	4.72	3.45	4.98	0.6092
Math	85	143	5.64	6.73	-1.10	-19.44	2.52	1.72	2.91	-0.3771
Science	100	143	6.79	6.93	-0.14	-2.05	1.05	0.86	1.28	-0.1091
English/Language arts	94	161	7.04	8.01	-0.97	-13.83	3.96	4.92	4.73	-0.2059
Social Studies	78	121	5.34	5.53	-0.19	-3.48	0.70	0.88	0.76	-0.2439
Vocational/Technical	26	39	1.68	1.70	-0.02	-1.22	0.37	0.33	0.35	-0.0586
Other	237	360	21.08	21.95	-0.87	-4.11	2.14	1.88	2.27	-0.3809
Missing	69	95	5.25	4.88	0.37	6.96	1.39	1.21	1.56	0.2346
Locale:										
1: City	282	496	38.12	42.24	-4.12	-10.81	7.49	8.21	7.91	-0.5212
2: Suburb	423	590	37.05	35.38	1.67	4.52	4.57	5.13	4.78	0.3500
3: Town	107	139	8.71	7.68	1.03	11.78	1.76	1.51	1.66	0.6187
4: Rural	174	252	16.12	14.69	1.42	8.82	3.10	2.77	2.97	0.4784
Grade level:										
Regular—Primary	157	215	46.53	43.51	3.02	6.50	8.05	8.38	8.50	0.3555
Regular—Middle	338	507	18.56	19.36	-0.80	-4.33	2.36	2.36	2.40	-0.3351
Regular—High school	372	565	26.88	28.01	-1.13	-4.19	2.92	3.55	3.41	-0.3303

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NEW YORK—										
Continued										
Grade level—Continued										
Regular—Combined	81	120	6.87	7.73	-0.87	-12.67	1.62	1.63	1.66	-0.5223
Charter—Elementary	6	10	0.34	0.40	-0.06	-16.70	0.19	0.16	0.31	-0.1841
Charter—Secondary	19	38	0.14	0.19	-0.05	-36.39	0.05	0.05	0.06	-0.8836
Charter—Combined	13	22	0.69	0.80	-0.11	-16.54	11.75	13.62	13.41	-0.0085
NORTH CAROLINA	582	686	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	66	69	10.35	8.93	1.41	13.65	1.66	1.42	1.58	0.8923
General elementary	112	128	32.39	30.70	1.69	5.23	3.03	2.76	3.07	0.5522
Math	61	77	6.43	7.65	-1.22	-19.03	1.19	1.17	1.21	-1.0133
Science	44	58	5.57	6.37	-0.80	-14.44	1.19	1.05	1.32	-0.6092
English/Language arts	61	79	7.40	8.21	-0.81	-10.95	1.60	1.59	1.65	-0.4926
Social Studies	45	53	5.87	6.15	-0.28	-4.80	1.13	1.09	1.18	-0.2383
Vocational/Technical	28	36	4.52	5.22	-0.70	-15.43	1.06	1.19	1.21	-0.5779
Other	139	160	23.87	23.73	0.14	0.59	2.38	2.05	2.50	0.0567
Missing	26	26	3.60	3.03	0.57	15.83	1.27	1.07	1.09	0.5238
Locale:										
1: City	117	139	21.91	22.19	-0.28	-1.27	3.36	3.21	3.29	-0.0847
2: Suburb	86	98	13.19	12.96	0.23	1.76	3.15	2.74	3.13	0.0743
3: Town	88	118	14.59	17.21	-2.62	-17.99	2.57	2.86	2.70	-0.9731
4: Rural	291	331	50.31	47.64	2.67	5.31	3.53	3.29	3.46	0.7708
Grade level:										
Regular—Primary	137	150	48.08	44.29	3.79	7.89	3.95	3.77	3.87	0.9790
Regular—Middle	244	282	21.11	20.73	0.38	1.78	2.20	2.02	2.20	0.1706
Regular—High school	105	147	23.55	27.93	-4.38	-18.58	3.29	3.66	3.57	-1.2241
Regular—Combined	37	40	2.52	2.30	0.22	8.77	1.89	1.79	1.84	0.1200
Charter—Elementary	15	23	1.83	2.30	-0.47	-25.94	0.63	0.67	0.64	-0.7447

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NORTH CAROLINA—Continued										
Grade level—Continued										
Charter—Secondary	22	22	0.15	0.12	0.02	15.83	0.08	0.07	0.08	0.2931
Charter—Combined	22	22	2.77	2.33	0.44	15.83	1.91	1.62	1.68	0.2611
NORTH DAKOTA	647	764	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	66	76	9.89	9.79	0.10	1.02	1.94	1.50	2.00	0.0506
General elementary	123	143	32.51	32.05	0.47	1.44	3.28	3.56	3.16	0.1481
Math	57	65	6.20	6.37	-0.17	-2.79	0.99	1.03	1.04	-0.1665
Science	34	41	3.53	3.51	0.02	0.65	0.77	0.70	0.76	0.0302
English/Language arts	65	76	6.60	6.48	0.12	1.84	1.22	1.16	1.22	0.0994
Social Studies	46	52	4.93	5.09	-0.16	-3.17	1.46	2.10	1.53	-0.1019
Vocational/Technical	68	82	6.96	7.22	-0.26	-3.70	1.88	1.66	1.88	-0.1371
Other	142	166	22.07	21.60	0.47	2.11	2.25	2.73	2.16	0.2162
Missing	46	63	7.31	7.90	-0.59	-8.11	2.32	2.19	2.34	-0.2536
Locale:										
1: City	170	189	26.78	24.62	2.17	8.10	3.48	3.35	3.39	0.6395
2: Suburb	45	62	5.38	7.14	-1.76	-32.61	1.63	1.93	1.60	-1.0984
3: Town	134	151	19.62	18.25	1.37	6.98	3.04	3.09	3.05	0.4484
4: Rural	298	362	48.21	49.99	-1.78	-3.70	5.87	6.42	5.76	-0.3097
Grade level:										
Regular—Primary	94	113	34.15	34.47	-0.32	-0.93	6.23	6.84	6.21	-0.0513
Regular—Middle	107	120	11.96	11.33	0.63	5.30	2.06	1.93	2.10	0.3028
Regular—High school	300	352	25.38	24.99	0.38	1.52	3.11	3.17	3.18	0.1210
Regular—Combined	146	179	28.51	29.21	-0.70	-2.46	6.12	7.36	6.26	-0.1119

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
OHIO	1387	1759	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	194	236	13.58	12.90	0.68	4.98	1.50	1.30	1.51	0.4476
General elementary	170	211	28.56	27.92	0.64	2.23	2.31	2.23	2.27	0.2805
Math	166	209	9.17	9.41	-0.24	-2.62	1.08	1.15	1.16	-0.2068
Science	147	186	7.04	7.07	-0.04	-0.56	0.70	0.60	0.68	-0.0582
English/Language arts	189	244	10.35	10.40	-0.05	-0.47	1.21	1.02	1.19	-0.0413
Social Studies	114	153	5.92	6.18	-0.26	-4.48	0.75	0.66	0.73	-0.3615
Vocational/Technical	90	113	4.31	4.32	-0.01	-0.20	0.69	0.64	0.69	-0.0123
Other	281	363	18.28	19.11	-0.83	-4.55	1.44	1.26	1.41	-0.5884
Missing	36	44	2.80	2.68	0.12	4.30	0.94	0.80	0.84	0.1438
Locale:										
1: City	310	399	19.94	20.08	-0.15	-0.73	2.32	2.14	2.37	-0.0613
2: Suburb	506	655	37.01	39.36	-2.35	-6.34	2.82	2.80	2.87	-0.8175
3: Town	186	242	14.72	14.11	0.61	4.16	1.84	1.60	1.84	0.3317
4: Rural	385	463	28.33	26.45	1.88	6.64	2.52	2.33	2.38	0.7887
Grade level:										
Regular—Primary	198	244	42.52	41.86	0.66	1.54	2.78	2.67	2.80	0.2346
Regular—Middle	392	488	19.31	19.25	0.06	0.30	2.48	2.18	2.52	0.0232
Regular—High school	512	657	27.57	28.28	-0.72	-2.60	2.22	1.90	2.18	-0.3287
Regular—Combined	93	118	3.84	3.79	0.05	1.26	0.58	0.52	0.59	0.0823
Charter—Elementary	37	45	2.31	2.26	0.05	2.28	0.45	0.46	0.45	0.1161
Charter—Secondary	122	160	1.19	1.28	-0.09	-7.79	0.38	0.39	0.47	-0.1979
Charter—Combined	33	47	3.27	3.28	-0.01	-0.19	1.57	1.40	1.48	-0.0042

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
OKLAHOMA	653	815	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	68	83	11.11	10.72	0.39	3.49	2.08	1.66	2.12	0.1827
General elementary	138	170	36.28	36.36	-0.08	-0.22	3.61	3.37	3.69	-0.0213
Math	61	77	6.48	6.43	0.05	0.71	0.99	0.90	1.01	0.0458
Science	59	69	6.58	6.52	0.06	0.85	1.23	1.12	1.21	0.0461
English/Language arts	90	103	11.42	10.40	1.02	8.97	1.37	1.13	1.30	0.7851
Social Studies	53	70	6.17	6.22	-0.06	-0.90	1.68	1.50	1.62	-0.0344
Vocational/Technical	43	58	4.70	5.07	-0.36	-7.75	1.11	1.02	1.15	-0.3168
Other	105	141	13.41	14.53	-1.12	-8.39	1.82	1.54	1.96	-0.5732
Missing	36	44	3.86	3.75	0.11	2.81	1.38	1.29	1.42	0.0761
Locale:										
1: City	131	177	15.67	17.92	-2.25	-14.39	2.39	2.16	2.48	-0.9104
2: Suburb	99	121	15.03	14.10	0.93	6.20	2.82	2.52	2.86	0.3257
3: Town	171	211	22.69	22.42	0.27	1.18	2.89	2.68	2.78	0.0964
4: Rural	252	306	46.62	45.56	1.05	2.26	4.10	3.65	3.93	0.2680
Grade level:										
Regular—Primary	122	157	35.06	35.89	-0.83	-2.36	3.80	3.47	3.97	-0.2086
Regular—Middle	171	202	14.78	14.47	0.31	2.11	1.97	1.92	1.94	0.1611
Regular—High school	239	325	22.06	24.30	-2.24	-10.18	3.32	3.30	3.52	-0.6370
Regular—Combined	95	104	26.19	23.76	2.43	9.29	4.22	4.02	3.96	0.6154
Charter—Elementary	2	2	0.43	0.35	0.08	18.30	0.36	0.29	0.43	0.1809
Charter—Secondary	15	16	0.59	0.50	0.09	14.52	0.21	0.17	0.20	0.4177
Charter—Combined	9	9	0.89	0.73	0.16	18.30	1.51	1.26	1.42	0.1148
OREGON	689	969	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	67	85	7.10	6.56	0.54	7.59	1.41	1.16	1.35	0.3994
General elementary	106	133	41.35	39.12	2.23	5.39	3.21	2.72	3.23	0.6887
Math	90	127	7.08	7.64	-0.56	-7.86	1.04	0.94	1.19	-0.4689
Science	66	101	5.69	6.22	-0.53	-9.26	0.93	0.83	0.95	-0.5531

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
OREGON—Continued										
Teacher subject—										
Continued										
English/Language arts	115	160	9.40	9.92	-0.52	-5.52	1.38	1.37	1.60	-0.3245
Social Studies	46	76	3.59	4.51	-0.92	-25.64	0.72	0.62	0.86	-1.0725
Vocational/Technical	38	51	2.75	2.76	-0.01	-0.31	0.66	0.58	0.69	-0.0123
Other	158	232	22.97	23.22	-0.24	-1.06	2.60	2.31	2.49	-0.0973
Missing	3	4	0.07	0.06	0.01	11.85	0.03	0.05	0.03	0.2309
Locale:										
1: City	181	286	30.49	31.86	-1.37	-4.49	4.38	4.35	4.68	-0.2923
2: Suburb	150	211	18.03	19.08	-1.05	-5.83	2.90	2.82	2.71	-0.3879
3: Town	161	219	25.43	24.54	0.89	3.51	3.73	3.45	3.62	0.2466
4: Rural	197	253	26.05	24.53	1.53	5.86	3.78	3.48	4.56	0.3345
Grade level:										
Regular—Primary	97	114	55.66	51.05	4.61	8.28	3.76	3.51	4.43	1.0399
Regular—Middle	153	215	15.25	16.61	-1.35	-8.88	1.85	1.80	1.95	-0.6949
Regular—High school	318	470	23.94	27.39	-3.46	-14.43	2.52	2.60	2.75	-1.2565
Regular—Combined	76	91	2.54	2.32	0.22	8.77	0.49	0.44	0.51	0.4375
Charter—Elementary	6	7	0.94	0.83	0.11	11.91	0.91	0.69	0.85	0.1316
Charter—Secondary	25	54	0.30	0.46	-0.16	-51.34	0.17	0.43	0.32	-0.4841
Charter—Combined	14	18	1.36	1.34	0.02	1.44	1.46	1.34	3.78	0.0052
PENNSYLVANIA										
Teacher subject:										
Special education	143	189	12.35	12.08	0.27	2.16	1.78	1.52	1.73	0.1542
General elementary	181	236	31.51	30.82	0.69	2.20	3.19	2.91	3.06	0.2268
Math	107	134	8.28	7.62	0.66	7.98	1.94	1.36	1.78	0.3718
Science	73	108	5.01	5.92	-0.91	-18.17	1.00	0.96	0.93	-0.9751
English/Language arts	119	151	9.19	8.88	0.31	3.37	1.40	1.12	1.29	0.2400
Social Studies	87	121	6.30	6.35	-0.06	-0.91	1.26	1.12	1.09	-0.0524
Vocational/Technical	25	43	2.41	3.05	-0.64	-26.53	0.67	0.72	0.66	-0.9687

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
PENNSYLVANIA—										
Continued										
Teacher subject—										
Continued										
Other	239	327	23.52	23.68	-0.16	-0.68	2.52	2.01	2.32	-0.0687
Missing	11	22	1.43	1.59	-0.16	-11.53	0.62	0.52	0.65	-0.2544
Locale:										
1: City	205	297	17.97	18.55	-0.58	-3.22	7.86	5.92	6.17	-0.0937
2: Suburb	432	594	44.49	44.93	-0.44	-0.98	4.72	3.94	4.18	-0.1045
3: Town	123	164	14.05	13.57	0.48	3.39	2.81	2.20	2.48	0.1916
4: Rural	225	276	23.49	22.95	0.54	2.29	3.40	3.00	3.02	0.1784
Grade level:										
Regular—Primary	217	281	46.23	45.08	1.14	2.48	5.42	4.37	4.78	0.2395
Regular—Middle	336	436	16.60	16.49	0.11	0.65	2.27	1.76	1.89	0.0570
Regular—High school	274	369	32.43	33.24	-0.80	-2.48	5.09	5.10	4.72	-0.1702
Regular—Combined	61	100	0.82	1.01	-0.20	-23.97	0.48	0.44	0.49	-0.4040
Charter—Elementary	13	24	0.97	1.36	-0.39	-40.19	0.34	0.41	0.36	-1.0720
Charter—Secondary	66	100	0.74	0.85	-0.11	-15.36	0.17	0.24	0.21	-0.5302
Charter—Combined	18	21	2.21	1.96	0.25	11.32	11.14	9.44	9.53	0.0263
RHODE ISLAND	242	313	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	47	54	19.10	17.16	1.94	10.15	2.76	2.41	2.83	0.6862
General elementary	51	58	33.79	30.67	3.11	9.22	5.58	4.96	5.47	0.5700
Math	23	30	6.95	7.19	-0.24	-3.48	1.64	1.61	1.66	-0.1455
Science	19	27	5.63	6.56	-0.94	-16.63	1.58	1.45	1.69	-0.5538
English/Language arts	26	36	8.52	9.09	-0.57	-6.70	2.13	1.94	2.23	-0.2557
Social Studies	18	26	5.24	6.42	-1.18	-22.52	1.42	1.45	1.45	-0.8119
Vocational/Technical	7	11	1.96	2.34	-0.38	-19.38	0.81	0.80	0.84	-0.4541
Other	51	71	18.82	20.57	-1.75	-9.28	5.28	4.38	4.95	-0.3528

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
RHODE ISLAND—										
Continued										
Locale:										
1: City	16	35	7.98	16.13	-8.15	-102.14	3.50	3.84	3.57	-2.2840
2: Suburb	173	213	72.59	66.45	6.14	8.45	5.02	4.82	5.13	1.1973
3: Town	8	9	3.31	3.06	0.24	7.39	1.61	1.39	1.51	0.1619
4: Rural	45	56	16.13	14.36	1.77	10.97	3.54	3.06	3.61	0.4902
Grade level:										
Regular—Primary	60	72	46.19	43.85	2.33	5.05	6.06	5.69	5.98	0.3902
Regular—Middle	74	96	20.48	20.75	-0.27	-1.30	3.16	2.98	3.31	-0.0804
Regular—High school	75	109	25.63	29.31	-3.68	-14.38	4.82	5.22	4.78	-0.7705
Regular—Combined	15	17	1.07	0.91	0.16	15.22	0.62	0.52	0.63	0.2604
Charter—Elementary	7	7	4.91	3.74	1.17	23.84	3.40	2.70	2.83	0.4132
Charter—Secondary	11	12	1.73	1.44	0.28	16.47	3.83	3.04	3.20	0.0890
SOUTH CAROLINA	489	580	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	50	58	11.49	10.95	0.54	4.70	2.15	2.01	2.20	0.2462
General elementary	75	89	32.55	32.53	0.02	0.07	3.91	3.78	3.94	0.0058
Math	54	64	7.93	9.19	-1.26	-15.84	1.45	2.20	1.42	-0.8821
Science	52	61	7.19	6.86	0.33	4.63	1.81	1.68	1.71	0.1949
English/Language arts	55	71	7.65	8.28	-0.63	-8.24	1.40	1.25	1.41	-0.4456
Social Studies	44	53	5.93	5.74	0.19	3.16	1.45	1.32	1.49	0.1253
Vocational/Technical	33	37	4.48	4.18	0.31	6.91	0.91	0.85	0.90	0.3460
Other	96	112	18.58	18.16	0.42	2.28	2.50	2.36	2.57	0.1646
Missing	30	35	4.19	4.12	0.07	1.67	1.31	1.30	1.28	0.0547
Locale:										
1: City	76	94	16.86	17.84	-0.98	-5.82	2.97	2.92	2.82	-0.3487
2: Suburb	99	123	25.47	25.87	-0.40	-1.57	3.19	3.35	3.28	-0.1220
3: Town	71	79	14.75	13.16	1.59	10.77	3.41	3.05	3.32	0.4789
4: Rural	243	284	42.91	43.12	-0.21	-0.48	4.33	4.23	4.46	-0.0465

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
SOUTH CAROLINA—Continued										
Grade level:										
Regular—Primary	106	128	51.27	52.44	-1.17	-2.28	5.20	5.27	5.05	-0.2314
Regular—Middle	140	167	16.98	16.84	0.14	0.82	2.41	2.45	2.38	0.0582
Regular—High school	199	231	29.34	28.43	0.91	3.11	4.14	4.05	3.98	0.2293
Regular—Combined	23	24	1.06	0.92	0.14	13.28	0.34	0.29	0.35	0.4043
Charter—Elementary	4	4	0.77	0.64	0.13	16.61	0.73	0.61	0.63	0.2046
Charter—Secondary	17	26	0.58	0.73	-0.15	-26.02	0.48	0.40	0.42	-0.3544
SOUTH DAKOTA	455	524	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	45	52	9.76	9.68	0.09	0.90	1.98	1.96	1.91	0.0460
General elementary	91	99	36.00	35.19	0.81	2.26	3.84	3.26	3.96	0.2055
Math	54	63	7.70	7.60	0.10	1.29	1.47	1.33	1.44	0.0689
Science	44	50	6.84	6.88	-0.03	-0.45	1.62	1.53	1.63	-0.0190
English/Language arts	45	54	7.20	7.08	0.12	1.66	1.63	1.56	1.74	0.0684
Social Studies	35	39	5.08	4.86	0.23	4.44	1.20	1.09	1.28	0.1756
Vocational/Technical	31	32	5.29	4.75	0.54	10.28	1.52	1.39	1.47	0.3695
Other	101	124	19.97	21.40	-1.42	-7.13	2.68	2.64	2.64	-0.5400
Missing	9	11	2.15	2.58	-0.43	-20.20	1.03	1.18	1.27	-0.3408
Locale:										
1: City	76	95	15.44	16.40	-0.96	-6.20	2.83	2.85	3.40	-0.2814
3: Town	138	157	24.00	23.69	0.32	1.31	2.93	2.69	3.07	0.1028
4: Rural	241	272	60.55	59.91	0.64	1.06	3.81	3.85	4.14	0.1550
Grade level:										
Regular—Primary	93	100	36.91	35.12	1.78	4.84	4.43	4.12	4.50	0.3965
Regular—Middle	110	125	12.03	12.05	-0.02	-0.18	1.62	1.76	2.02	-0.0107
Regular—High school	164	200	16.24	17.53	-1.30	-8.00	2.92	3.19	3.44	-0.3769
Regular—Combined	88	99	34.83	35.29	-0.46	-1.33	4.28	4.20	4.21	-0.1103

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
TENNESSEE	642	795	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	61	74	8.59	8.48	0.11	1.25	1.62	1.61	1.65	0.0651
General elementary	91	108	34.53	33.71	0.82	2.39	4.32	3.73	4.38	0.1880
Math	74	93	7.08	7.43	-0.35	-4.93	1.26	1.15	1.35	-0.2576
Science	66	80	8.29	7.77	0.52	6.25	1.69	1.46	1.62	0.3188
English/Language arts	102	126	11.52	11.13	0.39	3.38	1.76	1.43	1.87	0.2083
Social Studies	64	76	6.38	6.13	0.24	3.82	1.06	0.98	1.09	0.2234
Vocational/Technical	56	69	6.16	6.52	-0.36	-5.79	1.02	1.10	1.01	-0.3544
Other	112	148	14.49	15.92	-1.43	-9.88	1.76	1.65	1.79	-0.7984
Missing	16	21	2.96	2.91	0.05	1.84	1.52	1.24	1.33	0.0410
Locale:										
1: City	131	170	23.80	25.09	-1.29	-5.41	3.84	3.56	3.94	-0.3271
2: Suburb	101	141	18.52	20.25	-1.73	-9.37	2.93	2.79	2.69	-0.6438
3: Town	99	124	13.58	13.16	0.42	3.12	2.88	2.45	2.78	0.1526
4: Rural	311	360	44.10	41.50	2.60	5.89	4.20	3.86	4.24	0.6134
Grade level:										
Regular—Primary	107	130	49.71	48.95	0.76	1.53	5.29	4.97	5.45	0.1397
Regular—Middle	232	282	18.52	18.31	0.21	1.14	2.53	2.38	2.59	0.0816
Regular—High school	241	308	27.03	27.88	-0.84	-3.11	3.40	3.18	3.61	-0.2331
Regular—Combined	57	65	4.37	4.34	0.02	0.57	1.17	1.24	1.40	0.0179
Charter—Elementary	2	3	0.29	0.37	-0.08	-28.21	0.22	0.29	0.26	-0.3124
Charter—Secondary	3	7	0.08	0.16	-0.08	-94.60	0.05	0.10	0.06	-1.2098
TEXAS	1507	1992	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	158	197	11.34	10.39	0.96	8.43	1.22	0.98	1.23	0.7786
General elementary	192	257	28.88	29.14	-0.26	-0.91	2.91	2.63	2.79	-0.0938
Math	233	289	10.52	9.53	0.99	9.42	2.10	1.67	1.89	0.5247
Science	139	200	6.05	6.52	-0.47	-7.84	0.72	0.66	0.72	-0.6602

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
TEXAS—Continued										
Teacher subject—										
Continued										
English/Language arts	213	272	10.26	10.07	0.18	1.78	2.16	1.70	2.00	0.0914
Social Studies	147	194	6.56	6.28	0.28	4.22	0.77	0.68	0.74	0.3747
Vocational/Technical	76	103	3.93	3.89	0.04	0.92	0.61	0.57	0.61	0.0593
Other	313	426	19.26	19.83	-0.57	-2.96	1.64	1.45	1.55	-0.3683
Missing	36	54	3.20	4.34	-1.14	-35.46	0.69	0.86	0.63	-1.7891
Locale:										
1: City	532	730	38.18	40.92	-2.75	-7.19	2.59	2.44	2.65	-1.0378
2: Suburb	291	368	22.59	21.17	1.42	6.27	3.41	2.95	3.24	0.4368
3: Town	180	229	11.87	10.92	0.95	7.99	1.74	1.37	1.53	0.6175
4: Rural	504	665	27.37	26.98	0.38	1.40	2.48	2.12	2.26	0.1693
Grade level:										
Regular—Primary	202	263	45.57	46.21	-0.64	-1.40	4.03	3.45	3.90	-0.1640
Regular—Middle	578	733	21.76	20.98	0.78	3.59	1.66	1.54	1.63	0.4801
Regular—High school	393	507	27.94	27.44	0.50	1.81	3.66	3.08	3.35	0.1505
Regular—Combined	128	194	1.72	2.05	-0.32	-18.64	0.41	0.45	0.47	-0.6914
Charter—Elementary	34	54	1.58	1.78	-0.19	-12.17	0.45	0.38	0.42	-0.4576
Charter—Secondary	121	178	0.58	0.70	-0.11	-19.55	0.16	0.20	0.20	-0.5618
Charter—Combined	51	63	0.84	0.86	-0.02	-2.06	0.58	0.51	0.46	-0.0375
UTAH										
Teacher subject:										
Special education	85	101	9.64	9.86	-0.22	-2.31	2.37	2.15	2.41	-0.0922
General elementary	95	116	47.53	46.96	0.56	1.19	3.98	3.80	4.15	0.1362
Math	95	103	6.34	5.74	0.60	9.47	0.93	0.84	1.06	0.5667
Science	71	82	4.69	4.70	-0.01	-0.27	0.93	0.91	0.95	-0.0132
English/Language arts	106	126	6.95	7.04	-0.09	-1.30	1.15	0.96	1.29	-0.0701
Social Studies	68	77	4.63	4.41	0.23	4.86	0.81	0.70	0.89	0.2527

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
UTAH—Continued										
Teacher subject—										
Continued										
Vocational/Technical	77	92	5.22	5.52	-0.30	-5.67	0.94	0.89	1.03	-0.2865
Other	165	208	12.73	13.70	-0.98	-7.70	1.87	1.85	1.88	-0.5202
Missing	36	39	2.28	2.07	0.21	9.25	0.60	0.55	0.57	0.3670
Locale:										
1: City	179	197	15.21	13.51	1.70	11.18	3.31	2.90	3.28	0.5191
2: Suburb	287	377	51.85	55.47	-3.62	-6.99	5.24	5.32	5.38	-0.6739
3: Town	161	177	13.34	12.65	0.68	5.12	2.73	2.75	2.71	0.2521
4: Rural	171	193	19.60	18.36	1.24	6.33	4.84	5.00	5.32	0.2332
Grade level:										
Regular—Primary	68	78	50.94	49.41	1.53	3.01	4.51	4.81	4.97	0.3088
Regular—Middle	146	157	5.95	5.31	0.63	10.68	1.07	0.96	1.00	0.6342
Regular—High school	464	554	35.46	35.89	-0.43	-1.20	3.42	3.58	3.60	-0.1185
Regular—Combined	45	59	0.64	0.78	-0.15	-22.96	0.39	0.32	0.43	-0.3364
Charter—Elementary	9	11	2.99	3.15	-0.16	-5.42	1.77	1.86	1.99	-0.0815
Charter—Secondary	50	57	0.75	0.70	0.04	5.55	0.48	0.37	0.65	0.0638
Charter—Combined	16	28	3.28	4.76	-1.48	-44.99	4.25	5.56	5.13	-0.2879
VERMONT										
Teacher subject:										
Special education	74	86	14.19	13.56	0.64	4.49	1.77	1.76	1.93	0.3296
General elementary	124	144	32.23	31.45	0.78	2.43	2.97	2.84	2.99	0.2623
Math	45	57	8.17	8.42	-0.25	-3.09	1.44	1.38	1.46	-0.1733
Science	28	36	4.84	4.87	-0.03	-0.60	1.42	1.27	1.79	-0.0161
English/Language arts	49	60	8.21	8.34	-0.13	-1.54	1.66	1.52	1.74	-0.0727
Social Studies	27	36	4.47	4.98	-0.51	-11.46	1.10	1.08	1.15	-0.4451
Vocational/Technical	33	38	4.78	4.60	0.18	3.74	1.05	0.94	1.60	0.1115
Other	109	140	20.62	21.58	-0.97	-4.68	2.75	2.58	3.04	-0.3175
Missing	11	12	2.48	2.19	0.28	11.49	1.07	0.90	1.03	0.2756

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
VERMONT—Continued										
Locale:										
1: City	40	47	7.71	7.57	0.15	1.90	2.10	1.96	2.50	0.0587
2: Suburb	55	70	10.75	11.24	-0.49	-4.57	2.58	2.46	2.75	-0.1786
3: Town	137	170	26.59	26.66	-0.06	-0.24	3.87	3.40	5.03	-0.0127
4: Rural	268	322	54.94	54.54	0.41	0.74	3.61	3.20	4.19	0.0974
Grade level:										
Regular—Primary	192	219	53.08	50.47	2.61	4.92	3.87	3.70	4.31	0.6057
Regular—Middle	92	111	10.31	10.27	0.05	0.45	4.52	4.22	6.33	0.0074
Regular—High school	150	199	27.20	29.84	-2.64	-9.71	4.46	4.67	5.16	-0.5122
Regular—Combined	66	80	9.40	9.42	-0.02	-0.19	1.61	1.50	1.84	-0.0095
VIRGINIA	760	1014	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	120	151	14.72	13.53	1.19	8.08	2.08	1.81	2.00	0.5944
General elementary	82	103	31.93	30.69	1.24	3.88	3.89	3.40	3.79	0.3262
Math	85	121	7.96	8.45	-0.48	-6.06	0.98	0.92	0.98	-0.4912
Science	74	92	5.43	5.46	-0.02	-0.46	0.80	0.67	0.94	-0.0267
English/Language arts	76	109	6.99	7.73	-0.75	-10.69	1.20	1.06	1.28	-0.5848
Social Studies	65	92	5.58	6.20	-0.62	-11.13	1.04	0.94	1.18	-0.5259
Vocational/Technical	58	77	5.04	5.28	-0.25	-4.91	0.88	0.85	0.88	-0.2816
Other	166	230	18.35	19.32	-0.96	-5.25	2.18	1.96	2.06	-0.4667
Missing	34	39	3.99	3.33	0.66	16.50	2.17	1.75	1.90	0.3461
Locale:										
1: City	122	198	23.55	24.76	-1.22	-5.17	4.00	3.51	3.93	-0.3100
2: Suburb	209	288	33.22	35.03	-1.80	-5.43	4.91	4.41	4.99	-0.3616
3: Town	76	88	7.87	6.96	0.91	11.57	2.91	2.38	2.62	0.3476
4: Rural	353	440	35.36	33.25	2.11	5.97	3.63	3.20	3.50	0.6021

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
VIRGINIA—Continued										
Grade level:										
Regular—Primary	120	145	49.52	46.58	2.94	5.94	3.60	3.42	3.59	0.8192
Regular—Middle	178	220	21.19	20.57	0.63	2.95	2.87	2.49	2.72	0.2301
Regular—High school	386	538	27.10	30.42	-3.32	-12.24	3.21	3.19	3.49	-0.9495
Regular—Combined	76	111	2.18	2.44	-0.25	-11.49	0.54	0.52	0.65	-0.3857
WASHINGTON	897	1211	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	74	98	7.32	7.68	-0.36	-4.95	1.52	1.41	1.61	-0.2256
General elementary	139	185	38.75	37.46	1.29	3.33	4.11	3.72	4.06	0.3183
Math	129	175	8.14	8.65	-0.51	-6.22	1.26	1.14	1.24	-0.4081
Science	86	116	5.57	5.87	-0.30	-5.44	0.90	0.70	0.95	-0.3189
English/Language arts	131	174	9.59	9.75	-0.16	-1.65	1.35	1.14	1.41	-0.1122
Social Studies	64	86	3.90	4.30	-0.41	-10.40	0.69	0.63	0.69	-0.5837
Vocational/Technical	65	92	3.71	4.17	-0.46	-12.36	0.95	0.83	1.01	-0.4561
Other	179	243	21.56	20.55	1.01	4.70	2.64	2.18	2.54	0.3989
Missing	30	42	1.46	1.57	-0.11	-7.60	0.52	0.50	0.47	-0.2343
Locale:										
1: City	200	290	35.67	37.32	-1.65	-4.63	4.27	3.88	3.91	-0.4224
2: Suburb	352	445	33.82	33.11	0.71	2.10	3.31	2.88	3.01	0.2355
3: Town	127	160	14.57	12.93	1.63	11.20	2.74	2.23	2.33	0.7016
4: Rural	218	316	15.94	16.63	-0.69	-4.33	2.27	2.11	2.23	-0.3098
Grade level:										
Regular—Primary	124	144	53.09	49.07	4.02	7.57	4.19	3.80	4.19	0.9582
Regular—Middle	192	248	18.13	18.59	-0.46	-2.52	2.24	2.03	2.15	-0.2127
Regular—High school	435	597	25.77	28.56	-2.79	-10.82	2.61	2.66	2.79	-1.0005
Regular—Combined	146	222	3.01	3.78	-0.77	-25.63	1.31	1.27	1.19	-0.6493

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
WEST VIRGINIA	472	568	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	75	91	18.43	17.40	1.03	5.58	3.74	3.35	3.81	0.2696
General elementary	56	72	26.24	27.57	-1.33	-5.06	9.74	9.44	10.21	-0.1300
Math	61	68	9.81	8.93	0.87	8.91	2.31	2.06	2.30	0.3792
Science	47	51	5.87	5.42	0.45	7.69	1.71	1.62	1.75	0.2578
English/Language arts	66	79	9.43	10.07	-0.64	-6.78	2.64	2.85	2.76	-0.2319
Social Studies	34	40	4.81	4.76	0.05	1.05	1.29	1.24	1.33	0.0382
Vocational/Technical	23	32	2.66	2.94	-0.28	-10.41	0.94	0.88	0.94	-0.2948
Other	109	134	22.61	22.79	-0.18	-0.81	3.44	3.00	3.58	-0.0510
Missing	1	1	0.13	0.11	0.02	16.67	0.13	0.11	0.12	0.1860
Locale:										
1: City	58	63	12.46	11.47	0.99	7.92	3.28	2.83	4.08	0.2421
2: Suburb	86	89	21.07	17.97	3.10	14.72	3.94	3.34	3.88	0.7992
3: Town	87	131	19.68	23.79	-4.12	-20.93	3.64	3.17	3.77	-1.0910
4: Rural	241	285	46.79	46.76	0.03	0.06	4.76	4.37	4.48	0.0066
Grade level:										
Regular—Primary	83	99	48.56	48.74	-0.19	-0.38	13.53	13.14	13.76	-0.0135
Regular—Middle	160	190	19.85	19.52	0.33	1.69	5.22	5.01	4.96	0.0674
Regular—High school	171	199	26.07	25.44	0.64	2.44	9.70	9.36	10.37	0.0614
Regular—Combined	58	80	5.52	6.30	-0.79	-14.26	1.76	1.67	2.01	-0.3911
WISCONSIN	792	994	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	114	133	13.62	12.54	1.08	7.95	1.74	1.39	1.75	0.6190
General elementary	122	153	32.84	33.64	-0.80	-2.44	2.97	2.57	3.00	-0.2674
Math	72	93	5.36	5.55	-0.19	-3.50	0.83	0.76	0.85	-0.2203
Science	61	80	4.82	5.23	-0.41	-8.52	0.82	0.87	0.84	-0.4875
English/Language arts	96	114	9.23	8.50	0.73	7.96	1.43	1.21	1.49	0.4920
Social Studies	49	63	3.89	3.89	-0.01	-0.17	0.80	0.71	0.86	-0.0079

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
WISCONSIN—										
Continued										
Teacher subject—										
Continued										
Vocational/Technical	47	61	3.94	4.05	-0.11	-2.85	0.77	0.69	0.78	-0.1442
Other	200	254	23.49	23.47	0.02	0.07	2.47	2.06	2.70	0.0057
Missing	31	43	2.81	3.12	-0.31	-11.11	0.86	0.88	0.85	-0.3662
Locale:										
1: City	149	212	20.44	21.54	-1.10	-5.39	3.21	3.27	3.52	-0.3131
2: Suburb	211	253	24.79	23.16	1.64	6.59	2.83	2.56	2.77	0.5901
3: Town	184	234	20.15	21.30	-1.15	-5.72	2.44	2.33	2.40	-0.4807
4: Rural	248	295	34.62	34.00	0.62	1.78	3.15	2.92	3.06	0.2020
Grade level:										
Regular—Primary	135	156	49.58	47.58	2.00	4.03	4.21	4.21	4.51	0.4430
Regular—Middle	218	297	14.64	16.66	-2.02	-13.82	1.81	1.75	1.91	-1.0615
Regular—High school	310	371	25.83	25.67	0.16	0.62	2.73	2.48	2.83	0.0565
Regular—Combined	44	52	6.04	6.10	-0.06	-0.92	1.48	1.32	1.44	-0.0385
Charter—Elementary	34	34	3.21	2.66	0.55	17.12	1.30	1.09	1.44	0.3803
Charter—Secondary	48	71	0.55	0.71	-0.16	-29.22	0.15	0.18	0.14	-1.1620
Charter—Combined	3	13	0.16	0.62	-0.47	-300.58	0.23	1.10	0.47	-0.9985
WYOMING	402	515	100.00	100.00	0.00	0.00				0
Teacher subject:										
Special education	51	61	12.09	11.80	0.29	2.43	3.71	3.22	3.51	0.0836
General elementary	48	59	26.04	25.76	0.28	1.07	6.44	5.41	5.82	0.0478
Math	37	44	5.87	5.41	0.46	7.92	1.13	1.05	1.17	0.3990
Science	28	34	4.75	4.42	0.33	7.01	1.21	1.01	1.17	0.2839
English/Language arts	43	51	7.58	7.05	0.53	7.02	1.66	1.54	1.72	0.3095
Social Studies	30	37	4.59	4.38	0.21	4.58	0.99	0.89	0.96	0.2194
Vocational/Technical	34	46	5.73	6.04	-0.31	-5.39	1.29	1.27	1.33	-0.2324

See notes at end of table.

Table K-29. Unit response rates for Noncharter Public School Teachers before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
WYOMING—Continued										
Teacher subject—										
Continued										
Other	86	130	19.69	23.47	-3.77	-19.16	3.72	3.52	3.82	-0.9890
Missing	45	53	13.66	11.68	1.97	14.43	3.81	3.04	3.58	0.5501
Locale:										
1: City	82	110	21.20	21.05	0.15	0.69	4.62	4.39	4.93	0.0295
2: Suburb	2	4	1.34	2.32	-0.98	-73.03	3.11	2.57	3.17	-0.3091
3: Town	148	175	40.06	36.63	3.44	8.58	5.85	5.43	5.28	0.6509
4: Rural	170	226	37.40	40.00	-2.60	-6.96	4.72	4.47	4.67	-0.5569
Grade level:										
Regular—Primary	56	71	45.45	45.50	-0.06	-0.13	7.39	6.62	7.15	-0.0080
Regular—Middle	95	120	14.31	14.04	0.27	1.91	3.10	2.97	2.74	0.1001
Regular—High school	185.00	238.00	32.52	32.55	-0.02	-0.07	4.55	4.12	4.74	-0.0049
Regular—Combined	59.00	78.00	6.77	7.09	-0.32	-4.70	1.58	1.44	1.64	-0.1945
Charter—Secondary	7.00	8.00	0.95	0.82	0.12	13.16	0.40	0.32	0.33	0.3744

†The T-test of significance for the difference in proportions = (weighted respondent proportion—weighted eligible sample proportion)/standard error of the difference of the proportions.

Since the standard error of the difference of proportions is 0, the T-test of significance cannot be calculated.

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
ALABAMA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	9.92	0.70	7.04	0.57	0.57	1.2294	16.87
General elementary	35.16	0.26	0.74	1.51	1.51	0.1730	18.97
Math	7.72	0.28	3.57	0.43	0.43	0.6398	28.13
Science	5.49	-0.29	-5.24	0.38	0.38	-0.7588	52.91
English/Language arts	7.24	-0.35	-4.89	0.42	0.42	-0.8369	10.40
Social Studies	5.25	-0.21	-4.02	0.38	0.38	-0.5581	-32.33
Vocational/Technical	6.12	0.30	4.95	0.32	0.32	0.9563	-18.95
Other	15.48	-0.04	-0.23	0.83	0.83	-0.0433	-34.37
Missing	7.60	-0.65	-8.54	0.63	0.63	-1.0227	222.47
Locale:							
1: City	22.85	1.46	6.40	1.20	1.20	1.2236	3176.66
2: Suburb	13.66	-1.65	-12.11	1.10	1.10	-1.5042	1.46
3: Town	13.94	0.76	5.43	0.55	0.55	1.3706	-43.17
4: Rural	49.55	-0.57	-1.14	1.14	1.14	-0.4967	65.45
Grade level:							
Regular—Primary	48.38	1.31	2.70	1.38	1.38	0.9449	16.68
Regular—Middle	14.12	-1.13	-7.98	0.70	0.70	-1.6119	190.40
Regular—High school	29.28	0.36	1.23	0.99	0.99	0.3658	31.07
Regular—Combined	8.22	-0.54	-6.59	0.61	0.61	-0.8844	18.76
ALASKA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	13.49	-1.32	-9.81	2.08	2.08	-0.6364	473.16
General elementary	40.96	0.22	0.54	7.91	7.91	0.0278	-74.90
Math	9.61	0.17	1.72	6.70	6.70	0.0247	225.75
Science	5.07	0.94	18.64	0.84	0.84	1.1209	2.18
English/Language arts	9.84	0.36	3.68	1.39	1.39	0.2609	-46.88
Social Studies	4.70	-0.11	-2.27	0.56	0.56	-0.1914	93.97
Vocational/Technical	2.45	-0.72	-29.49	0.88	0.88	-0.8232	-3.39
Other	12.62	0.55	4.39	1.94	1.94	0.2850	570.15
Missing	1.25	-0.09	-7.38	0.26	0.26	-0.3503	304.60

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
ALASKA—Continued							
Locale:							
1: City	5.63	2.65	47.14	2.69	2.69	0.9872	905.98
3: Town	32.02	-4.16	-12.99	4.91	4.91	-0.8470	68.16
4: Rural	62.35	1.50	2.41	3.80	3.80	0.3956	-31.88
Grade level:							
Regular—Primary	29.80	-1.44	-4.84	2.99	2.99	-0.4826	1138.96
Regular—Middle	9.43	-1.57	-16.64	1.06	1.06	-1.4821	134.74
Regular—High school	24.39	3.05	12.51	1.87	1.87	1.6339	-1.35
Regular—Combined	26.94	-2.61	-9.70	3.74	3.74	-0.6985	112.60
Charter—Elementary	8.78	2.75	31.33	3.48	3.47	0.7916	164.87
Charter—Secondary	0.53	-0.15	-27.78	0.48	0.48	-0.3048	-19.57
Charter—Combined	0.14	-0.03	-21.64	4.88	4.88	-0.0062	-66.55
ARIZONA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	9.65	0.57	5.86	0.57	0.57	1.0000	9.80
General elementary	40.05	-0.18	-0.45	1.22	1.22	-0.1470	-86.16
Math	7.25	0.37	5.05	0.46	0.46	0.7896	46.68
Science	5.27	0.11	2.06	0.32	0.32	0.3352	55.92
English/Language arts	9.52	0.13	1.37	0.62	0.62	0.2090	-62.79
Social Studies	4.22	-0.09	-2.18	0.34	0.34	-0.2677	-68.08
Vocational/Technical	3.21	0.06	1.84	0.31	0.31	0.1937	98.79
Other	18.40	-0.09	-0.47	0.76	0.76	-0.1131	119.85
Missing	2.43	-0.87	-35.97	0.46	0.46	-1.9052	-5.85
Locale:							
1: City	44.22	-1.32	-2.98	1.06	1.06	-1.2428	80.50
2: Suburb	19.50	-0.19	-0.97	1.05	1.05	-0.1791	-82.76
3: Town	10.52	0.74	7.00	0.65	0.65	1.1378	102.00
4: Rural	25.75	0.77	2.99	1.22	1.22	0.6313	81484.85

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
ARIZONA—Continued							
Grade level:							
Regular—Primary	50.35	1.01	2.01	1.22	1.22	0.8318	-77.93
Regular—Middle	11.13	-0.54	-4.86	0.45	0.45	-1.2016	110.29
Regular—High school	26.14	0.03	0.10	0.80	0.80	0.0336	-98.39
Regular—Combined	1.24	0.27	22.16	0.17	0.17	1.6406	322.46
Charter—Elementary	5.61	-0.51	-9.09	0.91	0.91	-0.5622	-72.82
Charter—Secondary	3.20	0.15	4.78	0.35	0.35	0.4404	-60.23
Charter—Combined	2.33	-0.42	-17.84	0.36	0.36	-1.1472	-10.07
ARKANSAS	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	7.54	-0.36	-4.71	0.72	0.72	-0.4950	146.47
General elementary	36.75	0.20	0.55	1.33	1.33	0.1522	-30.66
Math	8.36	0.20	2.34	0.45	0.45	0.4319	-37.09
Science	7.04	0.70	9.88	0.42	0.42	1.6400	48.29
English/Language arts	10.00	0.97	9.74	0.55	0.55	1.7782	-3.74
Social Studies	5.63	-0.11	-1.90	0.50	0.50	-0.2139	503.24
Vocational/Technical	7.21	0.54	7.51	0.46	0.46	1.1891	-14.42
Other	13.98	-1.53	-10.96	0.89	0.89	-1.7257	18.50
Missing	3.50	-0.62	-17.57	0.64	0.64	-0.9676	-9.35
Locale:							
1: City	25.56	-2.01	-7.85	1.53	1.53	-1.3089	-40.68
2: Suburb	9.20	1.21	13.11	0.53	0.53	2.2768	5.53
3: Town	19.69	0.05	0.28	1.18	1.18	0.0464	-90.41
4: Rural	45.55	0.75	1.64	1.36	1.36	0.5504	-73.45
Grade level:							
Regular—Primary	36.11	-1.50	-4.15	1.34	1.34	-1.1191	-14.66
Regular—Middle	14.28	-0.26	-1.80	0.61	0.61	-0.4188	-44.81
Regular—High school	28.62	1.35	4.72	1.02	1.02	1.3269	23.82
Regular—Combined	17.68	0.18	1.03	0.95	0.95	0.1908	-81.13
Charter—Elementary	1.37	0.23	17.03	0.17	0.17	1.3368	24.14
Charter—Secondary	0.83	0.09	11.23	0.07	0.07	1.3496	-23.52
Charter—Combined	1.11	-0.10	-9.17	0.35	0.35	-0.2912	-26.54

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
CALIFORNIA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	8.07	-0.09	-1.13	0.94	0.20	-0.4548	-80.44
General elementary	39.77	-0.57	-1.44	2.63	0.89	-0.6412	-40.63
Math	8.67	0.29	3.39	0.85	0.42	0.6924	20.14
Science	6.39	0.31	4.87	0.55	0.40	0.7861	2750.99
English/Language arts	9.15	0.03	0.34	0.93	0.55	0.0570	-81.92
Social Studies	5.18	0.16	3.18	0.62	0.34	0.4846	-24.85
Vocational/Technical	2.61	-0.16	-6.29	0.62	0.29	-0.5662	-66.26
Other	12.91	-0.14	-1.12	1.14	0.45	-0.3226	-79.10
Missing	7.26	0.17	2.34	0.96	0.22	0.7610	-67.84
Locale:							
1: City	45.34	0.72	1.59	2.77	1.00	0.7218	-17.27
2: Suburb	35.39	-2.11	-5.97	2.45	1.04	-2.0357	129.08
3: Town	7.81	1.00	12.80	1.29	0.38	2.6206	-14.37
4: Rural	11.46	0.39	3.41	1.60	0.66	0.5882	-37.84
Grade level:							
Regular—Primary	46.26	-0.97	-2.09	3.84	1.09	-0.8875	-45.27
Regular—Middle	16.07	0.79	4.90	1.91	0.70	1.1314	70.41
Regular—High school	29.17	-0.01	-0.03	1.83	0.88	-0.0106	-99.32
Regular—Combined	1.73	0.07	4.11	0.34	0.14	0.5147	-58.62
Charter—Elementary	2.89	-0.06	-2.09	0.58	0.39	-0.1549	-93.22
Charter—Secondary	1.77	0.02	0.98	0.29	0.09	0.1868	-93.58
Charter—Combined	2.12	0.16	7.67	1.41	0.92	0.1770	33.90
COLORADO	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	7.61	0.14	1.81	0.92	0.92	0.1496	-69.72
General elementary	31.42	1.69	5.39	1.77	1.77	0.9541	-42.11
Math	7.88	0.34	4.31	0.98	0.98	0.3485	151.20
Science	6.89	-0.62	-8.96	0.75	0.75	-0.8178	-15.48
English/Language arts	9.24	-1.23	-13.37	0.84	0.84	-1.4615	-13.01
Social Studies	5.89	-0.03	-0.51	0.85	0.85	-0.0351	-89.55

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
COLORADO—Continued							
Teacher subject—Continued							
Vocational/Technical	3.67	0.42	11.42	0.46	0.46	0.9021	-6.50
Other	21.34	0.22	1.03	1.26	1.26	0.1742	29.25
Missing	6.06	-0.93	-15.29	1.14	1.14	-0.8121	-31.83
Locale:							
1: City	40.03	3.14	7.84	2.18	2.18	1.4386	-11.61
2: Suburb	25.72	-0.55	-2.14	1.96	1.96	-0.2799	-56.52
3: Town	8.86	-1.87	-21.10	1.31	1.31	-1.4241	38.18
4: Rural	25.39	-0.72	-2.83	2.02	2.02	-0.3560	-23.04
Grade level:							
Regular—Primary	41.32	-1.27	-3.07	1.98	1.98	-0.6394	8606.59
Regular—Middle	17.87	1.18	6.61	0.96	0.96	1.2345	-13.58
Regular—High school	26.08	-1.72	-6.61	1.55	1.55	-1.1156	-40.03
Regular—Combined	6.15	0.81	13.11	0.97	0.97	0.8314	23.20
Charter—Elementary	4.70	1.01	21.48	0.98	0.98	1.0249	185.93
Charter—Secondary	1.79	0.08	4.74	0.28	0.28	0.3035	870.25
Charter—Combined	2.09	-0.09	-4.30	0.29	0.29	-0.3107	-81.26
CONNECTICUT	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	11.70	1.18	10.11	0.85	0.85	1.3968	-7.06
General elementary	31.86	0.74	2.31	1.79	1.79	0.4119	-62.40
Math	6.94	-0.09	-1.24	0.71	0.71	-0.1208	-84.72
Science	5.92	-0.20	-3.43	0.56	0.56	-0.3614	-54.57
English/Language arts	8.74	0.08	0.86	0.89	0.89	0.0850	-15.49
Social Studies	4.50	-0.27	-5.90	0.47	0.47	-0.5602	27.98
Vocational/Technical	3.40	-0.02	-0.59	0.44	0.44	-0.0455	-92.96
Other	23.02	-1.05	-4.58	1.63	1.63	-0.6457	16.97
Missing	3.92	-0.37	-9.34	0.73	0.73	-0.5020	-50.57

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
CONNECTICUT—							
Continued							
Locale:							
1: City	16.09	-1.06	-6.60	2.51	2.51	-0.4236	-41.45
2: Suburb	59.47	-2.06	-3.47	2.28	2.28	-0.9049	23.53
3: Town	5.18	0.40	7.63	0.50	0.50	0.7932	-61.14
4: Rural	19.26	2.73	14.18	1.48	1.48	1.8460	10.62
Grade level:							
Regular—Primary	45.58	-1.90	-4.16	1.94	1.94	-0.9794	1533.60
Regular—Middle	23.37	0.67	2.86	1.16	1.16	0.5774	-72.88
Regular—High school	28.79	0.72	2.49	1.29	1.29	0.5566	-72.83
Regular—Combined	1.39	0.18	12.74	0.22	0.22	0.8054	106.78
Charter—Elementary	0.87	0.34	38.68	0.23	0.23	1.4409	64.30
DELAWARE	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	17.02	-0.18	-1.03	1.10	1.10	-0.1599	-8.29
General elementary	33.95	1.65	4.87	2.75	2.75	0.6001	34.29
Math	5.10	-0.36	-6.97	0.77	0.77	-0.4611	-36.31
Science	4.32	-0.32	-7.50	0.45	0.45	-0.7224	21.82
English/Language arts	5.51	-0.79	-14.30	0.89	0.89	-0.8885	2.99
Social Studies	4.23	-0.05	-1.11	0.56	0.56	-0.0847	-76.22
Vocational/Technical	4.53	-0.15	-3.39	0.65	0.65	-0.2367	-20.73
Other	12.37	-0.87	-7.05	1.22	1.22	-0.7130	13.42
Missing	12.96	1.06	8.21	0.99	0.99	1.0705	-19.93
Locale:							
1: City	14.13	-0.02	-0.13	2.14	2.14	-0.0089	-99.01
2: Suburb	46.16	-0.05	-0.11	2.40	2.40	-0.0207	587.78
3: Town	13.60	-0.58	-4.29	1.34	1.34	-0.4358	22.74
4: Rural	26.12	0.65	2.49	1.30	1.30	0.5018	-72.89
Grade level:							
Regular—Primary	43.87	1.90	4.34	2.24	2.24	0.8507	-47.26
Regular—Middle	17.24	-0.91	-5.29	1.25	1.25	-0.7286	100.53

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
DELAWARE—Continued							
Teacher subject—Continued							
Regular—High school	22.00	-1.69	-7.70	1.68	1.68	-1.0098	-39.49
Regular—Combined	6.33	-0.51	-8.13	0.98	0.98	-0.5249	-58.67
Charter—Elementary	7.40	1.68	22.65	1.92	1.92	0.8756	94.68
Charter—Secondary	2.22	-0.19	-8.36	0.49	0.49	-0.3747	20.96
Charter—Combined	0.95	-0.27	-28.96	1.71	1.71	-0.1613	119.31
DISTRICT OF COLUMBIA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	12.62	-1.95	-15.48	3.13	3.13	-0.6245	-12.08
General elementary	18.78	-5.80	-30.86	5.11	5.11	-1.1349	19.81
Math	14.33	3.63	25.35	2.02	2.02	1.7988	8.87
Science	8.74	1.77	20.25	1.45	1.45	1.2234	5.85
English/Language arts	9.07	0.22	2.43	1.99	1.99	0.1111	130.30
Social Studies	7.24	0.01	0.16	2.30	2.30	0.0049	-95.77
Vocational/Technical	3.17	0.20	6.45	1.17	1.17	0.1750	-33.20
Other	26.06	1.91	7.33	2.94	2.94	0.6503	-24.44
Locale:							
1: City	100.00	0.00	0.00	0.00	0.00	1.0354	†
Grade level:							
Regular—Primary	31.24	-8.24	-26.37	5.66	5.66	-1.4547	22.11
Regular—Middle	9.77	2.80	28.65	2.30	2.30	1.2191	47.07
Regular—High school	25.53	2.15	8.40	4.63	4.63	0.4629	62.57
Regular—Combined	5.36	1.65	30.67	0.88	0.88	1.8749	-9.45
Charter—Elementary	19.05	1.56	8.19	4.06	4.06	0.3842	-48.77
Charter—Secondary	9.05	0.09	0.98	1.80	1.80	0.0494	-93.15
FLORIDA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	8.80	0.67	7.60	0.73	0.73	0.9163	16.08
General elementary	38.49	0.43	1.11	1.88	1.88	0.2273	-71.71
Math	8.40	0.06	0.71	0.76	0.76	0.0782	-18.70

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
FLORIDA—Continued							
Teacher subject—Continued							
Science	6.11	0.12	1.95	0.47	0.47	0.2515	43.82
English/Language arts	10.13	0.44	4.30	0.63	0.63	0.6939	254.96
Social Studies	5.68	-0.11	-1.96	0.54	0.54	-0.2073	-60.69
Vocational/Technical	2.30	0.30	13.10	0.27	0.27	1.1098	126.76
Other	17.57	-1.85	-10.52	1.17	1.17	-1.5745	8.33
Missing	2.51	-0.05	-2.15	0.31	0.31	-0.1747	16.46
Locale:							
1: City	28.47	0.45	1.57	1.52	1.52	0.2929	-55.09
2: Suburb	49.46	0.95	1.91	1.38	1.38	0.6861	-60.67
3: Town	5.63	0.88	15.56	0.47	0.47	1.8486	1.03
4: Rural	16.44	-2.27	-13.80	1.13	1.13	-2.0041	-0.54
Grade level:							
Regular—Primary	49.28	-0.41	-0.84	1.95	1.95	-0.2117	-70.78
Regular—Middle	17.51	-0.20	-1.16	1.03	1.03	-0.1965	-68.21
Regular—High school	24.53	-0.35	-1.44	0.90	0.90	-0.3930	-72.19
Regular—Combined	2.73	-0.09	-3.12	0.36	0.36	-0.2369	-59.49
Charter—Elementary	4.19	0.99	23.61	0.66	0.66	1.4919	48.19
Charter—Secondary	1.09	0.04	3.79	0.20	0.20	0.2020	-78.96
Charter—Combined	0.68	0.03	3.81	0.05	0.05	0.4849	-89.10
GEORGIA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	14.14	1.17	8.30	0.69	0.69	1.7108	-4.88
General elementary	40.76	2.51	6.15	1.59	1.59	1.5740	-4.34
Math	8.83	0.02	0.28	0.71	0.71	0.0349	-68.70
Science	4.50	-1.21	-26.96	0.59	0.59	-2.0496	11.52
English/Language arts	7.86	-0.66	-8.43	0.73	0.73	-0.9103	-9.57
Social Studies	4.17	-0.45	-10.91	0.71	0.71	-0.6403	6.24
Vocational/Technical	3.26	0.21	6.31	0.38	0.38	0.5385	112.59
Other	15.81	-1.08	-6.80	1.22	1.22	-0.8847	-5.40
Missing	0.67	-0.50	-74.72	0.33	0.33	-1.5480	3.69

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
GEORGIA—Continued							
Locale:							
1: City	21.22	2.51	11.80	1.43	1.43	1.7517	20520.75
2: Suburb	33.53	-2.35	-7.01	1.57	1.57	-1.5003	72.20
3: Town	11.13	-0.05	-0.42	0.89	0.89	-0.0525	28.42
4: Rural	34.12	-0.11	-0.31	1.43	1.43	-0.0749	-92.32
Grade level:							
Regular—Primary	54.92	3.03	5.52	1.86	1.86	1.6302	-9.72
Regular—Middle	19.31	-0.18	-0.92	0.96	0.96	-0.1833	-63.62
Regular—High school	22.51	-2.53	-11.25	1.62	1.62	-1.5603	-25.77
Regular—Combined	1.00	-0.09	-9.06	0.16	0.16	-0.5689	-42.78
Charter—Elementary	1.62	-0.02	-1.26	0.29	0.29	-0.0704	-79.22
Charter—Secondary	0.54	-0.15	-28.77	0.08	0.08	-1.8766	12.91
Charter—Combined	0.10	-0.06	-55.65	0.22	0.22	-0.2581	48.23
HAWAII	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	29.24	13.69	46.83	6.82	6.82	2.0072	2.76
General elementary	25.27	-15.32	-60.61	12.03	12.03	-1.2735	0.83
Math	12.36	4.77	38.57	4.62	4.62	1.0324	-7.56
Science	2.58	-0.97	-37.57	2.60	2.60	-0.3734	-3.24
English/Language arts	8.39	1.52	18.06	3.76	3.76	0.4035	7.49
Social Studies	0.55	-5.61	-1027.86	3.36	3.36	-1.6678	-0.12
Vocational/Technical	5.43	0.59	10.90	3.29	3.29	0.1799	13.05
Other	16.18	1.33	8.20	6.51	6.51	0.2038	-4.75
Locale:							
1: City	1.23	0.70	57.29	0.76	0.76	0.9285	2.25
2: Suburb	33.57	-18.03	-53.70	12.23	12.23	-1.4744	-2.29
3: Town	46.64	17.49	37.51	12.14	12.14	1.4414	-0.75
4: Rural	18.57	-0.17	-0.93	7.03	7.03	-0.0245	28.79
Grade level:							
Regular—Primary	38.65	-7.98	-20.64	12.41	12.41	-0.6428	-5.75
Regular—Middle	25.06	8.99	35.88	6.73	6.73	1.3362	3.63

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
HAWAII—Continued							
Grade level—Continued							
Regular—High school	32.59	0.68	2.08	9.32	9.32	0.0727	153.67
Regular—Combined	1.23	-0.38	-30.67	1.05	1.05	-0.3587	-3.94
Charter—Elementary	1.54	-0.63	-40.49	2.09	2.09	-0.2985	891.76
Charter—Secondary		-0.06	100.00	0.50	0.50	-0.1151	0.00
Charter—Combined	0.92	-0.63	-68.22	10.06	10.06	-0.0626	591.32
IDAHO	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	6.54	0.44	6.79	0.42	0.42	1.0602	3.34
General elementary	35.05	-1.58	-4.50	1.26	1.26	-1.2527	-27.50
Math	8.28	-0.21	-2.58	0.74	0.74	-0.2883	598.03
Science	6.14	0.90	14.63	0.33	0.33	2.7605	6.08
English/Language arts	12.09	0.43	3.57	0.63	0.63	0.6844	-25.29
Social Studies	5.15	0.16	3.19	0.41	0.41	0.4020	-55.76
Vocational/Technical	6.15	0.37	6.09	0.50	0.50	0.7504	55.83
Other	17.07	-0.98	-5.71	0.87	0.87	-1.1180	37.27
Missing	3.54	0.46	12.87	0.28	0.28	1.6334	0.44
Locale:							
1: City	33.41	-1.70	-5.09	1.56	1.56	-1.0885	-12.62
2: Suburb	12.10	-0.52	-4.32	0.84	0.84	-0.6234	-36.52
3: Town	19.94	1.77	8.88	0.94	0.94	1.8892	-0.11
4: Rural	34.55	0.45	1.31	1.38	1.38	0.3291	-54.59
Grade level:							
Regular—Primary	43.75	-0.70	-1.60	1.29	1.29	-0.5445	-49.35
Regular—Middle	15.76	0.24	1.55	0.74	0.74	0.3310	-43.17
Regular—High school	31.36	0.29	0.92	1.14	1.14	0.2535	-58.37
Regular—Combined	5.61	0.20	3.56	0.40	0.40	0.5002	-16.92
Charter—Elementary	1.22	-0.21	-17.02	1.01	1.01	-0.2051	-39.59
Charter—Secondary	0.52	0.04	7.99	0.08	0.08	0.5141	160.17
Charter—Combined	1.78	0.13	7.50	0.89	0.89	0.1500	-64.79

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
ILLINOIS	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	12.31	-0.87	-7.05	0.91	0.91	-0.9517	-4.77
General elementary	30.90	0.79	2.56	1.22	1.22	0.6491	-68.46
Math	7.16	0.22	3.04	0.66	0.66	0.3311	-2.55
Science	6.85	0.66	9.59	0.57	0.57	1.1487	83.61
English/Language arts	9.42	0.18	1.94	0.51	0.51	0.3609	437.41
Social Studies	4.89	-0.94	-19.34	0.57	0.57	-1.6609	-2.92
Vocational/Technical	1.58	-0.37	-23.51	0.33	0.33	-1.1247	32.84
Other	21.85	1.08	4.93	1.14	1.14	0.9466	30.32
Missing	5.03	-0.74	-14.69	1.13	1.13	-0.6565	-44.60
Locale:							
1: City	30.13	-0.22	-0.73	1.18	1.18	-0.1846	-96.46
2: Suburb	38.86	-0.65	-1.66	1.07	1.07	-0.6074	-71.62
3: Town	13.34	0.95	7.11	0.59	0.59	1.6006	-12.55
4: Rural	17.68	-0.08	-0.47	0.46	0.46	-0.1795	-97.05
Grade level:							
Regular—Primary	50.96	2.48	4.86	1.27	1.27	1.9443	-19.49
Regular—Middle	18.33	1.09	5.94	0.73	0.73	1.4968	-2.87
Regular—High school	25.57	-3.48	-13.59	1.05	1.05	-3.3151	-16.95
Regular—Combined	3.84	0.08	2.08	0.17	0.17	0.4765	-88.06
Charter—Elementary	0.47	-0.26	-54.96	0.26	0.26	-0.9832	-42.96
Charter—Secondary	0.30	0.06	19.99	0.11	0.11	0.5764	-13.20
Charter—Combined	0.53	0.03	5.38	0.36	0.36	0.0795	-82.02
INDIANA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	9.63	0.69	7.17	0.50	0.50	1.3915	4.41
General elementary	40.93	0.61	1.50	1.47	1.47	0.4192	-64.95
Math	6.53	0.29	4.39	0.31	0.31	0.9366	115.90
Science	5.56	-0.18	-3.25	0.40	0.40	-0.4470	-67.11
English/Language arts	7.96	-0.04	-0.52	0.40	0.40	-0.1021	-89.19
Social Studies	4.20	-0.46	-10.91	0.40	0.40	-1.1597	-1.06

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
INDIANA—Continued							
Teacher subject—Continued							
Vocational/Technical	3.96	0.18	4.49	0.24	0.24	0.7466	5.67
Other	19.95	-0.43	-2.15	0.98	0.98	-0.4363	-22.47
Missing	1.28	-0.66	-51.44	0.48	0.48	-1.3591	-14.22
Locale:							
1: City	26.74	-1.23	-4.59	1.10	1.10	-1.1197	-48.83
2: Suburb	23.65	0.42	1.77	0.93	0.93	0.4496	93.56
3: Town	16.85	0.53	3.16	0.78	0.78	0.6815	82.88
4: Rural	32.76	0.28	0.85	0.91	0.91	0.3039	-88.09
Grade level:							
Regular—Primary	49.77	0.53	1.06	1.17	1.17	0.4516	-76.54
Regular—Middle	20.21	0.15	0.74	0.66	0.66	0.2288	-34.46
Regular—High school	26.58	-0.85	-3.20	0.95	0.95	-0.8994	-61.84
Regular—Combined	1.89	0.00	-0.20	0.11	0.11	-0.0339	-84.20
Charter—Elementary	0.88	0.14	15.37	0.07	0.07	1.8278	-2.27
Charter—Secondary	0.27	-0.02	-7.23	0.04	0.04	-0.5094	33.33
Charter—Combined	0.39	0.06	15.37	0.10	0.10	0.6256	-2.27
IOWA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	14.61	1.03	7.03	0.73	0.73	1.4146	-6.74
General elementary	27.13	-2.42	-8.93	1.38	1.38	-1.7505	9.22
Math	7.21	0.53	7.39	0.36	0.36	1.4948	8.50
Science	4.03	-0.62	-15.44	0.76	0.76	-0.8133	-7.01
English/Language arts	12.35	1.36	11.01	0.63	0.63	2.1444	30.04
Social Studies	4.15	0.58	14.06	0.29	0.29	2.0288	2.58
Vocational/Technical	5.49	-0.12	-2.19	0.57	0.57	-0.2098	235.89
Other	22.23	-0.43	-1.91	1.08	1.08	-0.3950	-19.48
Missing	2.80	0.09	3.13	0.25	0.25	0.3543	-49.40

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
IOWA—Continued							
Locale:							
1: City	19.45	-0.46	-2.37	1.18	1.18	-0.3908	-64.83
2: Suburb	8.11	-0.38	-4.74	1.04	1.04	-0.3684	-34.54
3: Town	32.17	1.15	3.59	1.47	1.47	0.7833	39.16
4: Rural	40.27	-0.31	-0.77	1.38	1.38	-0.2241	-70.99
Grade level:							
Regular—Primary	44.51	0.21	0.48	1.57	1.57	0.1359	-32.44
Regular—Middle	16.56	0.23	1.40	0.75	0.75	0.3118	-41.37
Regular—High school	27.56	2.29	8.33	1.19	1.19	1.9218	99.62
Regular—Combined	11.37	-2.74	-24.10	1.59	1.59	-1.7209	47.18
KANSAS	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	11.20	-0.04	-0.34	0.89	0.89	-0.0430	821.70
General elementary	30.85	1.02	3.31	2.06	2.06	0.4954	-48.86
Math	7.26	0.71	9.84	0.52	0.52	1.3705	125.16
Science	5.60	0.29	5.14	0.50	0.50	0.5797	542.88
English/Language arts	9.37	0.48	5.17	0.52	0.52	0.9364	212.61
Social Studies	6.48	0.56	8.67	0.45	0.45	1.2573	143.06
Vocational/Technical	5.09	-0.14	-2.70	0.51	0.51	-0.2689	-40.69
Other	20.91	-2.09	-9.98	1.30	1.30	-1.6047	6.88
Missing	3.24	-0.81	-24.90	0.51	0.51	-1.5732	70.32
Locale:							
1: City	16.84	-1.49	-8.84	2.72	2.72	-0.5467	-57.25
2: Suburb	11.46	0.83	7.27	0.62	0.62	1.3403	-24.44
3: Town	30.54	1.53	5.02	1.32	1.32	1.1644	101.61
4: Rural	41.15	-0.88	-2.14	1.94	1.94	-0.4529	-45.61
Grade level:							
Regular—Primary	46.66	-0.37	-0.80	2.17	2.17	-0.1731	-79.09
Regular—Middle	17.79	0.98	5.50	1.05	1.05	0.9348	3.86
Regular—High school	30.95	-0.17	-0.54	1.41	1.41	-0.1177	-81.40
Regular—Combined	3.39	-0.29	-8.43	0.27	0.27	-1.0675	218.32
Charter—Elementary	0.94	-0.15	-15.87	0.17	0.17	-0.8619	40.90
Charter—Secondary	0.27	0.00	-0.79	0.02	0.02	-0.1324	-96.17

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
KENTUCKY	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	12.71	0.27	2.13	0.82	0.82	0.3287	-37.54
General elementary	34.79	1.26	3.62	1.40	1.40	0.9007	-14.88
Math	7.59	0.08	0.99	0.53	0.53	0.1409	56.75
Science	6.13	0.14	2.26	0.41	0.41	0.3420	21.55
English/Language arts	7.58	-0.03	-0.39	0.51	0.51	-0.0585	-80.70
Social Studies	3.60	-0.40	-11.06	0.35	0.35	-1.1419	10.79
Vocational/Technical	4.59	-0.11	-2.44	0.40	0.40	-0.2832	20.75
Other	17.09	-1.05	-6.15	0.98	0.98	-1.0676	-12.26
Missing	5.93	-0.15	-2.56	0.54	0.54	-0.2792	-12.28
Locale:							
1: City	17.56	-0.69	-3.91	1.40	1.40	-0.4919	-70.92
2: Suburb	15.16	-2.23	-14.72	1.28	1.28	-1.7366	-4.44
3: Town	21.86	1.17	5.33	0.94	0.94	1.2357	-22.84
4: Rural	45.41	1.75	3.86	1.40	1.40	1.2512	-45.00
Grade level:							
Regular—Primary	52.27	0.90	1.73	1.18	1.18	0.7621	-38.85
Regular—Middle	17.43	-0.18	-1.01	0.84	0.84	-0.2104	173.00
Regular—High school	28.31	-0.64	-2.26	1.14	1.14	-0.5609	-51.98
Regular—Combined	1.99	-0.09	-4.28	0.16	0.16	-0.5384	-58.56
LOUISIANA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	12.11	-0.43	-3.54	1.42	1.42	-0.3023	-21.16
General elementary	37.90	3.13	8.25	1.98	1.98	1.5794	-32.31
Math	9.19	0.73	7.90	0.80	0.80	0.9044	267.94
Science	4.78	-0.86	-17.91	0.60	0.60	-1.4314	-21.90
English/Language arts	8.56	-0.75	-8.74	1.16	1.16	-0.6430	-26.42
Social Studies	5.20	-0.42	-8.05	0.88	0.88	-0.4738	-29.33
Vocational/Technical	4.59	0.12	2.51	0.38	0.38	0.3007	16.04
Other	14.94	-1.07	-7.18	1.50	1.50	-0.7172	-10.85
Missing	2.74	-0.44	-16.22	0.45	0.45	-0.9916	-4.23

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
LOUISIANA—Continued							
Locale:							
1: City	25.46	-3.11	-12.23	1.86	1.86	-1.6732	-31.83
2: Suburb	26.35	1.93	7.34	1.58	1.58	1.2244	681.81
3: Town	18.53	-0.09	-0.49	1.80	1.80	-0.0502	-94.12
4: Rural	29.66	1.27	4.28	1.42	1.42	0.8936	-54.35
Grade level:							
Regular—Primary	46.25	2.30	4.97	1.99	1.99	1.1521	-49.75
Regular—Middle	15.57	-0.15	-0.96	0.96	0.96	-0.1558	5757.95
Regular—High school	24.15	-0.81	-3.35	1.12	1.12	-0.7205	-17.48
Regular—Combined	7.58	-0.50	-6.63	0.61	0.61	-0.8184	100.90
Charter—Elementary	4.53	-0.76	-16.67	1.60	1.60	-0.4706	-71.84
Charter—Secondary	1.40	0.24	17.48	0.35	0.35	0.6934	-8.10
Charter—Combined	0.51	-0.32	-63.24	0.41	0.41	-0.7989	-16.63
MAINE	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	10.93	0.58	5.30	0.87	0.87	0.6685	-23.76
General elementary	30.62	0.90	2.94	1.41	1.41	0.6377	-47.65
Math	9.24	1.49	16.08	0.65	0.65	2.2897	34.70
Science	4.42	-0.78	-17.69	0.68	0.68	-1.1535	-0.33
English/Language arts	9.41	1.17	12.46	0.64	0.64	1.8464	16.20
Social Studies	5.12	0.41	7.98	0.45	0.45	0.9115	130.63
Vocational/Technical	3.72	0.47	12.60	0.37	0.37	1.2838	-11.59
Other	21.19	-1.06	-5.01	1.20	1.20	-0.8846	-25.26
Missing	5.34	-3.17	-59.46	1.86	1.86	-1.7058	2.50
Locale:							
1: City	10.09	0.25	2.52	0.87	0.87	0.2914	-47.99
2: Suburb	10.50	-3.45	-32.85	2.16	2.16	-1.5993	-3.55
3: Town	19.61	0.19	0.98	1.10	1.10	0.1748	-66.26
4: Rural	59.79	3.00	5.02	1.93	1.93	1.5594	19.38

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
MAINE—Continued							
Grade level:							
Regular—Primary	45.79	-3.23	-7.06	1.94	1.94	-1.6623	83.27
Regular—Middle	19.48	1.76	9.04	1.15	1.15	1.5359	19.48
Regular—High school	31.80	1.20	3.78	1.52	1.52	0.7885	2274.87
Regular—Combined	2.93	0.27	9.23	0.26	0.26	1.0540	-20.62
MARYLAND	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	16.50	1.10	6.70	1.01	1.01	1.0960	-50.13
General elementary	26.57	-1.76	-6.63	3.27	3.27	-0.5380	34.00
Math	8.73	-0.40	-4.60	1.17	1.17	-0.3431	-37.91
Science	3.48	-0.75	-21.65	0.65	0.65	-1.1536	1.32
English/Language arts	8.32	0.05	0.56	1.12	1.12	0.0417	-75.83
Social Studies	4.64	-1.49	-32.14	1.20	1.20	-1.2474	16.26
Vocational/Technical	3.30	0.36	11.05	0.36	0.36	1.0103	-18.12
Other	25.76	1.76	6.84	2.31	2.31	0.7620	48.78
Missing	2.69	1.13	42.05	0.77	0.77	1.4789	234.98
Locale:							
1: City	34.50	4.73	13.70	2.03	2.03	2.3311	1318.19
2: Suburb	19.18	-3.94	-20.53	2.25	2.25	-1.7528	-18.64
3: Town	16.33	1.58	9.69	0.94	0.94	1.6902	-55.82
4: Rural	30.00	-2.37	-7.90	1.87	1.87	-1.2660	156.26
Grade level:							
Regular—Primary	59.04	3.78	6.40	2.99	2.99	1.2638	-26.77
Regular—Middle	7.25	-6.62	-91.29	1.53	1.53	-4.3201	-1.34
Regular—High school	30.64	2.82	9.21	2.66	2.66	1.0610	63.40
Regular—Combined	2.86	0.41	14.44	0.43	0.43	0.9559	43.91
Charter—Elementary	0.20	-0.21	-101.89	0.27	0.27	-0.7697	-25.06
Charter—Secondary		-0.19	100.00	0.17	0.17	-1.1009	0.00

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
MASSACHUSETTS	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	13.07	0.32	2.42	1.08	1.08	0.2944	-19.98
General elementary	27.34	-0.19	-0.68	1.70	1.70	-0.1089	372.77
Math	7.16	-0.30	-4.20	0.75	0.75	-0.4005	-11.65
Science	6.08	0.06	0.98	0.48	0.48	0.1239	-74.37
English/Language arts	8.17	0.56	6.88	0.88	0.88	0.6383	-16.42
Social Studies	7.56	0.54	7.17	0.62	0.62	0.8746	-12.19
Vocational/Technical	3.79	0.34	9.10	0.45	0.45	0.7741	0.32
Other	18.49	-0.35	-1.87	1.60	1.60	-0.2166	2547.79
Missing	8.33	-0.99	-11.93	1.20	1.20	-0.8310	-47.59
Locale:							
1: City	20.03	-4.31	-21.54	2.04	2.04	-2.1135	-21.97
2: Suburb	66.46	3.23	4.86	1.96	1.96	1.6441	-24.35
3: Town	1.71	0.26	14.94	0.13	0.13	1.9198	-37.56
4: Rural	11.80	0.83	7.01	0.94	0.94	0.8762	-2.42
Grade level:							
Regular—Primary	48.20	1.56	3.23	1.98	1.98	0.7865	15.93
Regular—Middle	16.81	-0.87	-5.16	1.00	1.00	-0.8646	-22.23
Regular—High school	29.17	-0.69	-2.37	1.59	1.59	-0.4340	71.31
Regular—Combined	1.61	0.26	15.91	0.18	0.18	1.4618	181.98
Charter—Elementary	1.64	-0.04	-2.25	0.18	0.18	-0.2061	-73.58
Charter—Secondary	0.58	-0.05	-9.37	0.17	0.17	-0.3172	-58.36
Charter—Combined	1.99	-0.17	-8.34	0.36	0.36	-0.4569	127.51
MICHIGAN	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	13.61	1.78	13.08	0.75	0.75	2.3591	3.86
General elementary	35.03	1.86	5.30	1.80	1.80	1.0330	-18.90
Math	7.38	0.05	0.67	0.63	0.63	0.0785	-88.61
Science	5.92	-0.36	-6.17	0.40	0.40	-0.9032	-38.66
English/Language arts	9.18	0.14	1.57	0.69	0.69	0.2082	-7.26

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
MICHIGAN—Continued							
Teacher subject—Continued							
Social Studies	5.55	-0.32	-5.77	0.60	0.60	-0.5304	-20.80
Vocational/Technical	2.55	0.04	1.60	0.20	0.20	0.2009	5516.97
Other	15.87	-2.75	-17.34	0.90	0.90	-3.0462	31.28
Missing	4.91	-0.43	-8.81	0.40	0.40	-1.0871	37.50
Locale:							
1: City	25.88	-0.68	-2.64	1.50	1.50	-0.4555	-85.54
2: Suburb	36.53	-0.36	-0.97	0.94	0.94	-0.3770	-63.63
3: Town	11.81	0.50	4.21	0.49	0.49	1.0178	-71.98
4: Rural	25.78	0.54	2.10	0.74	0.74	0.7271	-72.48
Grade level:							
Regular—Primary	43.61	1.08	2.47	1.76	1.76	0.6115	-58.34
Regular—Middle	16.08	-1.26	-7.82	0.84	0.84	-1.4996	65.07
Regular—High school	28.17	-0.86	-3.04	1.40	1.40	-0.6102	-72.32
Regular—Combined	4.07	0.03	0.75	0.23	0.23	0.1334	-95.07
Charter—Elementary	5.65	0.75	13.34	0.41	0.41	1.8220	58.69
Charter—Secondary	0.79	-0.03	-3.69	0.13	0.13	-0.2233	-83.63
Charter—Combined	1.63	0.28	17.28	0.17	0.17	1.6160	-20.56
MINNESOTA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	15.62	0.03	0.20	0.79	0.79	0.0397	26.61
General elementary	29.77	-0.24	-0.82	0.86	0.86	-0.2837	-83.27
Math	6.57	-0.08	-1.15	0.47	0.47	-0.1594	-86.56
Science	5.70	0.00	-0.02	0.39	0.39	-0.0035	-99.62
English/Language arts	7.23	0.37	5.07	0.36	0.36	1.0197	613.08
Social Studies	5.38	0.17	3.09	0.35	0.35	0.4706	-39.47
Vocational/Technical	3.12	0.28	8.96	0.29	0.29	0.9612	509.01
Other	23.17	-0.71	-3.08	0.69	0.69	-1.0417	-10.20
Missing	3.45	0.19	5.56	0.16	0.16	1.2299	-52.85

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
MINNESOTA—Continued							
Locale:							
1: City	23.58	-0.55	-2.32	0.82	0.82	-0.6656	-21.46
2: Suburb	25.34	-1.77	-6.99	0.81	0.81	-2.1859	-21.10
3: Town	20.77	1.82	8.76	0.76	0.76	2.4096	40.01
4: Rural	30.31	0.50	1.65	0.75	0.75	0.6634	-69.63
Grade level:							
Regular—Primary	42.75	-0.20	-0.46	0.92	0.92	-0.2159	-92.86
Regular—Middle	14.02	-0.27	-1.94	0.57	0.57	-0.4754	133.39
Regular—High school	30.88	0.84	2.73	0.83	0.83	1.0133	-67.74
Regular—Combined	8.87	0.39	4.40	0.30	0.30	1.2864	-52.10
Charter—Elementary	2.41	-0.82	-34.03	0.45	0.45	-1.8065	-11.56
Charter—Secondary	1.06	0.06	5.37	0.16	0.16	0.3549	-22.75
MISSISSIPPI	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	14.02	1.16	8.25	0.91	0.91	1.2702	40.24
General elementary	25.36	-0.84	-3.33	1.69	1.69	-0.4992	16.09
Math	9.34	-0.14	-1.49	1.41	1.41	-0.0982	183.02
Science	6.14	-0.52	-8.55	0.86	0.86	-0.6134	-44.81
English/Language arts	10.85	0.27	2.45	0.74	0.74	0.3608	-40.12
Social Studies	4.74	0.06	1.29	0.51	0.51	0.1204	-49.95
Vocational/Technical	6.97	0.12	1.73	0.60	0.60	0.2020	-38.57
Other	11.99	-0.63	-5.27	0.91	0.91	-0.6915	-5.03
Missing	10.59	0.53	5.04	0.69	0.69	0.7744	-49.08
Locale:							
1: City	10.22	-2.06	-20.16	1.92	1.92	-1.0702	-1.07
2: Suburb	7.19	1.69	23.51	0.93	0.93	1.8166	43.28
3: Town	31.02	0.97	3.14	1.59	1.59	0.6126	0.38
4: Rural	51.57	-0.60	-1.17	1.99	1.99	-0.3040	795.40

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
MISSISSIPPI—Continued							
Grade level:							
Regular—Primary	44.48	-1.57	-3.53	2.15	2.15	-0.7292	1245.53
Regular—Middle	19.37	0.58	2.98	0.97	0.97	0.5919	-71.65
Regular—High school	30.23	0.74	2.45	1.72	1.72	0.4305	-63.23
Regular—Combined	5.92	0.25	4.26	0.41	0.41	0.6158	82.52
MISSOURI	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	13.14	0.93	7.10	0.77	0.77	1.2135	53.96
General elementary	34.37	2.05	5.97	1.11	1.11	1.8541	-31.76
Math	7.02	0.21	2.93	0.40	0.40	0.5098	38.65
Science	6.45	0.21	3.19	0.45	0.45	0.4579	127.13
English/Language arts	7.33	0.22	2.95	0.41	0.41	0.5234	518.03
Social Studies	3.85	-0.65	-16.85	0.37	0.37	-1.7351	-16.90
Vocational/Technical	4.75	-0.49	-10.23	0.35	0.35	-1.3886	-26.43
Other	20.87	-1.68	-8.06	0.93	0.93	-1.8038	14.46
Missing	2.21	-0.80	-36.02	0.39	0.39	-2.0614	-12.17
Locale:							
1: City	16.44	0.64	3.87	0.88	0.88	0.7217	85.93
2: Suburb	29.81	1.78	5.97	0.95	0.95	1.8763	23.50
3: Town	17.82	-1.33	-7.48	0.89	0.89	-1.4981	-21.83
4: Rural	35.92	-1.08	-3.01	1.04	1.04	-1.0376	78.63
Grade level:							
Regular—Primary	45.30	1.13	2.49	1.09	1.09	1.0368	-51.95
Regular—Middle	15.90	-0.94	-5.91	0.61	0.61	-1.5378	142.36
Regular—High school	24.64	-0.73	-2.96	0.80	0.80	-0.9072	-76.07
Regular—Combined	12.43	0.95	7.61	0.59	0.59	1.5905	-39.87
Charter—Elementary	1.05	-0.29	-27.69	0.30	0.30	-0.9757	-38.86
Charter—Secondary	0.11	0.02	15.41	0.01	0.01	1.6180	-24.23
Charter—Combined	0.57	-0.13	-23.18	0.14	0.14	-0.9512	310.01

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
MONTANA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	8.43	0.61	7.24	0.64	0.64	0.9590	3.96
General elementary	47.45	2.09	4.40	1.93	1.93	1.0812	-22.25
Math	4.55	-0.15	-3.19	0.55	0.55	-0.2631	7.61
Science	5.98	0.13	2.15	0.40	0.40	0.3201	9.86
English/Language arts	7.14	-0.43	-6.06	0.95	0.95	-0.4557	-5.84
Social Studies	3.87	-0.16	-4.02	0.44	0.44	-0.3519	-16.51
Vocational/Technical	4.53	-0.08	-1.82	0.58	0.58	-0.1433	-60.77
Other	16.30	-2.26	-13.88	2.16	2.16	-1.0490	-11.12
Missing	1.75	0.25	14.31	0.22	0.22	1.1586	72.16
Locale:							
1: City	15.38	-0.92	-5.97	1.00	1.00	-0.9216	4.46
3: Town	30.26	1.65	5.45	2.19	2.19	0.7525	115.52
4: Rural	54.36	-0.73	-1.35	2.08	2.08	-0.3528	547.55
Grade level:							
Regular—Primary	45.63	2.61	5.73	1.90	1.90	1.3760	-15.35
Regular—Middle	10.55	-0.17	-1.57	1.31	1.31	-0.1266	-52.28
Regular—High school	21.28	-0.47	-2.23	1.01	1.01	-0.4674	-61.68
Regular—Combined	22.55	-1.97	-8.76	1.83	1.83	-1.0776	31.21
NEBRASKA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	11.00	0.72	6.58	0.74	0.74	0.9777	109.77
General elementary	33.55	-0.49	-1.45	1.11	1.11	-0.4402	-64.27
Math	5.78	-0.09	-1.52	0.42	0.42	-0.2076	-71.49
Science	5.70	0.04	0.65	0.45	0.45	0.0825	-36.45
English/Language arts	7.75	0.14	1.74	0.58	0.58	0.2349	-76.39
Social Studies	4.55	0.02	0.50	0.37	0.37	0.0605	-84.85
Vocational/Technical	4.90	-0.52	-10.54	0.54	0.54	-0.9626	-1.75
Other	24.34	-0.04	-0.18	1.04	1.04	-0.0433	-90.08
Missing	2.44	0.22	8.92	0.21	0.21	1.0322	-39.01

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
NEBRASKA—Continued							
Locale:							
1: City	25.45	0.32	1.25	1.24	1.24	0.2555	-55.57
2: Suburb	6.06	-0.49	-8.04	0.89	0.89	-0.5460	-58.94
3: Town	27.42	0.56	2.03	1.15	1.15	0.4852	-2.38
4: Rural	41.08	-0.39	-0.94	1.04	1.04	-0.3730	-84.33
Grade level:							
Regular—Primary	41.01	-0.04	-0.11	1.26	1.26	-0.0356	-97.38
Regular—Middle	14.79	1.29	8.72	0.72	0.72	1.7829	492.88
Regular—High school	27.17	-0.50	-1.85	1.00	1.00	-0.5040	-75.00
Regular—Combined	17.04	-0.74	-4.35	0.75	0.75	-0.9862	42.63
NEVADA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	8.19	-0.17	-2.12	0.90	0.90	-0.1932	-85.78
General elementary	41.96	1.29	3.07	2.89	2.89	0.4450	-36.45
Math	5.85	-0.05	-0.82	0.87	0.87	-0.0549	-89.12
Science	6.59	-0.22	-3.35	0.86	0.86	-0.2575	-28.65
English/Language arts	7.32	-0.14	-1.89	1.60	1.60	-0.0864	-57.81
Social Studies	4.46	-0.45	-10.08	0.97	0.96	-0.4659	90.90
Vocational/Technical	3.35	0.26	7.65	0.42	0.42	0.6033	-38.00
Other	19.20	-0.63	-3.27	2.16	2.16	-0.2910	-48.44
Missing	3.08	0.11	3.68	0.36	0.36	0.3110	-62.47
Locale:							
1: City	41.18	-0.89	-2.15	1.48	1.48	-0.6010	-44.09
2: Suburb	26.99	-4.09	-15.16	2.94	2.94	-1.3939	-37.70
3: Town	8.46	0.75	8.81	0.36	0.36	2.0458	-72.67
4: Rural	23.37	4.23	18.12	2.71	2.71	1.5597	87.79
Grade level:							
Regular—Primary	50.08	-1.56	-3.12	2.27	2.27	-0.6887	-56.57
Regular—Middle	18.39	-0.48	-2.63	1.43	1.43	-0.3388	-41.48
Regular—High school	28.43	2.45	8.61	1.23	1.23	1.9925	-9.84
Regular—Combined	1.34	-0.22	-16.50	0.22	0.22	-0.9987	-11.22

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
NEVADA—Continued							
Grade level—Continued							
Charter—Secondary	0.45	-0.06	-12.54	0.20	0.20	-0.2910	1064.22
Charter—Combined	1.30	-0.12	-9.57	1.28	1.28	-0.0967	-58.54
NEW HAMPSHIRE	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	12.52	1.58	12.63	0.70	0.70	2.2676	18.48
General elementary	26.34	-1.03	-3.89	1.53	1.53	-0.6698	182.45
Math	7.08	0.09	1.22	0.60	0.60	0.1452	-43.65
Science	7.50	0.44	5.91	0.61	0.61	0.7230	339.73
English/Language arts	8.20	-1.19	-14.48	0.93	0.93	-1.2820	-4.23
Social Studies	4.43	0.27	6.08	0.47	0.47	0.5692	33.20
Vocational/Technical	4.66	-0.07	-1.43	0.59	0.59	-0.1124	-58.06
Other	24.71	0.20	0.80	1.19	1.19	0.1662	-58.60
Missing	4.55	-0.30	-6.56	0.66	0.65	-0.4563	-58.81
Locale:							
1: City	9.85	-1.19	-12.06	1.06	1.06	-1.1259	-54.12
2: Suburb	30.24	3.24	10.73	1.26	1.26	2.5807	28.94
3: Town	12.47	-2.84	-22.82	1.09	1.09	-2.6065	4.43
4: Rural	47.44	0.79	1.66	1.72	1.72	0.4594	-71.82
Grade level:							
Regular—Primary	40.26	-0.22	-0.56	1.82	1.82	-0.1227	-89.72
Regular—Middle	22.90	-0.97	-4.22	1.17	1.17	-0.8237	37.67
Regular—High school	34.00	1.44	4.24	1.71	1.71	0.8435	-10.58
Regular—Combined	1.95	-0.25	-13.05	0.23	0.23	-1.1027	466.86
Charter—Secondary	0.88	0.01	0.59	0.05	0.05	0.1088	-97.10

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
NEW JERSEY	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	15.59	1.25	8.01	0.93	0.93	1.3485	7.19
General elementary	27.77	0.37	1.33	1.39	1.39	0.2655	-71.11
Math	8.60	-0.33	-3.80	0.82	0.82	-0.3974	-46.86
Science	5.56	0.21	3.86	0.37	0.37	0.5728	185.59
English/Language arts	9.47	0.41	4.32	0.45	0.45	0.9048	30.93
Social Studies	4.73	-1.10	-23.18	0.55	0.55	-1.9857	-6.95
Vocational/Technical	2.80	-0.31	-11.13	0.31	0.31	-0.9954	-8.63
Other	23.63	-0.95	-4.01	0.95	0.95	-0.9955	7.76
Missing	1.84	0.44	23.91	0.34	0.34	1.2832	139.23
Locale:							
1: City	10.46	-0.02	-0.19	0.90	0.90	-0.0225	-95.22
2: Suburb	75.84	-1.28	-1.69	1.05	1.05	-1.2217	9.75
3: Town	3.74	1.00	26.71	0.41	0.41	2.4548	-0.49
4: Rural	9.97	0.31	3.08	0.56	0.56	0.5524	-47.99
Grade level:							
Regular—Primary	48.62	-0.31	-0.63	1.37	1.37	-0.2243	-79.76
Regular—Middle	18.32	0.03	0.18	0.91	0.91	0.0366	-96.60
Regular—High school	30.19	0.27	0.88	0.99	0.99	0.2680	-35.11
Regular—Combined	0.96	0.00	-0.37	0.10	0.10	-0.0363	-95.84
Charter—Elementary	1.60	-0.06	-3.72	0.27	0.27	-0.2219	173.11
Charter—Secondary	0.31	0.07	22.69	0.15	0.15	0.4863	12.68
NEW MEXICO	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	10.34	-0.08	-0.82	1.64	1.64	-0.0514	-63.45
General elementary	22.39	-4.94	-22.07	2.21	2.21	-2.2375	30.65
Math	8.22	0.87	10.59	0.64	0.64	1.3650	120.58
Science	5.64	0.66	11.73	0.89	0.89	0.7472	286.25
English/Language arts	7.67	0.85	11.03	0.50	0.50	1.7022	29.89
Social Studies	4.64	0.03	0.65	0.37	0.37	0.0824	-85.45

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
NEW MEXICO—Continued							
Teacher subject—Continued							
Vocational/Technical	2.39	0.11	4.74	0.39	0.39	0.2917	56.95
Other	13.95	-1.42	-10.18	1.37	1.37	-1.0356	13.00
Missing	24.75	3.93	15.86	2.06	2.06	1.9075	18.52
Locale:							
1: City	24.75	-0.81	-3.28	2.51	2.51	-0.3230	-65.42
2: Suburb	12.57	-0.97	-7.69	1.24	1.24	-0.7831	-4.31
3: Town	29.35	-0.38	-1.30	1.20	1.20	-0.3173	-83.81
4: Rural	33.33	2.16	6.48	1.92	1.92	1.1239	115.54
Grade level:							
Regular—Primary	42.50	-2.23	-5.24	2.10	2.10	-1.0627	117.65
Regular—Middle	19.77	0.91	4.63	1.31	1.31	0.6979	-16.11
Regular—High school	23.26	-0.15	-0.64	1.16	1.16	-0.1275	-85.73
Regular—Combined	8.87	0.70	7.95	0.73	0.73	0.9703	388.99
Charter—Elementary	1.28	0.13	10.20	0.08	0.08	1.5562	-64.50
Charter—Secondary	2.64	0.06	2.36	0.44	0.44	0.1420	-37.19
Charter—Combined	1.67	0.56	33.65	2.26	2.26	0.2491	58.42
NEW YORK	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	17.19	0.22	1.30	2.82	2.82	0.0790	88.35
General elementary	28.82	1.53	5.30	2.91	2.91	0.5259	-49.63
Math	6.16	-0.57	-9.29	1.52	1.52	-0.3763	-47.80
Science	6.83	-0.10	-1.44	1.01	1.01	-0.0966	-29.64
English/Language arts	7.72	-0.29	-3.75	2.11	2.11	-0.1373	-70.23
Social Studies	5.19	-0.34	-6.51	0.48	0.48	-0.7100	81.52
Vocational/Technical	1.60	-0.11	-6.87	0.18	0.18	-0.6012	433.20
Other	20.47	-1.48	-7.22	1.47	1.47	-1.0072	70.73
Missing	6.02	1.13	18.85	0.71	0.71	1.5967	210.39

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
NEW YORK—Continued							
Locale:							
1: City	42.72	0.47	1.10	1.23	1.23	0.3845	-88.56
2: Suburb	34.94	-0.44	-1.25	1.28	1.28	-0.3415	-73.87
3: Town	7.86	0.18	2.28	0.51	0.51	0.3490	-82.55
4: Rural	14.48	-0.21	-1.47	0.82	0.82	-0.2592	-85.00
Grade level:							
Regular—Primary	44.22	0.71	1.62	1.09	1.09	0.6553	-76.35
Regular—Middle	19.19	-0.17	-0.88	0.58	0.58	-0.2902	-79.07
Regular—High school	28.03	0.02	0.07	0.65	0.65	0.0319	-98.17
Regular—Combined	6.95	-0.79	-11.30	0.48	0.48	-1.6385	-9.71
Charter—Elementary	0.57	0.18	30.88	0.21	0.21	0.8509	212.28
Charter—Secondary	0.18	-0.02	-9.62	0.04	0.04	-0.4475	-67.11
Charter—Combined	0.86	0.06	6.69	1.56	1.56	0.0368	-49.46
NORTH CAROLINA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	10.15	1.22	12.00	0.36	0.36	3.3924	-13.71
General elementary	31.58	0.88	2.79	1.13	1.13	0.7788	-48.02
Math	6.58	-1.07	-16.21	0.79	0.79	-1.3518	-12.76
Science	6.04	-0.34	-5.56	0.64	0.64	-0.5227	-58.30
English/Language arts	7.48	-0.73	-9.74	0.78	0.78	-0.9326	-10.11
Social Studies	6.26	0.11	1.80	0.49	0.49	0.2280	-59.94
Vocational/Technical	4.93	-0.29	-5.88	0.65	0.65	-0.4464	-58.48
Other	23.81	0.08	0.34	1.15	1.15	0.0700	-43.18
Missing	3.16	0.13	4.07	0.08	0.08	1.6097	-77.41
Locale:							
1: City	22.27	0.09	0.39	0.95	0.95	0.0922	-68.59
2: Suburb	12.98	0.02	0.17	1.01	1.01	0.0221	-90.43
3: Town	14.88	-2.33	-15.65	1.13	1.13	-2.0544	-11.25
4: Rural	49.86	2.22	4.45	1.06	1.06	2.0866	-16.89

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
NORTH CAROLINA—							
Continued							
Grade level:							
Regular—Primary	46.48	2.19	4.71	1.19	1.19	1.8370	-42.26
Regular—Middle	20.63	-0.10	-0.49	0.82	0.82	-0.1236	-72.85
Regular—High school	26.09	-1.83	-7.03	1.54	1.54	-1.1889	-58.08
Regular—Combined	2.48	0.18	7.38	0.34	0.34	0.5350	-17.08
Charter—Elementary	1.86	-0.44	-23.77	0.35	0.35	-1.2475	-6.74
Charter—Secondary	0.16	0.03	21.28	0.02	0.02	1.7154	43.75
Charter—Combined	2.30	-0.03	-1.21	0.15	0.15	-0.1868	-93.65
NORTH DAKOTA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	9.78	-0.01	-0.10	0.92	0.92	-0.0105	-90.42
General elementary	31.73	-0.32	-1.00	1.91	1.91	-0.1663	-32.15
Math	6.34	-0.03	-0.52	0.65	0.65	-0.0506	-81.03
Science	3.48	-0.03	-0.95	0.35	0.35	-0.0939	43.61
English/Language arts	6.74	0.26	3.81	0.47	0.47	0.5423	111.22
Social Studies	4.90	-0.19	-3.79	1.51	1.51	-0.1236	18.96
Vocational/Technical	7.15	-0.07	-1.01	0.52	0.52	-0.1383	-72.09
Other	22.63	1.03	4.56	1.88	1.88	0.5506	121.32
Missing	7.26	-0.64	-8.80	0.62	0.62	-1.0291	7.82
Locale:							
1: City	26.45	1.84	6.94	0.92	0.92	1.9885	-15.31
2: Suburb	5.37	-1.77	-32.92	0.86	0.86	-2.0639	0.72
3: Town	19.55	1.30	6.63	0.88	0.88	1.4662	-5.34
4: Rural	48.63	-1.36	-2.81	1.47	1.47	-0.9294	-23.44
Grade level:							
Regular—Primary	33.13	-1.34	-4.04	1.53	1.53	-0.8768	320.15
Regular—Middle	11.77	0.44	3.77	0.62	0.62	0.7155	-30.13
Regular—High school	26.33	1.34	5.09	1.00	1.00	1.3420	248.57
Regular—Combined	28.76	-0.44	-1.55	1.87	1.87	-0.2385	-36.46

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
OHIO	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	14.06	1.16	8.24	0.60	0.60	1.9459	71.17
General elementary	27.77	-0.15	-0.53	0.94	0.94	-0.1568	-76.83
Math	9.37	-0.04	-0.48	0.61	0.61	-0.0736	-81.38
Science	6.95	-0.12	-1.77	0.37	0.37	-0.3341	209.76
English/Language arts	10.23	-0.17	-1.62	0.49	0.49	-0.3403	238.32
Social Studies	5.98	-0.20	-3.42	0.36	0.36	-0.5755	-22.83
Vocational/Technical	4.45	0.14	3.05	0.23	0.23	0.5791	1489.80
Other	18.60	-0.51	-2.73	0.63	0.63	-0.7992	-38.95
Missing	2.58	-0.10	-3.93	0.31	0.31	-0.3267	-15.84
Locale:							
1: City	21.52	1.44	6.69	0.88	0.88	1.6408	890.53
2: Suburb	36.15	-3.20	-8.86	1.01	1.01	-3.1808	36.61
3: Town	14.52	0.41	2.82	0.72	0.72	0.5696	-33.00
4: Rural	27.80	1.36	4.88	0.70	0.70	1.9318	-27.89
Grade level:							
Regular—Primary	41.73	-0.14	-0.33	1.16	1.16	-0.1187	-79.06
Regular—Middle	19.50	0.25	1.27	0.76	0.76	0.3239	323.72
Regular—High school	28.04	-0.24	-0.86	0.89	0.89	-0.2710	-66.34
Regular—Combined	3.92	0.13	3.34	0.24	0.24	0.5372	170.31
Charter—Elementary	2.27	0.02	0.81	0.24	0.24	0.0761	-64.96
Charter—Secondary	1.32	0.04	2.75	0.17	0.17	0.2161	-60.83
Charter—Combined	3.22	-0.05	-1.68	0.30	0.30	-0.1782	761.60
OKLAHOMA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	11.30	0.58	5.12	0.84	0.84	0.6904	48.99
General elementary	36.36	0.00	-0.01	1.32	1.32	-0.0025	-95.86
Math	6.52	0.08	1.28	0.50	0.50	0.1685	80.48
Science	6.76	0.24	3.49	0.61	0.61	0.3839	320.95
English/Language arts	11.12	0.72	6.49	0.55	0.55	1.3089	-29.56
Social Studies	6.19	-0.03	-0.45	0.52	0.52	-0.0531	-49.86

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
OKLAHOMA—Continued							
Teacher subject—Continued							
Vocational/Technical	4.79	-0.27	-5.73	0.50	0.50	-0.5489	-24.67
Other	13.23	-1.30	-9.84	0.98	0.98	-1.3303	15.77
Missing	3.74	-0.01	-0.30	0.41	0.41	-0.0276	-89.53
Locale:							
1: City	16.55	-1.37	-8.29	0.96	0.96	-1.4254	-39.15
2: Suburb	15.59	1.49	9.54	0.93	0.93	1.5939	59.40
3: Town	22.31	-0.11	-0.48	0.77	0.77	-0.1385	-60.40
4: Rural	45.55	-0.01	-0.02	1.30	1.30	-0.0062	-99.24
Grade level:							
Regular—Primary	36.14	0.25	0.69	1.49	1.49	0.1665	-70.03
Regular—Middle	14.11	-0.36	-2.54	0.70	0.69	-0.5153	14.68
Regular—High school	24.22	-0.08	-0.34	1.30	1.30	-0.0631	-96.34
Regular—Combined	23.57	-0.19	-0.79	0.81	0.81	-0.2303	-92.32
Charter—Elementary	0.54	0.19	35.30	0.18	0.18	1.0749	143.51
Charter—Secondary	0.56	0.06	10.88	0.06	0.06	1.0701	-28.13
Charter—Combined	0.85	0.13	14.82	0.21	0.21	0.5984	-22.31
OREGON	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	6.54	-0.02	-0.30	0.53	0.53	-0.0367	-96.39
General elementary	39.77	0.65	1.63	1.83	1.83	0.3548	-70.90
Math	7.68	0.05	0.61	0.67	0.67	0.0694	-91.64
Science	5.81	-0.41	-6.99	0.53	0.53	-0.7650	-22.95
English/Language arts	10.00	0.08	0.75	0.94	0.94	0.0802	-85.56
Social Studies	3.91	-0.59	-15.14	0.55	0.55	-1.0833	-35.58
Vocational/Technical	2.82	0.06	1.97	0.44	0.44	0.1253	558.80
Other	23.39	0.18	0.77	1.56	1.56	0.1152	-25.98
Missing	0.07	0.01	18.52	0.05	0.05	0.2429	69.10
Locale:							
1: City	31.04	-0.81	-2.62	1.67	1.67	-0.4881	-40.62
2: Suburb	18.37	-0.70	-3.84	1.50	1.50	-0.4687	-32.89
3: Town	24.72	0.18	0.72	1.44	1.44	0.1241	-79.99
4: Rural	25.87	1.34	5.18	2.29	2.29	0.5842	-12.30

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
OREGON—Continued							
Grade level:							
Regular—Primary	54.02	2.97	5.50	2.32	2.32	1.2794	-35.57
Regular—Middle	15.06	-1.55	-10.28	1.06	1.06	-1.4627	14.27
Regular—High school	25.56	-1.83	-7.16	1.92	1.92	-0.9533	-47.00
Regular—Combined	2.56	0.24	9.47	0.20	0.20	1.2168	8.80
Charter—Elementary	0.99	0.16	16.54	0.28	0.28	0.5815	46.52
Charter—Secondary	0.45	-0.01	-3.14	0.29	0.29	-0.0482	-91.02
Charter—Combined	1.36	0.01	1.07	2.77	2.77	0.0053	-25.43
PENNSYLVANIA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	12.48	0.40	3.18	0.76	0.76	0.5202	48.44
General elementary	31.73	0.91	2.86	1.21	1.21	0.7514	30.86
Math	8.27	0.65	7.87	0.66	0.66	0.9849	-1.54
Science	4.99	-0.93	-18.66	0.49	0.49	-1.9186	2.29
English/Language arts	9.06	0.18	1.94	0.71	0.71	0.2475	-43.18
Social Studies	6.23	-0.12	-1.98	0.36	0.36	-0.3444	115.80
Vocational/Technical	2.44	-0.61	-25.24	0.35	0.35	-1.7445	-3.88
Other	23.32	-0.36	-1.54	1.13	1.13	-0.3168	124.50
Missing	1.49	-0.10	-6.92	0.30	0.30	-0.3480	-37.34
Locale:							
1: City	18.86	0.31	1.65	0.88	0.88	0.3528	-46.22
2: Suburb	45.49	0.56	1.22	1.07	1.07	0.5193	27.56
3: Town	13.27	-0.30	-2.29	0.78	0.78	-0.3907	-36.22
4: Rural	22.38	-0.56	-2.52	0.83	0.83	-0.6807	4.69
Grade level:							
Regular—Primary	46.48	1.40	3.01	1.09	1.09	1.2893	22.23
Regular—Middle	16.26	-0.23	-1.44	0.49	0.49	-0.4781	117.96
Regular—High school	32.36	-0.88	-2.71	0.92	0.92	-0.9543	9.19
Regular—Combined	0.87	-0.14	-16.25	0.17	0.17	-0.8182	-27.71
Charter—Elementary	1.04	-0.33	-31.42	0.37	0.37	-0.8830	-16.60
Charter—Secondary	0.86	0.01	0.90	0.14	0.14	0.0573	-93.15
Charter—Combined	2.13	0.17	8.06	0.28	0.28	0.6044	-31.40

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
RHODE ISLAND	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	19.46	2.30	11.83	1.49	1.49	1.5494	18.70
General elementary	32.85	2.18	6.63	2.76	2.76	0.7908	-30.05
Math	7.03	-0.16	-2.24	0.99	0.99	-0.1584	-34.90
Science	5.94	-0.62	-10.48	0.93	0.93	-0.6700	-33.48
English/Language arts	8.69	-0.40	-4.55	1.15	1.15	-0.3449	-30.71
Social Studies	5.30	-1.12	-21.21	1.07	1.07	-1.0488	-4.81
Vocational/Technical	1.89	-0.44	-23.51	0.55	0.55	-0.8067	17.24
Other	18.83	-1.74	-9.22	1.70	1.70	-1.0232	-0.53
Locale:							
1: City	8.11	-8.02	-99.01	3.14	3.14	-2.5591	-1.54
2: Suburb	72.55	6.10	8.41	2.89	2.89	2.1134	-0.61
3: Town	3.04	-0.02	-0.70	0.59	0.59	-0.0358	-91.33
4: Rural	16.31	1.95	11.94	1.18	1.18	1.6544	10.03
Grade level:							
Regular—Primary	45.54	1.68	3.70	2.92	2.92	0.5758	-27.82
Regular—Middle	21.69	0.95	4.36	1.80	1.80	0.5241	255.77
Regular—High school	25.91	-3.40	-13.13	2.46	2.46	-1.3843	-7.67
Regular—Combined	1.06	0.16	14.61	0.20	0.20	0.7854	-4.72
Charter—Elementary	3.86	0.12	3.13	0.31	0.31	0.3872	-89.66
Charter—Secondary	1.94	0.50	25.58	0.45	0.45	1.1144	74.34
SOUTH CAROLINA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	11.66	0.71	6.06	0.81	0.81	0.8723	30.61
General elementary	32.55	0.02	0.07	1.26	1.26	0.0174	-5.15
Math	7.89	-1.30	-16.52	1.69	1.69	-0.7699	3.69
Science	7.15	0.29	4.12	0.53	0.53	0.5519	-11.50
English/Language arts	7.70	-0.58	-7.54	0.63	0.63	-0.9179	-7.91
Social Studies	5.95	0.21	3.49	0.43	0.43	0.4832	10.87
Vocational/Technical	4.42	0.25	5.56	0.29	0.29	0.8415	-20.61
Other	18.50	0.35	1.87	1.17	1.17	0.2953	-18.20
Missing	4.18	0.06	1.47	0.29	0.29	0.2097	-12.63

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
SOUTH CAROLINA—							
Continued							
Locale:							
1: City	15.97	-1.88	-11.76	1.13	1.13	-1.6571	91.14
2: Suburb	25.75	-0.13	-0.50	1.48	1.48	-0.0862	-68.08
3: Town	14.07	0.90	6.43	0.70	0.70	1.2984	-43.07
4: Rural	44.22	1.10	2.49	1.57	1.57	0.7009	430.63
Grade level:							
Regular—Primary	51.82	-0.62	-1.20	1.74	1.74	-0.3584	-46.62
Regular—Middle	16.63	-0.21	-1.27	0.74	0.74	-0.2862	52.13
Regular—High school	29.31	0.88	3.02	1.27	1.27	0.6946	-3.07
Regular—Combined	1.06	0.15	13.69	0.08	0.08	1.7847	3.49
Charter—Elementary	0.66	0.02	2.38	0.04	0.04	0.3626	-87.77
Charter—Secondary	0.52	-0.21	-40.68	0.12	0.12	-1.7345	40.06
SOUTH DAKOTA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	9.61	-0.06	-0.67	0.57	0.57	-0.1143	-26.51
General elementary	34.14	-1.05	-3.08	1.58	1.58	-0.6644	29.29
Math	7.92	0.32	4.02	0.53	0.53	0.6007	219.67
Science	7.06	0.19	2.66	0.92	0.92	0.2049	504.36
English/Language arts	7.79	0.71	9.08	0.44	0.44	1.6246	493.13
Social Studies	5.41	0.55	10.16	0.51	0.51	1.0838	143.66
Vocational/Technical	5.03	0.28	5.54	0.20	0.20	1.3891	-48.86
Other	20.65	-0.75	-3.63	1.07	1.07	-0.7023	-47.38
Missing	2.41	-0.18	-7.28	0.67	0.67	-0.2599	-59.62
Locale:							
1: City	18.54	2.14	11.55	1.49	1.49	1.4375	123.85
3: Town	25.31	1.62	6.41	1.15	1.15	1.4090	415.20
4: Rural	56.15	-3.77	-6.71	1.52	1.52	-2.4834	486.50
Grade level:							
Regular—Primary	35.83	0.71	1.98	1.42	1.42	0.4995	-60.29
Regular—Middle	13.44	1.39	10.36	1.11	1.11	1.2602	6373.75
Regular—High school	18.02	0.48	2.67	1.01	1.01	0.4753	-62.96
Regular—Combined	32.71	-2.58	-7.89	1.25	1.25	-2.0673	455.55

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
TENNESSEE	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	8.83	0.34	3.88	0.74	0.74	0.4640	219.00
General elementary	34.03	0.32	0.95	1.45	1.45	0.2227	-60.92
Math	7.09	-0.34	-4.75	0.64	0.64	-0.5268	-3.36
Science	8.18	0.40	4.94	0.48	0.48	0.8363	-22.08
English/Language arts	11.65	0.52	4.44	0.88	0.88	0.5884	32.72
Social Studies	6.42	0.29	4.51	0.48	0.48	0.6088	18.77
Vocational/Technical	6.30	-0.22	-3.47	0.72	0.72	-0.3011	-38.76
Other	14.64	-1.28	-8.77	1.09	1.09	-1.1779	-10.27
Missing	2.87	-0.03	-1.19	0.41	0.41	-0.0830	-37.06
Locale:							
1: City	24.48	-0.60	-2.46	1.29	1.29	-0.4666	-53.18
2: Suburb	17.74	-2.51	-14.18	1.60	1.60	-1.5672	44.98
3: Town	13.79	0.63	4.55	0.95	0.95	0.6574	47.89
4: Rural	43.99	2.49	5.66	1.44	1.44	1.7282	-4.16
Grade level:							
Regular—Primary	47.93	-1.02	-2.13	1.42	1.42	-0.7195	33.96
Regular—Middle	18.12	-0.19	-1.02	0.80	0.80	-0.2306	-12.61
Regular—High school	28.56	0.68	2.39	1.27	1.27	0.5358	-18.90
Regular—Combined	4.93	0.59	11.96	0.45	0.45	1.3220	2258.76
Charter—Elementary	0.36	-0.01	-2.90	0.09	0.09	-0.1172	-87.18
Charter—Secondary	0.10	-0.06	-56.19	0.07	0.07	-0.7848	-25.99
TEXAS	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	11.29	0.91	8.03	0.60	0.60	1.5007	-5.16
General elementary	28.90	-0.24	-0.84	1.10	1.10	-0.2203	-7.71
Math	10.58	1.06	9.99	0.45	0.45	2.3640	6.71
Science	5.99	-0.53	-8.78	0.40	0.40	-1.3222	10.98
English/Language arts	10.44	0.36	3.48	0.65	0.65	0.5541	98.52
Social Studies	6.58	0.30	4.49	0.28	0.28	1.0401	6.71
Vocational/Technical	3.97	0.08	1.89	0.27	0.27	0.2759	108.49
Other	19.18	-0.65	-3.38	0.84	0.84	-0.7700	13.76
Missing	3.06	-1.28	-41.87	0.68	0.68	-1.8895	12.73

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
TEXAS—Continued							
Locale:							
1: City	39.57	-1.36	-3.43	1.03	1.03	-1.3149	-50.54
2: Suburb	22.82	1.65	7.23	0.94	0.94	1.7591	16.41
3: Town	11.20	0.28	2.47	0.45	0.45	0.6136	-70.82
4: Rural	26.42	-0.57	-2.15	0.64	0.64	-0.8836	48.63
Grade level:							
Regular—Primary	45.46	-0.74	-1.63	0.98	0.98	-0.7535	15.97
Regular—Middle	20.97	-0.01	-0.04	0.66	0.66	-0.0140	-98.81
Regular—High school	28.84	1.40	4.85	0.75	0.75	1.8743	177.17
Regular—Combined	1.73	-0.31	-18.19	0.13	0.13	-2.3713	-2.06
Charter—Elementary	1.56	-0.22	-13.93	0.17	0.17	-1.3007	12.76
Charter—Secondary	0.70	0.00	0.50	0.07	0.07	0.0488	-96.91
Charter—Combined	0.74	-0.12	-16.20	0.14	0.14	-0.8343	591.91
UTAH	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	9.73	-0.13	-1.32	0.88	0.88	-0.1453	-42.39
General elementary	46.30	-0.66	-1.43	1.90	1.90	-0.3478	17.30
Math	6.56	0.82	12.54	0.47	0.47	1.7401	37.05
Science	4.88	0.18	3.64	0.58	0.58	0.3063	1312.82
English/Language arts	7.17	0.14	1.90	0.68	0.68	0.1988	50.20
Social Studies	4.89	0.48	9.80	0.40	0.40	1.2035	112.73
Vocational/Technical	5.42	-0.09	-1.72	0.63	0.63	-0.1492	-68.39
Other	12.93	-0.77	-5.97	0.94	0.94	-0.8203	-21.16
Missing	2.11	0.04	1.95	0.14	0.14	0.2967	-80.53
Locale:							
1: City	14.88	1.37	9.18	0.65	0.65	2.1011	-19.71
2: Suburb	52.43	-3.04	-5.81	1.52	1.52	-2.0017	-15.99
3: Town	12.81	0.16	1.24	0.89	0.89	0.1786	-76.66
4: Rural	19.88	1.52	7.65	1.41	1.41	1.0813	22.51

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
UTAH—Continued							
Grade level:							
Regular—Primary	48.73	-0.67	-1.38	1.36	1.36	-0.4976	-56.05
Regular—Middle	5.54	0.22	4.05	0.26	0.26	0.8763	-64.69
Regular—High school	36.71	0.82	2.24	1.20	1.20	0.6817	92.75
Regular—Combined	0.74	-0.05	-6.39	0.17	0.17	-0.2740	-67.85
Charter—Elementary	3.50	0.35	10.12	0.53	0.53	0.6640	119.12
Charter—Secondary	0.76	0.05	7.23	0.33	0.33	0.1675	32.54
Charter—Combined	4.02	-0.73	-18.23	1.48	1.48	-0.4961	-50.32
VERMONT	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	14.46	0.90	6.23	0.69	0.69	1.3132	41.41
General elementary	29.78	-1.67	-5.61	1.25	1.25	-1.3329	112.79
Math	8.25	-0.17	-2.05	0.64	0.64	-0.2652	-32.98
Science	5.19	0.32	6.22	0.70	0.70	0.4603	1015.28
English/Language arts	8.56	0.22	2.56	0.68	0.68	0.3220	73.54
Social Studies	4.69	-0.29	-6.26	0.46	0.46	-0.6359	-42.72
Vocational/Technical	6.08	1.47	24.25	1.07	1.07	1.3722	724.08
Other	20.64	-0.94	-4.54	1.26	1.26	-0.7421	-2.98
Missing	2.35	0.15	6.48	0.23	0.23	0.6705	-46.60
Locale:							
1: City	8.72	1.15	13.24	0.96	0.96	1.2044	687.82
2: Suburb	11.34	0.10	0.85	0.84	0.84	0.1151	-80.41
3: Town	27.95	1.29	4.62	2.44	2.44	0.5294	1926.90
4: Rural	51.99	-2.54	-4.89	1.99	1.99	-1.2785	523.14
Grade level:							
Regular—Primary	49.26	-1.21	-2.46	1.92	1.92	-0.6296	-53.66
Regular—Middle	10.03	-0.23	-2.31	2.37	2.37	-0.0978	395.85
Regular—High school	30.34	0.49	1.63	1.45	1.45	0.3413	-81.28
Regular—Combined	10.37	0.95	9.14	1.22	1.22	0.7756	5331.38

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
VIRGINIA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	14.60	1.07	7.35	0.96	0.96	1.1199	-9.71
General elementary	30.82	0.13	0.42	1.39	1.39	0.0939	-89.47
Math	8.06	-0.38	-4.78	0.54	0.54	-0.7083	-20.23
Science	5.97	0.51	8.50	0.44	0.44	1.1414	1933.20
English/Language arts	7.35	-0.38	-5.21	0.71	0.71	-0.5406	-48.78
Social Studies	5.83	-0.37	-6.40	0.58	0.58	-0.6425	-39.89
Vocational/Technical	5.29	0.01	0.19	0.43	0.43	0.0229	-96.01
Other	18.38	-0.93	-5.08	0.90	0.90	-1.0421	-3.08
Missing	3.69	0.35	9.57	0.29	0.29	1.2012	-46.47
Locale:							
1: City	23.59	-1.18	-4.99	1.55	1.55	-0.7584	-3.26
2: Suburb	34.19	-0.84	-2.45	1.84	1.84	-0.4560	-53.53
3: Town	7.34	0.38	5.18	0.44	0.44	0.8584	-58.24
4: Rural	34.88	1.64	4.69	1.28	1.28	1.2795	-22.50
Grade level:							
Regular—Primary	46.91	0.33	0.71	1.28	1.28	0.2608	-88.67
Regular—Middle	20.47	-0.10	-0.47	1.06	1.06	-0.0912	-84.51
Regular—High school	30.03	-0.39	-1.31	1.06	1.06	-0.3690	-88.18
Regular—Combined	2.59	0.16	6.01	0.29	0.29	0.5314	-37.99
WASHINGTON	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	7.26	-0.42	-5.78	0.78	0.78	-0.5389	15.76
General elementary	38.04	0.59	1.54	1.36	1.36	0.4330	-54.57
Math	8.33	-0.32	-3.89	0.42	0.42	-0.7699	-36.13
Science	5.69	-0.18	-3.20	0.48	0.48	-0.3834	-39.80
English/Language arts	9.98	0.23	2.27	0.70	0.70	0.3231	42.86
Social Studies	3.79	-0.51	-13.39	0.38	0.38	-1.3508	25.33
Vocational/Technical	3.87	-0.29	-7.62	0.39	0.39	-0.7613	-35.65
Other	21.68	1.13	5.21	1.06	1.06	1.0626	11.53
Missing	1.35	-0.21	-15.84	0.25	0.25	-0.8467	93.56

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
WASHINGTON—Continued							
Locale:							
1: City	37.65	0.33	0.88	0.63	0.63	0.5248	-79.97
2: Suburb	33.37	0.26	0.77	0.83	0.83	0.3084	-63.81
3: Town	13.08	0.15	1.15	0.38	0.38	0.3918	-90.82
4: Rural	15.90	-0.74	-4.64	0.75	0.75	-0.9764	6.75
Grade level:							
Regular—Primary	52.68	3.61	6.85	1.24	1.24	2.9146	-10.12
Regular—Middle	17.72	-0.87	-4.90	0.76	0.76	-1.1418	90.09
Regular—High school	26.68	-1.87	-7.02	0.89	0.89	-2.1025	-32.80
Regular—Combined	2.91	-0.87	-29.80	0.34	0.34	-2.5229	12.51
WEST VIRGINIA	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	18.48	1.08	5.83	1.28	1.28	0.8420	4.74
General elementary	25.92	-1.65	-6.37	2.13	2.13	-0.7734	24.32
Math	9.92	0.98	9.92	0.52	0.52	1.8834	12.58
Science	6.12	0.70	11.37	0.43	0.43	1.6206	54.00
English/Language arts	9.63	-0.44	-4.52	0.98	0.98	-0.4419	-31.93
Social Studies	4.91	0.16	3.21	0.59	0.59	0.2672	211.44
Vocational/Technical	2.67	-0.27	-10.06	0.32	0.32	-0.8388	-2.99
Other	22.22	-0.58	-2.59	1.59	1.59	-0.3623	215.00
Missing	0.13	0.02	12.32	0.02	0.02	0.9865	-29.74
Locale:							
1: City	12.83	1.36	10.58	1.98	1.98	0.6858	37.56
2: Suburb	20.36	2.39	11.73	0.99	0.99	2.4182	-23.02
3: Town	20.46	-3.33	-16.29	2.24	2.24	-1.4866	-19.08
4: Rural	46.35	-0.41	-0.89	2.06	2.06	-0.2002	1290.07
Grade level:							
Regular—Primary	47.30	-1.44	-3.05	1.65	1.65	-0.8715	677.01
Regular—Middle	18.90	-0.62	-3.30	0.90	0.90	-0.6926	86.31
Regular—High school	27.71	2.27	8.19	1.44	1.44	1.5710	255.99
Regular—Combined	6.10	-0.20	-3.36	0.88	0.88	-0.2332	-73.97

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
WISCONSIN	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	13.29	0.75	5.65	0.57	0.57	1.3122	-30.61
General elementary	31.75	-1.89	-5.95	1.57	1.57	-1.2073	135.31
Math	5.46	-0.09	-1.68	0.35	0.35	-0.2648	-51.22
Science	4.88	-0.35	-7.13	0.60	0.60	-0.5801	-15.18
English/Language arts	9.34	0.85	9.06	0.54	0.54	1.5592	15.12
Social Studies	3.94	0.04	1.12	0.38	0.38	0.1157	549.54
Vocational/Technical	4.01	-0.04	-0.96	0.33	0.33	-0.1156	-65.57
Other	24.51	1.04	4.23	1.12	1.12	0.9264	6641.06
Missing	2.81	-0.31	-10.98	0.31	0.31	-1.0062	-1.07
Locale:							
1: City	22.35	0.81	3.63	1.35	1.35	0.6023	-26.31
2: Suburb	24.66	1.50	6.09	0.83	0.83	1.8078	-8.09
3: Town	19.95	-1.34	-6.74	1.01	1.01	-1.3312	16.72
4: Rural	33.03	-0.97	-2.94	1.11	1.11	-0.8696	56.89
Grade level:							
Regular—Primary	48.77	1.19	2.44	1.33	1.33	0.8985	-40.36
Regular—Middle	15.66	-1.00	-6.38	0.73	0.73	-1.3657	-50.61
Regular—High school	25.72	0.05	0.21	0.99	0.99	0.0544	-66.45
Regular—Combined	5.75	-0.34	-5.98	0.54	0.54	-0.6415	521.28
Charter—Elementary	3.32	0.66	20.00	0.41	0.41	1.6045	20.99
Charter—Secondary	0.52	-0.20	-38.18	0.12	0.12	-1.6866	22.19
Charter—Combined	0.25	-0.37	-145.77	0.83	0.83	-0.4470	-20.95
WYOMING	100.00	0.00	0.00			0	0
Teacher subject:							
Special education	11.77	-0.02	-0.19	1.24	1.24	-0.0185	-92.20
General elementary	25.60	-0.16	-0.63	1.96	1.96	-0.0829	-41.65
Math	6.02	0.62	10.23	0.45	0.45	1.3640	32.44
Science	4.66	0.24	5.24	0.43	0.43	0.5664	-26.54
English/Language arts	7.87	0.82	10.43	0.53	0.53	1.5457	54.38

See notes at end of table.

Table K-30. Unit response rates for Noncharter Public School Teachers after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
WYOMING—Continued							
Teacher subject—Continued							
Social Studies	4.45	0.07	1.59	0.46	0.46	0.1552	-66.31
Vocational/Technical	5.93	-0.11	-1.85	1.15	1.15	-0.0950	-64.53
Other	21.10	-2.36	-11.20	2.00	2.00	-1.1832	-37.35
Missing	12.59	0.91	7.20	0.92	0.92	0.9829	-53.98
Locale:							
1: City	21.58	0.52	2.42	1.61	1.61	0.3240	259.06
2: Suburb	1.55	-0.77	-49.61	1.72	1.72	-0.4476	-21.43
3: Town	36.95	0.32	0.87	1.65	1.65	0.1950	-90.61
4: Rural	39.92	-0.08	-0.19	2.16	2.16	-0.0349	-97.10
Grade level:							
Regular—Primary	44.66	-0.84	-1.89	1.77	1.77	-0.4756	1380.60
Regular—Middle	12.60	-1.43	-11.37	0.76	0.76	-1.8973	423.38
Regular—High school	34.85	2.30	6.60	1.54	1.54	1.4942	9878.18
Regular—Combined	7.12	0.02	0.33	0.62	0.62	0.0379	-92.61
Charter—Secondary	0.77	-0.05	-6.16	0.08	0.08	-0.5731	-61.67

† The percent relative difference = (absolute value of estimated bias after nonresponse adjustment—absolute value of estimated bias before nonresponse adjustment) / absolute value of estimated bias before nonresponse adjustment. Since the estimated bias before nonresponse adjustment is 0, the percent relative difference cannot be calculated.

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Public School Teacher Listing Form (TLF)

Table K-31. Unit response rates for Noncharter Public School Teacher Listing Forms before nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for difference in proportions ¹
Total	7680	9631	100	100	0	0				0
School enrollment:										
0 <= x < 200	981	1174	15.28	14.61	0.67	4.35	0.65	0.60	0.25	2.6511
200 <= x < 500	2568	3097	40.67	39.65	1.01	2.49	0.72	0.63	0.37	2.7185
500 <= x < 750	1728	2173	24.40	24.91	-0.51	-2.10	0.68	0.62	0.36	-1.4361
750 <= x < 1000	962	1220	10.19	10.67	-0.48	-4.72	0.39	0.31	0.23	-2.1313
1000 <= x	1441	1967	9.47	10.15	-0.68	-7.22	0.28	0.25	0.15	-4.4314
Percent non-White:										
0 <= x < 5	1562	1833	20.35	19.48	0.86	4.24	0.59	0.56	0.29	2.9358
5 <= x < 10	982	1140	11.23	10.30	0.93	8.28	0.44	0.35	0.17	5.5443
10 <= x < 20	1226	1465	14.42	13.60	0.82	5.69	0.48	0.43	0.19	4.2997
20 <= x < 30	787	969	9.32	9.21	0.11	1.18	0.41	0.33	0.21	0.5295
30 <= x < 50	1045	1369	13.50	13.65	-0.15	-1.10	0.47	0.45	0.22	-0.6757
50 <= x	1929	2675	29.65	32.30	-2.65	-8.93	0.59	0.51	0.33	-8.1178
Missing	149	180	1.53	1.46	0.07	4.78	0.19	0.15	0.06	1.1662
Percent free lunch eligible:										
0 <= x < 35	2841	3584	33.33	33.07	0.26	0.77	0.65	0.57	0.30	0.8525
35 <= x < 50	1571	1894	17.73	17.21	0.52	2.95	0.49	0.46	0.19	2.7688
50 <= x < 75	2139	2621	30.02	28.83	1.19	3.97	0.70	0.60	0.33	3.6097
75 <= x	1129	1532	18.92	20.89	-1.97	-10.42	0.56	0.54	0.31	-6.2607
Locale:										
1: City	1514	2261	20.61	24.67	-4.05	-19.67	0.35	0.23	0.30	-13.5955
2: Suburb	1985	2626	27.28	28.33	-1.05	-3.85	0.38	0.28	0.28	-3.8155
3: Town	1349	1540	15.68	14.19	1.49	9.51	0.39	0.27	0.22	6.8436
4: Rural	2832	3204	36.43	32.81	3.61	9.92	0.50	0.41	0.30	11.9111

See notes at end of table.

Table K-31. Unit response rates for Noncharter Public School Teacher Listing Forms before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Percent pupil teacher ratio:										
0 <= x < 10	943	1204	12.19	12.74	-0.55	-4.52	0.54	0.56	0.29	-1.9058
10 <= x < 15	3047	3789	37.40	37.28	0.13	0.34	0.57	0.52	0.29	0.4351
15 <= x < 20	2735	3420	38.16	37.81	0.35	0.91	0.62	0.62	0.34	1.0342
20 <= x	955	1218	12.25	12.18	0.08	0.64	0.49	0.43	0.19	0.4132
Grade level:										
Primary	2144	2716	55.40	56.08	-0.68	-1.23	0.48	0.37	0.33	-2.0641
Middle	1983	2489	15.60	15.71	-0.11	-0.69	0.23	0.17	0.15	-0.7048
High school	2649	3359	21.63	21.35	0.29	1.32	0.38	0.30	0.24	1.1787
Combined	904	1067	7.36	6.86	0.50	6.80	0.69	0.63	0.13	3.9287
Region:										
Northeast	1317	1696	16.11	16.33	-0.23	-1.40	0.23	0.15	0.20	-1.1047
Midwest	2146	2512	27.25	25.28	1.96	7.21	0.36	0.25	0.26	7.5005
South	2394	3040	35.12	35.74	-0.62	-1.78	0.39	0.26	0.33	-1.9115
West	1823	2383	21.53	22.64	-1.11	-5.18	0.45	0.44	0.33	-3.3976
Number of teachers:										
0 <= x < 10	433	524	8.54	8.39	0.15	1.77	0.54	0.54	0.26	0.5875
10 <= x < 25	1858	2202	30.18	28.85	1.34	4.43	0.66	0.56	0.32	4.2182
25 <= x < 50	3172	3915	44.82	44.92	-0.09	-0.21	0.70	0.59	0.36	-0.2594
50 <= x < 75	1221	1599	10.44	11.38	-0.94	-9.01	0.30	0.29	0.21	-4.5461
75 <= x	996	1391	6.02	6.47	-0.46	-7.58	0.18	0.15	0.12	-3.9126
Title 1 Program:										
No Title 1 program	3194	4092	34.62	35.91	-1.30	-3.74	0.61	0.58	0.37	-3.4964
Has Title 1 program	2971	3691	44.58	44.01	0.57	1.28	0.70	0.61	0.39	1.4505
Title 1 eligible but no Title 1 program	1515	1848	20.80	20.08	0.72	3.48	0.56	0.49	0.26	2.7977
State:										
Alabama	176	199	1.97	1.78	0.20	9.95	0.09	0.06	0.04	4.5268
Alaska	85	140	0.44	0.55	-0.11	-26.41	0.02	0.02	0.03	-4.5397
Arizona	161	177	2.01	1.82	0.19	9.54	0.09	0.06	0.06	3.3520

See notes at end of table.

Table K-31. Unit response rates for Noncharter Public School Teacher Listing Forms before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
State—Continued										
Arkansas	128	138	1.33	1.12	0.21	15.69	0.20	0.16	0.05	4.4002
California	409	564	9.37	10.28	-0.90	-9.64	0.29	0.25	0.32	-2.8001
Colorado	124	162	1.58	1.67	-0.09	-5.80	0.47	0.42	0.08	-1.1799
Connecticut	148	217	1.08	1.24	-0.16	-14.35	0.08	0.04	0.07	-2.3189
Delaware	70	79	0.25	0.22	0.03	10.79	0.01	0.01	0.01	3.2564
District of Columbia	29	45	0.11	0.14	-0.03	-28.86	0.01	0.01	0.01	-2.1095
Florida	221	324	2.96	3.60	-0.63	-21.27	0.22	0.18	0.12	-5.1554
Georgia	149	190	2.66	2.62	0.05	1.76	0.10	0.05	0.08	0.5742
Hawaii	17	19	0.31	0.26	0.05	15.63	0.09	0.07	0.02	2.3564
Idaho	124	149	0.82	0.79	0.03	4.14	0.05	0.03	0.03	1.2051
Illinois	205	241	5.03	4.74	0.29	5.73	0.19	0.13	0.15	1.8627
Indiana	178	210	2.20	2.00	0.20	9.02	0.09	0.07	0.06	3.1430
Iowa	136	152	1.65	1.48	0.17	10.23	0.09	0.06	0.06	3.0512
Kansas	138	166	1.59	1.49	0.11	6.64	0.07	0.04	0.04	2.5245
Kentucky	184	200	1.90	1.65	0.26	13.52	0.08	0.05	0.05	5.1977
Louisiana	140	184	1.46	1.54	-0.08	-5.51	0.07	0.04	0.07	-1.1869
Maine	140	164	0.74	0.69	0.05	7.12	0.03	0.02	0.02	2.2415
Maryland	74	194	0.72	1.55	-0.83	-114.42	0.06	0.04	0.05	-16.7206
Massachusetts	130	158	1.97	1.88	0.10	4.95	0.10	0.06	0.08	1.1666
Michigan	267	311	3.80	3.50	0.31	8.08	0.12	0.07	0.08	3.9680
Minnesota	258	307	2.20	2.09	0.11	4.95	0.09	0.07	0.07	1.6672
Mississippi	118	123	1.42	1.17	0.25	17.34	0.05	0.03	0.03	8.0682
Missouri	201	224	2.54	2.21	0.33	12.81	0.08	0.05	0.05	5.9878
Montana	102	112	0.80	0.67	0.13	16.05	0.05	0.04	0.02	7.0953
Nebraska	153	192	1.05	1.03	0.02	1.51	0.05	0.03	0.03	0.4694
Nevada	110	132	0.73	0.65	0.08	10.57	0.05	0.03	0.02	3.4385
New Hampshire	87	104	0.55	0.52	0.03	5.06	0.04	0.03	0.02	1.4264
New Jersey	215	284	2.60	2.70	-0.10	-3.96	0.10	0.05	0.09	-1.1964
New Mexico	120	174	0.66	0.79	-0.12	-18.60	0.05	0.03	0.03	-3.6645

See notes at end of table.

Table K-31. Unit response rates for Noncharter Public School Teacher Listing Forms before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
State—Continued										
New York	240	322	4.78	5.15	-0.37	-7.72	0.16	0.08	0.14	-2.6331
North Carolina	137	185	2.73	2.94	-0.21	-7.51	0.18	0.15	0.12	-1.7552
North Dakota	121	130	0.49	0.43	0.06	13.18	0.03	0.02	0.01	4.3873
Ohio	234	268	4.04	3.69	0.36	8.80	0.15	0.09	0.10	3.3873
Oklahoma	123	129	2.20	1.85	0.35	15.91	0.09	0.06	0.06	6.1223
Oregon	145	197	1.20	1.29	-0.09	-7.92	0.07	0.03	0.07	-1.4469
Pennsylvania	187	216	3.76	3.48	0.28	7.56	0.13	0.08	0.11	2.5745
Rhode Island	60	100	0.24	0.32	-0.08	-33.63	0.02	0.01	0.02	-4.6655
South Carolina	117	134	1.48	1.32	0.16	11.03	0.05	0.03	0.04	3.9251
South Dakota	102	120	0.56	0.50	0.06	10.57	0.04	0.03	0.02	3.1517
Tennessee	143	174	1.92	1.93	-0.01	-0.60	0.08	0.04	0.07	-0.1761
Texas	307	412	8.59	9.02	-0.43	-4.96	0.31	0.19	0.24	-1.7478
Utah	138	174	0.98	1.02	-0.03	-3.54	0.07	0.04	0.08	-0.4553
Vermont	110	131	0.38	0.36	0.02	4.82	0.02	0.01	0.01	1.4130
Virginia	164	211	2.38	2.43	-0.06	-2.41	0.11	0.05	0.09	-0.6297
Washington	198	276	2.22	2.47	-0.25	-11.07	0.11	0.06	0.11	-2.3317
West Virginia	114	119	1.02	0.87	0.15	14.68	0.14	0.13	0.02	6.4584
Wisconsin	153	191	2.09	2.12	-0.03	-1.64	0.09	0.07	0.09	-0.3995
Wyoming	90	107	0.40	0.38	0.02	3.88	0.05	0.03	0.03	0.6131

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-32. Unit response rates for Noncharter Public School Teacher Listing Forms after nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Total	100	0	0			0	
School enrollment:							
0 ≤ x < 200	14.69	0.08	0.54	0.63	0.24	0.3372	-88.00
200 ≤ x < 500	40.01	0.36	0.90	0.73	0.41	0.8764	-64.30
500 ≤ x < 750	24.70	-0.21	-0.85	0.69	0.38	-0.5501	-58.89
750 ≤ x < 1000	10.61	-0.05	-0.51	0.42	0.26	-0.2082	-88.68
1000 ≤ x	9.98	-0.18	-1.76	0.29	0.17	-1.0243	-74.27
Percent Non-White:							
0 ≤ x < 5	18.94	-0.54	-2.86	0.59	0.26	-2.0878	-37.35
5 ≤ x < 10	10.60	0.29	2.78	0.42	0.16	1.8002	-68.37
10 ≤ x < 20	13.80	0.20	1.46	0.48	0.19	1.0393	-75.35
20 ≤ x < 30	8.96	-0.25	-2.80	0.39	0.20	-1.2789	128.87
30 ≤ x < 50	13.61	-0.04	-0.29	0.48	0.22	-0.1776	-73.38
50 ≤ x	32.57	0.27	0.83	0.60	0.30	0.9193	-89.76
Missing	1.52	0.06	4.20	0.19	0.07	0.8966	-12.59
Percent Free Lunch							
Eligible:							
0 ≤ x < 35	33.36	0.29	0.87	0.66	0.30	0.9601	12.77
35 ≤ x < 50	17.08	-0.13	-0.74	0.48	0.20	-0.6206	-75.91
50 ≤ x < 75	29.12	0.28	0.97	0.72	0.35	0.8165	-76.30
75 ≤ x	20.44	-0.45	-2.18	0.59	0.30	-1.5096	-77.38
Locale:							
1: City	24.98	0.32	1.28	0.25	0.06	5.1462	-92.14
2: Suburb	27.49	-0.84	-3.07	0.29	0.13	-6.7120	-19.81
3: Town	14.44	0.25	1.73	0.34	0.15	1.6658	-83.27
4: Rural	33.09	0.28	0.83	0.44	0.14	1.9006	-92.39
Percent pupil teacher ratio:							
0 ≤ x < 10	12.19	-0.55	-4.47	0.56	0.28	-1.9488	-1.11
10 ≤ x < 15	36.66	-0.62	-1.68	0.58	0.30	-2.0657	390.62
15 ≤ x < 20	38.44	0.63	1.64	0.65	0.34	1.8497	81.16
20 ≤ x	12.71	0.53	4.20	0.52	0.23	2.3546	580.48

See notes at end of table.

Table K-32. Unit response rates for Noncharter Public School Teacher Listing Forms after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Grade level:							
Primary	56.02	-0.06	-0.11	0.50	0.34	-0.1760	-91.06
Middle	15.59	-0.12	-0.78	0.22	0.18	-0.6642	13.40
High school	21.26	-0.09	-0.43	0.37	0.25	-0.3639	-68.34
Combined	7.13	0.27	3.83	0.63	0.13	2.1412	-45.43
Region:							
Northeast	16.33	0.00	0.00	0.15	0.00	0.0000	-100.00
Midwest	25.28	0.00	0.00	0.25	0.00	0.0000	-100.00
South	35.74	0.00	0.00	0.26	0.00	0.0000	-100.00
West	22.64	0.00	0.00	0.44	0.00	0.0000	-100.00
Number of teachers:							
0 ≤ x < 10	8.31	-0.08	-1.02	0.53	0.25	-0.3342	-44.16
10 ≤ x < 25	29.27	0.42	1.44	0.66	0.35	1.1926	-68.60
25 ≤ x < 50	45.30	0.38	0.84	0.71	0.39	0.9706	307.48
50 ≤ x < 75	10.77	-0.61	-5.64	0.32	0.23	-2.6816	-35.40
75 ≤ x	6.36	-0.11	-1.72	0.19	0.13	-0.8579	-76.01
Title 1 Program:							
No Title 1 program	35.17	-0.75	-2.13	0.63	0.35	-2.1536	-42.30
Has Title 1 program	44.85	0.85	1.89	0.69	0.34	2.5192	48.25
Title 1 eligible but no Title 1 program	19.98	-0.10	-0.50	0.53	0.23	-0.4321	-86.15
State:							
Alabama	1.75	-0.03	-1.55	0.07	0.03	-0.9703	-86.18
Alaska	0.42	-0.13	-29.47	0.02	0.02	-5.2232	8.96
Arizona	1.86	0.04	2.19	0.08	0.06	0.7022	-78.79
Arkansas	1.11	-0.01	-0.71	0.16	0.02	-0.3256	-96.21
California	10.29	0.01	0.11	0.22	0.16	0.0708	-98.76
Colorado	1.64	-0.03	-1.89	0.45	0.06	-0.5002	-66.19
Connecticut	1.16	-0.08	-6.52	0.09	0.08	-0.9942	-51.22
Delaware	0.23	0.01	4.89	0.01	0.01	1.2809	-57.46
District of Columbia	0.14	0.00	1.21	0.02	0.02	0.0950	-94.55
Florida	3.63	0.03	0.85	0.24	0.12	0.2468	-95.11
Georgia	2.74	0.12	4.52	0.13	0.11	1.1572	164.32
Hawaii	0.30	0.04	12.61	0.08	0.02	1.9811	-22.11

See notes at end of table.

Table K-32. Unit response rates for Noncharter Public School Teacher Listing Forms after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
State—Continued							
Idaho	0.84	0.05	6.23	0.07	0.05	1.0221	53.98
Illinois	4.63	-0.12	-2.54	0.16	0.12	-0.9671	-59.25
Indiana	2.12	0.11	5.38	0.10	0.08	1.4958	-42.58
Iowa	1.49	0.01	0.64	0.08	0.05	0.1888	-94.32
Kansas	1.48	-0.01	-0.59	0.07	0.04	-0.1949	-91.78
Kentucky	1.67	0.02	1.35	0.06	0.03	0.6592	-91.27
Louisiana	1.52	-0.02	-1.40	0.08	0.07	-0.2876	-73.51
Maine	0.70	0.01	1.44	0.03	0.02	0.4068	-80.91
Maryland	1.55	0.00	0.00	0.04	0.00	†	-100.00
Massachusetts	1.92	0.04	2.17	0.09	0.07	0.5992	-57.46
Michigan	3.72	0.22	5.88	0.13	0.09	2.4066	-29.03
Minnesota	2.08	0.00	-0.18	0.10	0.07	-0.0549	-96.50
Mississippi	1.19	0.01	1.26	0.04	0.02	0.6525	-93.90
Missouri	2.27	0.06	2.58	0.07	0.04	1.3163	-81.98
Montana	0.73	0.06	8.02	0.06	0.04	1.4402	-54.38
Nebraska	0.95	-0.08	-8.88	0.04	0.03	-2.7802	432.28
Nevada	0.71	0.06	8.38	0.05	0.03	2.0521	-22.61
New Hampshire	0.53	0.01	1.45	0.03	0.02	0.3715	-72.46
New Jersey	2.65	-0.05	-1.97	0.08	0.06	-0.8449	-49.22
New Mexico	0.69	-0.10	-14.65	0.05	0.04	-2.5883	-18.51
New York	5.29	0.14	2.57	0.13	0.10	1.3690	-63.22
North Carolina	2.56	-0.38	-14.80	0.18	0.11	-3.4553	84.60
North Dakota	0.44	0.02	3.98	0.02	0.01	1.4251	-72.69
Ohio	3.67	-0.02	-0.49	0.12	0.09	-0.1971	-94.99
Oklahoma	1.86	0.01	0.53	0.07	0.04	0.2663	-97.18
Oregon	1.23	-0.06	-5.17	0.06	0.05	-1.1840	-33.09
Pennsylvania	3.49	0.01	0.41	0.10	0.07	0.2148	-95.01
Rhode Island	0.24	-0.07	-31.08	0.02	0.02	-4.1774	-5.79
South Carolina	1.30	-0.02	-1.18	0.04	0.03	-0.4507	-90.58
South Dakota	0.51	0.01	1.44	0.03	0.02	0.4563	-87.63
Tennessee	1.86	-0.08	-4.21	0.08	0.07	-1.1108	579.13
Texas	9.23	0.22	2.33	0.27	0.19	1.1430	-49.50

See notes at end of table.

Table K-32. Unit response rates for Noncharter Public School Teacher Listing Forms after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
State—Continued							
Utah	1.07	0.05	4.92	0.07	0.08	0.6793	51.44
Vermont	0.35	-0.01	-1.75	0.02	0.01	-0.4388	-65.93
Virginia	2.54	0.11	4.20	0.13	0.11	0.9706	86.21
Washington	2.49	0.02	0.68	0.10	0.09	0.1993	-93.10
West Virginia	0.86	-0.01	-0.96	0.12	0.02	-0.4336	-94.46
Wisconsin	1.93	-0.19	-10.04	0.08	0.08	-2.3935	466.96
Wyoming	0.37	-0.01	-2.58	0.05	0.03	-0.3367	-37.66

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

† The *T*-test of significance for the difference in proportions = (weighted respondent proportion—weighted eligible sample proportion)/standard error of the difference of the proportions. Since the standard error of the difference of proportions is 0, the *T*-test of significance cannot be calculated.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-33. Unit response rates for Charter Public School Teacher Listing Forms before nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Total	525	669	100	100	0	0				0
School enrollment:										
0 <= x < 200	158	195	39.89	40.25	-0.36	-0.89	11.11	12.03	3.43	-0.1038
200 <= x < 500	227	291	41.69	40.77	0.92	2.20	8.32	5.38	5.10	0.1799
500 <= x < 750	74	97	11.15	11.61	-0.45	-4.07	2.95	6.98	5.09	-0.0891
750 <= x < 1000	20	27	2.24	2.78	-0.55	-24.41	0.80	0.94	1.42	-0.3850
1000 <= x	46	59	5.03	4.59	0.44	8.73	3.13	2.67	0.74	0.5929
Percent Non-White:										
0 <= x < 5	43	57	11.49	11.36	0.13	1.14	4.77	4.99	0.81	0.1610
5 <= x < 10	19	27	3.90	4.69	-0.79	-20.24	1.06	3.01	3.17	-0.2486
10 <= x < 20	56	69	9.81	9.48	0.33	3.35	12.88	8.41	4.77	0.0689
20 <= x < 30	38	48	7.73	7.58	0.15	1.98	1.23	3.03	2.62	0.0586
30 <= x < 50	63	77	12.01	11.95	0.06	0.51	3.68	3.67	1.90	0.0321
50 <= x	293	375	52.71	52.61	0.10	0.19	6.23	4.97	3.11	0.0326
Missing	13	16	2.36	2.34	0.01	0.60	0.93	1.98	2.19	0.0064
Percent Free Lunch Eligible:										
0 <= x < 35	147	196	29.53	30.43	-0.90	-3.05	10.78	7.17	4.84	-0.1859
35 <= x < 50	73	91	12.04	12.10	-0.06	-0.48	4.05	2.50	3.38	-0.0169
50 <= x < 75	117	145	20.26	20.12	0.15	0.72	5.49	4.42	1.78	0.0818
75 <= x	188	237	38.17	37.36	0.81	2.13	9.96	8.33	2.38	0.3417
Locale:										
1: City	299	384	56.46	55.97	0.49	0.86	6.70	5.88	2.91	0.1675
2: Suburb	116	152	21.05	21.86	-0.81	-3.82	5.27	3.73	1.96	-0.4115
3: Town	37	43	7.75	8.06	-0.31	-3.94	8.65	6.08	2.95	-0.1035
4: Rural	73	90	14.74	14.12	0.62	4.23	4.00	4.29	2.26	0.2758

See notes at end of table.

Table K-33. Unit response rates for Charter Public School Teacher Listing Forms before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹
Percent pupil teacher ratio:										
0 ≤ x < 10	62	82	13.72	13.42	0.30	2.17	4.86	5.15	1.19	0.2492
10 ≤ x < 15	164	198	29.77	28.19	1.58	5.30	6.40	8.27	3.66	0.4308
15 ≤ x < 20	186	240	35.94	36.52	-0.58	-1.60	7.85	8.70	2.15	-0.2673
20 ≤ x	113	149	20.58	21.88	-1.30	-6.32	9.90	8.03	3.42	-0.3801
Grade level:										
Elementary	167	213	56.64	55.75	0.88	1.56	18.56	21.50	3.93	0.2246
Secondary	287	353	27.47	25.74	1.73	6.30	8.90	9.81	1.48	1.1721
Combined	71	103	15.89	18.50	-2.61	-16.45	27.40	31.30	5.25	-0.4983
Region:										
Northeast	53	73	9.07	10.26	-1.19	-13.11	13.74	18.17	4.74	-0.2509
Midwest	112	141	21.78	21.50	0.28	1.28	7.75	8.67	1.54	0.1812
South	148	181	29.20	29.36	-0.16	-0.54	9.38	11.54	2.67	-0.0591
West	212	274	39.95	38.88	1.07	2.67	5.79	3.55	3.31	0.3231
Number of teachers:										
0 ≤ x < 10	128	155	32.38	32.45	-0.07	-0.20	7.20	7.82	4.69	-0.0140
10 ≤ x < 25	207	265	42.26	41.43	0.83	1.96	5.14	5.25	2.49	0.3337
25 ≤ x < 50	135	179	19.90	20.72	-0.81	-4.08	3.65	4.97	4.01	-0.2025
50 ≤ x < 75	28	33	3.23	3.10	0.13	4.03	1.03	1.20	0.34	0.3773
75 ≤ x	27	37	2.23	2.31	-0.08	-3.70	3.82	5.27	1.67	-0.0493
Title 1 Program:										
No Title 1 program	194	256	37.24	39.28	-2.05	-5.49	5.90	4.43	3.21	-0.6370
Has Title 1 program	248	305	44.90	43.34	1.57	3.49	4.73	3.50	2.77	0.5649
Title 1 eligible but no Title 1 program	83	108	17.86	17.38	0.48	2.69	2.15	1.63	1.22	0.3921

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-34. Unit response rates for Charter Public School Teacher Listing Forms after nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Total	100	0	0			0	
School enrollment:							
0 <= x < 200	39.13	-1.12	-2.87	12.55	3.64	-0.3083	215.31
200 <= x < 500	41.65	0.87	2.10	9.09	5.76	0.1517	-4.65
500 <= x < 750	11.40	-0.21	-1.86	3.47	4.85	-0.0438	-53.20
750 <= x < 1000	2.34	-0.44	-18.94	0.91	1.54	-0.2885	-18.84
1000 <= x	5.49	0.90	16.46	3.84	1.51	0.5986	106.05
Percent Non-White:							
0 <= x < 5	11.44	0.08	0.67	5.12	0.60	0.1278	-41.14
5 <= x < 10	4.03	-0.65	-16.16	1.15	3.30	-0.1972	-17.38
10 <= x < 20	10.02	0.54	5.40	13.99	5.93	0.0913	64.70
20 <= x < 30	7.80	0.22	2.86	1.31	2.58	0.0864	45.55
30 <= x < 50	11.92	-0.03	-0.24	4.15	2.25	-0.0126	-53.43
50 <= x	52.17	-0.44	-0.84	6.64	3.27	-0.1337	331.22
Missing	2.62	0.28	10.53	1.09	2.27	0.1217	1860.36
Percent Free Lunch Eligible:							
0 <= x < 35	29.75	-0.68	-2.28	11.68	5.53	-0.1224	-24.73
35 <= x < 50	12.06	-0.03	-0.28	4.49	3.77	-0.0091	-40.15
50 <= x < 75	20.44	0.32	1.58	6.59	2.80	0.1153	122.00
75 <= x	37.74	0.39	1.03	11.05	3.10	0.1254	-52.11
Locale:							
1: City	56.22	0.25	0.44	7.86	3.52	0.0704	-49.02
2: Suburb	21.06	-0.79	-3.76	5.82	2.43	-0.3261	-1.51
3: Town	7.71	-0.35	-4.47	9.49	3.76	-0.0917	13.04
4: Rural	15.01	0.89	5.93	4.66	2.56	0.3480	42.70
Percent pupil teacher ratio:							
0 <= x < 10	13.60	0.18	1.34	5.19	1.21	0.1506	-38.85
10 <= x < 15	29.78	1.59	5.34	7.82	3.41	0.4667	0.75
15 <= x < 20	36.00	-0.52	-1.44	8.99	1.55	-0.3347	-10.08
20 <= x	20.62	-1.25	-6.08	10.80	4.10	-0.3061	-3.50

See notes at end of table.

Table K-34. Unit response rates for Charter Public School Teacher Listing Forms after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹	Percent relative difference
Grade level:							
Elementary	55.06	-0.69	-1.26	21.21	0.57	-1.2082	-21.68
Secondary	26.43	0.69	2.62	10.12	0.57	1.2082	-60.07
Combined	18.50	0.00	0.00	31.30	0.00	0	-100.00
Region:							
Northeast	9.30	-0.96	-10.27	16.41	3.50	-0.2733	-19.68
Midwest	21.76	0.26	1.18	8.75	0.98	0.2616	-7.68
South	28.57	-0.79	-2.76	10.32	1.61	-0.4900	400.19
West	40.37	1.49	3.68	6.17	3.77	0.3939	39.16
Number of teachers:							
0 ≤ x < 10	31.37	-1.07	-3.43	8.51	5.03	-0.2137	1539.99
10 ≤ x < 25	42.52	1.09	2.57	5.82	2.68	0.4068	31.48
25 ≤ x < 50	20.24	-0.48	-2.37	4.14	4.12	-0.1167	-40.83
50 ≤ x < 75	3.43	0.33	9.69	1.19	0.32	1.0251	155.31
75 ≤ x	2.45	0.13	5.41	4.57	1.38	0.0960	60.30
Title 1 Program:							
No Title 1 program	37.53	-1.76	-4.68	6.55	3.81	-0.4605	-14.22
Has Title 1 program	44.38	1.04	2.35	5.22	3.26	0.3197	-33.48
Title 1 eligible but no Title 1 program	18.09	0.71	3.94	2.31	1.38	0.5157	48.59

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
ALABAMA	176	199	100	100	0	0				0
School enrollment:										
0 <= x < 200	12	13	13.11	12.33	0.78	5.92	4.37	3.95	0.83	0.9408
200 <= x < 500	64	72	43.39	43.28	0.11	0.24	4.37	3.83	1.27	0.0833
500 <= x < 750	57	64	28.39	28.82	-0.43	-1.52	3.05	2.79	1.16	-0.3726
750 <= x < 1000	23	28	9.36	10.04	-0.68	-7.32	1.88	1.89	0.77	-0.8903
1000 <= x	20	22	5.75	5.52	0.24	4.10	1.26	1.13	0.31	0.7517
Locale:										
1: City	35	39	17.93	18.72	-0.78	-4.36	1.82	1.33	1.23	-0.6371
2: Suburb	21	29	11.47	14.07	-2.61	-22.73	1.63	1.20	0.97	-2.6791
3: Town	27	30	11.76	11.81	-0.05	-0.47	1.03	1.04	0.82	-0.0668
4: Rural	93	101	58.84	55.40	3.44	5.85	2.21	1.80	1.27	2.7109
Grade level:										
Regular—Primary	41	48	44.15	45.61	-1.47	-3.32	2.20	1.76	1.24	-1.1816
Regular—Middle	54	63	14.52	14.86	-0.35	-2.38	1.06	0.73	0.76	-0.4563
Regular—High school	57	62	27.69	26.82	0.87	3.14	2.23	1.85	1.08	0.8036
Regular—Combined	24	26	13.65	12.71	0.94	6.92	2.10	1.89	0.36	2.5898
ALASKA	91	146	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	48	58	64.27	54.23	10.04	15.63	29.51	21.65	8.09	1.2419
200 <= x < 500	32	51	31.52	35.15	-3.63	-11.50	31.48	25.95	5.85	-0.6194
500 <= x < 750	6	16	2.61	6.12	-3.51	-134.44	1.32	2.66	1.49	-2.3483
750 <= x < 1000	3	9	0.97	2.06	-1.09	-112.27	0.54	0.92	0.46	-2.3488
1000 <= x	2	12	0.62	2.44	-1.82	-292.00	0.40	1.00	0.76	-2.3882
Locale:										
1: City	2	32	2.14	19.00	-16.86	-788.74	3.75	7.62	7.26	-2.3212
2: Suburb		4		1.68	-1.68	100.00	0.00	0.86	0.86	-1.9626
3: Town	22	31	17.48	17.16	0.32	1.81	37.29	32.59	5.03	0.0630
4: Rural	67	79	80.38	62.15	18.23	22.68	37.01	24.67	12.59	1.4478

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
ALASKA—Continued										
Grade level:										
Regular—Primary	12	30	19.99	32.00	-12.01	-60.10	9.60	13.14	4.12	-2.9157
Regular—Middle	9	21	5.68	7.08	-1.40	-24.69	2.72	2.92	0.39	-3.5777
Regular—High school	24	43	12.40	13.40	-1.01	-8.11	5.72	5.36	1.00	-1.0039
Regular—Combined	40	46	55.01	43.03	11.98	21.78	26.24	17.81	8.74	1.3709
Charter—Elementary	3	3	5.39	3.50	1.90	35.19	7.97	5.47	2.65	0.7159
Charter—Secondary	2	2	0.91	0.59	0.32	35.19	0.93	0.63	0.32	0.9973
Charter—Combined	1	1	0.62	0.40	0.22	35.19	44.38	38.80	5.68	0.0386
ARIZONA	207	234	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	48	51	32.13	28.92	3.21	9.99	2.69	2.28	0.86	3.7320
200 <= x < 500	48	54	22.20	23.86	-1.65	-7.45	2.36	2.52	1.43	-1.1543
500 <= x < 750	35	45	22.66	24.06	-1.40	-6.17	2.32	2.20	1.24	-1.1257
750 <= x < 1000	27	31	12.65	13.47	-0.83	-6.55	1.69	1.69	1.01	-0.8176
1000 <= x	49	53	10.37	9.69	0.67	6.50	1.42	1.27	0.36	1.8830
Locale:										
1: City	97	112	42.30	43.65	-1.36	-3.21	2.40	1.82	1.20	-1.1338
2: Suburb	32	38	13.36	15.11	-1.76	-13.16	1.66	1.21	1.24	-1.4184
3: Town	26	28	11.59	11.38	0.21	1.82	2.10	1.84	0.80	0.2622
4: Rural	52	56	32.76	29.85	2.91	8.87	2.11	1.91	0.92	3.1540
Grade level:										
Regular—Primary	41	49	46.94	49.04	-2.10	-4.47	2.11	1.48	1.20	-1.7517
Regular—Middle	41	44	10.80	10.05	0.76	7.02	1.24	1.00	0.43	1.7615
Regular—High school	66	70	18.91	17.33	1.58	8.38	1.65	1.42	0.56	2.8073
Regular—Combined	13	14	1.98	1.87	0.11	5.35	0.58	0.51	0.16	0.6744
Charter—Elementary	14	16	8.85	8.80	0.05	0.58	1.48	1.07	0.72	0.0706
Charter—Secondary	27	34	9.84	10.01	-0.17	-1.70	1.34	1.06	0.49	-0.3430
Charter—Combined	5	7	2.68	2.91	-0.24	-8.80	0.48	0.40	0.15	-1.5621

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
ARKANSAS	133	143	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	7	8	6.39	6.79	-0.40	-6.24	2.59	2.61	0.61	-0.6486
200 <= x < 500	63	65	56.30	54.41	1.89	3.36	5.24	5.21	0.98	1.9332
500 <= x < 750	30	33	18.67	19.69	-1.02	-5.44	3.55	3.62	0.96	-1.0620
750 <= x < 1000	18	20	10.12	10.28	-0.16	-1.58	2.11	2.03	0.40	-0.4003
1000 <= x	15	17	8.53	8.84	-0.32	-3.71	3.87	3.67	0.50	-0.6293
Locale:										
1: City	34	35	22.27	21.54	0.73	3.28	3.48	3.21	0.47	1.5392
2: Suburb	8	12	5.21	7.32	-2.11	-40.56	1.74	1.61	1.10	-1.9295
3: Town	31	33	20.06	19.64	0.42	2.10	3.24	3.01	0.44	0.9605
4: Rural	60	63	52.46	51.49	0.96	1.83	5.85	5.73	0.77	1.2464
Grade level:										
Regular—Primary	34	35	47.10	45.84	1.26	2.67	6.11	5.76	0.77	1.6249
Regular—Middle	39	42	14.02	14.24	-0.22	-1.57	2.03	1.84	0.48	-0.4635
Regular—High school	42	48	22.07	23.98	-1.91	-8.66	3.11	3.16	0.66	-2.8959
Regular—Combined	13	13	14.40	13.65	0.75	5.19	11.00	10.62	0.52	1.4409
Charter—Elementary	1	1	0.78	0.74	0.04	5.19	0.71	0.68	0.04	1.1600
Charter—Secondary	3	3	1.09	1.03	0.06	5.19	0.41	0.38	0.03	2.0607
Charter—Combined	1	1	0.53	0.51	0.03	5.19	1.15	1.10	0.06	0.4990
CALIFORNIA	503	685	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	67	86	18.56	18.39	0.17	0.91	2.50	2.75	1.92	0.0881
200 <= x < 500	106	141	27.50	27.25	0.25	0.90	2.69	2.42	1.63	0.1514
500 <= x < 750	83	106	26.87	25.79	1.09	4.05	2.32	1.88	1.71	0.6373
750 <= x < 1000	61	85	13.70	14.37	-0.66	-4.84	1.96	1.73	1.05	-0.6325
1000 <= x	186	267	13.37	14.21	-0.84	-6.28	1.26	1.20	0.82	-1.0280

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
CALIFORNIA—										
Continued										
Locale:										
1: City	194	307	33.66	40.23	-6.57	-19.50	1.61	1.11	1.45	-4.5221
2: Suburb	187	238	38.44	34.08	4.35	11.32	1.71	1.15	1.55	2.8117
3: Town	45	55	8.83	8.61	0.22	2.53	1.40	0.68	1.20	0.1871
4: Rural	77	85	19.07	17.08	1.99	10.43	1.49	1.68	2.07	0.9610
Grade level:										
Regular—Primary	97	134	56.08	57.52	-1.44	-2.56	1.67	1.04	1.66	-0.8687
Regular—Middle	71	100	11.77	11.75	0.02	0.15	0.70	0.42	0.63	0.0283
Regular—High school	212	289	19.98	19.67	0.31	1.57	1.16	0.86	0.87	0.3593
Regular—Combined	29	41	2.71	2.55	0.16	6.00	0.40	0.29	0.20	0.7981
Charter—Elementary	25	31	5.62	4.93	0.69	12.30	0.79	0.37	0.53	1.3153
Charter—Secondary	55	73	2.22	2.13	0.09	4.17	0.21	0.14	0.19	0.4938
Charter—Combined	14	17	1.61	1.45	0.16	9.96	0.23	0.17	0.19	0.8346
COLORADO	141	183	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	21	24	19.29	17.18	2.12	10.97	11.27	10.54	1.85	1.1443
200 <= x < 500	49	65	42.08	43.18	-1.10	-2.61	5.37	5.29	1.72	-0.6380
500 <= x < 750	37	49	23.17	24.72	-1.56	-6.72	5.30	5.02	1.36	-1.1417
750 <= x < 1000	11	17	6.80	6.81	-0.01	-0.18	1.50	1.39	0.58	-0.0206
1000 <= x	23	28	8.66	8.11	0.55	6.38	1.93	1.66	0.73	0.7556
Locale:										
1: City	49	58	33.88	31.51	2.37	7.00	2.38	2.01	1.48	1.6061
2: Suburb	26	47	18.56	26.94	-8.38	-45.13	3.70	3.08	2.06	-4.0662
3: Town	17	20	10.40	9.62	0.78	7.49	2.26	2.00	0.96	0.8120
4: Rural	49	58	37.15	31.92	5.23	14.07	5.99	5.22	1.66	3.1523
Grade level:										
Regular—Primary	35	48	49.36	50.71	-1.35	-2.73	11.19	9.91	2.11	-0.6387
Regular—Middle	41	56	14.95	15.48	-0.53	-3.52	3.32	3.02	0.86	-0.6111

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
COLORADO—										
Continued										
Grade level—Continued										
Regular—High school	30	38	16.59	16.28	0.31	1.87	3.56	3.29	1.04	0.2986
Regular—Combined	18	20	8.81	7.65	1.15	13.11	18.81	17.25	2.15	0.5367
Charter—Elementary	6	8	6.90	6.54	0.36	5.20	1.88	1.37	0.96	0.3718
Charter—Secondary	9	10	2.37	1.99	0.38	16.23	1.04	0.92	0.36	1.0622
Charter—Combined	2	3	1.02	1.35	-0.33	-32.77	0.70	0.92	0.32	-1.0455
CONNECTICUT	149	220	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	12	17	14.20	13.87	0.33	2.32	5.13	3.55	3.41	0.0969
200 <= x < 500	45	59	51.54	45.80	5.74	11.13	6.09	8.26	7.37	0.7790
500 <= x < 750	32	58	18.24	23.26	-5.02	-27.53	4.07	11.18	11.21	-0.4480
750 <= x < 1000	27	33	8.08	8.38	-0.31	-3.83	1.82	1.98	1.89	-0.1640
1000 <= x	33	53	7.95	8.68	-0.74	-9.27	1.11	1.43	1.54	-0.4794
Locale:										
1: City	17	50	12.36	25.33	-12.96	-104.87	3.77	11.17	11.54	-1.1237
2: Suburb	91	121	60.66	54.18	6.48	10.68	4.78	8.71	8.15	0.7943
3: Town	8	12	6.05	5.11	0.94	15.47	2.92	1.88	1.50	0.6230
4: Rural	33	37	20.93	15.38	5.55	26.52	2.93	2.37	3.24	1.7134
Grade level:										
Regular—Primary	29	42	62.21	60.54	1.67	2.68	3.16	9.21	9.68	0.1722
Regular—Middle	62	83	18.71	17.19	1.52	8.13	1.79	2.70	2.98	0.5110
Regular—High school	49	83	14.70	17.97	-3.28	-22.30	1.65	2.81	2.93	-1.1178
Regular—Combined	8	9	3.38	2.60	0.78	23.19	0.65	0.53	0.55	1.4182
Charter—Elementary	1	2	1.00	1.54	-0.54	-53.37	1.31	1.36	1.02	-0.5274
Charter—Combined	0	1	0.00	0.16	-0.16	100.00	0.00	14.77	14.77	-0.0107

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
DELAWARE	76	85	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	12	12	17.24	15.62	1.61	9.36	7.16	6.43	0.87	1.8543
200 <= x < 500	15	15	27.49	24.91	2.57	9.36	5.72	5.11	0.88	2.9248
500 <= x < 750	24	29	34.33	37.58	-3.25	-9.48	11.34	10.07	1.93	-1.6854
750 <= x < 1000	14	15	12.24	11.85	0.38	3.14	2.78	2.60	0.56	0.6859
1000 <= x	11	14	8.71	10.03	-1.32	-15.13	2.06	2.03	0.72	-1.8376
Locale:										
1: City	12	12	21.29	19.30	1.99	9.36	10.60	9.80	1.04	1.9239
2: Suburb	35	39	42.71	43.96	-1.25	-2.92	8.14	7.49	1.39	-0.8986
3: Town	12	14	14.36	14.90	-0.54	-3.78	3.08	2.94	0.82	-0.6575
4: Rural	17	20	21.64	21.84	-0.20	-0.94	4.44	4.15	0.96	-0.2118
Grade level:										
Regular—Primary	23	25	46.44	45.88	0.55	1.19	6.96	6.09	1.56	0.3562
Regular—Middle	19	22	16.77	17.59	-0.83	-4.93	2.71	2.43	0.88	-0.9352
Regular—High school	16	20	14.00	15.86	-1.86	-13.29	2.49	2.34	0.94	-1.9738
Regular—Combined	12	12	10.86	9.84	1.02	9.36	2.31	2.03	0.38	2.6881
Charter—Elementary	2	2	7.36	6.67	0.69	9.36	4.97	4.48	0.55	1.2633
Charter—Secondary	2	2	1.90	1.73	0.18	9.36	0.77	0.69	0.09	1.8933
Charter—Combined	2	2	2.68	2.42	0.25	9.36	12.48	11.48	1.05	0.2387
DISTRICT OF COLUMBIA	37	57	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	7	13	17.01	25.54	-8.53	-50.13	7.91	8.89	6.21	-1.3723
200 <= x < 500	22	32	70.70	62.91	7.79	11.02	8.40	9.05	5.35	1.4553
500 <= x < 750	5	7	9.05	8.28	0.76	8.43	4.04	2.95	2.19	0.3481
750 <= x < 1000	2	2	2.21	1.44	0.77	34.90	1.48	0.87	0.71	1.0883
1000 <= x	1	3	1.02	1.82	-0.80	-77.88	0.84	0.74	0.73	-1.0973
Locale:										
1: City	37	57	100.00	100.00	0	0	0.00	0.00	0.00	0

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
DISTRICT OF COLUMBIA—Continued										
Grade level:										
Regular—Primary	12	21	36.64	43.26	-6.61	-18.05	6.82	4.65	5.15	-1.2851
Regular—Middle	4	7	5.66	6.73	-1.06	-18.79	1.76	0.67	1.65	-0.6431
Regular—High school	10	13	16.07	13.18	2.89	17.99	3.83	1.80	2.91	0.9922
Regular—Combined	3	4	5.96	4.44	1.52	25.43	1.25	0.53	1.05	1.4477
Charter—Elementary	3	4	24.96	20.16	4.80	19.24	12.04	6.58	6.67	0.7201
Charter—Secondary	5	7	10.70	9.26	1.45	13.54	8.30	5.97	4.28	0.3387
Charter—Combined	0	1	0.00	2.98	-2.98	100.00	0.00	2.12	2.12	-1.4023
FLORIDA	258	373	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	31	43	15.49	13.43	2.06	13.33	2.64	2.22	1.17	1.7675
200 <= x < 500	30	45	15.35	16.19	-0.84	-5.48	2.68	2.46	1.69	-0.4972
500 <= x < 750	49	67	28.02	27.64	0.38	1.37	3.64	3.12	2.47	0.1547
750 <= x < 1000	44	68	21.80	23.91	-2.10	-9.65	3.77	2.92	2.52	-0.8343
1000 <= x	104	150	19.34	18.84	0.50	2.57	1.99	1.33	1.26	0.3941
Locale:										
1: City	61	95	26.03	26.39	-0.36	-1.40	2.61	1.22	1.99	-0.1831
2: Suburb	112	162	48.98	47.79	1.18	2.42	2.65	1.37	2.06	0.5743
3: Town	24	29	6.91	6.68	0.24	3.45	1.70	0.94	1.34	0.1785
4: Rural	61	87	18.08	19.14	-1.06	-5.85	2.07	0.96	1.62	-0.6551
Grade level:										
Regular—Primary	50	80	47.67	50.59	-2.92	-6.13	2.98	2.17	2.23	-1.3101
Regular—Middle	39	63	13.84	14.88	-1.04	-7.52	1.40	0.70	1.18	-0.8794
Regular—High school	100	141	16.43	15.30	1.13	6.89	1.71	1.39	0.84	1.3487
Regular—Combined	32	40	9.58	8.17	1.41	14.71	2.15	1.81	0.60	2.3334
Charter—Elementary	17	23	8.52	7.69	0.82	9.66	1.64	0.84	1.14	0.7184

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
FLORIDA—Continued										
Grade level—Continued										
Charter—Secondary	18	24	3.15	2.82	0.33	10.49	0.73	0.37	0.46	0.7148
Charter—Combined	2	2	0.81	0.55	0.27	33.10	0.96	0.64	0.32	0.8366
GEORGIA	164	206	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	8	12	4.15	4.49	-0.34	-8.19	1.76	1.41	0.59	-0.5753
200 <= x < 500	38	43	24.75	23.48	1.27	5.12	3.86	3.41	1.55	0.8199
500 <= x < 750	51	60	36.44	34.45	1.98	5.44	4.43	3.81	1.90	1.0438
750 <= x < 1000	31	40	17.16	18.01	-0.85	-4.92	2.63	2.45	1.24	-0.6811
1000 <= x	36	51	17.50	19.56	-2.06	-11.80	1.99	1.97	1.30	-1.5870
Locale:										
1: City	25	33	16.26	17.40	-1.14	-7.03	1.61	1.04	1.26	-0.9053
2: Suburb	49	75	25.02	31.67	-6.66	-26.61	2.48	1.34	2.20	-3.0300
3: Town	22	24	15.10	13.09	2.01	13.31	1.34	1.04	0.74	2.7081
4: Rural	68	74	43.63	37.84	5.79	13.27	1.95	1.08	1.62	3.5817
Grade level:										
Regular—Primary	61	74	57.50	55.57	1.94	3.37	1.95	1.01	1.64	1.1794
Regular—Middle	52	69	18.89	19.86	-0.97	-5.13	1.28	0.60	1.10	-0.8817
Regular—High school	22	29	16.65	17.27	-0.62	-3.71	1.55	0.60	1.25	-0.4939
Regular—Combined	14	18	4.23	4.56	-0.32	-7.65	0.83	0.64	0.51	-0.6390
Charter—Elementary	4	5	1.74	1.95	-0.21	-12.22	0.49	0.22	0.60	-0.3538
Charter—Secondary	9	9	0.80	0.65	0.15	18.76	0.39	0.31	0.08	1.8240
Charter—Combined	2	2	0.19	0.16	0.04	18.76	1.45	1.19	0.26	0.1372
HAWAII	21	25	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	1	2	0.44	3.73	-3.30	0	0.40	29.44	29.48	0
200 <= x < 500	6	8	28.27	31.00	-2.73	-9.67	23.80	22.12	12.95	-0.2111
500 <= x < 750	4	5	26.30	24.78	1.53	5.81	13.05	13.82	7.66	0.1995

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
HAWAII—Continued										
School enrollment—Continued										
750 <= x < 1000	5	5	35.64	32.08	3.57	10.01	17.05	17.08	10.70	0.3332
1000 <= x	5	5	9.35	8.41	0.94	10.01	4.26	4.28	3.04	0.3078
Locale:										
1: City	1	2	0.74	2.60	-1.85	-249.61	0.57	3.98	3.99	-0.4647
2: Suburb	7	7	43.73	39.36	4.38	10.01	18.37	19.82	10.88	0.4021
3: Town	6	8	24.06	26.39	-2.33	-9.69	24.86	20.22	14.42	-0.1616
4: Rural	7	8	31.46	31.65	-0.19	-0.61	14.52	22.27	22.50	-0.0085
Grade level:										
Regular—Primary	5	6	60.85	58.40	2.45	4.03	22.51	28.43	15.48	0.1586
Regular—Middle	4	4	15.09	13.58	1.51	10.01	5.96	6.47	4.61	0.3274
Regular—High school	6	6	15.06	13.55	1.51	10.01	6.32	6.62	4.50	0.3347
Regular—Combined	2	3	1.96	2.87	-0.91	-46.26	1.18	1.56	1.22	-0.7426
Charter—Elementary	2	3	3.96	5.49	-1.53	-38.75	8.83	8.77	5.47	-0.2800
Charter—Secondary	1	1	0.44	0.39	0.04	10.01	0.40	0.34	0.16	0.2723
Charter—Combined	1	2	2.65	5.72	-3.07	-116.20	26.45	37.86	28.31	-0.1086
IDAHO	129	154	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	24	26	37.08	32.83	4.25	11.45	19.99	19.79	1.32	3.2203
200 <= x < 500	46	54	32.48	33.43	-0.95	-2.94	10.59	9.98	1.57	-0.6073
500 <= x < 750	33	43	22.41	25.17	-2.76	-12.33	7.70	8.14	1.45	-1.9071
750 <= x < 1000	12	12	3.17	2.66	0.50	15.87	1.12	0.88	0.26	1.9638
1000 <= x	14	19	4.86	5.90	-1.03	-21.20	1.83	2.05	0.58	-1.7721
Locale:										
1: City	22	34	20.44	25.33	-4.88	-23.89	24.47	21.09	3.55	-1.3740
2: Suburb	18	21	9.08	9.74	-0.66	-7.31	3.36	3.22	0.58	-1.1445
3: Town	30	34	22.92	21.34	1.58	6.89	7.50	6.29	1.50	1.0512
4: Rural	59	65	47.56	43.59	3.97	8.34	16.05	13.52	2.71	1.4626

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
IDAHO—Continued										
Grade level:										
Regular—Primary	34	44	43.45	46.42	-2.97	-6.83	14.44	14.26	1.34	-2.2182
Regular—Middle	43	49	12.11	11.74	0.37	3.03	4.08	3.62	0.65	0.5638
Regular—High school	36	44	32.66	30.67	1.99	6.10	10.70	9.25	1.68	1.1883
Regular—Combined	11	12	5.68	6.04	-0.36	-6.32	1.99	1.95	1.12	-0.3212
Charter—Elementary	3	3	2.29	1.93	0.36	15.87	6.99	6.06	0.99	0.3681
Charter—Secondary	1	1	0.61	0.51	0.10	15.87	0.56	0.47	0.09	1.0606
Charter—Combined	1	1	3.20	2.69	0.51	15.87	28.91	26.78	2.23	0.2280
ILLINOIS	212	250	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	28	33	19.55	20.47	-0.92	-4.71	2.96	2.94	1.87	-0.4935
200 <= x < 500	78	89	48.41	46.07	2.34	4.82	4.14	3.70	1.56	1.4951
500 <= x < 750	49	58	18.69	19.31	-0.62	-3.34	2.93	2.94	1.13	-0.5506
750 <= x < 1000	23	27	6.00	6.12	-0.12	-2.02	1.43	1.27	0.66	-0.1841
1000 <= x	34	43	7.35	8.02	-0.67	-9.11	1.19	0.83	0.76	-0.8851
Locale:										
1: City	55	68	26.48	26.41	0.06	0.24	1.99	1.49	1.40	0.0447
2: Suburb	83	100	34.25	36.61	-2.37	-6.91	1.91	1.74	1.76	-1.3411
3: Town	33	35	15.24	13.73	1.51	9.91	1.42	0.98	0.79	1.9077
4: Rural	41	47	24.04	23.24	0.79	3.30	1.85	1.38	1.28	0.6210
Grade level:										
Regular—Primary	73	85	60.55	58.62	1.93	3.20	1.42	1.51	1.71	1.1319
Regular—Middle	68	80	14.05	14.04	0.01	0.07	0.88	0.50	0.75	0.0121
Regular—High school	46	58	17.00	20.12	-3.12	-18.35	1.49	1.70	1.91	-1.6363
Regular—Combined	18	18	7.42	6.28	1.13	15.28	1.19	0.98	0.30	3.7620
Charter—Elementary	2	2	0.60	0.51	0.09	15.28	0.25	0.22	0.04	2.1554
Charter—Secondary	4	5	0.26	0.24	0.01	5.78	0.06	0.06	0.03	0.5575
Charter—Combined	1	2	0.13	0.19	-0.06	-51.08	0.14	0.13	0.11	-0.5664

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
INDIANA	185	219	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	12	12	3.71	3.23	0.48	12.98	1.49	1.27	0.24	2.0156
200 <= x < 500	62	71	44.10	44.67	-0.57	-1.30	4.37	4.04	1.53	-0.3762
500 <= x < 750	57	66	36.07	35.14	0.93	2.59	4.59	4.11	1.25	0.7496
750 <= x < 1000	19	26	7.55	8.14	-0.59	-7.87	1.82	1.68	0.58	-1.0175
1000 <= x	35	44	8.57	8.82	-0.25	-2.90	0.98	0.89	0.50	-0.4990
Locale:										
1: City	44	61	19.97	24.23	-4.27	-21.36	2.21	2.13	2.03	-2.0962
2: Suburb	42	46	22.43	20.83	1.60	7.13	1.36	1.19	0.93	1.7164
3: Town	36	39	19.58	18.64	0.94	4.80	1.79	1.24	1.19	0.7899
4: Rural	63	73	38.03	36.30	1.73	4.54	2.11	1.72	1.46	1.1804
Grade level:										
Regular—Primary	48	54	56.50	55.51	0.99	1.76	1.87	1.50	1.48	0.6709
Regular—Middle	53	62	18.18	18.18	0.00	0.02	0.95	0.69	0.84	0.0042
Regular—High school	58	70	20.83	20.93	-0.10	-0.49	1.42	0.99	1.01	-0.1001
Regular—Combined	19	24	2.88	2.97	-0.08	-2.86	0.46	0.36	0.16	-0.5026
Charter—Elementary	1	2	0.72	1.30	-0.58	-80.06	0.58	0.44	0.54	-1.0652
Charter—Secondary	5	5	0.52	0.45	0.07	12.98	0.37	0.32	0.05	1.2870
Charter—Combined	1	2	0.37	0.67	-0.30	-82.05	0.58	0.51	0.65	-0.4624
IOWA	136	152	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	17	19	22.41	21.90	0.50	2.25	4.85	4.45	1.44	0.3489
200 <= x < 500	72	79	52.62	53.81	-1.18	-2.25	4.73	4.81	1.77	-0.6695
500 <= x < 750	28	32	15.77	15.44	0.34	2.13	3.32	3.24	0.94	0.3587
750 <= x < 1000	9	9	4.80	4.27	0.53	11.07	2.15	1.89	0.30	1.7726
1000 <= x	10	13	4.40	4.58	-0.19	-4.23	2.09	1.95	0.47	-0.3989

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
IOWA—Continued										
Locale:										
1: City	23	33	13.95	17.03	-3.08	-22.05	1.87	1.58	1.09	-2.8181
2: Suburb	11	11	7.12	6.33	0.79	11.07	1.45	1.29	0.28	2.8233
3: Town	43	44	29.64	27.18	2.47	8.32	3.51	2.94	1.16	2.1297
4: Rural	59	64	49.28	49.46	-0.18	-0.36	3.17	2.46	1.56	-0.1144
Grade level:										
Regular—Primary	41	48	47.67	49.39	-1.72	-3.62	2.92	2.28	1.62	-1.0675
Regular—Middle	39	43	12.47	12.33	0.13	1.07	0.94	0.81	0.63	0.2111
Regular—High school	47	51	27.62	25.79	1.83	6.61	2.67	2.25	0.94	1.9372
Regular—Combined	9	10	12.25	12.48	-0.23	-1.92	1.94	1.07	1.62	-0.1445
KANSAS	140	168	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	35	37	31.23	27.90	3.34	10.68	4.29	3.60	1.19	2.8097
200 <= x < 500	59	70	49.20	51.11	-1.90	-3.87	5.33	4.62	1.29	-1.4714
500 <= x < 750	25	32	13.93	14.52	-0.59	-4.24	3.07	2.84	1.05	-0.5611
750 <= x < 1000	5	8	1.39	1.87	-0.48	-34.91	0.43	0.52	0.31	-1.5497
1000 <= x	16	21	4.25	4.61	-0.36	-8.41	1.15	1.04	0.38	-0.9486
Locale:										
1: City	16	32	10.55	17.42	-6.87	-65.10	2.11	1.49	1.58	-4.3342
2: Suburb	12	19	7.31	9.48	-2.17	-29.69	1.12	1.12	0.83	-2.6261
3: Town	39	40	26.54	23.00	3.54	13.33	1.63	1.27	0.75	4.7212
4: Rural	73	77	55.61	50.10	5.50	9.89	2.01	1.66	1.09	5.0276
Grade level:										
Regular—Primary	35	43	54.49	55.38	-0.90	-1.64	1.97	1.31	1.23	-0.7296
Regular—Middle	36	45	14.42	15.22	-0.80	-5.53	1.20	0.90	0.95	-0.8433
Regular—High school	59	68	25.48	23.89	1.59	6.24	1.43	0.97	0.85	1.8663
Regular—Combined	8	10	4.47	4.53	-0.06	-1.34	0.88	0.75	0.48	-0.1237
Charter—Elementary	1	1	0.74	0.63	0.11	14.35	0.83	0.71	0.12	0.8621
Charter—Secondary	1	1	0.40	0.34	0.06	14.35	0.20	0.17	0.03	2.0237

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
KENTUCKY	184	200	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	36	37	17.50	16.31	1.19	6.81	3.59	3.30	0.55	2.1615
200 <= x < 500	56	61	35.70	37.40	-1.70	-4.77	3.72	3.61	1.56	-1.0890
500 <= x < 750	55	57	32.02	30.43	1.59	4.95	4.35	4.14	0.91	1.7487
750 <= x < 1000	16	20	6.91	7.73	-0.81	-11.78	1.53	1.56	0.61	-1.3344
1000 <= x	21	25	7.87	8.13	-0.26	-3.30	1.49	1.29	0.51	-0.5135
Locale:										
1: City	31	39	14.65	16.10	-1.45	-9.89	1.47	1.12	0.92	-1.5821
2: Suburb	26	28	11.56	12.16	-0.60	-5.16	1.29	1.14	1.03	-0.5796
3: Town	41	42	22.05	20.64	1.41	6.41	1.77	1.56	0.61	2.3321
4: Rural	86	91	51.74	51.10	0.63	1.22	2.22	1.77	1.28	0.4938
Grade level:										
Regular—Primary	51	55	51.07	51.28	-0.21	-0.40	2.28	1.70	1.35	-0.1519
Regular—Middle	46	52	15.24	15.53	-0.29	-1.91	0.87	0.66	0.55	-0.5350
Regular—High school	44	48	27.00	26.80	0.21	0.76	2.51	1.99	1.03	0.2004
Regular—Combined	43	45	6.68	6.39	0.29	4.35	0.91	0.79	0.25	1.1572
LOUISIANA	154	198	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	12	15	10.68	10.79	-0.11	-1.01	2.44	1.94	1.44	-0.0752
200 <= x < 500	72	87	62.03	57.61	4.42	7.12	3.93	3.24	2.17	2.0398
500 <= x < 750	35	48	18.23	20.90	-2.67	-14.64	3.39	3.20	2.15	-1.2435
750 <= x < 1000	10	13	2.99	3.94	-0.95	-31.68	0.97	1.23	1.15	-0.8233
1000 <= x	25	35	6.07	6.76	-0.69	-11.44	1.21	1.19	0.87	-0.7987
Locale:										
1: City	41	58	22.19	25.97	-3.78	-17.03	3.33	2.25	2.08	-1.8184
2: Suburb	30	38	19.22	19.45	-0.23	-1.20	2.57	2.00	1.91	-0.1209
3: Town	32	37	24.75	21.66	3.09	12.49	2.41	2.00	1.40	2.2033
4: Rural	51	65	33.84	32.92	0.92	2.71	2.54	1.82	2.13	0.4294

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
LOUISIANA—										
Continued										
Grade level:										
Regular—Primary	37	52	48.79	51.40	-2.61	-5.35	2.54	1.32	2.17	-1.2062
Regular—Middle	30	38	14.75	14.31	0.44	3.01	1.42	0.71	1.13	0.3948
Regular—High school	56	74	17.21	17.00	0.21	1.22	1.33	0.82	0.94	
Regular—Combined	17	20	12.41	12.03	0.38	3.05	1.74	1.26	1.44	0.2633
Charter—Elementary	5	5	4.81	3.70	1.11	23.06	0.46	0.31	0.23	4.9105
Charter—Secondary	7	7	1.31	1.01	0.30	23.06	2.12	1.64	0.51	0.5999
Charter—Combined	2	2	0.72	0.55	0.17	23.06	0.32	0.25	0.08	2.1110
MAINE	140	164	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	34	36	39.67	36.04	3.63	9.15	4.25	3.95	1.36	2.6661
200 <= x < 500	63	81	42.35	47.09	-4.73	-11.17	4.71	4.20	1.48	-3.1912
500 <= x < 750	26	28	10.85	9.98	0.87	8.00	2.02	1.78	0.53	1.6233
750 <= x < 1000	11	12	4.69	4.46	0.23	4.94	1.18	1.07	0.46	0.5084
1000 <= x	6	7	2.45	2.44	0.00	0.20	0.77	0.65	0.34	0.0141
Locale:										
1: City	12	17	6.81	8.55	-1.74	-25.53	0.75	0.76	0.50	-3.4806
2: Suburb	13	16	7.11	7.60	-0.49	-6.88	1.23	1.23	0.96	-0.5113
3: Town	27	29	15.63	14.62	1.01	6.48	1.77	1.43	0.96	1.0524
4: Rural	88	102	70.45	69.24	1.21	1.72	1.90	1.35	1.30	0.9356
Grade level:										
Regular—Primary	55	65	60.67	60.10	0.58	0.95	1.86	1.28	1.30	0.4462
Regular—Middle	44	52	14.48	14.80	-0.32	-2.20	0.91	0.48	0.73	-0.4346
Regular—High school	35	41	21.81	22.50	-0.69	-3.15	1.50	1.08	1.39	-0.4952
Regular—Combined	6	6	3.03	2.61	0.43	14.05	0.19	0.13	0.10	4.2716

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MARYLAND	76	198	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	5	19	2.63	3.98	-1.35	-51.34	1.14	1.02	1.36	-0.9906
200 <= x < 500	23	42	50.78	41.95	8.83	17.39	7.50	5.50	5.61	1.5746
500 <= x < 750	18	47	30.64	34.87	-4.23	-13.81	7.37	5.02	5.40	-0.7843
750 <= x < 1000	9	20	6.05	7.00	-0.95	-15.64	2.07	1.63	2.16	-0.4382
1000 <= x	21	70	9.90	12.20	-2.30	-23.23	2.00	0.96	1.77	-1.2964
Locale:										
1: City	29	38	36.89	18.25	18.65	50.54	4.28	1.48	3.77	4.9461
2: Suburb	14	106	18.57	57.87	-39.30	-211.62	5.48	1.91	4.91	-8.0079
3: Town	6	10	12.28	5.51	6.77	55.14	4.09	1.48	2.80	2.4209
4: Rural	27	44	32.26	18.37	13.88	43.04	3.42	0.85	3.25	4.2746
Grade level:										
Regular—Primary	18	48	64.04	62.34	1.69	2.64	3.64	1.48	3.68	0.4601
Regular—Middle	10	36	11.35	15.82	-4.47	-39.40	2.78	0.61	2.60	-1.7185
Regular—High school	37	90	19.02	16.55	2.47	12.98	2.14	0.82	2.00	1.2327
Regular—Combined	9	20	3.32	2.66	0.65	19.70	0.69	0.25	0.64	1.0255
Charter—Elementary	1	3	1.69	2.41	-0.72	-42.22	1.76	1.08	2.10	-0.3406
Charter—Secondary	1	1	0.59	0.22	0.37	62.90	0.47	0.18	0.30	1.2375
MASSACHUSETTS	142	172	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	10	14	7.84	10.85	-3.01	-38.41	3.22	3.76	2.12	-1.4225
200 <= x < 500	48	56	48.84	45.21	3.63	7.43	3.99	3.75	1.87	1.9378
500 <= x < 750	37	47	23.11	24.47	-1.36	-5.87	3.27	3.20	1.49	-0.9124
750 <= x < 1000	25	27	11.87	10.58	1.30	10.93	2.47	2.15	0.59	2.1920
1000 <= x	22	28	8.34	8.89	-0.56	-6.70	1.54	1.24	0.85	-0.6567

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MASSACHUSETTS—										
Continued										
Locale:										
1: City	33	38	22.27	20.94	1.34	6.00	2.51	1.75	1.33	1.0087
2: Suburb	87	107	61.95	62.58	-0.62	-1.00	2.32	1.77	1.69	-0.3672
3: Town	3	3	3.56	3.00	0.56	15.77	1.90	1.58	0.36	1.5602
4: Rural	19	24	12.21	13.49	-1.28	-10.46	1.95	1.37	1.72	-0.7406
Grade level:										
Regular—Primary	41	47	60.80	59.49	1.32	2.17	1.91	1.28	1.78	0.7411
Regular—Middle	41	51	15.80	16.66	-0.86	-5.44	0.84	0.69	0.85	-1.0103
Regular—High school	36	45	16.92	17.38	-0.46	-2.72	1.54	0.79	1.34	-0.3425
Regular—Combined	12	15	2.09	2.35	-0.26	-12.37	0.41	0.44	0.29	-0.8939
Charter—Elementary	4	5	2.19	2.18	0.00	0.15	0.53	0.18	0.40	0.0081
Charter—Secondary	6	7	0.86	0.81	0.05	5.48	0.15	0.08	0.10	0.4667
Charter—Combined	2	2	1.34	1.13	0.21	15.77	0.07	0.04	0.06	3.7290
MICHIGAN	291	341	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	31	33	12.69	11.85	0.84	6.65	2.65	2.39	0.68	1.2444
200 <= x < 500	123	139	53.81	51.95	1.86	3.46	3.44	3.25	0.99	1.8805
500 <= x < 750	74	92	22.69	25.00	-2.32	-10.22	2.72	2.61	0.99	-2.3318
750 <= x < 1000	28	32	5.58	5.47	0.11	2.03	0.87	0.82	0.31	0.3632
1000 <= x	35	45	5.23	5.73	-0.50	-9.57	0.81	0.76	0.36	-1.3740
Locale:										
1: City	53	79	19.40	23.54	-4.13	-21.30	1.38	0.93	1.11	-3.7109
2: Suburb	105	117	34.90	33.24	1.66	4.76	1.59	1.25	0.91	1.8218
3: Town	37	43	13.30	13.30	-0.01	-0.06	1.17	0.93	0.77	-0.0103
4: Rural	96	102	32.40	29.92	2.48	7.66	1.64	1.22	0.79	3.1216
Grade level:										
Regular—Primary	74	87	47.69	47.77	-0.08	-0.16	1.48	1.16	1.10	-0.0687
Regular—Middle	60	70	14.72	15.14	-0.42	-2.82	0.70	0.50	0.71	-0.5848

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MICHIGAN—Continued										
Grade level—Continued										
Regular—High school	99	118	23.44	23.27	0.17	0.72	1.63	1.21	0.75	0.2247
Regular—Combined	34	36	6.88	6.21	0.66	9.66	0.65	0.52	0.25	2.6890
Charter—Elementary	12	15	4.52	4.83	-0.31	-6.91	0.54	0.19	0.40	-0.7729
Charter—Secondary	8	10	1.24	1.27	-0.04	-3.03	0.31	0.22	0.14	-0.2642
Charter—Combined	4	5	1.51	1.50	0.01	0.52	0.14	0.23	0.20	0.0395
MINNESOTA	276	330	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	62	75	34.83	34.75	0.08	0.23	3.29	2.81	1.62	0.0501
200 <= x < 500	75	89	33.89	33.56	0.33	0.97	3.03	2.71	1.63	0.2014
500 <= x < 750	41	54	15.11	15.76	-0.65	-4.31	2.35	2.28	1.14	-0.5712
750 <= x < 1000	43	47	9.27	9.31	-0.04	-0.45	1.49	1.53	0.84	-0.0495
1000 <= x	55	65	6.91	6.63	0.28	4.08	0.85	0.75	0.31	0.9051
Locale:										
1: City	46	64	18.69	22.13	-3.44	-18.40	2.30	1.92	1.67	-2.0642
2: Suburb	71	84	21.64	22.40	-0.76	-3.51	1.92	1.49	1.11	-0.6832
3: Town	61	71	23.82	22.16	1.66	6.95	2.10	1.48	1.06	1.5603
4: Rural	98	111	35.86	33.31	2.54	7.09	2.26	1.79	1.31	1.9406
Grade level:										
Regular—Primary	44	54	39.09	39.80	-0.71	-1.82	2.26	1.44	1.75	-0.4066
Regular—Middle	45	49	11.06	9.99	1.07	9.70	1.19	0.92	0.51	2.1026
Regular—High school	130	159	28.03	28.48	-0.45	-1.61	2.02	1.40	1.11	-0.4049
Regular—Combined	39	45	14.36	13.28	1.07	7.48	1.91	1.53	0.77	1.3876
Charter—Elementary	4	5	5.03	5.36	-0.33	-6.52	1.24	0.43	1.27	-0.2577
Charter—Secondary	14	16	2.42	2.27	0.16	6.47	0.94	0.89	0.32	0.4951
Charter—Combined	0	2	0.00	0.81	-0.81	100.00	0.00	0.60	0.60	-1.3651

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MISSISSIPPI	118	123	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	11	11	13.33	12.88	0.46	3.42	2.66	2.52	0.31	1.4550
200 <= x < 500	41	43	40.66	41.40	-0.73	-1.80	5.31	4.90	1.08	-0.6785
500 <= x < 750	38	40	30.82	30.68	0.14	0.47	4.53	4.33	0.68	0.2116
750 <= x < 1000	14	14	9.51	9.19	0.33	3.42	2.43	2.31	0.24	1.3734
1000 <= x	14	15	5.66	5.86	-0.19	-3.38	1.14	1.14	0.35	-0.5490
Locale:										
1: City	14	14	12.39	11.97	0.42	3.42	1.92	1.89	0.24	1.7878
2: Suburb	5	8	4.28	5.47	-1.20	-28.03	1.18	1.15	0.78	-1.5422
3: Town	37	38	31.48	32.06	-0.58	-1.84	2.70	2.36	1.14	-0.5078
4: Rural	62	63	51.85	50.50	1.35	2.61	2.22	1.90	1.02	1.3335
Grade level:										
Regular—Primary	29	30	42.82	43.01	-0.19	-0.45	2.01	1.51	0.99	-0.1932
Regular—Middle	31	33	15.00	15.38	-0.37	-2.48	0.90	0.75	0.54	-0.6899
Regular—High school	48	50	32.01	31.80	0.22	0.68	1.68	1.40	0.65	0.3317
Regular—Combined	10	10	10.16	9.82	0.35	3.42	1.29	1.23	0.21	1.6698
MISSOURI	205	228	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	19	21	15.53	15.18	0.35	2.24	3.16	2.90	0.65	0.5323
200 <= x < 500	93	99	53.60	52.39	1.21	2.25	3.61	3.54	0.89	1.3553
500 <= x < 750	43	48	18.39	19.09	-0.70	-3.80	2.58	2.58	0.86	-0.8100
750 <= x < 1000	25	31	7.10	7.68	-0.58	-8.22	1.31	1.26	0.40	-1.4711
1000 <= x	25	29	5.38	5.66	-0.27	-5.04	0.85	0.78	0.30	-0.9025
Locale:										
1: City	29	35	14.65	15.29	-0.63	-4.33	1.64	1.42	0.91	-0.6965
2: Suburb	52	57	22.40	21.95	0.45	2.01	1.38	1.20	0.71	0.6340
3: Town	42	48	18.10	18.84	-0.74	-4.09	1.38	1.08	0.75	-0.9833
4: Rural	82	88	44.85	43.92	0.92	2.06	1.62	1.31	1.03	0.8943

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
MISSOURI—Continued										
Grade level:										
Regular—Primary	60	63	52.25	50.23	2.03	3.88	1.73	1.27	1.08	1.8854
Regular—Middle	56	64	14.75	15.67	-0.93	-6.28	0.77	0.65	0.76	-1.2153
Regular—High school	61	71	20.02	20.88	-0.86	-4.31	1.02	0.75	0.70	-1.2268
Regular—Combined	24	26	11.69	12.03	-0.35	-2.96	1.18	0.77	0.92	-0.3771
Charter—Elementary	2	2	0.86	0.79	0.07	8.34	0.40	0.37	0.04	1.7867
Charter—Secondary	1	1	0.15	0.14	0.01	8.34	0.07	0.06	0.01	1.9774
Charter—Combined	1	1	0.28	0.26	0.02	8.34	0.37	0.34	0.03	0.6923
MONTANA	102	112	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	29	30	47.11	45.28	1.83	3.88	7.66	7.39	0.79	2.3118
200 <= x < 500	38	42	38.45	39.21	-0.76	-1.97	6.51	6.37	0.85	-0.8962
500 <= x < 750	16	18	7.92	8.08	-0.16	-2.01	2.51	2.41	0.33	-0.4807
750 <= x < 1000	6	7	4.08	4.76	-0.68	-16.76	2.35	2.49	0.75	-0.9137
1000 <= x	13	15	2.44	2.67	-0.23	-9.32	0.28	0.26	0.11	-2.0440
Locale:										
1: City	18	18	11.01	10.47	0.54	4.90	1.32	1.23	0.20	2.7638
2: Suburb	0	2	0.00	1.25	-1.25	100.00	0.00	0.84	0.84	-1.4989
3: Town	32	39	19.70	22.01	-2.31	-11.75	1.84	1.75	1.25	-1.8558
4: Rural	52	53	69.30	66.27	3.03	4.37	2.54	2.32	1.16	2.6179
Grade level:										
Regular—Primary	28	30	56.69	56.28	0.41	0.72	3.06	2.90	0.69	0.5963
Regular—Middle	19	23	7.18	8.40	-1.22	-17.00	0.85	0.64	0.64	-1.9003
Regular—High school	41	45	13.44	13.74	-0.30	-2.24	1.19	1.06	0.38	-0.7931
Regular—Combined	14	14	22.69	21.58	1.11	4.90	2.85	2.71	0.39	2.8365

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NEBRASKA	153	192	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	35	39	38.27	34.78	3.49	9.12	4.37	3.66	1.85	1.8857
200 <= x < 500	64	78	45.50	45.86	-0.35	-0.78	4.42	3.68	1.93	-0.1837
500 <= x < 750	28	40	11.10	12.98	-1.87	-16.86	1.87	1.93	1.42	-1.3174
750 <= x < 1000	13	17	2.49	3.49	-1.00	-40.25	0.55	1.01	0.84	-1.1854
1000 <= x	13	18	2.63	2.89	-0.26	-9.94	0.53	0.49	0.27	-0.9614
Locale:										
1: City	31	54	14.89	22.27	-7.38	-49.58	1.81	1.52	1.41	-5.2309
2: Suburb	11	17	4.42	6.38	-1.97	-44.53	0.92	0.50	0.79	-2.4753
3: Town	45	50	24.85	21.79	3.06	12.32	2.25	1.41	1.26	2.4297
4: Rural	66	71	55.84	49.56	6.29	11.26	2.72	1.80	1.60	3.9322
Grade level:										
Regular—Primary	43	58	50.56	52.47	-1.90	-3.76	2.26	1.42	1.77	-1.0755
Regular—Middle	39	52	9.29	9.68	-0.39	-4.20	0.62	0.37	0.45	-0.8652
Regular—High school	51	58	23.53	20.99	2.54	10.79	1.82	1.41	1.05	2.4261
Regular—Combined	20	24	16.61	16.86	-0.25	-1.49	1.70	1.20	1.82	-0.1356
NEVADA	115	142	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	22	30	18.67	18.50	0.17	0.92	5.79	6.07	3.74	0.0457
200 <= x < 500	14	20	18.76	22.15	-3.39	-18.09	5.85	15.08	15.28	-0.2220
500 <= x < 750	21	23	29.78	27.78	2.00	6.70	13.52	12.08	6.39	0.3125
750 <= x < 1000	13	14	15.90	13.87	2.04	12.81	4.44	4.62	2.65	0.7698
1000 <= x	45	55	16.89	17.70	-0.81	-4.80	3.54	4.66	3.65	-0.2222
Locale:										
1: City	40	56	35.42	38.46	-3.04	-8.59	12.15	15.97	11.13	-0.2734
2: Suburb	27	36	23.69	25.66	-1.97	-8.30	5.03	6.63	4.97	-0.3956
3: Town	13	13	11.48	9.88	1.59	13.87	3.41	3.38	2.04	0.7812
4: Rural	35	37	29.41	25.99	3.42	11.62	6.07	7.39	4.78	0.7155

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NEVADA—Continued										
Grade level:										
Regular—Primary	26	28	59.02	55.01	4.01	6.80	10.87	14.53	10.06	0.3987
Regular—Middle	25	29	18.57	17.86	0.71	3.84	3.80	4.84	3.36	0.2117
Regular—High school	50	60	18.18	18.33	-0.14	-0.79	3.78	5.17	3.45	-0.0419
Regular—Combined	9	15	2.51	3.64	-1.12	-44.57	0.59	0.98	0.86	-1.3003
Charter—Elementary	0	2	0.00	2.36	-2.36	100.00	0.00	1.74	1.74	-1.3589
Charter—Secondary	4	6	1.01	1.32	-0.31	-30.65	1.13	0.97	0.88	-0.3503
Charter—Combined	1	2	0.71	1.49	-0.79	-112.03	17.72	24.37	17.40	-0.0454
NEW HAMPSHIRE	88	105	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	10	10	33.61	28.40	5.20	15.48	7.76	6.73	1.46	3.5656
200 <= x < 500	30	36	40.06	42.48	-2.43	-6.06	6.78	6.28	2.76	-0.8789
500 <= x < 750	18	23	13.17	16.01	-2.84	-21.54	3.57	3.66	2.57	-1.1056
750 <= x < 1000	10	13	6.11	6.31	-0.21	-3.36	2.31	2.17	0.54	-0.3793
1000 <= x	20	23	7.05	6.79	0.27	3.77	1.08	1.00	0.42	0.6287
Locale:										
1: City	7	11	2.88	8.52	-5.64	-195.94	0.52	2.13	2.02	-2.8010
2: Suburb	21	28	18.37	20.85	-2.47	-13.46	4.01	3.33	1.33	-1.8588
3: Town	17	21	12.16	13.54	-1.37	-11.31	2.97	3.05	1.87	-0.7366
4: Rural	43	45	66.58	57.09	9.49	14.26	3.81	3.24	2.37	4.0062
Grade level:										
Regular—Primary	22	28	63.73	64.78	-1.04	-1.64	3.08	2.41	1.57	-0.6637
Regular—Middle	23	27	16.18	15.77	0.40	2.49	1.40	1.03	0.87	0.4643
Regular—High school	35	42	14.26	14.52	-0.26	-1.84	1.26	0.86	0.92	-0.2844
Regular—Combined	7	7	2.70	2.28	0.42	15.48	0.24	0.18	0.10	3.9896
Charter—Secondary	1	1	3.13	2.65	0.49	15.48	2.54	2.15	0.40	1.2226

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NEW JERSEY	224	296	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	21	29	9.30	10.10	-0.80	-8.57	2.60	2.53	1.91	-0.4176
200 <= x < 500	71	90	49.21	46.89	2.32	4.71	3.96	5.95	6.18	0.3752
500 <= x < 750	38	50	20.26	20.92	-0.66	-3.26	3.50	5.00	4.92	-0.1342
750 <= x < 1000	31	40	7.41	8.18	-0.77	-10.37	1.26	4.47	4.59	-0.1673
1000 <= x	63	87	13.82	13.91	-0.09	-0.67	1.51	2.03	1.83	-0.0507
Locale:										
1: City	21	28	9.26	9.44	-0.19	-2.00	1.27	4.22	4.31	-0.0430
2: Suburb	170	226	75.92	76.57	-0.65	-0.86	1.84	2.82	3.07	-0.2125
3: Town	5	6	3.65	3.36	0.29	7.97	1.30	1.00	0.80	0.3656
4: Rural	28	36	11.17	10.62	0.55	4.90	1.83	1.69	1.75	0.3133
Grade level:										
Regular—Primary	64	82	61.09	60.36	0.73	1.20	1.88	7.27	7.55	0.0973
Regular—Middle	57	74	15.09	15.26	-0.17	-1.15	1.26	1.82	2.15	-0.0807
Regular—High school	77	106	17.17	18.10	-0.92	-5.37	1.29	2.21	2.44	-0.3787
Regular—Combined	17	22	2.58	2.49	0.09	3.58	0.54	0.50	0.39	0.2339
Charter—Elementary	5	5	3.72	2.87	0.86	22.99	1.05	0.94	0.34	2.5044
Charter—Secondary	4	5	0.35	0.33	0.01	4.26	0.31	0.19	0.17	0.0865
Charter—Combined	0	2	0.00	0.60	-0.60	100.00	0.00	11.94	11.94	-0.0504
NEW MEXICO	133	190	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	26	33	20.81	16.93	3.88	18.65	6.22	5.73	3.25	1.1938
200 <= x < 500	47	64	48.40	53.20	-4.81	-9.93	12.40	14.00	8.65	-0.5558
500 <= x < 750	25	32	19.77	16.81	2.97	15.00	5.86	5.35	3.85	0.7701
750 <= x < 1000	15	24	6.36	7.50	-1.14	-18.00	2.09	2.49	1.83	-0.6248
1000 <= x	20	37	4.66	5.56	-0.90	-19.22	1.21	1.61	1.24	-0.7197

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NEW MEXICO—										
Continued										
Locale:										
1: City	21	53	16.15	28.10	-11.95	-73.99	19.45	21.10	13.42	-0.8907
2: Suburb	14	15	10.03	7.01	3.03	30.16	3.16	2.38	1.90	1.5956
3: Town	39	48	32.95	28.39	4.56	13.84	7.70	8.40	5.50	0.8288
4: Rural	59	74	40.86	36.50	4.36	10.68	10.37	11.14	7.03	0.6206
Grade level:										
Regular—Primary	19	31	47.40	52.35	-4.95	-10.45	11.95	15.71	9.97	-0.4971
Regular—Middle	30	43	16.30	15.24	1.07	6.54	3.88	4.50	3.01	0.3537
Regular—High school	50	75	16.67	15.92	0.75	4.52	3.80	4.49	3.20	0.2355
Regular—Combined	21	25	10.36	8.78	1.57	15.19	2.50	2.50	1.89	0.8338
Charter—Elementary	1	1	2.91	1.99	0.92	31.52	2.69	1.76	1.18	0.7760
Charter—Secondary	11	13	5.51	4.32	1.19	21.63	2.11	1.59	1.24	0.9647
Charter—Combined	1	2	0.85	1.40	-0.55	-64.19	21.78	28.38	18.20	-0.0301
NEW YORK	248	337	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	5	12	4.10	6.06	-1.95	-47.54	1.77	1.67	1.06	-1.8496
200 <= x < 500	95	121	48.20	45.21	2.99	6.20	3.85	3.19	1.72	1.7413
500 <= x < 750	58	80	24.84	24.56	0.28	1.12	3.49	3.01	1.37	0.2035
750 <= x < 1000	34	47	10.54	11.40	-0.86	-8.14	1.78	1.62	1.10	-0.7833
1000 <= x	56	77	12.31	12.77	-0.46	-3.71	1.76	1.55	0.96	-0.4756
Locale:										
1: City	85	140	32.77	40.50	-7.73	-23.60	7.91	5.22	2.99	-2.5839
2: Suburb	90	108	37.03	32.30	4.72	12.76	4.75	3.01	2.08	2.2720
3: Town	24	30	9.68	9.56	0.12	1.20	1.52	1.08	0.97	0.1194
4: Rural	49	59	20.53	17.63	2.89	14.10	2.44	1.58	1.19	2.4254
Grade level:										
Regular—Primary	73	102	52.91	52.92	-0.01	-0.01	6.08	4.64	1.86	-0.0039
Regular—Middle	65	84	17.45	16.68	0.78	4.45	2.18	1.50	0.91	0.8540

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NEW YORK—										
Continued										
Grade level—Continued										
Regular—High school	75	102	20.81	21.07	-0.26	-1.24	2.70	1.90	1.25	-0.2064
Regular—Combined	27	34	7.07	6.32	0.74	10.53	1.14	0.77	0.56	1.3380
Charter—Elementary	2	7	0.85	2.23	-1.38	-163.65	0.41	0.40	0.55	-2.5019
Charter—Secondary	4	6	0.24	0.29	-0.05	-22.90	0.09	0.08	0.11	-0.4855
Charter—Combined	2	2	0.68	0.49	0.18	26.83	11.41	8.62	2.80	0.0648
NORTH CAROLINA	149	198	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	14	18	13.85	13.62	0.22	1.62	4.70	4.35	1.92	0.1162
200 <= x < 500	48	57	38.63	35.32	3.31	8.57	4.27	3.52	2.09	1.5865
500 <= x < 750	45	57	26.98	27.10	-0.12	-0.44	3.62	3.10	1.90	-0.0628
750 <= x < 1000	27	39	13.05	14.08	-1.03	-7.93	2.33	2.30	1.22	-0.8509
1000 <= x	15	27	7.49	9.87	-2.38	-31.74	1.93	1.63	1.35	-1.7563
Locale:										
1: City	27	55	15.32	25.33	-10.01	-65.30	2.00	1.59	1.71	-5.8536
2: Suburb	20	28	10.36	11.69	-1.32	-12.78	2.55	1.67	1.31	-1.0093
3: Town	25	26	16.96	13.45	3.51	20.69	2.09	1.57	1.05	3.3406
4: Rural	77	89	57.36	49.53	7.82	13.64	2.66	2.29	1.62	4.8292
Grade level:										
Regular—Primary	55	77	53.42	53.84	-0.43	-0.80	3.31	2.96	1.98	-0.2155
Regular—Middle	55	71	18.50	17.39	1.12	6.05	1.52	0.96	0.97	1.1564
Regular—High school	20	27	18.98	20.73	-1.75	-9.19	2.17	1.78	2.39	-0.7291
Regular—Combined	7	10	4.47	4.48	-0.01	-0.33	4.50	4.36	0.90	-0.0165
Charter—Elementary	6	6	3.41	2.56	0.85	24.91	0.38	0.29	0.15	5.8121
Charter—Secondary	3	4	0.26	0.28	-0.02	-8.36	0.27	0.20	0.17	-0.1281
Charter—Combined	3	3	0.96	0.72	0.24	24.91	0.76	0.58	0.19	1.2407

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
NORTH DAKOTA	121	130	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	44	49	48.18	49.85	-1.66	-3.45	5.41	4.72	1.33	-1.2509
200 <= x < 500	45	47	39.27	37.31	1.96	5.00	5.17	4.56	1.10	1.7866
500 <= x < 750	12	13	5.92	6.32	-0.40	-6.76	1.11	1.12	0.51	-0.7816
750 <= x < 1000	11	12	3.38	3.54	-0.16	-4.76	0.64	0.68	0.40	-0.4056
1000 <= x	9	9	3.26	2.99	0.26	8.05	0.96	0.88	0.11	2.3909
Locale:										
1: City	22	23	14.09	13.83	0.26	1.83	1.34	1.29	0.56	0.4602
2: Suburb	7	7	4.76	4.38	0.38	8.05	0.97	0.89	0.15	2.5748
3: Town	24	24	16.67	15.33	1.34	8.05	1.52	1.32	0.47	2.8632
4: Rural	68	76	64.48	66.46	-1.98	-3.08	2.08	1.64	0.98	-2.0316
Grade level:										
Regular—Primary	29	32	43.55	44.20	-0.65	-1.49	2.87	2.15	1.36	-0.4755
Regular—Middle	15	15	6.98	6.42	0.56	8.05	0.70	0.59	0.21	2.7249
Regular—High school	44	44	20.54	18.89	1.65	8.05	1.62	1.34	0.60	2.7416
Regular—Combined	33	39	28.92	30.49	-1.57	-5.42	2.47	1.48	1.50	-1.0429
OHIO	267	311	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	19	22	7.14	6.57	0.57	8.02	1.77	1.57	0.35	1.6144
200 <= x < 500	114	132	54.75	54.78	-0.02	-0.04	3.10	2.71	1.32	-0.0182
500 <= x < 750	67	77	23.57	22.85	0.72	3.04	2.75	2.59	0.89	0.8058
750 <= x < 1000	29	32	7.74	7.35	0.39	5.06	1.32	1.18	0.38	1.0405
1000 <= x	38	48	6.80	8.45	-1.66	-24.38	1.12	1.51	1.22	-1.3551
Locale:										
1: City	62	80	20.92	22.49	-1.58	-7.53	1.55	1.28	0.76	-2.0835
2: Suburb	91	102	35.42	34.81	0.61	1.73	1.54	1.13	1.16	0.5272
3: Town	38	40	15.49	13.90	1.59	10.26	1.26	1.05	0.43	3.6561
4: Rural	76	89	28.17	28.80	-0.63	-2.22	1.80	1.45	1.23	-0.5112

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
OHIO—Continued										
Grade level:										
Regular—Primary	73	83	51.57	51.64	-0.07	-0.14	1.66	1.18	1.14	-0.0622
Regular—Middle	60	69	16.94	16.65	0.29	1.69	0.67	0.44	0.52	0.5487
Regular—High school	78	89	21.14	20.77	0.37	1.74	1.20	0.72	0.77	0.4765
Regular—Combined	23	27	3.26	3.30	-0.04	-1.21	0.34	0.30	0.25	-0.1596
Charter—Elementary	10	14	3.59	4.11	-0.52	-14.60	0.71	0.44	0.39	-1.3565
Charter—Secondary	18	23	2.04	2.17	-0.13	-6.27	0.30	0.23	0.20	-0.6412
Charter—Combined	5	6	1.46	1.35	0.11	7.44	0.71	0.60	0.14	0.7607
OKLAHOMA	127	133	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	15	17	20.53	21.59	-1.06	-5.18	4.22	3.91	1.51	-0.7064
200 <= x < 500	51	53	44.02	44.11	-0.09	-0.20	4.98	4.76	1.39	-0.0638
500 <= x < 750	37	37	24.94	23.70	1.24	4.98	4.22	3.90	0.67	1.8577
750 <= x < 1000	10	11	5.18	5.23	-0.05	-0.99	2.16	2.09	0.32	-0.1629
1000 <= x	14	15	5.32	5.36	-0.04	-0.73	1.79	1.68	0.34	-0.1140
Locale:										
1: City	27	27	18.00	17.10	0.90	4.98	1.86	1.79	0.43	2.0875
2: Suburb	16	19	10.53	11.65	-1.11	-10.57	1.99	1.51	1.05	-1.0561
3: Town	31	33	20.13	21.04	-0.91	-4.50	2.03	2.20	1.19	-0.7621
4: Rural	53	54	51.34	50.22	1.12	2.19	2.66	2.44	1.39	0.8085
Grade level:										
Regular—Primary	39	42	46.68	48.07	-1.39	-2.98	2.21	1.92	1.22	-1.1405
Regular—Middle	28	30	12.08	12.44	-0.36	-2.97	0.91	0.69	0.69	-0.5196
Regular—High school	37	38	17.26	16.70	0.56	3.22	1.42	1.25	0.47	1.1933
Regular—Combined	19	19	22.39	21.27	1.12	4.98	2.24	2.11	0.52	2.1325
Charter—Elementary	1	1	0.76	0.72	0.04	4.98	0.92	0.88	0.05	0.7499
Charter—Secondary	2	2	0.34	0.32	0.02	4.98	0.11	0.11	0.01	1.9633
Charter—Combined	1	1	0.49	0.47	0.02	4.98	1.23	1.17	0.07	0.3726

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
OREGON	155	211	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	31	37	21.37	19.30	2.07	9.68	4.40	4.07	2.45	0.8436
200 <= x < 500	56	75	46.34	47.06	-0.71	-1.54	5.50	4.20	2.78	-0.2568
500 <= x < 750	26	38	19.42	20.75	-1.32	-6.82	3.96	3.39	2.24	-0.5909
750 <= x < 1000	16	22	6.79	6.26	0.53	7.75	1.25	0.97	0.62	0.8472
1000 <= x	26	39	6.08	6.64	-0.56	-9.16	0.72	0.75	0.62	-0.9046
Locale:										
1: City	39	58	24.04	25.82	-1.78	-7.41	2.45	1.46	2.27	-0.7842
2: Suburb	28	40	14.14	18.08	-3.93	-27.82	2.55	1.94	2.60	-1.5145
3: Town	39	57	25.99	27.08	-1.09	-4.18	3.68	2.51	2.43	-0.4475
4: Rural	49	56	35.82	29.02	6.80	18.98	4.23	2.50	2.62	2.5946
Grade level:										
Regular—Primary	36	50	54.69	54.71	-0.03	-0.05	3.54	2.99	2.83	-0.0091
Regular—Middle	37	54	14.64	15.69	-1.06	-7.21	1.26	1.10	1.27	-0.8305
Regular—High school	54	73	21.38	19.81	1.57	7.34	1.83	1.17	1.40	1.1182
Regular—Combined	18	20	3.93	3.12	0.81	20.57	0.56	0.29	0.34	2.4067
Charter—Elementary	1	2	1.94	2.77	-0.83	-43.00	2.57	2.73	1.68	-0.4943
Charter—Secondary	7	8	1.71	1.33	0.38	22.14	0.46	0.34	0.16	2.3861
Charter—Combined	2	4	1.71	2.56	-0.84	-49.17	2.67	3.33	2.12	-0.3982
PENNSYLVANIA	207	241	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	14	17	7.15	7.06	0.09	1.25	2.14	2.03	0.56	0.1594
200 <= x < 500	70	81	41.95	43.00	-1.04	-2.48	4.80	4.56	2.13	-0.4893
500 <= x < 750	55	67	27.75	28.11	-0.36	-1.31	5.40	5.31	1.25	-0.2906
750 <= x < 1000	27	32	10.09	9.86	0.24	2.33	2.47	2.37	0.49	0.4770
1000 <= x	41	44	13.06	11.98	1.08	8.28	6.29	7.60	1.67	0.6481

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
PENNSYLVANIA—										
Continued										
Locale:										
1: City	45	59	15.75	19.39	-3.64	-23.08	10.16	7.77	2.67	-1.3606
2: Suburb	88	98	42.90	40.75	2.15	5.00	4.13	1.84	2.74	0.7838
3: Town	26	29	12.76	12.60	0.15	1.18	2.25	2.28	0.95	0.1599
4: Rural	48	55	28.60	27.26	1.34	4.68	4.72	4.46	0.99	1.3473
Grade level:										
Regular—Primary	59	68	57.50	57.34	0.17	0.29	9.21	9.26	1.41	0.1183
Regular—Middle	60	69	15.64	15.65	-0.01	-0.07	2.67	2.61	0.70	-0.0145
Regular—High school	48	55	21.11	20.87	0.23	1.10	3.55	3.44	0.79	0.2947
Regular—Combined	20	24	2.36	2.31	0.05	2.04	0.48	0.44	0.08	0.6387
Charter—Elementary	5	8	1.49	1.99	-0.50	-33.37	0.41	0.35	0.31	-1.5812
Charter—Secondary	12	13	0.91	0.84	0.07	7.50	0.16	0.12	0.08	0.8424
Charter—Combined	3	4	0.99	1.00	-0.01	-0.81	15.59	15.75	0.78	-0.0103
RHODE ISLAND	62	103	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	3	5	1.73	4.20	-2.46	-142.17	0.86	2.17	2.31	-1.0688
200 <= x < 500	31	48	74.24	67.82	6.42	8.65	3.49	28.37	28.31	0.2268
500 <= x < 750	10	20	10.92	14.07	-3.15	-28.80	3.28	35.93	35.65	-0.0882
750 <= x < 1000	3	8	2.46	4.19	-1.73	-70.17	0.94	1.77	1.81	-0.9541
1000 <= x	15	22	10.64	9.72	0.92	8.64	1.62	4.15	4.04	0.2276
Locale:										
1: City	7	30	10.66	29.66	-19.00	-178.24	2.42	28.87	29.35	-0.6473
2: Suburb	42	55	68.90	54.97	13.93	20.22	3.86	22.49	23.24	0.5996
3: Town	2	2	3.56	2.16	1.39	39.13	2.45	1.27	1.77	0.7875
4: Rural	11	16	16.88	13.21	3.67	21.77	2.15	5.57	5.64	0.6512
Grade level:										
Regular—Primary	24	37	62.96	60.22	2.74	4.35	4.14	25.58	24.71	0.1109
Regular—Middle	17	29	16.89	17.81	-0.93	-5.48	2.14	7.55	7.75	-0.1194

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
RHODE ISLAND—										
Continued										
Grade level—										
Continued										
Regular—High school	16	31	12.31	16.55	-4.25	-34.50	1.70	6.87	6.78	-0.6263
Regular—Combined	3	3	1.73	1.06	0.68	39.13	0.86	0.53	0.71	0.9598
Charter—Elementary	1	1	3.27	1.99	1.28	39.13	4.58	1.54	3.32	0.3857
Charter—Secondary	1	1	2.84	1.73	1.11	39.13	2.33	1.24	1.46	0.7631
Charter—Combined	0	1	0.00	0.64	-0.64	100.00	0.00	41.35	41.35	-0.0155
SOUTH CAROLINA	121	138	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	5	5	5.74	5.16	0.58	10.07	2.41	2.13	0.32	1.7870
200 <= x < 500	34	39	35.51	35.38	0.13	0.36	5.75	5.19	1.61	0.0785
500 <= x < 750	31	37	27.03	28.36	-1.34	-4.95	4.67	4.38	1.40	-0.9532
750 <= x < 1000	22	24	16.86	16.13	0.73	4.34	3.47	3.16	0.84	0.8731
1000 <= x	29	33	14.86	14.96	-0.10	-0.65	2.84	2.59	0.87	-0.1114
Locale:										
1: City	18	21	13.23	13.42	-0.19	-1.46	1.05	0.94	0.85	-0.2278
2: Suburb	24	31	21.03	22.44	-1.41	-6.71	2.80	2.06	1.40	-1.0072
3: Town	20	20	17.57	15.80	1.77	10.07	2.45	2.15	0.57	3.1135
4: Rural	59	66	48.17	48.34	-0.17	-0.34	2.31	1.78	1.48	-0.1122
Grade level:										
Regular—Primary	44	47	57.23	54.91	2.32	4.05	2.10	1.18	1.50	1.5418
Regular—Middle	31	39	18.71	21.06	-2.34	-12.51	1.64	0.85	1.30	-1.7945
Regular—High school	36	41	20.57	20.73	-0.16	-0.78	1.49	1.00	0.90	-0.1795
Regular—Combined	6	7	1.27	1.31	-0.04	-3.07	0.36	0.31	0.17	-0.2319
Charter—Elementary	1	1	1.34	1.21	0.14	10.07	1.65	1.48	0.18	0.7440
Charter—Secondary	3	3	0.87	0.78	0.09	10.07	0.41	0.37	0.05	1.9234

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
SOUTH DAKOTA	102	120	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	29	33	41.97	41.02	0.95	2.26	5.56	5.17	1.52	0.6240
200 <= x < 500	42	50	41.44	42.60	-1.16	-2.81	5.02	4.83	1.47	-0.7899
500 <= x < 750	17	20	10.51	10.24	0.27	2.61	2.93	2.63	0.55	0.4977
750 <= x < 1000	6	7	1.70	1.76	-0.06	-3.76	0.45	0.43	0.14	-0.4453
1000 <= x	8	10	4.39	4.38	0.01	0.14	2.17	1.97	0.30	0.0199
Locale:										
1: City	15	24	15.28	17.78	-2.51	-16.40	4.64	3.96	1.34	-1.8756
3: Town	28	32	18.80	18.76	0.04	0.21	2.75	2.38	1.21	0.0330
4: Rural	59	64	65.92	63.45	2.47	3.74	3.86	3.13	1.49	1.6563
Grade level:										
Regular—Primary	32	34	43.63	41.07	2.56	5.88	3.15	2.71	1.41	1.8214
Regular—Middle	20	26	8.80	10.04	-1.24	-14.06	1.05	0.62	0.77	-1.6088
Regular—High school	32	40	12.85	14.78	-1.93	-15.04	1.44	1.31	0.99	-1.9593
Regular—Combined	18	20	34.72	34.11	0.61	1.75	3.07	2.56	1.58	0.3835
TENNESSEE	145	176	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	7	9	5.60	6.83	-1.23	-22.04	1.96	2.13	1.43	-0.8663
200 <= x < 500	49	59	44.60	42.40	2.20	4.93	4.54	4.31	2.36	0.9325
500 <= x < 750	41	48	28.31	28.07	0.24	0.85	3.87	3.53	2.29	0.1045
750 <= x < 1000	22	29	10.83	12.32	-1.49	-13.75	2.17	1.79	1.74	-0.8566
1000 <= x	26	31	10.66	10.37	0.28	2.67	2.03	1.75	1.03	0.2772
Locale:										
1: City	29	52	18.96	30.07	-11.11	-58.60	2.53	1.72	2.00	-5.5642
2: Suburb	24	27	14.49	13.90	0.59	4.04	1.67	1.42	1.54	0.3791
3: Town	25	26	18.22	14.78	3.44	18.88	1.74	1.33	0.74	4.6538
4: Rural	67	71	48.32	41.24	7.08	14.66	2.72	1.50	1.85	3.8327

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
TENNESSEE—										
Continued										
Grade level:										
Regular—Primary	38	50	53.51	56.12	-2.61	-4.88	1.92	0.91	1.72	-1.5197
Regular—Middle	51	63	18.35	18.02	0.33	1.79	1.08	0.38	1.00	0.3299
Regular—High school	41	48	22.25	21.18	1.08	4.83	1.60	0.91	1.29	0.8348
Regular—Combined	13	13	4.84	3.85	0.99	20.47	0.39	0.27	0.19	5.2594
Charter—Elementary	1	1	0.75	0.60	0.15	20.47	0.81	0.64	0.17	0.8954
Charter—Secondary	1	1	0.30	0.24	0.06	20.47	0.24	0.19	0.05	1.2517
TEXAS	346	464	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	60	76	19.31	17.55	1.76	9.12	2.49	1.95	0.98	1.8008
200 <= x < 500	100	134	32.29	32.27	0.03	0.08	3.27	2.65	1.77	0.0144
500 <= x < 750	73	100	25.12	26.79	-1.67	-6.64	2.74	2.58	1.58	-1.0570
750 <= x < 1000	51	68	13.48	13.46	0.02	0.15	1.98	1.74	1.15	0.0173
1000 <= x	62	86	9.80	9.93	-0.14	-1.40	0.96	0.78	0.55	-0.2497
Locale:										
1: City	117	179	30.61	36.26	-5.66	-18.48	1.61	0.92	1.47	-3.8479
2: Suburb	61	87	17.56	18.60	-1.03	-5.89	1.74	0.89	1.32	-0.7818
3: Town	48	55	16.75	13.99	2.76	16.48	1.72	1.29	0.79	3.4781
4: Rural	120	143	35.08	31.15	3.93	11.20	1.96	1.01	1.43	2.7414
Grade level:										
Regular—Primary	91	125	49.80	51.01	-1.20	-2.42	1.81	1.01	1.38	-0.8736
Regular—Middle	103	139	19.25	19.21	0.04	0.19	1.07	0.47	0.87	0.0429
Regular—High school	77	96	20.49	18.68	1.82	8.88	1.83	1.28	0.93	1.9482
Regular—Combined	36	52	4.76	5.01	-0.25	-5.34	0.64	0.46	0.41	-0.6164
Charter—Elementary	11	13	2.62	2.37	0.25	9.44	0.46	0.28	0.36	0.6843
Charter—Secondary	20	24	1.81	1.62	0.19	10.37	0.16	0.10	0.16	1.1951
Charter—Combined	8	15	1.26	2.10	-0.83	-66.11	0.32	0.16	0.32	-2.5787

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
UTAH	149	191	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	21	30	13.47	18.93	-5.45	-40.46	2.89	4.75	4.04	-1.3504
200 <= x < 500	27	34	22.75	18.63	4.11	18.09	4.68	4.44	1.42	2.8937
500 <= x < 750	32	42	33.50	35.83	-2.33	-6.95	5.39	5.20	2.84	-0.8206
750 <= x < 1000	28	33	15.47	13.00	2.46	15.93	4.24	3.33	1.63	1.5142
1000 <= x	41	52	14.81	13.61	1.20	8.10	3.38	2.37	1.64	0.7306
Locale:										
1: City	29	30	18.70	15.52	3.18	16.99	3.70	2.58	2.11	1.5083
2: Suburb	53	86	38.52	44.41	-5.89	-15.29	3.83	3.66	2.91	-2.0252
3: Town	29	30	17.66	13.57	4.09	23.18	3.48	2.65	1.52	2.7018
4: Rural	38	45	25.11	26.50	-1.38	-5.50	3.79	3.91	3.84	-0.3599
Grade level:										
Regular—Primary	26	33	52.47	53.14	-0.66	-1.26	4.20	3.75	4.15	-0.1599
Regular—Middle	26	29	5.42	4.85	0.57	10.57	0.59	0.37	0.57	1.0027
Regular—High school	74	95	32.42	30.54	1.88	5.81	3.09	2.29	2.69	0.7008
Regular—Combined	12	17	3.34	3.73	-0.39	-11.53	0.50	0.50	0.46	-0.8419
Charter—Elementary	2	3	2.71	3.54	-0.83	-30.57	3.69	3.21	3.11	-0.2665
Charter—Secondary	7	11	1.71	1.88	-0.17	-9.75	0.37	0.19	0.27	-0.6121
Charter—Combined	2	3	1.91	2.32	-0.41	-21.54	2.41	3.37	1.76	-0.2347
VERMONT	110	131	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	26	29	39.66	37.14	2.52	6.36	3.51	3.81	1.56	1.6212
200 <= x < 500	57	72	45.44	49.05	-3.61	-7.94	3.21	3.44	1.72	-2.0965
500 <= x < 750	13	14	7.85	7.11	0.74	9.49	1.53	1.38	0.49	1.5097
750 <= x < 1000	10	10	5.23	4.39	0.84	16.13	1.05	0.86	0.26	3.2983
1000 <= x	4	6	1.81	2.32	-0.50	-27.69	0.65	0.62	0.33	-1.5244

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
VERMONT—										
Continued										
Locale:										
1: City	7	7	5.00	4.19	0.81	16.13	1.15	0.97	0.24	3.3359
2: Suburb	9	9	6.68	5.60	1.08	16.13	1.20	0.94	0.33	3.2861
3: Town	28	31	19.13	17.64	1.48	7.76	1.66	1.26	0.99	1.4963
4: Rural	66	84	69.19	72.56	-3.37	-4.87	2.10	1.46	1.26	-2.6724
Grade level:										
Regular—Primary	56	70	66.55	68.23	-1.68	-2.53	1.95	1.17	1.39	-1.2126
Regular—Middle	12	14	7.28	7.33	-0.05	-0.74	0.91	0.44	0.83	-0.0646
Regular—High school	24	28	14.44	14.11	0.33	2.30	1.08	0.62	0.81	0.4125
Regular—Combined	18	19	11.73	10.33	1.40	11.96	0.84	0.48	0.58	2.4196
VIRGINIA	164	211	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	4	4	5.46	4.26	1.20	22.05	2.65	2.08	0.61	1.9578
200 <= x < 500	57	70	40.42	38.49	1.93	4.78	4.42	3.69	1.97	0.9796
500 <= x < 750	34	42	30.36	30.76	-0.40	-1.32	4.08	3.83	2.04	-0.1972
750 <= x < 1000	30	38	12.52	13.87	-1.34	-10.72	2.11	2.19	1.42	-0.9448
1000 <= x	39	57	11.24	12.63	-1.39	-12.37	1.56	1.22	0.84	-1.6553
Locale:										
1: City	32	46	19.01	21.44	-2.44	-12.83	2.63	1.28	2.07	-1.1760
2: Suburb	42	68	25.76	31.03	-5.26	-20.43	2.41	1.62	1.88	-2.7991
3: Town	17	19	11.26	9.52	1.74	15.44	1.99	1.57	0.75	2.3195
4: Rural	73	78	43.97	38.01	5.96	13.56	2.60	1.50	2.02	2.9574
Grade level:										
Regular—Primary	40	54	54.96	56.37	-1.41	-2.57	2.32	1.08	1.80	-0.7836
Regular—Middle	33	43	16.12	16.29	-0.16	-1.02	1.23	0.50	1.10	-0.1500
Regular—High school	65	82	22.22	20.83	1.38	6.23	1.75	1.21	1.06	1.3008
Regular—Combined	26	32	6.70	6.50	0.19	2.88	0.73	0.45	0.45	0.4249

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
WASHINGTON	198	276	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	34	45	24.39	21.68	2.71	11.11	4.12	3.01	2.06	1.3138
200 <= x < 500	59	81	38.69	41.41	-2.72	-7.03	4.69	4.02	2.65	-1.0280
500 <= x < 750	46	62	24.90	24.19	0.71	2.87	4.21	3.37	2.16	0.3302
750 <= x < 1000	20	28	4.88	5.05	-0.17	-3.44	1.00	0.79	0.63	-0.2675
1000 <= x	39	60	7.14	7.67	-0.53	-7.47	1.10	0.81	0.67	-0.7947
Locale:										
1: City	42	68	19.38	22.75	-3.37	-17.39	2.31	1.10	2.68	-1.2577
2: Suburb	70	98	33.54	34.93	-1.38	-4.12	2.55	1.59	2.61	-0.5304
3: Town	29	38	15.77	14.59	1.18	7.49	1.91	1.34	1.51	0.7824
4: Rural	57	72	31.30	27.73	3.57	11.42	2.36	1.59	1.88	1.8960
Grade level:										
Regular—Primary	45	63	55.80	55.60	0.20	0.36	2.38	1.36	2.12	0.0940
Regular—Middle	41	56	13.37	12.95	0.42	3.16	1.11	0.45	1.03	0.4102
Regular—High school	80	115	23.04	23.93	-0.89	-3.85	1.71	1.17	1.54	-0.5781
Regular—Combined	32	42	7.79	7.52	0.27	3.41	0.93	0.71	0.73	0.3632
WEST VIRGINIA	114	119	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	9	10	14.08	16.86	-2.78	-19.72	4.72	4.91	1.73	-1.6046
200 <= x < 500	49	52	56.72	55.69	1.03	1.82	5.76	6.32	1.33	0.7756
500 <= x < 750	32	33	20.13	18.97	1.16	5.77	2.90	2.76	0.56	2.0774
750 <= x < 1000	14	14	5.90	5.52	0.38	6.43	1.65	1.54	0.18	2.0991
1000 <= x	10	10	3.16	2.96	0.20	6.43	0.97	0.88	0.10	1.9664
Locale:										
1: City	11	11	12.01	11.24	0.77	6.43	1.67	1.61	0.33	2.3751
2: Suburb	14	14	13.98	13.08	0.90	6.43	1.76	1.71	0.38	2.3442
3: Town	25	26	19.62	22.04	-2.42	-12.34	2.22	2.29	1.72	-1.4045
4: Rural	64	68	54.38	53.63	0.75	1.38	2.13	1.83	1.60	0.4703

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
WEST VIRGINIA—										
Continued										
Grade level:										
Regular—Primary	32	33	59.02	57.10	1.92	3.25	8.91	9.64	1.22	1.5711
Regular—Middle	33	34	16.00	15.57	0.43	2.67	1.46	1.20	0.45	0.9440
Regular—High school	34	37	16.19	19.10	-2.91	-17.96	6.17	7.33	1.44	-2.0167
Regular—Combined	15	15	8.79	8.23	0.57	6.43	1.43	1.24	0.25	2.2416
WISCONSIN	170	212	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	17	22	15.83	18.17	-2.35	-14.83	3.08	3.84	2.89	-0.8113
200 <= x < 500	80	97	56.80	54.16	2.64	4.65	3.76	3.69	2.47	1.0701
500 <= x < 750	41	50	17.49	17.41	0.07	0.43	2.70	2.32	1.26	0.0596
750 <= x < 1000	15	19	5.56	5.49	0.06	1.17	1.72	1.46	0.64	0.1014
1000 <= x	17	24	4.33	4.77	-0.43	-10.01	0.92	0.70	0.63	-0.6866
Locale:										
1: City	33	56	17.79	26.58	-8.79	-49.39	2.00	3.05	2.53	-3.4674
2: Suburb	41	46	21.24	18.62	2.62	12.35	2.02	1.66	1.33	1.9684
3: Town	41	48	21.94	20.99	0.95	4.33	1.86	2.76	2.83	0.3355
4: Rural	55	62	39.03	33.82	5.21	13.35	2.26	1.92	1.63	3.1883
Grade level:										
Regular—Primary	48	63	50.55	50.54	0.00	0.01	2.25	2.21	2.19	0.0016
Regular—Middle	47	58	12.92	12.55	0.38	2.92	0.89	0.56	0.85	0.4414
Regular—High school	48	59	20.55	19.17	1.39	6.74	1.67	1.21	1.17	1.1877
Regular—Combined	10	11	7.66	9.05	-1.39	-18.19	1.15	2.30	2.90	-0.4808
Charter—Elementary	7	7	5.86	4.58	1.28	21.77	1.63	1.26	0.43	2.9677
Charter—Secondary	9	12	2.24	2.51	-0.27	-12.22	0.35	0.36	0.30	-0.9253
Charter—Combined	1	2	0.23	1.60	-1.38	-602.86	0.45	2.71	2.92	-0.4712

See notes at end of table.

Table K-35. Unit response rates for Public School Teacher Listing Forms before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
WYOMING	91	108	100.00	100.00	0	0				0
School enrollment:										
0 <= x < 200	29	31	50.35	46.73	3.62	7.19	6.97	6.37	2.73	1.3241
200 <= x < 500	38	46	40.03	43.02	-2.98	-7.45	6.09	5.58	2.67	-1.1180
500 <= x < 750	14	16	5.95	5.67	0.28	4.73	1.32	0.96	0.65	0.4318
750 <= x < 1000	4	8	1.50	2.48	-0.98	-65.01	0.49	0.50	0.46	-2.1464
1000 <= x	6	7	2.16	2.10	0.06	2.84	0.35	0.28	0.20	0.3116
Locale:										
1: City	16	17	17.49	14.87	2.62	15.00	3.05	2.18	1.30	2.0252
2: Suburb	1	1	2.05	1.71	0.34	16.72	2.04	1.72	0.36	0.9490
3: Town	29	43	20.83	28.57	-7.74	-37.14	2.88	3.30	2.44	-3.1775
4: Rural	45	47	59.62	54.85	4.77	8.00	5.14	4.16	2.59	1.8437
Grade level:										
Regular—Primary	22	29	59.55	62.15	-2.60	-4.37	4.55	2.92	2.65	-0.9838
Regular—Middle	19	21	11.05	9.95	1.10	10.00	1.60	1.01	0.82	1.3422
Regular—High school	36	44	20.46	20.45	0.00	0.02	2.58	1.89	1.61	0.0029
Regular—Combined	13	13	7.32	6.09	1.22	16.72	1.04	0.68	0.54	2.2688
Charter—Secondary	1	1	1.63	1.36	0.27	16.72	1.57	1.31	0.28	0.9586

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
ALABAMA	100	0	0			0	
School enrollment:							
0 <= x < 200	12.82	0.49	3.83	4.23	0.79	0.6258	-36.70
200 <= x < 500	43.47	0.18	0.42	4.36	1.27	0.1441	73.25
500 <= x < 750	28.43	-0.39	-1.39	3.08	1.18	-0.3339	-8.81
750 <= x < 1000	9.39	-0.66	-6.99	1.92	0.84	-0.7813	-4.20
1000 <= x	5.89	0.38	6.39	1.26	0.36	1.0463	59.77
Locale:							
1: City	19.07	0.35	1.83	1.70	0.94	0.3731	-55.26
2: Suburb	12.63	-1.44	-11.40	1.64	0.94	-1.5287	-44.75
3: Town	11.51	-0.31	-2.66	1.00	0.81	-0.3765	456.53
4: Rural	56.80	1.40	2.46	2.14	1.13	1.2375	-59.46
Grade level:							
Regular—Primary	44.57	-1.04	-2.34	2.21	1.33	-0.7817	-28.94
Regular—Middle	14.76	-0.10	-0.71	1.11	0.81	-0.1282	-69.90
Regular—High school	27.43	0.62	2.25	2.22	1.14	0.5404	-29.00
Regular—Combined	13.24	0.53	4.00	2.08	0.37	1.4412	-43.90
ALASKA	100.00	0	0			0	
School enrollment:							
0 <= x < 200	62.75	8.52	13.58	30.55	9.15	0.9307	-15.18
200 <= x < 500	32.62	-2.53	-7.74	32.82	7.22	-0.3501	-30.33
500 <= x < 750	2.88	-3.24	-112.58	1.52	1.34	-2.4198	-7.65
750 <= x < 1000	1.10	-0.97	-88.08	0.64	0.41	-2.3578	-11.46
1000 <= x	0.65	-1.79	-273.44	0.43	0.73	-2.4394	-1.70
Locale:							
1: City	2.21	-16.79	-759.81	3.83	7.15	-2.3495	-0.43
2: Suburb		-1.68	100.00	0.00	0.86	-1.9626	0.00
3: Town	19.61	2.45	12.48	38.62	6.48	0.3774	672.35
4: Rural	78.18	16.03	20.50	38.18	13.80	1.1615	-12.08
Grade level:							
Regular—Primary	20.75	-11.25	-54.20	10.47	3.38	-3.3288	-6.37
Regular—Middle	5.82	-1.26	-21.69	2.93	0.37	-3.4579	-9.97
Regular—High school	12.75	-0.65	-5.10	6.24	1.33	-0.4907	-35.31
Regular—Combined	53.40	10.38	19.43	26.90	9.42	1.1014	-13.42

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
ALASKA—Continued							
Grade level—Continued							
Charter—Elementary	5.58	2.08	37.30	8.19	3.00	0.6941	9.56
Charter—Secondary	0.94	0.35	37.30	0.97	0.36	0.9629	9.56
Charter—Combined	0.76	0.35	46.76	47.15	8.62	0.0411	61.69
ARIZONA	100.00	0	0			0	
School enrollment:							
0 <= x < 200	32.13	3.21	9.99	2.66	0.84	3.8209	0.10
200 <= x < 500	22.67	-1.19	-5.25	2.48	1.66	-0.7165	-28.08
500 <= x < 750	22.44	-1.62	-7.22	2.30	1.44	-1.1289	15.83
750 <= x < 1000	12.47	-1.00	-8.05	1.68	0.99	-1.0108	21.15
1000 <= x	10.30	0.60	5.85	1.43	0.45	1.3499	-10.56
Locale:							
1: City	43.69	0.04	0.08	2.46	1.29	0.0276	-97.38
2: Suburb	13.57	-1.54	-11.38	1.39	0.79	-1.9652	-12.13
3: Town	11.10	-0.27	-2.47	1.98	0.62	-0.4454	29.86
4: Rural	31.64	1.78	5.64	2.38	1.55	1.1488	-38.63
Grade level:							
Regular—Primary	45.95	-3.09	-6.72	2.10	1.15	-2.6913	47.11
Regular—Middle	10.41	0.37	3.52	1.19	0.46	0.8017	-51.70
Regular—High school	18.46	1.13	6.11	1.67	0.62	1.8289	-28.86
Regular—Combined	1.93	0.06	2.92	0.57	0.15	0.3705	-46.84
Charter—Elementary	9.36	0.57	6.04	1.53	0.81	0.6978	1006.29
Charter—Secondary	10.52	0.51	4.88	1.43	0.58	0.8786	207.56
Charter—Combined	3.37	0.46	13.58	0.90	0.67	0.6786	94.26
ARKANSAS	100.00	0	0			0	
School enrollment:							
0 <= x < 200	6.42	-0.36	-5.68	2.57	0.65	-0.5647	-8.51
200 <= x < 500	56.20	1.79	3.19	5.28	1.02	1.7603	-5.18
500 <= x < 750	18.47	-1.22	-6.58	3.54	0.95	-1.2778	19.60
750 <= x < 1000	10.36	0.08	0.77	2.42	0.81	0.0980	-50.48
1000 <= x	8.55	-0.29	-3.43	3.80	0.50	-0.5839	-7.37

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
ARKANSAS—Continued							
Locale:							
1: City	22.56	1.02	4.51	3.69	0.81	1.2607	39.30
2: Suburb	5.91	-1.41	-23.87	1.99	1.27	-1.1148	-33.22
3: Town	19.78	0.14	0.70	3.22	0.46	0.3023	-67.10
4: Rural	51.75	0.26	0.49	5.81	0.95	0.2701	-73.39
Grade level:							
Regular—Primary	46.89	1.04	2.23	6.13	0.91	1.1441	-17.08
Regular—Middle	13.90	-0.34	-2.46	2.02	0.50	-0.6882	55.16
Regular—High school	21.93	-2.05	-9.34	3.11	0.69	-2.9583	7.22
Regular—Combined	14.27	0.62	4.35	10.90	0.52	1.1950	-16.97
Charter—Elementary	0.94	0.20	21.17	0.85	0.18	1.1404	390.37
Charter—Secondary	1.31	0.28	21.17	0.50	0.12	2.3574	390.37
Charter—Combined	0.76	0.25	33.05	1.80	0.73	0.3407	801.50
CALIFORNIA	100.00	0	0			0	
School enrollment:							
0 <= x < 200	17.22	-1.17	-6.77	2.36	1.79	-0.6508	590.70
200 <= x < 500	27.52	0.26	0.96	2.66	1.74	0.1519	7.39
500 <= x < 750	27.02	1.24	4.58	2.18	1.58	0.7826	13.91
750 <= x < 1000	14.50	0.13	0.90	2.09	1.18	0.1106	-80.35
1000 <= x	13.74	-0.47	-3.40	1.29	0.81	-0.5768	-44.38
Locale:							
1: City	40.71	0.48	1.18	1.01	0.64	0.7495	-92.68
2: Suburb	35.26	1.18	3.35	1.05	0.67	1.7718	-72.86
3: Town	8.04	-0.57	-7.14	0.92	0.58	-0.9909	156.31
4: Rural	15.99	-1.09	-6.80	1.10	1.18	-0.9191	-45.32
Grade level:							
Regular—Primary	57.08	-0.44	-0.78	1.68	1.68	-0.2645	-69.08
Regular—Middle	11.91	0.16	1.34	0.72	0.67	0.2408	798.66
Regular—High school	19.37	-0.30	-1.53	1.12	0.92	-0.3201	-5.52
Regular—Combined	2.71	0.16	5.84	0.39	0.23	0.6974	-2.91
Charter—Elementary	5.13	0.19	3.80	0.61	0.35	0.5495	-71.82
Charter—Secondary	2.05	-0.08	-4.07	0.19	0.16	-0.5055	-10.04
Charter—Combined	1.76	0.31	17.63	0.42	0.40	0.7743	93.57

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
COLORADO	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	17.89	0.71	3.99	10.65	1.78	0.4018	-66.26
200 ≤ x < 500	43.58	0.40	0.91	5.22	2.01	0.1969	-64.04
500 ≤ x < 750	22.84	-1.88	-8.24	5.06	1.54	-1.2233	20.90
750 ≤ x < 1000	6.37	-0.44	-6.90	1.45	0.62	-0.7132	3574.26
1000 ≤ x	9.32	1.21	13.00	2.01	0.99	1.2258	119.51
Locale:							
1: City	31.01	-0.50	-1.61	2.09	1.18	-0.4260	-78.89
2: Suburb	24.21	-2.73	-11.28	3.75	1.85	-1.4770	-67.41
3: Town	10.44	0.81	7.78	2.26	1.19	0.6847	4.15
4: Rural	34.34	2.42	7.04	5.66	1.34	1.8057	-53.72
Grade level:							
Regular—Primary	50.23	-0.48	-0.95	10.97	2.09	-0.2295	-64.47
Regular—Middle	15.15	-0.33	-2.16	3.08	0.91	-0.3617	-37.81
Regular—High school	16.22	-0.06	-0.34	3.25	1.16	-0.0477	-82.10
Regular—Combined	8.29	0.64	7.74	17.91	1.78	0.3609	-44.43
Charter—Elementary	6.75	0.20	3.03	1.79	0.93	0.2198	-42.93
Charter—Secondary	2.18	0.19	8.94	1.02	0.36	0.5400	-49.35
Charter—Combined	1.17	-0.18	-15.32	0.76	0.32	-0.5557	-46.16
CONNECTICUT	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	14.23	0.36	2.52	4.94	3.32	0.1082	8.77
200 ≤ x < 500	52.44	6.64	12.67	6.03	7.37	0.9013	15.76
500 ≤ x < 750	17.34	-5.92	-34.17	3.83	11.15	-0.5314	17.97
750 ≤ x < 1000	7.94	-0.45	-5.66	1.82	1.89	-0.2372	45.30
1000 ≤ x	8.06	-0.63	-7.78	1.17	1.61	-0.3904	-14.86
Locale:							
1: City	16.56	-8.76	-52.90	4.65	11.89	-0.7371	-32.41
2: Suburb	59.99	5.81	9.69	5.14	8.56	0.6786	-10.28
3: Town	5.25	0.14	2.72	2.57	1.23	0.1160	-84.73
4: Rural	18.19	2.81	15.44	2.57	2.98	0.9425	-49.42

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
CONNECTICUT—							
Continued							
Grade level:							
Regular—Primary	62.45	1.91	3.05	3.36	9.69	0.1967	14.33
Regular—Middle	18.12	0.92	5.10	1.88	3.04	0.3038	-39.19
Regular—High school	14.69	-3.28	-22.36	1.73	3.01	-1.0914	0.21
Regular—Combined	3.80	1.20	31.68	0.81	0.68	1.7670	53.58
Charter—Elementary	0.95	-0.59	-62.42	1.23	1.00	-0.5923	10.44
Charter—Combined	0.00	-0.16	100.00	0.00	14.77	-0.0107	0.00
DELAWARE	100.00	0	0			0	
School enrollment:							
0 <= x < 200	17.58	1.96	11.15	7.69	1.63	1.2042	21.45
200 <= x < 500	27.34	2.43	8.88	6.31	1.87	1.2957	-5.69
500 <= x < 750	34.50	-3.09	-8.96	13.56	4.29	-0.7193	-5.07
750 <= x < 1000	12.07	0.22	1.81	2.95	0.88	0.2481	-43.05
1000 <= x	8.51	-1.52	-17.83	2.15	0.79	-1.9130	15.15
Locale:							
1: City	22.63	3.33	14.73	12.47	3.35	0.9948	67.23
2: Suburb	44.48	0.52	1.17	10.25	3.32	0.1562	-58.46
3: Town	12.96	-1.94	-14.96	3.11	0.91	-2.1386	257.71
4: Rural	19.93	-1.91	-9.60	4.72	1.24	-1.5433	841.80
Grade level:							
Regular—Primary	45.68	-0.20	-0.44	8.51	2.84	-0.0714	-63.43
Regular—Middle	16.28	-1.31	-8.04	3.17	1.10	-1.1910	58.30
Regular—High school	13.96	-1.91	-13.68	2.95	1.10	-1.7417	2.55
Regular—Combined	10.87	1.03	9.45	2.64	0.81	1.2743	1.06
Charter—Elementary	7.83	1.16	14.86	5.13	0.90	1.2962	68.90
Charter—Secondary	2.03	0.30	14.86	0.82	0.18	1.6329	68.90
Charter—Combined	3.35	0.93	27.69	16.25	5.08	0.1829	270.69

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
DISTRICT OF COLUMBIA	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	17.05	-8.50	-49.85	7.11	6.24	-1.3615	-0.37
200 ≤ x < 500	69.61	6.69	9.62	7.59	5.36	1.2493	-14.08
500 ≤ x < 750	9.83	1.55	15.74	4.30	2.32	0.6661	102.79
750 ≤ x < 1000	2.41	0.96	40.10	1.59	0.79	1.2142	24.84
1000 ≤ x	1.11	-0.71	-63.68	0.91	0.77	-0.9210	-11.13
Locale:							
1: City	100.00	0	0	0.00	0.00	0	0
Grade level:							
Regular—Primary	39.82	-3.44	-8.63	6.50	5.04	-0.6825	-48.03
Regular—Middle	6.15	-0.57	-9.31	1.84	1.77	-0.3233	-46.14
Regular—High school	17.46	4.28	24.53	3.88	2.98	1.4359	48.19
Regular—Combined	6.47	2.03	31.38	1.25	1.06	1.9175	34.09
Charter—Elementary	21.06	0.90	4.26	10.48	5.22	0.1719	-81.30
Charter—Secondary	9.03	-0.23	-2.49	6.83	3.31	-0.0679	-84.47
Charter—Combined	0.00	-2.98	100.00	0.00	2.12	-1.4023	0.00
FLORIDA	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	15.10	1.67	11.06	2.71	1.17	1.4234	-19.09
200 ≤ x < 500	15.23	-0.96	-6.31	2.74	1.74	-0.5511	14.32
500 ≤ x < 750	28.58	0.95	3.31	3.73	2.58	0.3666	147.12
750 ≤ x < 1000	21.84	-2.06	-9.44	3.67	2.57	-0.8023	-1.99
1000 ≤ x	19.25	0.41	2.12	2.02	1.28	0.3192	-18.13
Locale:							
1: City	27.56	1.17	4.25	2.42	1.81	0.6486	221.22
2: Suburb	46.85	-0.94	-2.02	2.11	1.61	-0.5854	-20.27
3: Town	7.11	0.43	6.08	1.72	1.30	0.3318	81.25
4: Rural	18.48	-0.66	-3.57	2.05	1.63	-0.4055	-37.69
Grade level:							
Regular—Primary	48.90	-1.69	-3.46	2.98	2.14	-0.7919	-42.06
Regular—Middle	13.85	-1.02	-7.39	1.47	1.23	-0.8305	-1.56
Regular—High school	16.45	1.15	6.96	1.65	0.88	1.3075	1.14
Regular—Combined	10.34	2.17	20.96	2.30	0.76	2.8697	53.82

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
FLORIDA—Continued							
Grade level—Continued							
Charter—Elementary	7.14	-0.55	-7.70	1.32	0.83	-0.6657	-33.14
Charter—Secondary	2.51	-0.31	-12.47	0.57	0.32	-0.9642	-5.45
Charter—Combined	0.81	0.27	32.95	1.09	0.48	0.5622	-0.65
GEORGIA	100.00	0	0			0	
School enrollment:							
0 <= x < 200	4.15	-0.33	-8.04	1.57	0.60	-0.5588	-1.64
200 <= x < 500	24.28	0.79	3.27	3.88	1.72	0.4607	-37.37
500 <= x < 750	34.71	0.26	0.75	4.50	2.01	0.1293	-86.90
750 <= x < 1000	17.49	-0.52	-2.96	2.76	1.50	-0.3465	-38.64
1000 <= x	19.36	-0.20	-1.04	2.25	1.53	-0.1314	-90.29
Locale:							
1: City	20.37	2.97	14.59	2.04	1.62	1.8294	159.99
2: Suburb	29.62	-2.05	-6.93	2.89	2.53	-0.8117	-69.16
3: Town	12.61	-0.48	-3.77	1.20	0.73	-0.6510	-76.32
4: Rural	37.40	-0.44	-1.18	2.05	1.69	-0.2617	-92.36
Grade level:							
Regular—Primary	57.42	1.85	3.22	2.15	1.90	0.9738	-4.51
Regular—Middle	18.85	-1.00	-5.31	1.55	1.38	-0.7274	3.34
Regular—High school	16.76	-0.51	-3.05	1.65	1.43	-0.3588	-17.32
Regular—Combined	4.28	-0.28	-6.47	0.80	0.56	-0.4966	-14.46
Charter—Elementary	1.71	-0.24	-13.93	0.49	0.59	-0.4006	12.28
Charter—Secondary	0.76	0.11	14.58	0.36	0.07	1.4988	-26.06
Charter—Combined	0.22	0.07	29.95	1.86	0.70	0.0952	85.20
HAWAII	100.00	0	0			0	
School enrollment:							
0 <= x < 200	0.45	-3.28	0	0.42	29.48	0	0
200 <= x < 500	27.68	-3.32	-11.98	26.23	14.40	-0.2303	21.35
500 <= x < 750	26.11	1.33	5.10	13.42	7.63	0.1747	-12.75
750 <= x < 1000	36.41	4.33	11.90	18.09	11.00	0.3939	21.50
1000 <= x	9.34	0.93	9.95	4.43	3.07	0.3031	-0.67

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
HAWAII—Continued							
Locale:							
1: City	0.76	-1.83	-240.68	0.59	4.00	-0.4592	-1.05
2: Suburb	42.43	3.08	7.25	18.97	10.82	0.2844	-29.65
3: Town	27.35	0.96	3.50	26.40	15.30	0.0626	-58.92
4: Rural	29.45	-2.20	-7.47	14.30	22.59	-0.0975	1051.18
Grade level:							
Regular—Primary	60.35	1.95	3.23	23.83	15.70	0.1243	-20.50
Regular—Middle	15.10	1.52	10.06	6.56	4.72	0.3221	0.61
Regular—High school	14.84	1.29	8.71	6.62	4.58	0.2822	-14.18
Regular—Combined	1.90	-0.98	-51.44	1.17	1.17	-0.8334	7.40
Charter—Elementary	4.12	-1.37	-33.33	8.98	5.55	-0.2472	-10.49
Charter—Secondary	0.45	0.06	13.52	0.42	0.18	0.3483	40.63
Charter—Combined	3.24	-2.48	-76.44	30.10	28.71	-0.0863	-19.39
IDAHO	100.00	0	0			0	
School enrollment:							
0 <= x < 200	35.64	2.81	7.87	22.32	3.35	0.8379	-33.91
200 <= x < 500	32.43	-1.00	-3.08	11.51	2.54	-0.3937	4.68
500 <= x < 750	23.68	-1.50	-6.33	8.81	1.89	-0.7920	-45.77
750 <= x < 1000	3.23	0.57	17.56	1.21	0.38	1.4939	12.89
1000 <= x	5.02	-0.88	-17.45	2.05	0.67	-1.3152	-15.06
Locale:							
1: City	30.24	4.92	16.26	23.59	3.64	1.3495	0.71
2: Suburb	8.42	-1.32	-15.70	3.40	0.67	-1.9810	99.28
3: Town	19.48	-1.86	-9.54	7.15	1.62	-1.1471	17.74
4: Rural	41.86	-1.74	-4.15	15.31	2.63	-0.6613	-56.23
Grade level:							
Regular—Primary	44.78	-1.64	-3.65	16.06	2.48	-0.6594	-44.83
Regular—Middle	11.35	-0.39	-3.45	4.13	0.72	-0.5425	6.81
Regular—High school	32.29	1.63	5.04	11.43	2.49	0.6530	-18.24
Regular—Combined	5.00	-1.04	-20.82	1.89	1.13	-0.9216	189.65
Charter—Elementary	2.26	0.33	14.66	6.81	1.04	0.3183	-8.91
Charter—Secondary	0.60	0.09	14.66	0.55	0.09	0.9546	-8.91
Charter—Combined	3.72	1.02	27.53	31.61	5.36	0.1910	101.37

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
ILLINOIS	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	19.28	-1.19	-6.18	2.96	1.85	-0.6442	29.23
200 ≤ x < 500	48.48	2.41	4.96	4.14	1.58	1.5201	3.02
500 ≤ x < 750	18.72	-0.59	-3.17	3.00	1.17	-0.5093	-4.70
750 ≤ x < 1000	6.02	-0.10	-1.66	1.47	0.68	-0.1463	-17.56
1000 ≤ x	7.50	-0.52	-6.96	1.20	0.78	-0.6726	-22.12
Locale:							
1: City	28.30	1.89	6.66	1.78	0.91	2.0828	2920.50
2: Suburb	33.14	-3.47	-10.48	1.80	1.60	-2.1661	46.73
3: Town	14.86	1.13	7.58	1.40	0.79	1.4302	-25.45
4: Rural	23.70	0.46	1.94	1.79	1.23	0.3740	-41.96
Grade level:							
Regular—Primary	60.75	2.13	3.51	1.44	1.71	1.2487	10.16
Regular—Middle	13.92	-0.12	-0.87	0.89	0.76	-0.1593	1220.79
Regular—High school	17.00	-3.12	-18.34	1.51	1.92	-1.6283	-0.03
Regular—Combined	7.22	0.94	13.04	1.15	0.27	3.4457	-16.83
Charter—Elementary	0.66	0.15	23.02	0.28	0.07	2.1489	65.79
Charter—Secondary	0.28	0.04	14.39	0.07	0.03	1.3328	173.92
Charter—Combined	0.16	-0.03	-16.59	0.20	0.16	-0.1692	-57.92
INDIANA	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	4.75	1.52	32.03	2.51	1.36	1.1180	216.06
200 ≤ x < 500	44.50	-0.17	-0.38	4.49	2.32	-0.0736	-70.27
500 ≤ x < 750	35.22	0.08	0.22	4.70	1.89	0.0417	-91.57
750 ≤ x < 1000	7.27	-0.87	-11.94	1.81	0.66	-1.3203	46.23
1000 ≤ x	8.26	-0.56	-6.81	1.02	0.60	-0.9295	126.19
Locale:							
1: City	26.22	1.99	7.60	3.15	2.31	0.8608	-53.30
2: Suburb	20.66	-0.17	-0.83	1.36	0.92	-0.1852	-89.30
3: Town	17.92	-0.72	-4.02	1.77	1.15	-0.6253	-23.49
4: Rural	35.20	-1.10	-3.13	2.27	1.48	-0.7453	-36.18

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
INDIANA—Continued							
Grade level:							
Regular—Primary	58.24	2.73	4.68	2.31	1.83	1.4895	174.98
Regular—Middle	17.75	-0.42	-2.38	1.17	1.05	-0.4023	11795.15
Regular—High school	19.51	-1.42	-7.28	1.47	1.03	-1.3739	1299.16
Regular—Combined	2.74	-0.22	-8.18	0.44	0.16	-1.4308	171.39
Charter—Elementary	0.76	-0.54	-71.17	0.62	0.56	-0.9574	-6.49
Charter—Secondary	0.55	0.09	17.27	0.39	0.08	1.2083	40.02
Charter—Combined	0.46	-0.21	-46.97	0.83	0.81	-0.2628	-29.09
IOWA	100.00	0	0			0	
School enrollment:							
0 <= x < 200	22.05	0.14	0.65	4.79	1.46	0.0979	-71.66
200 <= x < 500	52.88	-0.93	-1.75	4.72	1.81	-0.5134	-21.69
500 <= x < 750	15.71	0.28	1.77	3.30	0.91	0.3042	-17.21
750 <= x < 1000	4.84	0.57	11.73	2.11	0.29	1.9499	6.80
1000 <= x	4.52	-0.06	-1.34	2.16	0.50	-0.1206	-67.50
Locale:							
1: City	14.80	-2.23	-15.09	1.98	1.17	-1.9123	-27.45
2: Suburb	7.23	0.89	12.36	1.52	0.33	2.6849	13.35
3: Town	29.13	1.95	6.71	3.52	1.17	1.6732	-20.76
4: Rural	48.84	-0.62	-1.26	3.19	1.59	-0.3863	245.66
Grade level:							
Regular—Primary	48.03	-1.36	-2.84	2.92	1.68	-0.8140	-20.94
Regular—Middle	12.50	0.16	1.31	0.94	0.66	0.2501	23.45
Regular—High school	27.26	1.47	5.39	2.67	0.97	1.5187	-19.56
Regular—Combined	12.21	-0.27	-2.21	1.97	1.70	-0.1589	14.97
KANSAS	100.00	0	0			0	
School enrollment:							
0 <= x < 200	29.84	1.95	6.53	4.21	1.25	1.5585	-41.62
200 <= x < 500	49.50	-1.61	-3.25	5.76	2.06	-0.7820	-15.59
500 <= x < 750	14.83	0.32	2.13	3.52	1.49	0.2115	-46.53
750 <= x < 1000	1.31	-0.56	-42.79	0.40	0.31	-1.8037	15.81
1000 <= x	4.52	-0.10	-2.11	1.26	0.47	-0.2039	-73.39

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
KANSAS—Continued							
Locale:							
1: City	14.68	-2.75	-18.71	2.87	2.15	-1.2783	-60.04
2: Suburb	7.05	-2.43	-34.46	1.12	0.83	-2.9347	11.93
3: Town	25.08	2.08	8.31	1.66	0.86	2.4199	-41.05
4: Rural	53.19	3.09	5.81	2.28	1.45	2.1260	-43.87
Grade level:							
Regular—Primary	55.02	-0.37	-0.66	2.20	1.39	-0.2624	-59.18
Regular—Middle	14.58	-0.64	-4.37	1.30	1.04	-0.6135	-20.15
Regular—High school	24.90	1.01	4.04	1.59	0.97	1.0425	-36.66
Regular—Combined	4.26	-0.27	-6.36	0.86	0.47	-0.5732	352.11
Charter—Elementary	0.80	0.17	21.45	0.89	0.19	0.9131	63.01
Charter—Secondary	0.44	0.09	21.45	0.22	0.05	1.8706	63.01
KENTUCKY	100.00	0	0			0	
School enrollment:							
0 <= x < 200	17.17	0.86	5.00	3.43	0.52	1.6654	-27.96
200 <= x < 500	35.84	-1.56	-4.36	3.76	1.55	-1.0047	-8.33
500 <= x < 750	32.06	1.62	5.06	4.41	0.92	1.7580	2.40
750 <= x < 1000	6.93	-0.80	-11.48	1.54	0.61	-1.3094	-2.33
1000 <= x	8.01	-0.13	-1.56	1.50	0.49	-0.2544	-51.78
Locale:							
1: City	15.39	-0.71	-4.62	1.45	0.87	-0.8200	-50.88
2: Suburb	12.56	0.40	3.21	1.39	1.01	0.3984	-32.43
3: Town	21.61	0.97	4.50	1.68	0.59	1.6515	-31.09
4: Rural	50.44	-0.66	-1.32	2.15	1.20	-0.5529	5.01
Grade level:							
Regular—Primary	51.39	0.11	0.22	2.23	1.35	0.0823	-45.83
Regular—Middle	15.30	-0.22	-1.47	0.87	0.57	-0.3967	-22.98
Regular—High school	26.60	-0.20	-0.76	2.39	1.02	-0.1966	-2.39
Regular—Combined	6.71	0.31	4.69	0.92	0.27	1.1604	8.20

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
LOUISIANA	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	10.56	-0.23	-2.15	2.31	1.48	-0.1536	110.33
200 ≤ x < 500	61.21	3.60	5.89	4.15	2.32	1.5547	-18.46
500 ≤ x < 750	19.02	-1.88	-9.87	3.67	2.25	-0.8360	-29.62
750 ≤ x < 1000	2.92	-1.02	-34.95	0.92	1.15	-0.8859	7.64
1000 ≤ x	6.28	-0.48	-7.59	1.28	0.91	-0.5248	-31.26
Locale:							
1: City	25.98	0.01	0.03	3.76	2.51	0.0034	-99.78
2: Suburb	21.45	1.99	9.29	3.07	2.33	0.8568	764.27
3: Town	22.21	0.55	2.49	2.27	1.41	0.3934	-82.11
4: Rural	30.36	-2.55	-8.41	2.44	2.05	-1.2460	178.81
Grade level:							
Regular—Primary	50.00	-1.40	-2.80	2.46	2.14	-0.6541	-46.44
Regular—Middle	14.71	0.40	2.71	1.43	1.16	0.3452	-10.29
Regular—High school	16.88	-0.12	-0.71	1.30	0.93	-0.1279	-43.28
Regular—Combined	12.13	0.10	0.81	1.76	1.51	0.0650	-74.18
Charter—Elementary	4.31	0.61	14.18	0.43	0.29	2.1196	-44.84
Charter—Secondary	1.14	0.13	11.64	1.92	0.33	0.4091	-56.04
Charter—Combined	0.83	0.28	33.28	0.45	0.24	1.1396	66.47
MAINE	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	39.24	3.20	8.16	4.17	1.35	2.3662	-11.73
200 ≤ x < 500	42.49	-4.59	-10.81	4.68	1.50	-3.0595	-2.89
500 ≤ x < 750	10.96	0.99	8.99	2.10	0.59	1.6687	13.66
750 ≤ x < 1000	4.81	0.36	7.46	1.21	0.47	0.7662	55.18
1000 ≤ x	2.49	0.05	1.90	0.78	0.36	0.1313	876.59
Locale:							
1: City	7.60	-0.95	-12.43	0.87	0.62	-1.5354	-45.62
2: Suburb	7.24	-0.36	-4.96	1.31	0.96	-0.3737	-26.56
3: Town	15.46	0.85	5.47	1.77	0.96	0.8802	-16.54
4: Rural	69.70	0.46	0.66	1.89	1.34	0.3432	-62.21

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
MAINE—Continued							
Grade level:							
Regular—Primary	60.55	0.45	0.75	1.85	1.29	0.3506	-21.79
Regular—Middle	14.54	-0.26	-1.76	0.90	0.73	-0.3496	-19.67
Regular—High school	21.91	-0.59	-2.70	1.50	1.40	-0.4223	-13.99
Regular—Combined	3.00	0.39	13.12	0.19	0.10	3.7951	-7.63
MARYLAND							
	100.00	0	0			0	
School enrollment:							
0 <= x < 200	2.66	-1.32	-49.52	1.15	1.37	-0.9657	-2.38
200 <= x < 500	51.09	9.13	17.88	7.58	5.69	1.6062	3.45
500 <= x < 750	30.10	-4.76	-15.82	7.39	5.42	-0.8792	12.55
750 <= x < 1000	6.12	-0.87	-14.24	2.08	2.17	-0.4027	-7.80
1000 <= x	10.02	-2.18	-21.74	2.02	1.79	-1.2184	-5.25
Locale:							
1: City	36.12	17.88	49.49	4.17	3.77	4.7453	-4.13
2: Suburb	18.80	-39.07	-207.87	5.52	4.97	-7.8689	-0.58
3: Town	12.43	6.92	55.68	4.12	2.83	2.4420	2.21
4: Rural	32.65	14.28	43.73	3.45	3.26	4.3795	2.83
Grade level:							
Regular—Primary	64.82	2.47	3.82	3.51	3.58	0.6906	46.12
Regular—Middle	11.49	-4.33	-37.72	2.81	2.63	-1.6496	-3.10
Regular—High school	19.25	2.70	14.03	2.12	1.98	1.3654	9.40
Regular—Combined	3.36	0.69	20.66	0.70	0.64	1.0806	6.19
Charter—Elementary	0.81	-1.60	-197.37	0.83	1.37	-1.1637	123.58
Charter—Secondary	0.28	0.06	22.42	0.23	0.05	1.2504	-82.95
MASSACHUSETTS							
	100.00	0	0			0	
School enrollment:							
0 <= x < 200	7.70	-3.15	-40.95	3.14	2.12	-1.4841	4.69
200 <= x < 500	49.16	3.95	8.03	3.95	1.88	2.0956	8.84
500 <= x < 750	22.89	-1.58	-6.89	3.25	1.53	-1.0347	16.34
750 <= x < 1000	11.84	1.26	10.64	2.42	0.59	2.1244	-2.94
1000 <= x	8.42	-0.48	-5.68	1.57	0.87	-0.5484	-14.38

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
MASSACHUSETTS—							
Continued							
Locale:							
1: City	24.05	3.12	12.96	2.65	1.53	2.0329	133.11
2: Suburb	60.83	-1.75	-2.87	2.51	1.74	-1.0051	181.30
3: Town	3.40	0.40	11.84	1.78	0.26	1.5332	-28.26
4: Rural	11.72	-1.77	-15.12	1.86	1.60	-1.1039	38.70
Grade level:							
Regular—Primary	60.75	1.26	2.07	1.90	1.78	0.7061	-4.46
Regular—Middle	15.70	-0.95	-6.07	0.86	0.88	-1.0819	10.84
Regular—High school	16.64	-0.74	-4.47	1.53	1.35	-0.5502	61.69
Regular—Combined	2.11	-0.24	-11.27	0.40	0.29	-0.8136	-7.99
Charter—Elementary	2.27	0.09	3.83	0.55	0.41	0.2101	2590.61
Charter—Secondary	0.89	0.08	8.96	0.15	0.11	0.7600	69.86
Charter—Combined	1.64	0.51	31.10	0.29	0.28	1.8038	141.10
MICHIGAN	100.00	0	0			0	
School enrollment:							
0 <= x < 200	14.60	2.75	18.82	3.19	1.35	2.0305	225.50
200 <= x < 500	52.94	0.99	1.87	3.69	1.49	0.6644	-46.76
500 <= x < 750	22.31	-2.69	-12.07	2.77	1.20	-2.2394	16.12
750 <= x < 1000	5.32	-0.15	-2.73	0.85	0.36	-0.4012	28.41
1000 <= x	4.83	-0.90	-18.65	0.76	0.34	-2.6438	79.92
Locale:							
1: City	26.32	2.78	10.57	1.81	1.58	1.7589	-32.67
2: Suburb	31.87	-1.37	-4.30	1.58	0.99	-1.3913	-17.40
3: Town	12.23	-1.08	-8.80	1.18	0.79	-1.3608	13351.22
4: Rural	29.58	-0.33	-1.13	1.65	0.87	-0.3869	-86.50
Grade level:							
Regular—Primary	48.78	1.02	2.08	1.80	1.29	0.7898	1250.45
Regular—Middle	13.79	-1.35	-9.81	0.74	0.77	-1.7602	225.84
Regular—High school	23.55	0.27	1.16	2.00	1.09	0.2505	63.10
Regular—Combined	6.22	0.01	0.14	0.60	0.23	0.0381	-98.66
Charter—Elementary	4.60	-0.23	-4.96	0.55	0.42	-0.5491	-26.89

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
MICHIGAN—Continued							
Grade level—Continued							
Charter—Secondary	1.22	-0.05	-4.36	0.30	0.14	-0.3848	41.97
Charter—Combined	1.84	0.33	18.21	0.36	0.37	0.8933	4199.19
MINNESOTA	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	34.61	-0.14	-0.39	3.34	1.83	-0.0743	67.53
200 ≤ x < 500	34.42	0.87	2.51	3.46	1.97	0.4389	163.00
500 ≤ x < 750	15.27	-0.49	-3.18	2.60	1.37	-0.3547	-25.37
750 ≤ x < 1000	8.83	-0.47	-5.37	1.48	0.87	-0.5464	1042.63
1000 ≤ x	6.86	0.23	3.36	0.85	0.34	0.6697	-18.20
Locale:							
1: City	24.29	2.16	8.90	2.83	2.13	1.0160	-37.14
2: Suburb	20.15	-2.24	-11.13	1.86	1.10	-2.0317	195.21
3: Town	22.08	-0.09	-0.39	2.05	1.07	-0.0808	-94.78
4: Rural	33.48	0.17	0.50	2.29	1.35	0.1246	-93.39
Grade level:							
Regular—Primary	39.75	-0.05	-0.13	2.51	1.94	-0.0259	-92.93
Regular—Middle	10.77	0.78	7.25	1.11	0.58	1.3516	-27.27
Regular—High school	26.96	-1.52	-5.65	2.09	1.22	-1.2519	238.13
Regular—Combined	14.62	1.33	9.12	2.23	1.16	1.1446	24.15
Charter—Elementary	5.35	-0.01	-0.24	1.28	1.28	-0.0099	-96.14
Charter—Secondary	2.56	0.29	11.27	0.98	0.35	0.8212	83.77
Charter—Combined	0.00	-0.81	100.00	0.00	0.60	-1.3651	0.00
MISSISSIPPI	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	13.23	0.35	2.64	2.64	0.30	1.1830	-23.28
200 ≤ x < 500	40.42	-0.98	-2.42	5.28	1.09	-0.8959	33.43
500 ≤ x < 750	31.29	0.62	1.97	4.49	0.72	0.8507	326.39
750 ≤ x < 1000	9.44	0.25	2.64	2.41	0.22	1.1215	-23.28
1000 ≤ x	5.62	-0.24	-4.21	1.13	0.35	-0.6787	23.49

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
MISSISSIPPI—Continued							
Locale:							
1: City	12.29	0.32	2.64	1.91	0.23	1.4154	-23.28
2: Suburb	5.04	-0.44	-8.68	1.34	0.83	-0.5299	-63.51
3: Town	31.23	-0.83	-2.66	2.70	1.16	-0.7171	43.20
4: Rural	51.44	0.94	1.83	2.20	0.98	0.9624	-30.44
Grade level:							
Regular—Primary	43.03	0.02	0.04	1.96	0.97	0.0176	-91.13
Regular—Middle	15.13	-0.25	-1.62	0.92	0.58	-0.4204	-33.94
Regular—High school	31.76	-0.04	-0.12	1.65	0.64	-0.0591	-82.55
Regular—Combined	10.08	0.27	2.64	1.28	0.20	1.3458	-23.28
MISSOURI	100.00	0	0			0	
School enrollment:							
0 <= x < 200	15.41	0.22	1.46	3.15	0.66	0.3428	-35.28
200 <= x < 500	53.73	1.34	2.49	3.59	0.87	1.5437	11.04
500 <= x < 750	18.36	-0.73	-3.98	2.57	0.86	-0.8502	4.44
750 <= x < 1000	7.03	-0.64	-9.17	1.30	0.40	-1.6130	10.55
1000 <= x	5.47	-0.19	-3.46	0.94	0.37	-0.5100	-30.26
Locale:							
1: City	15.97	0.68	4.27	1.82	0.97	0.7033	7.42
2: Suburb	22.13	0.18	0.83	1.39	0.71	0.2594	-59.02
3: Town	17.81	-1.03	-5.78	1.35	0.72	-1.4237	39.08
4: Rural	44.09	0.16	0.37	1.66	1.05	0.1556	-82.30
Grade level:							
Regular—Primary	52.43	2.20	4.19	1.75	1.07	2.0639	8.50
Regular—Middle	14.67	-1.01	-6.86	0.79	0.77	-1.3123	8.62
Regular—High school	19.93	-0.96	-4.80	1.05	0.72	-1.3209	10.91
Regular—Combined	11.49	-0.54	-4.73	1.15	0.89	-0.6094	57.16
Charter—Elementary	0.97	0.18	18.86	0.45	0.09	2.0309	155.46
Charter—Secondary	0.15	0.01	5.40	0.06	0.01	0.7645	-37.26
Charter—Combined	0.37	0.12	31.09	0.55	0.23	0.5146	395.90

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
MONTANA	100.00	0	0			0	
School enrollment:							
0 <= x < 200	46.66	1.38	2.96	7.65	1.23	1.1260	-24.61
200 <= x < 500	38.49	-0.72	-1.86	6.55	1.13	-0.6338	-5.72
500 <= x < 750	8.21	0.13	1.61	2.54	0.54	0.2434	-17.30
750 <= x < 1000	4.13	-0.63	-15.24	2.35	0.76	-0.8310	-7.90
1000 <= x	2.50	-0.17	-6.64	0.35	0.21	-0.7995	-26.99
Locale:							
1: City	9.94	-0.52	-5.26	1.33	0.61	-0.8634	-3.06
2: Suburb	0.00	-1.25	100.00	0.00	0.84	-1.4989	0.00
3: Town	21.39	-0.62	-2.89	2.46	2.06	-0.3002	-73.30
4: Rural	68.66	2.40	3.49	3.07	2.15	1.1166	-20.94
Grade level:							
Regular—Primary	56.80	0.53	0.93	3.05	0.79	0.6680	28.86
Regular—Middle	7.27	-1.13	-15.53	0.89	0.72	-1.5572	-7.49
Regular—High school	13.44	-0.30	-2.25	1.20	0.43	-0.7002	0.57
Regular—Combined	22.49	0.90	4.02	2.91	0.69	1.3010	-18.69
NEBRASKA	100.00	0	0			0	
School enrollment:							
0 <= x < 200	37.68	2.90	7.69	4.40	1.87	1.5507	-17.01
200 <= x < 500	45.36	-0.50	-1.10	4.45	1.97	-0.2539	40.65
500 <= x < 750	11.80	-1.18	-9.97	2.17	1.61	-0.7320	-37.20
750 <= x < 1000	2.50	-0.99	-39.58	0.55	0.85	-1.1703	-1.18
1000 <= x	2.66	-0.23	-8.73	0.53	0.27	-0.8489	-11.21
Locale:							
1: City	16.40	-5.87	-35.77	2.06	1.60	-3.6741	-20.52
2: Suburb	4.32	-2.07	-47.83	0.89	0.77	-2.6971	5.02
3: Town	24.15	2.36	9.77	2.22	1.22	1.9301	-22.97
4: Rural	55.13	5.57	10.11	2.77	1.69	3.2892	-11.34
Grade level:							
Regular—Primary	51.11	-1.35	-2.65	2.24	1.80	-0.7509	-28.85
Regular—Middle	9.27	-0.41	-4.42	0.61	0.47	-0.8711	5.00
Regular—High school	23.17	2.17	9.39	1.82	1.09	2.0006	-14.37
Regular—Combined	16.45	-0.41	-2.50	1.71	1.85	-0.2225	66.51

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
NEVADA	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	17.65	-0.84	-4.79	5.89	3.73	-0.2268	394.44
200 ≤ x < 500	18.62	-3.53	-18.95	6.23	15.36	-0.2297	3.99
500 ≤ x < 750	30.67	2.89	9.42	15.74	7.87	0.3671	44.76
750 ≤ x < 1000	16.04	2.17	13.54	4.78	2.71	0.8006	6.59
1000 ≤ x	17.02	-0.69	-4.04	4.05	3.59	-0.1911	-15.29
Locale:							
1: City	38.40	-0.06	-0.16	13.67	11.22	-0.0053	-98.03
2: Suburb	24.21	-1.45	-6.00	5.97	5.04	-0.2881	-26.12
3: Town	10.17	0.28	2.78	3.21	1.98	0.1427	-82.25
4: Rural	27.22	1.23	4.52	6.66	5.01	0.2458	-64.00
Grade level:							
Regular—Primary	59.68	4.67	7.83	13.11	10.47	0.4462	16.44
Regular—Middle	18.35	0.49	2.66	4.28	3.44	0.1422	-31.38
Regular—High school	17.51	-0.82	-4.69	4.17	3.43	-0.2399	469.28
Regular—Combined	2.57	-1.07	-41.74	0.67	0.84	-1.2769	-4.47
Charter—Elementary	0.00	-2.36	100.00	0.00	1.74	-1.3589	0.00
Charter—Secondary	1.05	-0.27	-26.11	1.15	0.89	-0.3061	-11.74
Charter—Combined	0.86	-0.63	-73.81	21.23	17.91	-0.0355	-19.63
NEW HAMPSHIRE	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	32.74	4.33	13.23	7.55	1.41	3.0719	-16.76
200 ≤ x < 500	38.99	-3.50	-8.97	6.61	2.80	-1.2503	44.06
500 ≤ x < 750	13.23	-2.78	-21.01	3.65	2.64	-1.0542	-2.01
750 ≤ x < 1000	6.84	0.53	7.74	2.53	0.72	0.7339	157.89
1000 ≤ x	8.20	1.42	17.25	1.19	0.53	2.6722	431.69
Locale:							
1: City	4.29	-4.23	-98.63	0.82	1.99	-2.1226	-25.00
2: Suburb	19.62	-1.23	-6.25	4.17	1.55	-0.7902	-50.43
3: Town	11.75	-1.79	-15.20	2.87	1.85	-0.9630	29.86
4: Rural	64.34	7.24	11.26	3.83	2.53	2.8651	-23.68

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
NEW HAMPSHIRE—							
Continued							
Grade level:							
Regular—Primary	62.31	-2.46	-3.95	3.17	1.73	-1.4207	135.76
Regular—Middle	16.84	1.07	6.33	1.47	1.02	1.0406	164.18
Regular—High school	14.95	0.43	2.86	1.27	0.94	0.4556	63.40
Regular—Combined	2.61	0.33	12.53	0.24	0.11	3.0403	-21.81
Charter—Secondary	3.29	0.64	19.51	2.66	0.54	1.2000	32.30
NEW JERSEY	100.00	0	0			0	
School enrollment:							
0 <= x < 200	9.35	-0.75	-8.04	2.60	1.90	-0.3959	-5.76
200 <= x < 500	49.25	2.36	4.79	4.05	6.13	0.3852	1.77
500 <= x < 750	20.40	-0.52	-2.56	3.57	4.87	-0.1071	-20.96
750 <= x < 1000	7.40	-0.78	-10.50	1.23	4.58	-0.1697	1.18
1000 <= x	13.60	-0.31	-2.27	1.42	1.84	-0.1679	233.37
Locale:							
1: City	9.50	0.06	0.61	1.26	4.34	0.0133	-68.82
2: Suburb	76.94	0.37	0.48	1.50	2.98	0.1235	-43.55
3: Town	3.34	-0.02	-0.61	1.18	0.72	-0.0283	-92.98
4: Rural	10.21	-0.41	-3.97	1.62	1.58	-0.2565	-25.77
Grade level:							
Regular—Primary	60.67	0.31	0.52	1.92	7.49	0.0418	-57.44
Regular—Middle	15.19	-0.07	-0.49	1.31	2.23	-0.0331	-57.49
Regular—High school	17.52	-0.58	-3.31	1.31	2.47	-0.2353	-37.14
Regular—Combined	2.58	0.10	3.73	0.55	0.40	0.2418	4.39
Charter—Elementary	3.70	0.83	22.52	1.04	0.31	2.7033	-2.61
Charter—Secondary	0.35	0.01	3.68	0.31	0.17	0.0760	-14.11
Charter—Combined	0.00	-0.60	100.00	0.00	11.94	-0.0504	0.00
NEW MEXICO	100.00	0	0			0	
School enrollment:							
0 <= x < 200	19.93	3.01	15.07	6.33	3.19	0.9422	-22.55
200 <= x < 500	46.56	-6.65	-14.28	14.44	8.81	-0.7548	38.31
500 <= x < 750	21.82	5.01	22.98	6.88	4.26	1.1768	69.04

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
NEW MEXICO—Continued							
School enrollment—							
Continued							
750 ≤ x < 1000	6.75	-0.75	-11.19	2.28	1.71	-0.4423	-34.01
1000 ≤ x	4.94	-0.62	-12.48	1.41	1.22	-0.5051	-31.17
Locale:							
1: City	21.62	-6.48	-29.98	20.81	13.62	-0.4758	-45.76
2: Suburb	9.19	2.18	23.76	3.23	1.89	1.1549	-27.84
3: Town	31.46	3.07	9.76	8.29	5.94	0.5167	-32.64
4: Rural	37.73	1.23	3.25	10.91	6.83	0.1798	-71.88
Grade level:							
Regular—Primary	48.01	-4.34	-9.04	13.46	9.88	-0.4392	-12.38
Regular—Middle	16.41	1.17	7.13	4.37	3.04	0.3852	9.84
Regular—High school	16.69	0.77	4.62	4.34	3.20	0.2412	2.25
Regular—Combined	9.66	0.88	9.08	2.66	1.79	0.4906	-44.27
Charter—Elementary	2.85	0.86	30.11	2.56	1.10	0.7790	-6.40
Charter—Secondary	5.40	1.08	20.02	2.18	1.28	0.8468	-9.32
Charter—Combined	0.98	-0.42	-42.31	25.13	18.17	-0.0229	-23.95
NEW YORK	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	3.73	-2.32	-62.23	1.57	1.01	-2.3073	19.04
200 ≤ x < 500	48.78	3.57	7.32	3.96	1.91	1.8657	19.53
500 ≤ x < 750	23.36	-1.20	-5.14	3.86	1.63	-0.7379	329.57
750 ≤ x < 1000	10.73	-0.68	-6.30	2.06	1.26	-0.5363	-21.30
1000 ≤ x	13.40	0.63	4.69	2.18	1.22	0.5139	37.50
Locale:							
1: City	42.22	1.71	4.06	7.86	2.85	0.6001	-77.85
2: Suburb	32.27	-0.03	-0.08	4.57	1.78	-0.0153	-99.42
3: Town	8.17	-1.40	-17.12	1.42	0.82	-1.7039	1107.68
4: Rural	17.34	-0.29	-1.66	2.35	1.05	-0.2728	-90.06
Grade level:							
Regular—Primary	52.67	-0.25	-0.47	7.19	2.96	-0.0830	3322.68
Regular—Middle	17.59	0.91	5.19	2.54	1.27	0.7215	17.43
Regular—High school	20.62	-0.45	-2.17	3.09	1.58	-0.2832	72.83

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
NEW YORK—Continued							
Grade level—Continued							
Regular—Combined	7.39	1.07	14.50	1.27	0.66	1.6156	43.99
Charter—Elementary	0.77	-1.45	-187.59	0.37	0.52	-2.8206	5.09
Charter—Secondary	0.22	-0.07	-34.06	0.08	0.11	-0.6924	36.37
Charter—Combined	0.73	0.23	32.22	13.43	4.97	0.0473	29.61
NORTH CAROLINA	100.00	0	0			0	
School enrollment:							
0 <= x < 200	14.00	0.37	2.67	4.66	1.97	0.1895	66.94
200 <= x < 500	37.81	2.50	6.60	4.25	2.06	1.2088	-24.59
500 <= x < 750	26.56	-0.55	-2.05	3.64	1.95	-0.2792	356.02
750 <= x < 1000	13.87	-0.22	-1.56	2.46	1.37	-0.1577	-79.14
1000 <= x	7.76	-2.11	-27.14	2.08	1.51	-1.3974	-11.41
Locale:							
1: City	20.76	-4.58	-22.05	2.49	2.04	-2.2386	-54.26
2: Suburb	11.58	-0.10	-0.89	2.83	1.52	-0.0676	-92.23
3: Town	15.43	1.98	12.83	2.12	1.10	1.8066	-43.62
4: Rural	52.23	2.70	5.17	2.99	1.74	1.5567	-65.46
Grade level:							
Regular—Primary	52.74	-1.10	-2.09	3.55	2.02	-0.5447	158.56
Regular—Middle	18.66	1.28	6.85	1.66	1.10	1.1679	14.32
Regular—High school	18.56	-2.17	-11.69	2.20	2.14	-1.0123	24.28
Regular—Combined	4.87	0.39	8.01	4.83	1.13	0.3437	2525.43
Charter—Elementary	3.67	1.11	30.20	0.45	0.21	5.2637	30.42
Charter—Secondary	0.28	0.00	-0.73	0.28	0.18	-0.0113	-90.59
Charter—Combined	1.22	0.50	40.72	1.16	0.63	0.7865	107.08
NORTH DAKOTA	100.00	0	0			0	
School enrollment:							
0 <= x < 200	47.81	-2.04	-4.26	5.40	1.38	-1.4772	22.31
200 <= x < 500	39.45	2.14	5.43	5.18	1.12	1.9173	9.20
500 <= x < 750	6.01	-0.31	-5.09	1.15	0.53	-0.5774	-23.56
750 <= x < 1000	3.43	-0.11	-3.06	0.63	0.40	-0.2629	-34.62
1000 <= x	3.30	0.30	9.19	0.95	0.12	2.4454	15.60

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
NORTH DAKOTA—							
Continued							
Locale:							
1: City	14.93	1.10	7.35	1.45	0.74	1.4873	325.38
2: Suburb	4.62	0.25	5.33	0.95	0.14	1.7844	-35.72
3: Town	16.30	0.97	5.96	1.48	0.46	2.1324	-27.67
4: Rural	64.15	-2.31	-3.61	2.15	1.06	-2.1833	16.70
Grade level:							
Regular—Primary	43.63	-0.56	-1.29	2.81	1.35	-0.4198	-12.87
Regular—Middle	7.07	0.65	9.17	0.72	0.23	2.8542	15.22
Regular—High school	20.50	1.61	7.84	1.61	0.61	2.6416	-2.82
Regular—Combined	28.80	-1.69	-5.87	2.43	1.51	-1.1221	7.80
OHIO	100.00	0	0			0	
School enrollment:							
0 <= x < 200	7.66	1.09	14.26	1.93	0.62	1.7629	90.78
200 <= x < 500	54.26	-0.52	-0.96	3.15	1.32	-0.3941	2080.35
500 <= x < 750	23.52	0.67	2.85	2.71	0.90	0.7474	-6.38
750 <= x < 1000	7.85	0.50	6.37	1.37	0.45	1.1118	27.68
1000 <= x	6.71	-1.74	-25.95	1.12	1.22	-1.4306	5.14
Locale:							
1: City	22.59	0.10	0.43	1.68	0.86	0.1138	-93.81
2: Suburb	34.90	0.09	0.26	1.54	1.18	0.0779	-85.05
3: Town	15.05	1.15	7.66	1.21	0.42	2.7408	-27.47
4: Rural	27.45	-1.34	-4.89	1.80	1.19	-1.1233	114.15
Grade level:							
Regular—Primary	51.33	-0.31	-0.61	1.71	1.19	-0.2637	340.96
Regular—Middle	16.77	0.12	0.69	0.66	0.51	0.2283	-59.41
Regular—High school	20.72	-0.05	-0.26	1.19	0.76	-0.0700	-85.53
Regular—Combined	3.23	-0.07	-2.25	0.34	0.25	-0.2924	83.52
Charter—Elementary	3.82	-0.29	-7.64	0.75	0.45	-0.6474	-44.25
Charter—Secondary	2.24	0.07	2.93	0.32	0.21	0.3104	-48.87
Charter—Combined	1.90	0.55	28.91	1.07	0.56	0.9838	406.23

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
OKLAHOMA	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	20.08	-1.51	-7.52	4.15	1.48	-1.0200	42.02
200 ≤ x < 500	44.49	0.38	0.84	4.97	1.55	0.2416	322.07
500 ≤ x < 750	24.70	1.00	4.04	4.12	0.67	1.4788	-19.75
750 ≤ x < 1000	5.31	0.08	1.43	2.27	0.39	0.1961	47.87
1000 ≤ x	5.42	0.06	1.15	1.78	0.39	0.1603	61.04
Locale:							
1: City	18.05	0.95	5.27	2.24	0.70	1.3666	6.13
2: Suburb	12.03	0.39	3.23	2.13	1.10	0.3532	-65.13
3: Town	19.69	-1.34	-6.83	2.01	1.17	-1.1492	48.37
4: Rural	50.22	0.00	0.01	2.78	1.47	0.0031	-99.59
Grade level:							
Regular—Primary	46.87	-1.20	-2.56	2.37	1.29	-0.9327	-13.85
Regular—Middle	12.10	-0.34	-2.78	0.97	0.71	-0.4736	-6.37
Regular—High school	17.12	0.42	2.43	1.44	0.52	0.8022	-25.24
Regular—Combined	21.90	0.63	2.87	2.21	0.58	1.0826	-43.70
Charter—Elementary	0.91	0.19	20.38	1.09	0.22	0.8501	387.98
Charter—Secondary	0.40	0.08	20.38	0.14	0.03	2.6077	387.98
Charter—Combined	0.69	0.22	32.38	1.84	0.68	0.3282	813.02
OREGON	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	20.86	1.56	7.48	4.54	2.49	0.6269	-24.59
200 ≤ x < 500	46.43	-0.62	-1.34	5.55	2.80	-0.2225	-12.75
500 ≤ x < 750	19.83	-0.91	-4.60	4.11	2.33	-0.3922	-31.07
750 ≤ x < 1000	6.76	0.50	7.35	1.24	0.63	0.7920	-5.55
1000 ≤ x	6.11	-0.52	-8.53	0.75	0.64	-0.8092	-6.33
Locale:							
1: City	24.73	-1.09	-4.43	1.80	1.53	-0.7162	-38.55
2: Suburb	13.74	-4.33	-31.53	2.43	2.53	-1.7100	10.12
3: Town	27.87	0.79	2.85	3.69	2.44	0.3250	-26.90
4: Rural	33.66	4.63	13.77	4.21	2.46	1.8850	-31.88

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
OREGON—Continued							
Grade level:							
Regular—Primary	54.62	-0.10	-0.17	3.86	2.77	-0.0344	271.11
Regular—Middle	14.85	-0.84	-5.65	1.32	1.28	-0.6537	-20.52
Regular—High school	21.24	1.43	6.74	1.89	1.42	1.0085	-8.77
Regular—Combined	3.70	0.58	15.68	0.53	0.29	2.0025	-28.23
Charter—Elementary	1.91	-0.86	-45.19	2.49	1.63	-0.5292	3.51
Charter—Secondary	1.69	0.35	20.95	0.44	0.16	2.1946	-6.81
Charter—Combined	1.99	-0.57	-28.62	3.63	2.37	-0.2400	-32.49
PENNSYLVANIA	100.00	0	0			0	
School enrollment:							
0 <= x < 200	6.99	-0.07	-1.02	2.12	0.69	-0.1029	-20.38
200 <= x < 500	41.96	-1.04	-2.47	4.92	2.56	-0.4047	-0.63
500 <= x < 750	27.61	-0.50	-1.83	6.62	2.04	-0.2476	38.86
750 <= x < 1000	10.34	0.48	4.64	2.89	0.82	0.5859	103.97
1000 <= x	13.11	1.13	8.64	8.24	1.41	0.8046	4.74
Locale:							
1: City	17.79	-1.59	-8.96	12.89	5.28	-0.3016	-56.16
2: Suburb	40.87	0.12	0.29	4.39	3.00	0.0400	-94.41
3: Town	12.76	0.15	1.19	2.80	0.99	0.1533	0.18
4: Rural	28.58	1.32	4.63	6.23	1.96	0.6758	-1.17
Grade level:							
Regular—Primary	57.27	-0.07	-0.12	12.18	3.33	-0.0211	-57.95
Regular—Middle	15.58	-0.07	-0.46	3.43	1.12	-0.0646	604.78
Regular—High school	20.89	0.01	0.06	4.55	1.38	0.0089	-94.74
Regular—Combined	2.40	0.10	3.96	0.58	0.18	0.5406	97.35
Charter—Elementary	1.62	-0.37	-22.80	0.48	0.31	-1.1903	-25.80
Charter—Secondary	0.97	0.14	13.91	0.15	0.11	1.2670	99.26
Charter—Combined	1.27	0.27	21.17	20.74	5.38	0.0499	3242.11

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
RHODE ISLAND	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	1.87	-2.33	-124.20	0.95	2.29	-1.0172	-5.64
200 ≤ x < 500	73.92	6.10	8.26	3.43	28.32	0.2155	-4.95
500 ≤ x < 750	11.25	-2.82	-25.04	3.28	35.64	-0.0791	-10.44
750 ≤ x < 1000	2.42	-1.77	-72.97	0.93	1.83	-0.9678	2.31
1000 ≤ x	10.53	0.81	7.68	1.64	4.05	0.2000	-11.98
Locale:							
1: City	15.04	-14.62	-97.23	3.23	29.62	-0.4937	-23.04
2: Suburb	66.27	11.30	17.05	4.14	23.51	0.4804	-18.93
3: Town	3.25	1.09	33.47	2.26	1.61	0.6782	-21.76
4: Rural	15.44	2.24	14.48	1.91	5.54	0.4034	-39.12
Grade level:							
Regular—Primary	62.78	2.56	4.08	4.27	24.70	0.1036	-6.58
Regular—Middle	16.73	-1.08	-6.45	2.20	7.82	-0.1380	16.55
Regular—High school	12.54	-4.02	-32.03	1.82	6.84	-0.5870	-5.43
Regular—Combined	1.87	0.82	43.65	0.95	0.77	1.0567	20.48
Charter—Elementary	3.25	1.26	38.78	4.54	3.28	0.3845	-1.49
Charter—Secondary	2.83	1.10	38.78	2.33	1.46	0.7499	-1.49
Charter—Combined	0.00	-0.64	100.00	0.00	41.35	-0.0155	0.00
SOUTH CAROLINA	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	5.67	0.51	9.03	2.43	0.43	1.1875	-11.39
200 ≤ x < 500	34.49	-0.89	-2.58	5.66	1.75	-0.5086	605.71
500 ≤ x < 750	27.40	-0.97	-3.54	4.71	1.57	-0.6160	-27.63
750 ≤ x < 1000	17.07	0.94	5.51	3.51	0.87	1.0786	28.61
1000 ≤ x	15.37	0.41	2.65	2.92	0.86	0.4720	318.93
Locale:							
1: City	13.98	0.56	3.98	1.13	0.85	0.6536	189.13
2: Suburb	23.22	0.78	3.37	2.89	1.33	0.5872	-44.47
3: Town	16.90	1.10	6.48	2.33	0.58	1.9048	-38.10
4: Rural	45.90	-2.44	-5.31	2.25	1.46	-1.6640	1368.65

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
SOUTH CAROLINA—							
Continued							
Grade level:							
Regular—Primary	57.31	2.39	4.17	2.08	1.50	1.5902	3.23
Regular—Middle	18.50	-2.55	-13.80	1.63	1.32	-1.9307	9.10
Regular—High school	20.35	-0.39	-1.90	1.46	0.90	-0.4289	141.02
Regular—Combined	1.31	0.00	-0.15	0.39	0.20	-0.0100	-94.81
Charter—Elementary	1.54	0.33	21.68	1.86	0.39	0.8647	147.16
Charter—Secondary	1.00	0.22	21.68	0.47	0.11	2.0268	147.16
SOUTH DAKOTA							
	100.00	0	0			0	
School enrollment:							
0 <= x < 200	41.63	0.60	1.45	5.68	1.59	0.3796	-36.24
200 <= x < 500	41.48	-1.11	-2.69	5.16	1.52	-0.7326	-4.20
500 <= x < 750	10.64	0.41	3.82	3.04	0.62	0.6528	48.53
750 <= x < 1000	1.72	-0.04	-2.49	0.46	0.15	-0.2921	-32.93
1000 <= x	4.53	0.15	3.24	2.23	0.34	0.4303	2368.84
Locale:							
1: City	16.43	-1.36	-8.26	5.00	1.60	-0.8496	-45.82
3: Town	18.49	-0.27	-1.47	2.76	1.18	-0.2307	582.69
4: Rural	65.08	1.63	2.50	4.07	1.63	0.9989	-33.91
Grade level:							
Regular—Primary	43.38	2.32	5.34	3.23	1.45	1.5931	-9.63
Regular—Middle	8.76	-1.28	-14.64	1.03	0.76	-1.6909	3.60
Regular—High school	12.86	-1.92	-14.95	1.45	1.00	-1.9224	-0.54
Regular—Combined	35.00	0.89	2.54	3.27	1.65	0.5390	46.34
TENNESSEE							
	100.00	0	0			0	
School enrollment:							
0 <= x < 200	6.28	-0.55	-8.84	2.29	1.60	-0.3473	-55.04
200 <= x < 500	43.77	1.37	3.13	4.48	2.71	0.5047	-37.75
500 <= x < 750	26.98	-1.09	-4.03	3.72	2.33	-0.4658	353.05
750 <= x < 1000	11.20	-1.12	-10.01	2.39	1.90	-0.5889	-24.74
1000 <= x	11.77	1.39	11.84	2.35	1.37	1.0187	389.90

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
TENNESSEE—Continued							
Locale:							
1: City	25.30	-4.77	-18.85	3.02	2.41	-1.9824	-57.07
2: Suburb	16.51	2.61	15.80	1.90	1.60	1.6336	345.55
3: Town	15.51	0.73	4.68	1.56	0.70	1.0425	-78.90
4: Rural	42.68	1.44	3.36	2.74	1.92	0.7465	-79.74
Grade level:							
Regular—Primary	53.37	-2.76	-5.16	2.34	2.14	-1.2873	5.58
Regular—Middle	18.38	0.36	1.95	1.21	1.14	0.3143	8.69
Regular—High school	22.04	0.86	3.91	1.98	1.64	0.5263	-19.96
Regular—Combined	5.12	1.27	24.82	0.42	0.29	4.3500	28.31
Charter—Elementary	0.79	0.19	24.18	0.85	0.21	0.9157	23.90
Charter—Secondary	0.31	0.08	24.18	0.25	0.06	1.2558	23.90
TEXAS	100.00	0	0			0	
School enrollment:							
0 <= x < 200	18.39	0.85	4.60	2.34	1.02	0.8310	-51.99
200 <= x < 500	30.80	-1.46	-4.74	3.28	1.80	-0.8104	5626.45
500 <= x < 750	26.10	-0.69	-2.64	2.83	1.72	-0.4003	-58.66
750 <= x < 1000	14.45	0.99	6.84	2.10	1.26	0.7825	4852.89
1000 <= x	10.25	0.32	3.10	1.02	0.62	0.5133	131.34
Locale:							
1: City	36.09	-0.18	-0.49	1.35	1.02	-0.1730	-96.88
2: Suburb	18.79	0.19	1.01	1.52	1.02	0.1864	-81.64
3: Town	14.57	0.58	3.99	1.50	0.63	0.9243	-78.94
4: Rural	30.56	-0.59	-1.95	1.48	0.88	-0.6724	-84.88
Grade level:							
Regular—Primary	50.66	-0.34	-0.68	1.85	1.48	-0.2323	-71.49
Regular—Middle	19.27	0.06	0.29	1.10	0.92	0.0600	49.17
Regular—High school	20.10	1.43	7.10	1.86	1.01	1.4187	-21.55
Regular—Combined	4.72	-0.29	-6.14	0.76	0.49	-0.5882	14.07
Charter—Elementary	2.29	-0.08	-3.63	0.37	0.31	-0.2663	-66.42
Charter—Secondary	1.55	-0.08	-5.04	0.13	0.14	-0.5677	-58.52
Charter—Combined	1.41	-0.69	-48.93	0.40	0.39	-1.7501	-17.45

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
UTAH	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	12.20	-6.73	-55.14	2.71	4.13	-1.6288	23.39
200 ≤ x < 500	20.64	2.00	9.70	4.46	1.66	1.2036	-51.34
500 ≤ x < 750	35.53	-0.30	-0.85	5.71	3.13	-0.0965	-87.03
750 ≤ x < 1000	16.21	3.21	19.79	4.81	2.36	1.3607	30.13
1000 ≤ x	15.43	1.82	11.79	3.72	2.12	0.8596	51.66
Locale:							
1: City	15.67	0.15	0.98	3.02	1.59	0.0968	-95.16
2: Suburb	48.95	4.54	9.27	3.79	2.73	1.6613	-22.94
3: Town	14.11	0.55	3.86	2.76	1.04	0.5263	-86.68
4: Rural	21.26	-5.24	-24.63	3.55	3.40	-1.5396	278.81
Grade level:							
Regular—Primary	54.43	1.29	2.38	4.27	3.96	0.3262	94.79
Regular—Middle	4.68	-0.17	-3.61	0.54	0.51	-0.3287	-70.55
Regular—High school	31.53	0.99	3.14	2.98	2.61	0.3793	-47.40
Regular—Combined	3.14	-0.59	-18.77	0.55	0.51	-1.1458	52.88
Charter—Elementary	2.53	-1.02	-40.16	3.36	2.94	-0.3449	22.39
Charter—Secondary	1.59	-0.28	-17.82	0.34	0.24	-1.1925	70.17
Charter—Combined	2.10	-0.23	-10.81	3.09	1.81	-0.1250	-44.98
VERMONT	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	39.48	2.34	5.93	3.52	1.57	1.4887	-7.13
200 ≤ x < 500	45.67	-3.38	-7.40	3.20	1.74	-1.9438	-6.37
500 ≤ x < 750	7.83	0.73	9.31	1.53	0.49	1.4895	-2.12
750 ≤ x < 1000	5.24	0.85	16.22	1.04	0.26	3.2804	0.63
1000 ≤ x	1.77	-0.54	-30.54	0.63	0.32	-1.6841	7.88
Locale:							
1: City	5.62	1.43	25.43	1.35	0.52	2.7522	77.31
2: Suburb	6.36	0.76	11.90	1.15	0.42	1.7814	-29.79
3: Town	19.06	1.42	7.44	1.67	1.01	1.4117	-4.42
4: Rural	68.96	-3.61	-5.23	2.14	1.31	-2.7522	7.04

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
VERMONT—Continued							
Grade level:							
Regular—Primary	66.49	-1.74	-2.62	1.94	1.37	-1.2668	3.54
Regular—Middle	7.35	0.01	0.19	0.92	0.84	0.0165	-74.04
Regular—High school	14.39	0.28	1.97	1.06	0.80	0.3540	-14.61
Regular—Combined	11.77	1.44	12.27	0.84	0.58	2.4956	2.88
VIRGINIA							
	100.00	0	0			0	
School enrollment:							
0 <= x < 200	4.79	0.53	11.06	2.31	0.40	1.3079	-56.05
200 <= x < 500	38.68	0.19	0.49	4.43	2.08	0.0905	-90.25
500 <= x < 750	32.41	1.64	5.07	4.18	2.02	0.8148	309.34
750 <= x < 1000	12.12	-1.75	-14.43	2.12	1.39	-1.2541	30.22
1000 <= x	12.01	-0.61	-5.11	1.57	0.98	-0.6243	-55.87
Locale:							
1: City	23.20	1.76	7.58	3.12	2.50	0.7022	-27.89
2: Suburb	28.95	-2.07	-7.16	3.02	2.27	-0.9152	-60.59
3: Town	9.91	0.39	3.94	1.86	0.71	0.5535	-77.54
4: Rural	37.93	-0.07	-0.20	2.37	1.91	-0.0390	-98.75
Grade level:							
Regular—Primary	55.32	-1.05	-1.90	2.54	2.17	-0.4844	-25.53
Regular—Middle	17.01	0.72	4.23	1.45	1.32	0.5446	337.74
Regular—High school	20.94	0.10	0.50	1.80	1.45	0.0715	-92.50
Regular—Combined	6.73	0.23	3.39	0.80	0.54	0.4207	18.48
WASHINGTON							
	100.00	0	0			0	
School enrollment:							
0 <= x < 200	22.32	0.64	2.86	3.69	1.80	0.3539	-76.47
200 <= x < 500	38.48	-2.92	-7.60	4.51	2.77	-1.0551	7.45
500 <= x < 750	26.19	2.00	7.65	4.41	2.52	0.7969	180.85
750 <= x < 1000	5.15	0.10	1.88	1.10	0.74	0.1302	-42.47
1000 <= x	7.86	0.19	2.36	1.21	0.78	0.2383	-65.26

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
WASHINGTON—Continued							
Locale:							
1: City	27.80	5.05	18.16	1.62	1.67	3.0235	49.76
2: Suburb	29.96	-4.96	-16.56	2.24	2.14	-2.3144	258.75
3: Town	15.60	1.01	6.48	1.57	1.01	0.9983	-14.46
4: Rural	26.63	-1.10	-4.12	1.74	1.28	-0.8599	-69.31
Grade level:							
Regular—Primary	56.17	0.58	1.02	2.42	2.29	0.2513	188.69
Regular—Middle	13.58	0.63	4.66	1.20	1.15	0.5479	49.78
Regular—High school	22.83	-1.10	-4.83	1.74	1.62	-0.6804	24.26
Regular—Combined	7.42	-0.11	-1.42	1.03	0.81	-0.1295	-60.38
WEST VIRGINIA	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	13.84	-3.02	-21.82	4.63	1.71	-1.7649	8.75
200 ≤ x < 500	56.64	0.95	1.68	5.82	1.35	0.7042	-7.77
500 ≤ x < 750	20.24	1.27	6.25	2.94	0.65	1.9329	8.99
750 ≤ x < 1000	6.14	0.62	10.06	1.77	0.30	2.0729	62.88
1000 ≤ x	3.14	0.18	5.85	0.95	0.08	2.1792	-9.55
Locale:							
1: City	11.80	0.56	4.78	1.64	0.34	1.6737	-26.85
2: Suburb	15.47	2.38	15.41	2.05	0.99	2.4162	165.16
3: Town	19.28	-2.76	-14.31	2.20	1.68	-1.6418	13.98
4: Rural	53.45	-0.19	-0.35	2.16	1.78	-0.1053	-74.98
Grade level:							
Regular—Primary	59.07	1.97	3.34	8.94	1.18	1.6730	2.87
Regular—Middle	16.02	0.45	2.81	1.47	0.46	0.9883	5.46
Regular—High school	16.20	-2.90	-17.93	6.18	1.43	-2.0346	-0.17
Regular—Combined	8.71	0.48	5.53	1.43	0.25	1.9029	-14.75
WISCONSIN	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	15.71	-2.47	-15.71	3.03	2.91	-0.8478	5.10
200 ≤ x < 500	57.24	3.08	5.38	3.70	2.51	1.2286	16.59
500 ≤ x < 750	17.10	-0.31	-1.82	2.63	1.24	-0.2510	314.65

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
WISCONSIN—Continued							
School enrollment—							
Continued							
750 ≤ x < 1000	5.68	0.19	3.26	1.75	0.70	0.2650	185.14
1000 ≤ x	4.28	-0.49	-11.37	0.90	0.63	-0.7740	12.18
Locale:							
1: City	20.42	-6.16	-30.15	2.22	2.52	-2.4390	-29.93
2: Suburb	20.45	1.83	8.95	1.99	1.28	1.4255	-30.27
3: Town	21.22	0.23	1.11	1.82	2.79	0.0841	-75.31
4: Rural	37.91	4.09	10.79	2.29	1.65	2.4795	-21.48
Grade level:							
Regular—Primary	51.02	0.48	0.94	2.24	2.26	0.2110	13695.79
Regular—Middle	12.90	0.35	2.74	0.91	0.87	0.4072	-6.31
Regular—High school	19.82	0.65	3.29	1.57	1.12	0.5808	-53.01
Regular—Combined	7.31	-1.74	-23.84	1.09	2.87	-0.6063	25.09
Charter—Elementary	6.38	1.80	28.19	1.70	0.52	3.4777	41.05
Charter—Secondary	2.28	-0.23	-9.98	0.37	0.32	-0.7134	-16.68
Charter—Combined	0.29	-1.31	-447.94	0.65	3.01	-0.4358	-4.69
WYOMING							
	100.00	0	0			0	
School enrollment:							
0 ≤ x < 200	49.07	2.34	4.76	6.84	2.72	0.8594	-35.41
200 ≤ x < 500	41.03	-1.99	-4.84	5.93	2.64	-0.7523	-33.36
500 ≤ x < 750	6.31	0.64	10.11	1.47	0.80	0.7932	126.41
750 ≤ x < 1000	1.59	-0.89	-56.34	0.56	0.50	-1.7901	-8.53
1000 ≤ x	2.01	-0.09	-4.60	0.34	0.20	-0.4719	50.29
Locale:							
1: City	15.72	0.85	5.41	2.64	1.29	0.6602	-67.62
2: Suburb	2.06	0.36	17.28	2.07	0.46	0.7832	4.05
3: Town	24.56	-4.01	-16.33	3.42	2.75	-1.4574	-48.18
4: Rural	57.66	2.80	4.86	5.30	3.05	0.9186	-41.24

See notes at end of table.

Table K-36. Unit response rates for Public School Teacher Listing Forms after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹	Percent relative difference
WYOMING—Continued							
Grade level:							
Regular—Primary	58.23	-3.92	-6.73	4.67	2.89	-1.3561	50.47
Regular—Middle	11.89	1.94	16.33	1.76	1.02	1.9057	75.70
Regular—High school	20.94	0.49	2.32	2.69	1.81	0.2696	10482.09
Regular—Combined	7.18	1.09	15.17	1.10	0.57	1.9061	-10.91
Charter—Secondary	1.76	0.40	22.87	1.69	0.40	1.0138	47.68

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Private School Teachers

Table K-37. Unit response rates for Private School Teachers before nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Total	4523	6686	100	100	0	0	0	0	0	0
Affiliation:										
01: Catholic—Parochial	461	602	14.18434624	12.77934865	1.40	10.99	0.936519005	0.701334760	0.433881177	3.2382
02: Catholic—Diocesan	493	651	14.78512623	13.57558201	1.21	8.91	0.926750614	0.764283463	0.540896219	2.2362
03: Catholic—Private	360	426	9.188436235	7.407051296	1.78	24.05	0.913969587	0.685542211	0.376662979	4.7294
04: Baptist	371	576	4.822162042	5.20676494	-0.38	-7.39	0.501266575	0.446711620	0.23145805	-1.6617
05: Jewish	84	148	4.205979796	5.431134384	-1.23	-22.56	2.045531516	2.368258844	0.863584528	-1.4187
06: Lutheran	526	728	3.431064087	3.281731751	0.15	4.55	0.268851491	0.236976767	0.145503825	1.0263
07: Seventh-Day Adventist	289	447	0.861864456	0.942732173	-0.08	-8.58	0.094683830	0.083623434	0.058560748	-1.3809
08: Other religious	777	1193	21.22921624	22.89578168	-1.67	-7.28	1.530031378	1.320106606	0.798342673	-2.0875
09: Nonsectarian— Regular	422	649	16.40491171	17.06994613	-0.67	-3.90	1.328534488	1.318371743	0.709467207	-0.9374
10: Nonsectarian— Special Emphasis	319	516	4.459668405	4.825192529	-0.37	-7.58	0.452883209	0.438174125	0.264620498	-1.3813
11: Nonsectarian— Special education	254	326	4.000864523	3.563258496	0.44	12.28	0.413328373	0.331155528	0.240661774	1.8183
99: Area Frame	167	424	2.426360039	3.021475965	-0.60	-19.70	0.401778355	0.645818084	0.491849293	-1.2100
Locale:										
1: City	1844	2634	42.70117866	42.59335297	0.11	0.25	1.758089196	1.551469659	0.905894693	0.1190
2: Suburb	1569	2299	35.18221193	35.40010561	-0.22	-0.62	1.601097313	1.539050864	0.845407293	-0.2577
3: Town	337	448	6.928043382	6.261864625	0.67	10.64	0.649747137	0.576804737	0.315260268	2.1131
4: Rural	773	1305	15.18856602	15.7446768	-0.56	-3.53	1.123211492	1.016967103	0.689343925	-0.8067
Enrollment:										
1: 0 <= x < 50	604	1108	7.801239255	9.129802908	-1.33	-14.55	1.035385771	1.485408922	0.681602499	-1.9492
2: 50 <= x < 150	1142	1690	19.1332878	19.64323971	-0.51	-2.60	1.208414236	1.319432223	0.543531837	-0.9382
3: 150 <= x < 300	1228	1813	25.76653092	26.49386803	-0.73	-2.75	1.643040186	1.451024908	0.759399126	-0.9578
4: 300 <= x < 500	790	1073	21.0809789	20.31934454	0.76	3.75	1.245335159	1.325536879	0.587501967	1.2964
5: 500 <= x < 750	413	545	11.88808337	10.81752704	1.07	9.90	1.117418910	0.981578357	0.47582982	2.2499
6: 750 <= x	346	457	14.32987976	13.59621777	0.73	5.40	1.664540111	1.495805228	0.791645716	0.9268

See notes at end of table.

Table K-37. Unit response rates for Private School Teachers before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Number of teachers:										
1: x < 5	388	784	4.181639763	5.583831915	-1.40	-25.11	0.627622651	0.793380409	0.483298691	-2.9013
2: 5 ≤ x < 15	1578	2363	27.13728406	28.39653722	-1.26	-4.43	1.546477824	1.684084414	0.78646771	-1.6012
3: 15 ≤ x < 30	1246	1757	26.63995339	25.36385893	1.28	5.03	1.503020230	1.434493128	0.719466565	1.7737
4: 30 ≤ x < 50	736	989	19.45507636	18.79212335	0.66	3.53	1.425898164	1.318069172	0.756349968	0.8765
5: 50 ≤ x	575	793	22.58604643	21.8636486	0.72	3.30	2.143065780	1.807425090	0.87198126	0.8285
Grade level:										
1: Elementary	2308	3474	43.94075522	43.52581992	0.41	0.95	1.840961896	1.571070414	0.848857152	0.4888
2: Secondary	991	1405	17.82753991	16.60365271	1.22	7.37	1.414641231	1.736913165	0.849722003	1.4403
3: Combined	1224	1807	38.23170487	39.87052737	-1.64	-4.11	2.152047812	2.145805071	0.925290811	-1.7711
Region:										
1: Northeast	963	1404	23.53898543	24.48584717	-0.95	-3.87	1.414655665	1.489248259	0.909391716	-1.0412
2: Midwest	1250	1863	24.12739692	22.41226051	1.72	7.65	1.670317350	1.479703891	0.744147791	2.3048
3: South	1373	2010	34.67533033	34.47197983	0.20	0.59	2.210126753	1.834789793	0.873880128	0.2327
4: West	937	1409	17.65828733	18.62991248	-0.97	-5.22	1.286703245	1.430593665	0.796638641	-1.2197
Subject										
1: Special education	311	422	5.433222513	5.147197082	0.29	5.56	0.577435819	0.490589914	0.249538207	1.1462
2: General elementary	1670	2561	33.72872826	34.3142975	-0.59	-1.71	1.146241503	1.111649854	0.672614912	-0.8706
3: Math	430	586	10.29066523	9.559567332	0.73	7.65	0.930191529	0.675976577	0.456457055	1.6017
4: Science	274	407	6.563094736	6.615630923	-0.05	-0.79	0.453219966	0.389183493	0.296828536	-0.1770
5: English/Language arts	422	599	10.28723753	10.16724057	0.12	1.18	0.668368164	0.531289405	0.381072098	0.3149
6: Social Studies	239	324	5.986765191	5.48321187	0.50	9.18	0.668818291	0.519852438	0.263575528	1.9105
7: Vocational/Technical	74	113	1.13389748	1.340637728	-0.21	-15.42	0.216554633	0.190512557	0.161528402	-1.2799
8: Other	1049	1563	25.22150782	25.3365071	-0.11	-0.45	0.977598403	0.858450985	0.794576732	-0.1447
9: Unknown	54	111	1.354881246	2.035709895	-0.68	-33.44	0.304973511	0.408836128	0.274950573	-2.4762
Status										
1: Full-time	3555	5053	78.65459463	75.08534846	3.57	4.75	1.599194650	1.805759215	0.771366043	4.6272
2: Part-time	827	1274	17.06770171	17.98068552	-0.91	-5.08	1.285399843	1.506039433	0.579044769	-1.5767
3: Unknown	141	359	4.277703661	6.933966021	-2.66	-38.31	1.042870075	1.305109135	0.593893306	-4.4726

See notes at end of table.

Table K-37. Unit response rates for Private School Teachers before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹
Experience										
1: 1st year	385	602	6.484140916	6.502538821	-0.02	-0.28	1.423788563	1.289505755	0.293717697	-0.0626
2: 2–3 years	687	1087	11.1249927	11.9560916	-0.83	-6.95	1.261317275	1.066747556	0.393080234	-2.1143
3: 4–19 years	2422	3613	59.02414902	59.6139616	-0.59	-0.99	1.337710570	1.219392532	0.574146157	-1.0273
4: 20 or more years	1029	1384	23.36671736	21.92740798	1.44	6.56	1.624402088	1.400983512	0.523563569	2.7491

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-38. Unit response rates for Private School Teachers after nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Total	100	0	0	0	0	0	0
Affiliation:							
01: Catholic—Parochial	12.99237306	0.21	1.67	0.787905674	0.367412664	0.5798	-84.84
02: Catholic—Diocesan	13.50796039	-0.07	-0.50	0.797747650	0.339752819	-0.1990	-94.41
03: Catholic—Private	7.407051296	0.00	0.00	0.685542211	6.34E-15	0.0000	-100.00
04: Baptist	5.099255591	-0.11	-2.06	0.534699007	0.255178031	-0.4213	-72.05
05: Jewish	4.851818241	-0.58	-10.67	2.278958590	0.727285778	-0.7965	-52.71
06: Lutheran	3.132978592	-0.15	-4.53	0.250677448	0.133379516	-1.1153	-0.39
07: Seventh-Day Adventist	0.894574344	-0.05	-5.11	0.095942720	0.057353632	-0.8397	-40.45
08: Other religious	22.50385361	-0.39	-1.71	1.485238143	0.630359591	-0.6218	-76.48
09: Nonsectarian—Regular	18.21840654	1.15	6.73	1.446269337	0.728618135	1.5762	72.69
10: Nonsectarian—Special Emphasis	4.8036435	-0.02	-0.45	0.486043593	0.305312089	-0.0706	-94.10
11: Nonsectarian—Special education	3.566608862	0.00	0.09	0.342087499	0.140015586	0.0239	-99.23
99: Area Frame	3.021475965	0.00	0.00	0.645818084	2.31E-14	0.0000	-100.00
Locale:							
1: City	42.38248267	-0.21	-0.50	1.687441168	0.763681642	-0.2761	95.57
2: Suburb	35.06905689	-0.33	-0.94	1.638314147	0.90936052	-0.3640	51.93
3: Town	6.526275421	0.26	4.22	0.650426120	0.367144001	0.7202	-60.31
4: Rural	16.02218503	0.28	1.76	1.201295141	0.712496863	0.3895	-50.10
Enrollment:							
1: 0 <= x < 50	8.83498217	-0.29	-3.23	1.277,512016	0.414481992	-0.7113	-77.81
2: 50 <= x < 150	19.5900409	-0.05	-0.27	1.278934059	0.596837585	-0.0891	-89.57
3: 150 <= x < 300	26.39281963	-0.10	-0.38	1.597416004	0.639713036	-0.1580	-86.11
4: 300 <= x < 500	20.2735887	-0.05	-0.23	1.356964737	0.578730715	-0.0791	-93.99
5: 500 <= x < 750	10.80677522	-0.01	-0.10	1.124585221	0.48908512	-0.0220	-99.00
6: 750 <= x	14.10179338	0.51	3.72	1.597198359	0.470893917	1.0737	-31.09
Number of teachers:							
1: x < 5	4.735377462	-0.85	-15.19	0.682736588	0.420380511	-2.0183	-39.49
2: 5 <= x < 15	27.7216602	-0.67	-2.38	1.662805683	0.629765385	-1.0716	-46.41
3: 15 <= x < 30	26.12766148	0.76	3.01	1.613401574	0.65826195	1.1603	-40.15
4: 30 <= x < 50	18.6647356	-0.13	-0.68	1.439322257	0.651080415	-0.1957	-80.78
5: 50 <= x	22.75056525	0.89	4.06	2.054941002	0.666285541	1.3311	22.77

See notes at end of table.

Table K-38. Unit response rates for Private School Teachers after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹	Percent relative difference
Grade level:							
1: Elementary	43.14057643	-0.39	-0.89	1.696739449	0.664321191	-0.5799	-7.16
2: Secondary	16.62965203	0.03	0.16	1.573127035	0.56830511	0.0457	-97.88
3: Combined	40.22977153	0.36	0.90	2.192167605	0.686750391	0.5231	-78.08
Region:							
1: Northeast	23.81854964	-0.67	-2.73	1.495125833	0.874540145	-0.7630	-29.53
2: Midwest	23.39113815	0.98	4.37	1.648223955	0.758776426	1.2901	-42.93
3: South	34.86617107	0.39	1.14	2.269920216	0.909612446	0.4334	93.85
4: West	17.92414114	-0.71	-3.79	1.385281159	0.614786907	-1.1480	-27.36
Subject							
1: Special education	5.161343751	0.01	0.27	0.567965773	0.266841742	0.0530	-95.05
2: General elementary	33.62564142	-0.69	-2.01	1.166549585	0.635789503	-1.0832	17.60
3: Math	10.55818246	1.00	10.45	1.048780295	0.594595384	1.6795	36.59
4: Science	6.369684776	-0.25	-3.72	0.465633919	0.330130386	-0.7450	368.15
5: English/Language arts	10.25328278	0.09	0.85	0.712666214	0.434716195	0.1979	-28.30
6: Social Studies	5.812993018	0.33	6.01	0.660906830	0.269538496	1.2235	-34.51
7: Vocational/Technical	1.150704556	-0.19	-14.17	0.225047304	0.170565019	-1.1136	-8.13
8: Other	25.12742627	-0.21	-0.83	0.975807437	0.766940499	-0.2726	81.81
9: Unknown	1.940740962	-0.09	-4.67	0.453442753	0.3181199	-0.2985	-86.05
Status							
1: Full-time	75.08456773	0.00	0.00	1.859701221	0.181590961	-0.0043	-99.98
2: Part-time	17.95592939	-0.02	-0.14	1.532824350	0.167567033	-0.1477	-97.29
3: Unknown	6.959502878	0.03	0.37	1.333401376	0.111443575	0.2291	-99.04
Experience							
1: 1st year	6.618685393	0.12	1.79	1.384848720	0.223905347	0.5187	531.30
2: 2–3 years	11.32160862	-0.63	-5.31	1.197775035	0.335736305	-1.8898	-23.66
3: 4–19 years	59.77571534	0.16	0.27	1.420802856	0.489169735	0.3307	-72.58
4: 20 or more years	22.28399065	0.36	1.63	1.466119809	0.444374627	0.8024	-75.23

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-39. Unit response rates for Private School Teachers before nonresponse adjustment, by affiliation: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondents proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Total	4523	6686	100	100	0	0	0	0	0	0
Catholic—Parochial	461	602								
Grade level:										
1: Elementary	345	450	89.9711	90.0671	-0.10	-0.11	1.0146	0.9545	0.5960	-0.1610
2: Secondary	77	94	6.9197	6.5637	0.36	5.42	1.0008	0.8695	0.4998	0.7124
3: Combined	39	58	3.1091	3.3692	-0.26	-7.72	0.5394	0.4287	0.3534	-0.7359
Region:										
1: Northeast	125	171	26.2445	26.7560	-0.51	-1.91	3.0401	2.1503	1.6219	-0.3153
2: Midwest	192	230	40.1170	37.6286	2.49	6.61	2.8925	2.7339	1.5731	1.5818
3: South	99	128	24.7853	23.7624	1.02	4.30	2.6432	2.2960	1.1549	0.8857
4: West	45	73	8.8532	11.8530	-3.00	-25.31	2.1544	1.7833	1.4360	-2.0889
Catholic—Diocesan	493	651								
Grade level:										
1: Elementary	310	414	62.7135	63.3957	-0.68	-1.08	2.6452	2.0765	1.8001	-0.3790
2: Secondary	144	192	31.4299	31.5122	-0.08	-0.26	2.8121	2.0289	1.8656	-0.0441
3: Combined	39	45	5.8567	5.0921	0.76	15.01	1.1200	0.9246	0.4447	1.7193
Region:										
1: Northeast	124	160	24.4648	23.7468	0.72	3.02	2.2634	1.9621	1.2272	0.5851
2: Midwest	169	222	34.0681	33.9425	0.13	0.37	2.9059	2.4911	1.7410	0.0721
3: South	116	153	25.2854	25.3450	-0.06	-0.24	3.0906	2.5902	1.5247	-0.0391
4: West	84	116	16.1817	16.9657	-0.78	-4.62	2.0199	1.5223	1.3544	-0.5789
Catholic—Private	360	426								
Grade level:										
1: Elementary	131	158	18.2777	18.5892	-0.31	-1.68	2.8549	2.6024	1.0164	-0.3065
2: Secondary	175	197	67.4219	64.9203	2.50	3.85	3.7899	3.7804	1.7379	1.4394
3: Combined	54	71	14.3004	16.4905	-2.19	-13.28	2.4271	2.7099	1.6227	-1.3496

See notes at end of table.

Table K-39. Unit response rates for Private School Teachers before nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondents proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Catholic—Private—Continued										
Region:										
1: Northeast	105	127	28.2481	29.7580	-1.51	-5.07	4.8028	4.6077	1.5769	-0.9576
2: Midwest	94	113	27.7322	27.1764	0.56	2.05	4.3554	3.8180	1.4077	0.3949
3: South	97	105	27.6187	25.8770	1.74	6.73	4.0681	3.6056	1.1213	1.5533
4: West	64	81	16.4010	17.1886	-0.79	-4.58	2.7207	2.6386	1.4614	-0.5390
Baptist	371	576								
Grade level:										
1: Elementary	88	149	13.3382	14.2855	-0.95	-6.63	2.9580	2.9172	1.7811	-0.5319
2: Secondary	44	66	1.5594	1.5000	0.06	3.96	0.5651	0.5170	0.2039	0.2912
3: Combined	239	361	85.1024	84.2145	0.89	1.05	3.3041	3.3045	1.7310	0.5130
Region:										
1: Northeast	41	58	9.5844	8.8367	0.75	8.46	1.6169	1.3035	1.1243	0.6650
2: Midwest	44	83	12.7171	15.0795	-2.36	-15.67	2.7888	2.6279	2.2822	-1.0351
3: South	211	344	63.0841	64.8859	-1.80	-2.78	3.9013	2.6434	2.7960	-0.6444
4: West	75	91	14.6144	11.1979	3.42	30.51	2.6723	1.7748	1.4988	2.2795
Jewish	84	148								
Grade level:										
1: Elementary	41	72	45.5588	44.6148	0.94	2.12	13.0745	11.1279	6.9777	0.1353
2: Secondary	33	53	30.4804	25.9121	4.57	17.63	14.0400	14.2875	6.9996	0.6527
3: Combined	10	23	23.9608	29.4731	-5.51	-18.70	14.0942	10.6989	9.3067	-0.5923
Region:										
1: Northeast	28	72	43.1599	55.5258	-12.37	-22.27	13.9651	12.8682	8.1156	-1.5237
2: Midwest	23	28	21.3513	14.7125	6.64	45.12	7.0132	5.9559	4.1455	1.6015
3: South	9	14	10.9062	10.2261	0.68	6.65	6.0096	5.0381	4.7477	0.1432
4: West	24	34	24.5826	19.5356	5.05	25.83	14.9074	14.7621	5.7590	0.8764

See notes at end of table.

Table K-39. Unit response rates for Private School Teachers before nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondents proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Lutheran	526	728								
Grade level:										
1: Elementary	355	491	79.9232	79.5883	0.33	0.42	2.4206	1.7245	1.2991	0.2578
2: Secondary	114	159	12.7593	13.1082	-0.35	-2.66	1.5609	1.1724	0.9592	-0.3637
3: Combined	57	78	7.3175	7.3035	0.01	0.19	1.4500	1.1892	0.6761	0.0207
Region:										
1: Northeast	30	38	3.9933	3.8149	0.18	4.68	1.1420	0.9182	0.5683	0.3139
2: Midwest	337	458	62.5684	61.1922	1.38	2.25	3.1807	2.2269	1.9379	0.7101
3: South	61	84	13.1465	13.4364	-0.29	-2.16	2.5187	1.9432	1.4814	-0.1957
4: West	98	148	20.2918	21.5565	-1.26	-5.87	2.5897	1.8193	1.8436	-0.6859
Seventh-Day Adventist	289	447								
Grade level:										
1: Elementary	133	200	43.7648	41.0958	2.67	6.49	4.5625	3.1550	3.1356	0.8512
2: Secondary	86	134	16.6536	16.7745	-0.12	-0.72	2.8714	1.4969	2.2321	-0.0541
3: Combined	70	113	39.5816	42.1297	-2.55	-6.05	4.4729	2.8904	2.9035	-0.8776
Region:										
1: Northeast	27	51	7.9349	10.5431	-2.61	-24.74	2.0532	2.4062	2.1626	-1.2061
2: Midwest	51	74	15.1181	13.9171	1.20	8.63	3.1406	1.7480	2.0334	0.5906
3: South	119	174	40.7141	36.6818	4.03	10.99	3.4841	2.7030	2.6780	1.5057
4: West	92	148	36.2329	38.8579	-2.63	-6.76	3.5459	2.7695	2.6344	-0.9964
Other religious	777	1193								
Grade level:										
1: Elementary	390	576	31.9637	30.3177	1.65	5.43	4.2059	2.9911	1.9805	0.8311
2: Secondary	111	174	5.2218	5.2613	-0.04	-0.75	0.9003	0.7520	0.4586	-0.0860
3: Combined	276	443	62.8145	64.4211	-1.61	-2.49	4.6081	3.3537	2.1371	-0.7518

See notes at end of table.

Table K-39. Unit response rates for Private School Teachers before nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondents proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Other religious—Continued										
Region:										
1: Northeast	147	211	14.5223	14.3879	0.13	0.93	2.4075	1.7696	1.3182	0.1019
2: Midwest	174	268	17.2397	16.7903	0.45	2.68	2.5715	1.8195	1.3300	0.3379
3: South	285	449	47.2286	47.0084	0.22	0.47	3.7074	2.5953	2.2185	0.0993
4: West	171	265	21.0094	21.8134	-0.80	-3.69	2.9109	2.0861	1.7149	-0.4688
Nonsectarian—Regular										
Grade level:										
1: Elementary	193	292	24.3107	24.8060	-0.50	-2.00	3.1697	2.8667	1.7180	-0.2883
2: Secondary	78	136	11.7111	13.6328	-1.92	-14.10	2.5407	2.7213	1.4358	-1.3384
3: Combined	151	221	63.9782	61.5612	2.42	3.93	4.0145	3.8272	1.8647	1.2962
Region:										
1: Northeast	98	187	26.5341	29.8455	-3.31	-11.10	4.1477	3.8766	1.9309	-1.7149
2: Midwest	37	47	10.2812	8.1420	2.14	26.27	4.3672	3.3556	1.4162	1.5105
3: South	161	235	42.2312	39.8941	2.34	5.86	5.0444	4.1761	2.1557	1.0842
4: West	126	180	20.9534	22.1184	-1.16	-5.27	3.8905	3.7263	1.8963	-0.6144
Nonsectarian—Special										
Emphasis										
Grade level:										
1: Elementary	202	330	52.1512	54.1436	-1.99	-3.68	4.1893	3.6902	2.4273	-0.8208
2: Secondary	49	91	8.0359	9.7832	-1.75	-17.86	2.0364	1.5429	1.7893	-0.9765
3: Combined	68	95	39.8129	36.0732	3.74	10.37	4.7879	4.2581	2.6353	1.4191
Region:										
1: Northeast	85	125	29.1572	27.0242	2.13	7.89	3.9462	3.5543	2.0775	1.0267
2: Midwest	62	83	16.3809	13.8394	2.54	18.36	3.0902	2.2311	1.4750	1.7230
3: South	90	147	29.5502	31.3180	-1.77	-5.64	3.7897	3.1716	2.6395	-0.6697
4: West	82	161	24.9117	27.8185	-2.91	-10.45	4.1464	3.2174	2.3795	-1.2216

See notes at end of table.

Table K-39. Unit response rates for Private School Teachers before nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondents proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Nonsectarian—Special education	254	326								
Grade level:										
1: Elementary	33	48	8.4172	9.6807	-1.26	-13.05	1.4448	1.4313	1.2275	-1.0293
2: Secondary	52	71	9.7323	10.2082	-0.48	-4.66	2.4764	2.1137	1.2884	-0.3694
3: Combined	169	207	81.8505	80.1111	1.74	2.17	3.1183	2.7134	1.7662	0.9849
Region:										
1: Northeast	135	176	55.6893	57.8116	-2.12	-3.67	4.9888	4.5410	2.6916	-0.7885
2: Midwest	20	25	6.3576	5.5857	0.77	13.82	1.9570	1.7567	0.6259	1.2333
3: South	55	70	25.3359	24.1865	1.15	4.75	5.1569	4.1857	2.0517	0.5602
4: West	44	55	12.6173	12.4162	0.20	1.62	2.6577	2.2871	1.7347	0.1159
Area Frame	167	424								
Grade level:										
1: Elementary	87	294	45.8350	57.3583	-11.52	-20.09	8.5779	10.1537	6.6408	-1.7352
2: Secondary	28	38	11.8721	7.8419	4.03	51.39	6.6717	4.3412	3.2630	1.2351
3: Combined	52	92	42.2929	34.7998	7.49	21.53	10.6749	9.9268	5.8797	1.2744
Region:										
1: Northeast	18	28	6.4522	6.1390	0.31	5.10	3.4050	3.5543	1.4513	0.2158
2: Midwest	47	232	30.1768	38.3327	-8.16	-21.28	6.5011	11.3507	9.4882	-0.8596
3: South	70	107	53.3742	46.7133	6.66	14.26	7.5120	10.0035	7.5950	0.8770
4: West	32	57	9.9968	8.8150	1.18	13.41	4.1494	4.2023	1.9118	0.6182

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-40. Unit response rates for Private School Teachers after nonresponse adjustment, by affiliation: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondents proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Total	100	0	0	0	0	0	0
Catholic—Parochial							
Grade level:							
1: Elementary	89.7545	-0.31	-0.35	1.1703	0.7378	-0.4237	225.76
2: Secondary	7.1439	0.58	8.84	1.1118	0.5803	0.9999	62.97
3: Combined	3.1016	-0.27	-7.94	0.6070	0.4480	-0.5973	2.90
Region:							
1: Northeast	26.1167	-0.64	-2.39	2.8836	1.5326	-0.4171	24.99
2: Midwest	39.3932	1.76	4.69	2.8704	1.7828	0.9898	-29.09
3: South	25.4939	1.73	7.29	2.5995	1.2863	1.3461	69.28
4: West	8.9962	-2.86	-24.10	2.1250	1.4426	-1.9804	-4.76
Catholic—Diocesan							
Grade level:							
1: Elementary	62.3590	-1.04	-1.64	2.5503	1.3317	-0.7785	51.96
2: Secondary	31.8101	0.30	0.95	2.6945	1.4116	0.2110	261.69
3: Combined	5.8309	0.74	14.51	1.2212	0.4809	1.5363	-3.36
Region:							
1: Northeast	24.5317	0.78	3.31	2.3590	1.3083	0.5999	9.31
2: Midwest	33.8513	-0.09	-0.27	2.7650	1.7333	-0.0526	-27.36
3: South	24.7873	-0.56	-2.20	2.9800	1.4791	-0.3771	834.93
4: West	16.8297	-0.14	-0.80	2.1977	1.5284	-0.0890	-82.66
Catholic—Private							
Grade level:							
1: Elementary	19.8230	1.23	6.64	2.9456	1.3736	0.8982	296.09
2: Secondary	66.2308	1.31	2.02	3.6600	1.8292	0.7164	-47.61
3: Combined	13.9462	-2.54	-15.43	2.1971	1.5764	-1.6140	16.18

See notes at end of table.

Table K-40. Unit response rates for Private School Teachers after nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondents proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Catholic—Private—Continued							
Region:							
1: Northeast	29.0842	-0.67	-2.26	4.6089	0.6833	-0.9861	-55.38
2: Midwest	28.0376	0.86	3.17	4.3215	1.2942	0.6655	54.95
3: South	25.4380	-0.44	-1.70	3.7353	0.7246	-0.6058	-74.80
4: West	17.4402	0.25	1.46	2.5915	1.0442	0.2409	-68.07
Baptist							
Grade level:							
1: Elementary	13.4781	-0.81	-5.65	3.0157	1.9108	-0.4225	-14.77
2: Secondary	1.6415	0.14	9.43	0.6207	0.2508	0.5642	138.40
3: Combined	84.8804	0.67	0.79	3.3626	1.8162	0.3666	-25.01
Region:							
1: Northeast	10.0409	1.20	13.63	1.7434	1.2674	0.9501	61.04
2: Midwest	12.6600	-2.42	-16.04	2.9660	2.3485	-1.0302	2.42
3: South	62.4447	-2.44	-3.76	3.8140	2.8047	-0.8704	35.49
4: West	14.8544	3.66	32.65	2.4532	1.3046	2.8028	7.03
Jewish							
Grade level:							
1: Elementary	44.2101	-0.40	-0.91	13.2365	6.9038	-0.0586	-57.12
2: Secondary	29.3679	3.46	13.34	14.4864	6.4512	0.5357	-24.35
3: Combined	26.4220	-3.05	-10.35	14.5968	9.3258	-0.3272	-44.65
Region:							
1: Northeast	46.6128	-8.91	-16.05	14.6617	7.7050	-1.1568	-27.92
2: Midwest	19.4692	4.76	32.33	6.5693	3.4651	1.3727	-28.35
3: South	10.9891	0.76	7.46	6.1420	5.0035	0.1525	12.20
4: West	22.9289	3.39	17.37	15.3774	4.9621	0.6838	-32.77

See notes at end of table.

Table K-40. Unit response rates for Private School Teachers after nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondents proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Lutheran							
Grade level:							
1: Elementary	80.1482	0.56	0.70	2.1508	1.2637	0.4430	67.19
2: Secondary	12.8768	-0.23	-1.77	1.5306	0.9840	-0.2352	-33.67
3: Combined	6.9751	-0.33	-4.50	1.3338	0.6710	-0.4895	2242.03
Region:							
1: Northeast	4.1283	0.31	8.22	1.2026	0.5961	0.5259	75.72
2: Midwest	61.3092	0.12	0.19	3.1689	1.9691	0.0594	-91.50
3: South	13.3498	-0.09	-0.64	2.6301	1.5511	-0.0559	-70.11
4: West	21.2126	-0.34	-1.59	2.6452	1.8410	-0.1868	-72.81
Seventh-Day Adventist							
Grade level:							
1: Elementary	43.6370	2.54	6.18	4.7633	3.1464	0.8076	-4.79
2: Secondary	17.1130	0.34	2.02	2.9310	2.3042	0.1469	180.15
3: Combined	39.2500	-2.88	-6.84	4.5246	2.8913	-0.9960	13.01
Region:							
1: Northeast	8.1202	-2.42	-22.98	2.1287	2.2219	-1.0905	-7.10
2: Midwest	15.0185	1.10	7.91	3.1221	1.9877	0.5541	-8.29
3: South	39.7427	3.06	8.34	3.5928	2.7384	1.1177	-24.09
4: West	37.1186	-1.74	-4.48	3.6463	2.7273	-0.6377	-33.74
Other religious							
Grade level:							
1: Elementary	32.9419	2.62	8.66	4.1703	1.9964	1.3145	59.43
2: Secondary	5.4068	0.15	2.77	0.9654	0.5149	0.2827	268.97
3: Combined	61.6512	-2.77	-4.30	4.6103	2.1491	-1.2888	72.41
Region:							
1: Northeast	15.0498	0.66	4.60	2.2632	1.1369	0.5822	392.65
2: Midwest	17.7982	1.01	6.00	2.7459	1.4887	0.6770	124.28
3: South	46.2753	-0.73	-1.56	3.5881	1.9611	-0.3738	232.85
4: West	20.8766	-0.94	-4.29	2.6944	1.5298	-0.6123	16.51

See notes at end of table.

Table K-40. Unit response rates for Private School Teachers after nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondents proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Nonsectarian—Regular							
Grade level:							
1: Elementary	22.7074	-2.10	-8.46	2.9019	1.6657	-1.2598	323.72
2: Secondary	11.7608	-1.87	-13.73	2.6591	1.3559	-1.3807	-2.59
3: Combined	65.5318	3.97	6.45	3.9932	1.9921	1.9932	64.28
Region:							
1: Northeast	26.9762	-2.87	-9.61	4.0524	2.1630	-1.3265	-13.35
2: Midwest	11.4313	3.29	40.40	4.5492	1.8429	1.7849	53.76
3: South	41.0711	1.18	2.95	4.9368	2.2235	0.5294	-49.64
4: West	20.5214	-1.60	-7.22	3.8371	1.9331	-0.8261	37.08
Nonsectarian—Special Emphasis							
Grade level:							
1: Elementary	54.0570	-0.09	-0.16	4.0840	2.3943	-0.0362	-95.65
2: Secondary	7.2375	-2.55	-26.02	1.8728	1.6117	-1.5795	45.69
3: Combined	38.7055	2.63	7.30	4.7035	2.7350	0.9624	-29.61
Region:							
1: Northeast	30.7454	3.72	13.77	3.9604	2.2927	1.6231	74.46
2: Midwest	15.8264	1.99	14.36	2.9053	1.4620	1.3591	-21.82
3: South	29.6856	-1.63	-5.21	3.7139	2.4454	-0.6675	-7.66
4: West	23.7426	-4.08	-14.65	3.7393	2.1646	-1.8830	40.22
Nonsectarian—Special education							
Grade level:							
1: Elementary	9.0342	-0.65	-6.68	1.5155	1.2120	-0.5334	-48.84
2: Secondary	10.3178	0.11	1.07	2.5261	1.2115	0.0905	-76.97
3: Combined	80.6480	0.54	0.67	3.1692	1.6541	0.3246	-69.14
Region:							
1: Northeast	56.3145	-1.50	-2.59	4.8767	2.4756	-0.6047	-29.46
2: Midwest	6.1237	0.54	9.63	1.8953	0.6206	0.8669	-30.30
3: South	25.1043	0.92	3.79	4.8912	1.8466	0.4970	-20.15
4: West	12.4575	0.04	0.33	2.6258	1.7110	0.0241	-79.47

See notes at end of table.

Table K-40. Unit response rates for Private School Teachers after nonresponse adjustment, by affiliation: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondents proportions	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹	Percent relative difference
Area Frame							
Grade level:							
1: Elementary	45.8350	-11.52	-20.09	8.5779	6.6408	-1.7352	0.00
2: Secondary	11.8721	4.03	51.39	6.6717	3.2630	1.2351	0.00
3: Combined	42.2929	7.49	21.53	10.6749	5.8797	1.2744	0.00
Region:							
1: Northeast	6.4522	0.31	5.10	3.4050	1.4513	0.2158	0.00
2: Midwest	30.1768	-8.16	-21.28	6.5011	9.4882	-0.8596	0.00
3: South	53.3742	6.66	14.26	7.5120	7.5950	0.8770	0.00
4: West	9.9968	1.18	13.41	4.1494	1.9118	0.6182	0.00

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Public School Libraries

Table K-41. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Total	7217	9631	100	100	0	0			0	0
School enrollment:										
0 <= x < 200	923	1174	15.0	14.6	0.43	2.85	0.64	0.60	0.32	1.3582
200 <= x < 500	2421	3097	41.3	39.7	1.61	3.90	0.74	0.63	0.43	3.7091
500 <= x < 750	1618	2173	24.1	24.9	-0.83	-3.44	0.67	0.62	0.41	-2.0345
750 <= x < 1000	897	1220	10.1	10.7	-0.54	-5.36	0.38	0.31	0.23	-2.3186
1000 <= x	1358	1967	9.5	10.2	-0.67	-7.05	0.30	0.25	0.18	-3.7667
Percent Non-White:										
0 <= x < 5	1496	1833	20.7	19.5	1.22	5.90	0.57	0.56	0.35	3.4398
5 <= x < 10	936	1140	11.5	10.3	1.18	10.27	0.44	0.35	0.19	6.2004
10 <= x < 20	1180	1465	15.0	13.6	1.44	9.55	0.51	0.43	0.22	6.4178
20 <= x < 30	742	969	9.3	9.2	0.11	1.23	0.42	0.33	0.22	0.5216
30 <= x < 50	986	1369	13.6	13.6	-0.03	-0.23	0.51	0.45	0.26	-0.1190
50 <= x	1740	2675	28.3	32.3	-3.96	-13.97	0.60	0.51	0.40	-10.0187
Missing	137	180	1.5	1.5	0.04	2.78	0.22	0.15	0.09	0.4517
Percent Free Lunch Eligible:										
0 <= x < 35	2727	3584	34.1	33.1	1.07	3.14	0.67	0.57	0.34	3.1641
35 <= x < 50	1455	1894	17.7	17.2	0.50	2.83	0.53	0.46	0.26	1.9349
50 <= x < 75	2008	2621	30.0	28.8	1.13	3.77	0.70	0.60	0.39	2.9054
75 <= x	1027	1532	18.2	20.9	-2.70	-14.88	0.59	0.54	0.35	-7.8376
Locale:										
1: City	1364	2261	19.8	24.7	-4.85	-24.50	0.36	0.23	0.35	-13.8435
2: Suburb	1868	2626	27.1	28.3	-1.28	-4.71	0.41	0.28	0.33	-3.9128
3: Town	1281	1540	16.1	14.2	1.91	11.84	0.42	0.27	0.25	7.7748
4: Rural	2704	3204	37.0	32.8	4.22	11.40	0.52	0.41	0.38	11.2429

See notes at end of table.

Table K-41. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Percent pupil teacher ratio:										
0 ≤ x < 10	883	1204	12.0	12.7	-0.72	-6.01	0.52	0.56	0.32	-2.2289
10 ≤ x < 15	2878	3789	37.7	37.3	0.41	1.09	0.68	0.52	0.41	1.0039
15 ≤ x < 20	2567	3420	38.4	37.8	0.56	1.45	0.68	0.62	0.40	1.3760
20 ≤ x	889	1218	11.9	12.2	-0.25	-2.06	0.52	0.43	0.28	-0.8892
Grade level:										
Primary	2019	2716	55.3	56.1	-0.79	-1.43	0.54	0.37	0.41	-1.9162
Middle	1880	2489	15.8	15.7	0.08	0.51	0.25	0.17	0.19	0.4321
High school	2471	3359	21.5	21.3	0.16	0.76	0.44	0.30	0.31	0.5211
Combined	847	1067	7.4	6.9	0.55	7.41	0.70	0.63	0.16	3.3499
Region:										
Northeast	1257	1696	16.2	16.3	-0.11	-0.65	0.28	0.15	0.28	-0.3796
Midwest	2007	2512	27.0	25.3	1.76	6.50	0.37	0.25	0.29	6.0079
South	2258	3040	35.6	35.7	-0.10	-0.29	0.42	0.26	0.38	-0.2774
West	1695	2383	21.1	22.6	-1.55	-7.33	0.49	0.44	0.39	-3.9711
Number of teachers:										
0 ≤ x < 10	409	524	8.4	8.4	0.01	0.16	0.54	0.54	0.29	0.0464
10 ≤ x < 25	1744	2202	30.6	28.8	1.74	5.69	0.68	0.56	0.36	4.8231
25 ≤ x < 50	2985	3915	44.6	44.9	-0.29	-0.65	0.73	0.59	0.42	-0.6883
50 ≤ x < 75	1137	1599	10.3	11.4	-1.09	-10.63	0.32	0.29	0.24	-4.5171
75 ≤ x	942	1391	6.1	6.5	-0.37	-6.04	0.19	0.15	0.14	-2.6450
Title 1 Program:										
No Title 1 program	3030	4092	35.1	35.9	-0.82	-2.35	0.65	0.58	0.40	-2.0828
Has Title 1 program	2744	3691	43.6	44.0	-0.42	-0.96	0.72	0.61	0.45	-0.9350
Title 1 eligible but no Title 1 program	1443	1848	21.3	20.1	1.24	5.82	0.58	0.49	0.30	4.1732
State:										
Alabama	174	199	2.1	1.8	0.31	14.95	0.10	0.06	0.05	5.7962
Alaska	77	140	0.4	0.6	-0.13	-31.25	0.03	0.02	0.03	-4.9262
Arizona	144	177	2.0	1.8	0.19	9.65	0.10	0.06	0.08	2.4129
Arkansas	118	138	1.3	1.1	0.21	16.06	0.21	0.16	0.06	3.4918

See notes at end of table.

Table K-41. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
State—Continued										
California	368	564	9.0	10.3	-1.28	-14.29	0.35	0.25	0.40	-3.2076
Colorado	111	162	1.5	1.7	-0.15	-9.74	0.48	0.42	0.10	-1.4360
Connecticut	150	217	1.2	1.2	-0.01	-0.61	0.09	0.04	0.06	-0.1168
Delaware	66	79	0.3	0.2	0.05	16.94	0.01	0.01	0.01	6.7629
District of Columbia	23	45	0.1	0.1	-0.05	-58.02	0.01	0.01	0.02	-3.3470
Florida	217	324	3.2	3.6	-0.44	-14.02	0.23	0.18	0.13	-3.3477
Georgia	142	190	2.7	2.6	0.05	2.00	0.10	0.05	0.09	0.6230
Hawaii	14	19	0.2	0.3	-0.05	-20.97	0.07	0.07	0.05	-0.9132
Idaho	117	149	0.8	0.8	0.04	4.88	0.05	0.03	0.03	1.1954
Illinois	197	241	5.1	4.7	0.33	6.54	0.20	0.13	0.17	1.9707
Indiana	163	210	2.1	2.0	0.14	6.65	0.09	0.07	0.08	1.7700
Iowa	128	152	1.7	1.5	0.22	12.87	0.10	0.06	0.06	3.5514
Kansas	129	166	1.6	1.5	0.12	7.60	0.08	0.04	0.06	2.1007
Kentucky	179	200	2.0	1.6	0.36	17.84	0.08	0.05	0.06	6.4356
Louisiana	128	184	1.4	1.5	-0.10	-6.73	0.08	0.04	0.08	-1.2624
Maine	133	164	0.8	0.7	0.08	10.60	0.04	0.02	0.03	2.7338
Maryland	63	194	0.7	1.5	-0.86	-126.23	0.08	0.04	0.07	-12.5644
Massachusetts	122	158	2.0	1.9	0.10	5.28	0.11	0.06	0.09	1.1166
Michigan	246	311	3.7	3.5	0.21	5.66	0.12	0.07	0.11	1.9132
Minnesota	239	307	2.2	2.1	0.15	6.88	0.10	0.07	0.07	2.2152
Mississippi	110	123	1.4	1.2	0.24	17.03	0.06	0.03	0.05	4.9130
Missouri	185	224	2.5	2.2	0.28	11.29	0.10	0.05	0.07	3.7989
Montana	102	112	0.8	0.7	0.16	19.66	0.06	0.04	0.03	4.6919
Nebraska	144	192	1.0	1.0	0.02	1.51	0.05	0.03	0.04	0.4479
Nevada	106	132	0.7	0.7	0.03	4.67	0.05	0.03	0.03	0.9816
New Hampshire	86	104	0.6	0.5	0.06	11.01	0.04	0.03	0.02	2.7767
New Jersey	207	284	2.8	2.7	0.07	2.61	0.12	0.05	0.11	0.6636
New Mexico	115	174	0.7	0.8	-0.09	-12.33	0.05	0.03	0.04	-2.2218
New York	222	322	4.6	5.2	-0.56	-12.11	0.18	0.08	0.17	-3.2115
North Carolina	129	185	2.8	2.9	-0.18	-6.54	0.18	0.15	0.14	-1.2828

See notes at end of table.

Table K-41. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
State—Continued										
North Dakota	115	130	0.5	0.4	0.08	15.66	0.03	0.02	0.02	4.2903
Ohio	218	268	4.0	3.7	0.27	6.87	0.16	0.09	0.12	2.2442
Oklahoma	118	129	2.2	1.9	0.39	17.42	0.11	0.06	0.08	4.6346
Oregon	132	197	1.2	1.3	-0.08	-7.00	0.08	0.03	0.07	-1.2002
Pennsylvania	176	216	3.7	3.5	0.19	5.08	0.15	0.08	0.14	1.2936
Rhode Island	56	100	0.2	0.3	-0.08	-32.30	0.02	0.01	0.02	-4.3230
South Carolina	107	134	1.5	1.3	0.13	9.08	0.07	0.03	0.06	2.0576
South Dakota	105	120	0.6	0.5	0.08	14.04	0.04	0.03	0.03	2.5562
Tennessee	128	174	1.8	1.9	-0.11	-6.09	0.10	0.04	0.10	-1.1403
Texas	292	412	8.6	9.0	-0.37	-4.28	0.31	0.19	0.25	-1.4860
Utah	135	174	1.1	1.0	0.05	4.69	0.09	0.04	0.06	0.8361
Vermont	105	131	0.4	0.4	0.03	6.76	0.02	0.01	0.01	1.8679
Virginia	154	211	2.5	2.4	0.07	2.66	0.13	0.05	0.11	0.6127
Washington	183	276	2.2	2.5	-0.27	-12.38	0.12	0.06	0.12	-2.1867
West Virginia	110	119	1.1	0.9	0.20	18.63	0.14	0.13	0.02	8.1148
Wisconsin	138	191	2.0	2.1	-0.15	-7.78	0.11	0.07	0.11	-1.4589
Wyoming	91	107	0.4	0.4	0.02	6.14	0.03	0.03	0.03	0.8395

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-42. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Total	100	0	0		0	0	
School enrollment:							
0 <= x < 200	14.6	0.01	0.09	0.65	0.32	0.0407	-97.01
200 <= x < 500	40.2	0.58	1.44	0.73	0.44	1.3125	-63.94
500 <= x < 750	24.6	-0.31	-1.24	0.71	0.43	-0.7074	-63.08
750 <= x < 1000	10.5	-0.19	-1.83	0.39	0.27	-0.7171	-64.66
1000 <= x	10.1	-0.10	-0.95	0.32	0.20	-0.4822	-85.65
Percent Non-White:							
0 <= x < 5	19.5	0.00	0.02	0.60	0.30	0.0136	-99.66
5 <= x < 10	10.6	0.28	2.61	0.42	0.18	1.5661	-76.62
10 <= x < 20	14.1	0.49	3.50	0.51	0.22	2.2257	-65.61
20 <= x < 30	8.8	-0.39	-4.38	0.39	0.20	-1.9561	237.40
30 <= x < 50	13.5	-0.17	-1.27	0.52	0.27	-0.6424	445.22
50 <= x	32.0	-0.27	-0.86	0.59	0.31	-0.8963	-93.09
Missing	1.5	0.06	3.79	0.21	0.11	0.5322	38.14
Percent Free Lunch Eligible:							
0 <= x < 35	33.5	0.39	1.16	0.68	0.33	1.1775	-63.73
35 <= x < 50	17.0	-0.17	-1.02	0.50	0.26	-0.6782	-65.13
50 <= x < 75	29.2	0.35	1.18	0.72	0.41	0.8337	-69.47
75 <= x	20.3	-0.56	-2.75	0.59	0.29	-1.9257	-79.30
Locale:							
1: City	24.9	0.20	0.80	0.26	0.12	1.6495	-95.91
2: Suburb	27.2	-1.15	-4.21	0.34	0.22	-5.2401	-10.20
3: Town	14.6	0.46	3.14	0.39	0.23	1.9909	-75.89
4: Rural	33.3	0.49	1.46	0.48	0.28	1.7728	-88.45
Percent pupil teacher ratio:							
0 <= x < 10	12.6	-0.17	-1.34	0.59	0.30	-0.5585	-76.75
10 <= x < 15	37.1	-0.19	-0.52	0.64	0.36	-0.5352	-53.30
15 <= x < 20	38.2	0.41	1.07	0.69	0.38	1.0668	-26.55
20 <= x	12.1	-0.05	-0.39	0.55	0.29	-0.1648	-80.55

See notes at end of table.

Table K-42. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Grade level:							
Primary	55.7	-0.34	-0.60	0.67	0.50	-0.6728	-57.57
Middle	15.8	0.06	0.37	0.27	0.23	0.2519	-27.43
High school	21.2	-0.11	-0.52	0.46	0.36	-0.3029	-32.71
Combined	7.2	0.39	5.34	0.75	0.20	1.9727	-29.44
Region:							
Northeast	16.5	0.17	1.02	0.17	0.08	2.0502	59.45
Midwest	25.2	-0.11	-0.44	0.24	0.12	-0.9417	-93.75
South	35.8	0.03	0.09	0.30	0.10	0.3257	-69.55
West	22.5	-0.09	-0.40	0.43	0.13	-0.7195	-94.13
Number of teachers:							
0 ≤ x < 10	8.4	-0.02	-0.22	0.57	0.32	-0.0595	38.32
10 ≤ x < 25	29.5	0.65	2.21	0.68	0.42	1.5458	-62.48
25 ≤ x < 50	44.8	-0.11	-0.25	0.78	0.48	-0.2373	-61.09
50 ≤ x < 75	10.9	-0.51	-4.71	0.34	0.23	-2.2284	-53.18
75 ≤ x	6.5	-0.01	-0.13	0.20	0.15	-0.0563	-97.66
Title 1 Program:							
No Title 1 program	35.7	-0.21	-0.59	0.70	0.38	-0.5600	-74.23
Has Title 1 program	44.3	0.27	0.61	0.77	0.40	0.6836	-35.22
Title 1 eligible but no Title 1 program	20.0	-0.06	-0.29	0.53	0.24	-0.2397	-95.28
State:							
Alabama	1.8	0.00	0.11	0.08	0.04	0.0530	-99.36
Alaska	0.4	-0.12	-29.37	0.03	0.03	-4.6568	-4.66
Arizona	1.9	0.03	1.80	0.08	0.06	0.5437	-82.87
Arkansas	1.1	0.00	0.11	0.17	0.04	0.0341	-99.44
California	10.3	0.01	0.08	0.33	0.19	0.0411	-99.39
Colorado	1.7	0.05	2.85	0.43	0.08	0.5904	-66.95
Connecticut	1.2	-0.01	-0.79	0.09	0.07	-0.1420	28.45
Delaware	0.2	0.01	2.61	0.01	0.01	0.9630	-86.88
District of Columbia	0.1	-0.02	-12.24	0.02	0.02	-0.7900	-70.30
Florida	3.5	-0.06	-1.72	0.26	0.15	-0.3991	-86.21
Georgia	2.8	0.14	5.23	0.11	0.10	1.4977	170.17
Hawaii	0.3	0.00	1.75	0.07	0.00	2.1462	-89.75
Idaho	0.7	-0.04	-5.90	0.05	0.03	-1.4798	8.46

See notes at end of table.

Table K-42. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
State—Continued							
Illinois	4.9	0.16	3.22	0.19	0.17	0.9464	-52.41
Indiana	2.1	0.06	2.97	0.11	0.08	0.7328	-57.03
Iowa	1.5	0.02	1.38	0.09	0.05	0.3845	-90.52
Kansas	1.5	-0.03	-2.32	0.08	0.06	-0.6125	-72.37
Kentucky	1.7	0.02	1.24	0.07	0.04	0.4943	-94.20
Louisiana	1.4	-0.10	-6.76	0.08	0.08	-1.2591	0.45
Maine	0.7	0.03	4.40	0.04	0.03	1.0002	-61.20
Maryland	1.5	-0.06	-4.20	0.09	0.08	-0.7937	-92.77
Massachusetts	1.9	0.05	2.55	0.11	0.08	0.5833	-53.13
Michigan	3.5	0.02	0.57	0.12	0.10	0.1932	-90.38
Minnesota	2.1	-0.02	-0.88	0.10	0.08	-0.2425	-88.20
Mississippi	1.2	0.03	2.57	0.05	0.04	0.7992	-87.13
Missouri	2.3	0.06	2.57	0.08	0.06	0.9378	-79.27
Montana	0.7	0.06	8.80	0.05	0.03	2.2182	-60.56
Nebraska	0.9	-0.10	-10.65	0.05	0.03	-3.2857	527.19
Nevada	0.7	0.00	0.41	0.05	0.03	0.0845	-91.65
New Hampshire	0.5	0.03	5.69	0.04	0.02	1.3192	-51.22
New Jersey	2.7	-0.03	-1.19	0.10	0.09	-0.3481	-56.25
New Mexico	0.7	-0.05	-7.49	0.06	0.04	-1.2715	-36.49
New York	5.1	-0.03	-0.50	0.16	0.13	-0.1914	-95.40
North Carolina	2.7	-0.25	-9.33	0.19	0.15	-1.6779	39.02
North Dakota	0.4	0.02	4.06	0.03	0.02	1.0194	-77.21
Ohio	3.7	0.02	0.43	0.16	0.12	0.1272	-94.17
Oklahoma	1.9	0.00	-0.01	0.08	0.06	-0.0027	-99.96
Oregon	1.3	0.05	3.41	0.10	0.09	0.4945	-45.99
Pennsylvania	3.7	0.20	5.54	0.14	0.13	1.5814	9.58
Rhode Island	0.2	-0.08	-34.74	0.02	0.02	-4.0169	5.59
South Carolina	1.4	0.11	7.78	0.08	0.08	1.4687	-15.48
South Dakota	0.5	0.03	4.85	0.04	0.03	0.7967	-68.77
Tennessee	1.8	-0.17	-9.76	0.10	0.10	-1.6730	54.93
Texas	9.2	0.21	2.29	0.29	0.22	0.9648	-42.81
Utah	1.0	-0.03	-2.77	0.07	0.05	-0.5667	-45.14
Vermont	0.4	0.00	0.36	0.02	0.02	0.0809	-94.96

See notes at end of table.

Table K-42. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
State—Continued							
Virginia	2.6	0.13	5.09	0.14	0.12	1.1202	96.18
Washington	2.4	-0.03	-1.14	0.13	0.14	-0.1986	-89.73
West Virginia	0.9	0.03	3.52	0.12	0.03	1.2356	-84.05
Wisconsin	1.8	-0.34	-18.83	0.11	0.11	-3.0579	119.42
Wyoming	0.4	-0.02	-5.48	0.03	0.03	-0.7023	-20.55

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-43. Unit response rates for Charter Public School Libraries before nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Total	470	669	100	100	0	0				
School enrollment:										
0 <= x < 200	145	195	41.6	40.2	1.31	3.15	11.87	12.03	3.38	0.3876
200 <= x < 500	207	291	40.6	40.8	-0.18	-0.43	9.75	5.38	6.74	-0.0262
500 <= x < 750	62	97	10.9	11.6	-0.71	-6.50	1.72	6.98	6.56	-0.1079
750 <= x < 1000	16	27	2.0	2.8	-0.76	-37.74	0.79	0.94	1.43	-0.5327
1000 <= x	40	59	4.9	4.6	0.34	6.84	3.54	2.67	1.05	0.3200
Percent Non-White:										
0 <= x < 5	35	57	11.4	11.4	-0.01	-0.06	4.81	4.99	0.86	-0.0083
5 <= x < 10	18	27	4.3	4.7	-0.43	-10.16	1.19	3.01	3.24	-0.1333
10 <= x < 20	55	69	10.6	9.5	1.09	10.31	13.68	8.41	5.53	0.1971
20 <= x < 30	35	48	7.7	7.6	0.10	1.27	1.33	3.03	2.58	0.0379
30 <= x < 50	58	77	12.1	11.9	0.19	1.60	4.14	3.67	1.84	0.1055
50 <= x	257	375	51.3	52.6	-1.32	-2.57	5.91	4.97	3.33	-0.3967
Missing	12	16	2.7	2.3	0.38	13.92	1.08	1.98	2.69	0.1405
Percent Free Lunch Eligible:										
0 <= x < 35	140	196	30.8	30.4	0.40	1.30	10.44	7.17	4.63	0.0866
35 <= x < 50	68	91	12.9	12.1	0.78	6.07	4.45	2.50	3.72	0.2102
50 <= x < 75	101	145	19.8	20.1	-0.31	-1.55	6.07	4.42	2.20	-0.1396
75 <= x	161	237	36.5	37.4	-0.88	-2.40	9.55	8.33	2.12	-0.4126
Locale:										
1: City	266	384	56.3	56.0	0.33	0.59	6.97	5.88	3.33	0.0996
2: Suburb	108	152	21.8	21.9	-0.10	-0.47	5.68	3.73	2.35	-0.0432
3: Town	31	43	7.6	8.1	-0.49	-6.51	9.50	6.08	3.82	-0.1289
4: Rural	65	90	14.4	14.1	0.26	1.82	4.12	4.29	2.41	0.1084

See notes at end of table.

Table K-43. Unit response rates for Charter Public School Libraries before nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportions	Weighted eligible sample proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of weighted eligible sample proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹
Percent pupil teacher ratio:										
0 <= x < 10	52	82	13.7	13.4	0.29	2.12	4.98	5.15	1.40	0.2081
10 <= x < 15	151	198	30.7	28.2	2.50	8.15	7.14	8.27	3.51	0.7118
15 <= x < 20	163	240	34.6	36.5	-1.94	-5.63	8.76	8.70	2.23	-0.8705
20 <= x	104	149	21.0	21.9	-0.85	-4.02	10.67	8.03	4.06	-0.2085
Grade level:										
Elementary	149	213	56.0	55.8	0.23	0.40	18.72	21.50	4.08	0.0555
Secondary	255	353	26.9	25.7	1.17	4.36	9.00	9.81	1.53	0.7689
Combined	66	103	17.1	18.5	-1.40	-8.18	27.63	31.30	5.29	-0.2647
Region:										
Northeast	48	73	9.4	10.3	-0.84	-8.90	14.96	18.17	3.67	-0.2282
Midwest	99	141	21.7	21.5	0.15	0.68	7.90	8.67	1.51	0.0979
South	131	181	28.9	29.4	-0.45	-1.55	9.89	11.54	2.43	-0.1845
West	192	274	40.0	38.9	1.14	2.85	5.93	3.55	3.45	0.3303
Number of teachers:										
0 <= x < 10	116	155	33.5	32.4	1.02	3.04	7.55	7.82	4.90	0.2074
10 <= x < 25	190	265	41.9	41.4	0.50	1.20	5.29	5.25	3.25	0.1551
25 <= x < 50	117	179	19.2	20.7	-1.51	-7.87	3.48	4.97	5.28	-0.2861
50 <= x < 75	24	33	3.2	3.1	0.13	4.18	1.12	1.20	0.33	0.4098
75 <= x	23	37	2.2	2.3	-0.14	-6.69	4.20	5.27	1.40	-0.1035
Title 1 Program:										
No Title 1 program	181	256	38.2	39.3	-1.04	-2.73	6.29	4.43	4.07	-0.2564
Has Title 1 program	211	305	43.5	43.3	0.15	0.33	5.19	3.50	3.71	0.0392
Title 1 eligible but no Title 1 program	78	108	18.3	17.4	0.90	4.92	2.35	1.63	1.38	0.6515

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-44. Unit response rates for Charter Public School Libraries after nonresponse adjustment: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	T-test of significance for the difference in proportions ¹	Percent relative difference
Total	0	0	0				
School enrollment:							
0 ≤ x < 200	41.7	1.43	3.43	11.21	3.19	0.4482	9.24
200 ≤ x < 500	41.0	0.24	0.59	9.25	6.39	0.0379	37.35
500 ≤ x < 750	10.6	-1.06	-10.01	1.65	6.63	-0.1594	49.20
750 ≤ x < 1000	2.0	-0.83	-42.46	0.72	1.36	-0.6109	8.79
1000 ≤ x	4.8	0.21	4.42	3.38	1.12	0.1897	-36.91
Percent Non-White:							
0 ≤ x < 5	11.3	-0.07	-0.59	3.41	2.44	-0.0274	833.08
5 ≤ x < 10	4.3	-0.43	-10.12	1.31	2.17	-0.1983	-0.38
10 ≤ x < 20	10.0	0.49	4.94	11.01	3.17	0.1552	-54.82
20 ≤ x < 30	7.2	-0.34	-4.63	1.43	2.68	-0.1251	243.15
30 ≤ x < 50	11.5	-0.48	-4.17	4.31	1.74	-0.2753	146.04
50 ≤ x	52.8	0.20	0.39	4.87	0.35	0.5746	-84.58
Missing	3.0	0.61	20.80	1.27	1.86	0.3310	62.39
Percent Free Lunch Eligible:							
0 ≤ x < 35	30.1	-0.28	-0.93	8.12	2.43	-0.1151	-30.12
35 ≤ x < 50	12.7	0.65	5.08	3.79	3.20	0.2027	-17.05
50 ≤ x < 75	19.8	-0.30	-1.50	6.20	2.29	-0.1301	-2.99
75 ≤ x	37.3	-0.07	-0.19	8.76	1.66	-0.0423	-91.99
Locale:							
1: City	56.6	0.60	1.07	5.80	3.41	0.1772	81.85
2: Suburb	21.8	-0.04	-0.19	4.91	1.92	-0.0221	-58.02
3: Town	7.6	-0.47	-6.19	8.50	3.11	-0.1512	-4.58
4: Rural	14.0	-0.09	-0.65	3.60	2.38	-0.0385	-64.95
Percent pupil teacher ratio:							
0 ≤ x < 10	13.6	0.23	1.67	4.14	2.58	0.0883	-21.77
10 ≤ x < 15	30.6	2.45	8.00	6.39	3.52	0.6961	-1.97
15 ≤ x < 20	34.4	-2.10	-6.11	8.63	2.30	-0.9150	8.06
20 ≤ x	21.3	-0.58	-2.71	8.97	3.52	-0.1637	-31.85

See notes at end of table.

Table K-44. Unit response rates for Charter Public School Libraries after nonresponse adjustment: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportions	Estimated bias	Percent relative bias	Standard error of weighted respondent proportions	Standard error of difference of proportions	<i>T</i> -test of significance for the difference in proportions ¹	Percent relative difference
Grade level:							
Elementary	55.3	-0.41	-0.75	19.34	2.96	-0.1394	82.56
Secondary	27.4	1.68	6.12	8.04	2.36	0.7119	43.16
Combined	17.2	-1.27	-7.35	27.27	4.99	-0.2539	-9.50
Region:							
Northeast	9.4	-0.86	-9.11	14.03	4.42	-0.1941	2.22
Midwest	21.5	0.03	0.12	7.17	2.05	0.0130	-82.01
South	29.0	-0.33	-1.15	9.38	2.65	-0.1255	-25.95
West	40.0	1.16	2.90	4.93	2.77	0.4204	2.08
Number of teachers:							
0 ≤ x < 10	33.6	1.14	3.39	6.66	4.01	0.2838	11.83
10 ≤ x < 25	42.2	0.81	1.91	4.48	3.46	0.2332	60.23
25 ≤ x < 50	19.0	-1.69	-8.90	3.28	4.97	-0.3408	12.10
50 ≤ x < 75	3.1	-0.02	-0.52	1.05	0.35	-0.0453	-88.09
75 ≤ x	2.1	-0.23	-11.30	3.61	1.99	-0.1179	62.02
Title 1 Program:							
No Title 1 program	37.9	-1.37	-3.62	5.09	3.01	-0.4566	31.57
Has Title 1 program	44.2	0.84	1.91	3.98	2.71	0.3117	480.92
Title 1 eligible but no Title 1 program	17.9	0.53	2.96	2.51	1.60	0.3319	-41.10

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “*T*-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
ALABAMA	174	199	100	100	0	0				0
School enrollment:										
0 <= x < 200	13	13	14.1	12.3	1.73	12.27	4.45	3.95	0.59	2.9372
200 <= x < 500	60	72	40.2	43.3	-3.07	-7.63	4.17	3.83	1.41	-2.1789
500 <= x < 750	60	64	31.1	28.8	2.32	7.44	3.16	2.79	1.00	2.3265
750 <= x < 1000	22	28	9.0	10.0	-1.02	-11.25	1.75	1.89	0.83	-1.2204
1000 <= x	19	22	5.6	5.5	0.04	0.76	1.22	1.13	0.32	0.1306
Locale:										
1: City	36	39	18.9	18.7	0.14	0.76	1.83	1.33	1.06	0.1353
2: Suburb	19	29	10.8	14.1	-3.25	-30.01	1.72	1.20	1.09	-2.9839
3: Town	27	30	12.5	11.8	0.69	5.53	1.32	1.04	0.65	1.0604
4: Rural	92	101	57.8	55.4	2.41	4.18	2.42	1.80	1.42	1.7033
Grade level:										
Primary	41	48	44.0	45.6	-1.63	-3.70	2.29	1.76	1.30	-1.2544
Middle	54	63	14.6	14.9	-0.27	-1.84	1.01	0.73	0.72	-0.3715
High school	53	62	26.9	26.8	0.12	0.44	2.49	1.85	1.11	0.1074
Combined	26	26	14.5	12.7	1.78	12.27	2.11	1.89	0.39	4.5098
ALASKA	77	140	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	42	57	68.8	55.5	13.25	19.27	4.70	3.12	3.34	3.9632
200 <= x < 500	22	46	25.2	33.4	-8.13	-32.21	4.67	3.28	3.47	-2.3439
500 <= x < 750	7	16	3.7	6.4	-2.71	-73.21	0.80	1.43	1.30	-2.0753
750 <= x < 1000	4	9	1.6	2.2	-0.60	-38.55	0.57	0.42	0.34	-1.7789
1000 <= x	2	12	0.7	2.6	-1.81	-243.84	0.50	0.21	0.50	-3.6583
Locale:										
1: City	0	30	0	18.4	-18	100	0	2	1.59	-11.6323
2: Suburb	1	4	0.6	1.8	-1.21	-219.38	0.48	0.77	0.82	-1.4808
3: Town	17	29	13.7	16.3	-2.66	-19.45	2.06	2.34	3.01	-0.8832
4: Rural	59	77	85.8	63.5	22.31	26.00	2.10	2.25	2.72	8.2006

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
ALASKA—										
Continued										
Grade level:										
Primary	10	30	20.3	33.5	-13.24	-65.36	3.28	1.42	3.40	-3.8900
Middle	9	21	6.7	7.4	-0.75	-11.19	0.66	0.35	0.57	-1.3196
High school	24	43	14.3	14.0	0.22	1.53	1.94	0.99	1.67	0.1303
Combined	34	46	58.8	45.0	13.77	23.41	3.91	2.26	3.58	3.8515
ARIZONA	144	177	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	23	28	23.0	23.5	-0.54	-2.33	2.64	2.36	1.94	-0.2761
200 <= x < 500	26	33	20.0	20.3	-0.27	-1.35	3.16	3.13	1.43	-0.1885
500 <= x < 750	31	38	30.4	28.7	1.64	5.39	3.19	2.78	1.55	1.0528
750 <= x < 1000	20	26	13.7	15.2	-1.51	-11.04	2.06	2.09	1.30	-1.1613
1000 <= x	44	52	12.9	12.3	0.68	5.25	1.87	1.63	0.84	0.8118
Locale:										
1: City	61	75	40.0	37.6	2.40	6.00	2.76	1.77	1.81	1.3246
2: Suburb	26	31	15.0	16.3	-1.34	-8.91	1.91	1.17	1.58	-0.8433
3: Town	17	22	9.3	11.5	-2.21	-23.84	2.07	1.99	1.79	-1.2360
4: Rural	40	49	35.7	34.6	1.14	3.19	2.88	2.12	2.09	0.5456
Grade level:										
Primary	41	49	63.5	62.6	0.89	1.40	2.41	1.74	1.74	0.5120
Middle	33	44	10.7	12.8	-2.14	-20.06	1.13	1.24	1.27	-1.6940
High school	60	70	23.5	22.1	1.34	5.71	2.38	1.68	1.34	1.0029
Combined	10	14	2.3	2.4	-0.09	-3.72	0.87	0.65	0.37	-0.2350

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
ARKANSAS	118	138	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	7	7	7.2	6.4	0.80	11.12	2.97	2.66	0.36	2.2167
200 <= x < 500	54	63	54.5	54.6	-0.08	-0.15	5.52	5.26	1.32	-0.0633
500 <= x < 750	27	33	19.4	20.1	-0.72	-3.70	3.91	3.68	1.15	-0.6229
750 <= x < 1000	16	19	9.8	10.0	-0.24	-2.41	1.99	1.88	0.94	-0.2511
1000 <= x	14	16	9.1	8.9	0.24	2.61	4.18	3.75	0.73	0.3277
Locale:										
1: City	28	31	21.2	19.9	1.37	6.43	3.32	2.87	0.74	1.8338
2: Suburb	8	12	5.7	7.5	-1.81	-31.77	1.90	1.64	1.18	-1.5267
3: Town	28	33	19.5	20.1	-0.59	-3.04	3.41	3.09	1.17	-0.5060
4: Rural	54	62	53.6	52.5	1.03	1.93	6.13	5.75	1.37	0.7550
Grade level:										
Primary	32	35	48.6	46.9	1.67	3.44	6.72	5.95	1.55	1.0808
Middle	35	42	14.0	14.6	-0.56	-4.01	2.19	1.90	0.78	-0.7166
High school	39	48	22.4	24.5	-2.16	-9.66	3.28	3.25	1.06	-2.0470
Combined	12	13	15.0	14.0	1.05	7.00	11.47	10.82	1.05	0.9961
CALIFORNIA	368	564	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	40	61	14.2	16.5	-2.37	-16.71	2.49	2.96	2.43	-0.9748
200 <= x < 500	67	91	29.8	25.9	3.92	13.15	3.14	2.57	2.06	1.9066
500 <= x < 750	62	93	27.4	27.5	-0.09	-0.34	2.76	2.01	2.31	-0.0403
750 <= x < 1000	50	78	14.8	15.3	-0.50	-3.41	2.28	1.91	1.38	-0.3658
1000 <= x	149	241	13.8	14.7	-0.96	-6.97	1.51	1.30	1.11	-0.8642
Locale:										
1: City	124	239	33.0	39.3	-6.29	-19.08	1.99	1.18	1.86	-3.3860
2: Suburb	137	205	37.0	35.2	1.81	4.88	1.91	1.17	2.08	0.8702
3: Town	44	48	10.3	8.1	2.17	21.13	1.60	0.65	1.27	1.7124
4: Rural	63	72	19.7	17.4	2.31	11.73	1.74	1.86	2.56	0.9033

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
CALIFORNIA—Continued										
Grade level:										
Primary	86	134	61.0	62.9	-1.90	-3.12	1.83	1.08	1.85	-1.0250
Middle	67	100	13.7	12.8	0.85	6.20	0.91	0.47	0.88	0.9674
High school	189	289	22.3	21.5	0.85	3.80	1.41	0.93	1.20	0.7070
Combined	26	41	3.0	2.8	0.20	6.85	0.55	0.32	0.35	0.5767
COLORADO	111	162	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	15	21	16.4	15.9	0.45	2.76	12.74	11.50	2.40	0.1887
200 <= x < 500	36	52	44.0	41.9	2.12	4.81	6.20	5.52	2.18	0.9727
500 <= x < 750	32	46	25.5	26.5	-1.02	-4.00	6.41	5.74	1.89	-0.5403
750 <= x < 1000	10	17	6.0	7.6	-1.53	-25.29	1.53	1.58	0.87	-1.7540
1000 <= x	18	26	8.1	8.1	-0.03	-0.34	1.86	1.43	1.12	-0.0247
Locale:										
1: City	37	50	36.1	31.7	4.40	12.18	3.02	2.27	1.93	2.2742
2: Suburb	22	42	19.4	26.7	-7.31	-37.76	4.10	2.95	2.59	-2.8268
3: Town	15	19	12.1	10.4	1.68	13.84	2.98	2.39	1.28	1.3144
4: Rural	37	51	32.4	31.2	1.24	3.81	7.14	5.91	2.12	0.5815
Grade level:										
Primary	32	48	56.8	56.3	0.54	0.95	13.78	11.59	2.84	0.1901
Middle	37	56	16.1	17.2	-1.10	-6.85	3.73	3.54	1.19	-0.9249
High school	25	38	16.9	18.1	-1.14	-6.71	4.21	3.84	1.73	-0.6567
Combined	17	20	10.2	8.5	1.70	16.65	21.21	18.76	3.03	0.5594

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
CONNECTICUT	150	217	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	12	15	15.1	12.5	2.58	17.06	4.84	3.66	1.49	1.7285
200 <= x < 500	47	59	54.2	46.6	7.61	14.05	5.84	5.43	1.97	3.8646
500 <= x < 750	31	57	15.6	23.5	-7.89	-50.54	3.58	3.87	2.42	-3.2636
750 <= x < 1000	26	33	7.4	8.5	-1.13	-15.35	1.63	1.99	1.57	-0.7229
1000 <= x	34	53	7.7	8.8	-1.17	-15.25	0.91	0.64	0.64	-1.8170
Locale:										
1: City	19	48	15.8	24.7	-8.95	-56.71	3.53	2.60	2.63	-3.3984
2: Suburb	92	120	59.1	54.4	4.68	7.92	4.80	3.57	2.50	1.8705
3: Town	7	12	5.5	5.2	0.30	5.40	2.83	1.97	0.98	0.3044
4: Rural	32	37	19.6	15.6	3.98	20.26	2.47	1.73	1.21	3.2744
Grade level:										
Primary	31	42	65.3	61.6	3.73	5.71	2.76	1.45	2.00	1.8667
Middle	63	83	18.0	17.5	0.56	3.08	1.56	0.67	1.23	0.4532
High school	48	83	13.4	18.3	-4.86	-36.19	1.61	0.95	1.48	-3.2911
Combined	8	9	3.2	2.6	0.57	17.84	0.62	0.45	0.30	1.9367
DELAWARE	66	79	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	8	11	11.9	12.8	-0.83	-6.93	3.08	2.72	0.91	-0.9079
200 <= x < 500	13	15	29.7	27.9	1.77	5.96	5.41	4.98	0.85	2.0922
500 <= x < 750	21	25	35.3	35.6	-0.29	-0.83	5.12	4.86	1.16	-0.2514
750 <= x < 1000	13	14	13.1	12.5	0.60	4.57	2.69	2.52	0.52	1.1563
1000 <= x	11	14	10.0	11.2	-1.25	-12.51	1.92	1.84	0.91	-1.3787
Locale:										
1: City	7	9	14.8	14.7	0.06	0.41	3.15	2.95	0.48	0.1242
2: Suburb	32	37	47.8	46.8	0.97	2.03	3.04	2.84	0.99	0.9791
3: Town	10	14	15.0	16.7	-1.69	-11.24	2.70	2.64	0.75	-2.2443
4: Rural	17	19	22.4	21.8	0.66	2.94	2.40	2.05	0.89	0.7383

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
DELAWARE—										
Continued										
Grade level:										
Primary	25	25	57.3	51.4	5.83	10.17	2.05	1.29	1.26	4.6139
Middle	19	22	19.4	19.7	-0.35	-1.83	1.24	0.88	0.80	-0.4424
High school	15	20	14.7	17.8	-3.06	-20.77	1.34	0.97	0.92	-3.3183
Combined	7	12	8.6	11.0	-2.41	-28.01	2.75	2.03	1.21	-1.9979
DISTRICT OF COLUMBIA										
School enrollment:	23	45	100	100	0	0			0.00	0
0 <= x < 200	5	9	20.5	24.3	-3.82	-18.60	6.55	7.46	6.75	-0.5652
200 <= x < 500	11	24	57.5	58.6	-1.13	-1.96	7.43	7.01	7.52	-0.1499
500 <= x < 750	3	7	13.6	12.3	1.32	9.70	7.57	4.49	4.49	0.2929
750 <= x < 1000	2	2	4.5	2.1	2.38	52.78	2.61	1.32	1.41	1.6887
1000 <= x	2	3	3.9	2.7	1.25	31.61	2.03	1.15	1.28	0.9717
Locale:										
1: City	23	45	100	100	0	0	0	0	0.00	0
2: Suburb	0	0	0	0	0	0			0.00	0
3: Town	0	0	0	0	0	0			0.00	0
4: Rural	0	0	0	0	0	0			0.00	0
Grade level:										
Primary	9	21	56.4	64.0	-7.59	-13.45	5.72	2.56	6.00	-1.2643
Middle	4	7	11.5	10.0	1.60	13.84	3.08	0.64	3.15	0.5082
High school	8	13	24.3	19.5	4.83	19.87	4.87	2.13	4.93	0.9797
Combined	2	4	7.7	6.6	1.15	14.94	1.48	0.75	1.42	0.8120

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
FLORIDA	217	324	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	17	27	10.5	9.6	0.90	8.56	2.59	2.21	0.86	1.0471
200 <= x < 500	19	28	13.4	13.4	0.04	0.32	3.46	2.68	2.08	0.0206
500 <= x < 750	43	60	29.2	29.8	-0.59	-2.02	4.16	3.51	2.87	-0.2058
750 <= x < 1000	46	65	27.0	26.7	0.26	0.98	4.42	3.39	2.44	0.1083
1000 <= x	92	144	19.8	20.5	-0.61	-3.09	2.34	1.44	1.54	-0.3975
Locale:										
1: City	44	82	21.7	26.5	-4.79	-22.10	2.69	1.23	2.16	-2.2238
2: Suburb	97	139	51.7	47.5	4.19	8.11	2.65	1.22	2.13	1.9620
3: Town	18	26	6.6	6.9	-0.26	-3.86	1.58	0.87	1.17	-0.2183
4: Rural	58	77	20.0	19.2	0.86	4.31	2.51	0.98	1.97	0.4380
Grade level:										
Primary	50	80	55.0	56.9	-1.92	-3.50	3.22	2.60	2.03	-0.9471
Middle	41	63	17.1	16.7	0.36	2.11	1.73	0.84	1.35	0.2664
High school	98	141	18.6	17.2	1.41	7.58	2.01	1.49	1.12	1.2542
Combined	28	40	9.3	9.2	0.15	1.64	2.11	2.00	0.73	0.2092
GEORGIA	142	190	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	7	10	4.3	4.3	-0.01	-0.33	1.92	1.43	0.70	-0.0202
200 <= x < 500	28	37	21.6	23.1	-1.48	-6.85	3.94	3.60	2.00	-0.7395
500 <= x < 750	46	55	38.8	34.1	4.66	12.01	4.72	3.86	2.17	2.1474
750 <= x < 1000	28	40	16.6	18.5	-1.94	-11.74	2.99	2.50	1.80	-1.0779
1000 <= x	33	48	18.8	20.0	-1.22	-6.49	2.22	2.05	1.74	-0.7020
Locale:										
1: City	21	30	15.8	17.1	-1.31	-8.27	1.43	1.03	1.37	-0.9550
2: Suburb	40	67	23.8	31.4	-7.54	-31.64	2.12	1.13	2.12	-3.5532
3: Town	22	24	16.6	13.5	3.11	18.76	1.40	1.05	0.82	3.7720
4: Rural	59	69	43.8	38.0	5.74	13.11	1.85	0.90	1.63	3.5151

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
GEORGIA—										
Continued										
Grade level:										
Primary	57	74	58.7	57.1	1.53	2.61	2.00	0.75	1.81	0.8465
Middle	50	69	19.8	20.4	-0.65	-3.30	1.44	0.58	1.35	-0.4813
High school	21	29	17.0	17.8	-0.77	-4.51	1.94	0.57	1.75	-0.4381
Combined	14	18	4.6	4.7	-0.11	-2.42	0.93	0.65	0.62	-0.1778
HAWAII	14	19	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	0	0	0	0	0.00	0			0.00	0
200 <= x < 500	4	4	42.4	26.2	16.26	38.32	21.47	15.14	9.25	1.7570
500 <= x < 750	2	5	10.4	28.0	-17.59	-168.44	8.50	13.63	12.40	-1.4178
750 <= x < 1000	4	5	37.8	36.3	1.49	3.95	19.30	15.69	13.09	0.1139
1000 <= x	4	5	9.4	9.5	-0.16	-1.74	5.61	5.41	4.51	-0.0362
Locale:										
1: City	1	1	1.2	0.8	0.47	38.32	1.25	0.67	0.68	0.6887
2: Suburb	4	7	20.5	44.5	-24.01	-117.09	11.18	14.11	12.64	-1.8998
3: Town	5	6	38.1	24.7	13.35	35.04	20.07	12.93	11.51	1.1596
4: Rural	4	5	40.2	30.0	10.20	25.38	20.35	13.89	11.02	0.9257
Grade level:										
Primary	4	6	61.5	66.1	-4.56	-7.41	16.31	11.68	12.29	-0.3706
Middle	3	4	16.5	15.4	1.11	6.77	11.95	6.29	9.36	0.1191
High school	5	6	18.8	15.3	3.45	18.37	9.57	7.15	6.32	0.5453
Combined	2	3	3.2	3.2	-0.01	-0.24	2.96	1.65	2.24	-0.0035

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
IDAHO	117	149	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	20	23	34.1	30.2	3.82	11.22	6.08	5.15	2.44	1.5672
200 <= x < 500	41	52	34.1	34.2	-0.09	-0.27	5.38	4.78	2.22	-0.0410
500 <= x < 750	31	43	23.0	26.5	-3.53	-15.37	3.64	3.47	2.01	-1.7550
750 <= x < 1000	11	12	3.3	2.8	0.52	15.55	0.68	0.54	0.24	2.1335
1000 <= x	14	19	5.5	6.2	-0.72	-13.00	1.12	1.02	0.77	-0.9341
Locale:										
1: City	19	32	17.5	23.3	-5.71	-32.56	3.06	2.53	1.72	-3.3197
2: Suburb	15	19	8.4	9.3	-0.90	-10.73	1.58	1.25	1.02	-0.8804
3: Town	29	33	25.0	21.5	3.52	14.06	2.55	1.91	1.34	2.6227
4: Rural	54	65	49.0	45.9	3.09	6.31	4.33	2.72	2.22	1.3924
Grade level:										
Primary	31	44	44.5	48.9	-4.44	-9.97	3.11	2.21	2.03	-2.1795
Middle	40	49	12.7	12.4	0.29	2.31	1.08	0.63	0.82	0.3592
High school	36	44	36.9	32.3	4.60	12.46	3.10	2.31	1.60	2.8769
Combined	10	12	5.9	6.4	-0.46	-7.78	1.09	1.22	1.57	-0.2933
ILLINOIS	197	241	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	29	33	21.4	20.7	0.72	3.38	3.19	2.96	2.06	0.3508
200 <= x < 500	73	87	48.2	46.1	2.08	4.31	4.30	3.69	2.05	1.0154
500 <= x < 750	46	56	18.1	19.4	-1.32	-7.33	2.78	2.96	1.62	-0.8189
750 <= x < 1000	20	26	5.4	6.0	-0.58	-10.79	1.37	1.27	0.78	-0.7468
1000 <= x	29	39	7.0	7.9	-0.90	-12.85	1.27	0.84	0.84	-1.0696
Locale:										
1: City	38	59	20.7	25.7	-4.99	-24.10	2.16	1.44	1.81	-2.7604
2: Suburb	84	100	36.6	37.0	-0.33	-0.90	2.14	1.73	2.01	-0.1639
3: Town	33	35	16.1	13.9	2.27	14.08	1.56	0.99	0.96	2.3557
4: Rural	42	47	26.5	23.5	3.05	11.51	1.84	1.38	1.32	2.3142

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
ILLINOIS—										
Continued										
Grade level:										
Primary	66	85	59.3	59.2	0.16	0.27	1.83	1.54	1.94	0.0841
Middle	71	80	15.7	14.2	1.51	9.66	0.86	0.50	0.75	2.0061
High school	42	58	17.0	20.3	-3.28	-19.26	1.71	1.71	2.07	-1.5865
Combined	18	18	7.9	6.3	1.60	20.17	1.24	0.98	0.36	4.4202
INDIANA	163	210	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	8	10	3.2	3.1	0.12	3.64	1.55	1.31	0.50	0.2321
200 <= x < 500	53	66	43.1	44.9	-1.80	-4.17	4.60	4.17	2.23	-0.8061
500 <= x < 750	52	64	37.1	34.7	2.39	6.45	4.57	4.20	1.76	1.3593
750 <= x < 1000	17	26	7.8	8.3	-0.56	-7.18	2.03	1.73	0.73	-0.7653
1000 <= x	33	44	8.9	9.0	-0.15	-1.70	1.18	0.93	0.64	-0.2358
Locale:										
1: City	32	55	16.7	23.0	-6.26	-37.46	3.23	2.08	2.62	-2.3899
2: Suburb	38	44	23.9	20.9	3.00	12.57	1.57	1.08	1.08	2.7809
3: Town	33	39	20.6	19.1	1.48	7.20	2.24	1.28	1.64	0.9064
4: Rural	60	72	38.8	37.1	1.77	4.57	2.97	1.79	2.53	0.6999
Grade level:										
Primary	44	54	57.2	56.9	0.34	0.60	2.16	1.40	1.94	0.1766
Middle	47	62	18.1	18.6	-0.53	-2.94	1.31	0.74	1.20	-0.4426
High school	55	70	22.1	21.4	0.66	3.00	1.47	1.02	1.14	0.5826
Combined	17	24	2.6	3.0	-0.47	-18.49	0.37	0.37	0.42	-1.1239

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
IOWA	128	152	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	16	19	22.3	21.9	0.40	1.78	4.82	4.45	1.83	0.2166
200 <= x < 500	69	79	53.1	53.8	-0.73	-1.38	4.97	4.81	2.31	-0.3166
500 <= x < 750	26	32	15.7	15.4	0.22	1.38	3.42	3.24	0.96	0.2242
750 <= x < 1000	9	9	5.0	4.3	0.72	14.37	2.20	1.89	0.35	2.0729
1000 <= x	8	13	4.0	4.6	-0.60	-14.98	2.19	1.95	0.55	-1.0847
Locale:										
1: City	20	33	13.0	17.0	-4.03	-30.96	2.24	1.58	1.44	-2.8027
2: Suburb	10	11	7.1	6.3	0.75	10.65	1.47	1.29	0.40	1.8867
3: Town	39	44	28.8	27.2	1.61	5.60	3.76	2.94	1.43	1.1298
4: Rural	59	64	51.1	49.5	1.66	3.25	3.15	2.46	1.27	1.3063
Grade level:										
Primary	41	48	49.4	49.4	0.04	0.08	2.95	2.28	1.28	0.0315
Middle	36	43	12.1	12.3	-0.26	-2.11	1.13	0.81	0.78	-0.3268
High school	43	51	26.7	25.8	0.90	3.36	2.76	2.25	1.11	0.8043
Combined	8	10	11.8	12.5	-0.68	-5.77	2.29	1.07	1.75	-0.3898
KANSAS	129	166	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	32	36	31.6	27.8	3.80	12.02	4.71	3.67	1.70	2.2370
200 <= x < 500	57	70	51.6	51.6	0.03	0.06	5.50	4.58	1.80	0.0171
500 <= x < 750	23	32	12.3	14.7	-2.38	-19.42	2.79	2.87	1.65	-1.4425
750 <= x < 1000	5	8	1.5	1.9	-0.40	-27.18	0.45	0.52	0.32	-1.2495
1000 <= x	12	20	3.0	4.0	-1.04	-35.11	0.71	0.68	0.54	-1.9205
Locale:										
1: City	15	31	10.5	17.0	-6.45	-61.34	2.10	1.27	1.74	-3.7113
2: Suburb	12	19	7.8	9.6	-1.74	-22.26	1.20	1.12	0.90	-1.9285
3: Town	35	40	25.2	23.2	1.94	7.70	2.19	1.27	1.82	1.0668
4: Rural	67	76	56.5	50.3	6.25	11.06	2.27	1.60	1.80	3.4773

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
KANSAS—										
Continued										
Grade level:										
Primary	34	43	56.1	55.9	0.17	0.31	2.17	1.33	1.61	0.1083
Middle	36	45	15.4	15.4	0.03	0.17	1.22	0.89	1.02	0.0252
High school	52	68	24.4	24.1	0.26	1.06	1.54	0.93	1.21	0.2147
Combined	7	10	4.1	4.6	-0.46	-11.17	0.73	0.75	0.73	-0.6282
KENTUCKY	179	200	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	34	37	17.1	16.3	0.77	4.50	3.64	3.30	0.75	1.0227
200 <= x < 500	55	61	35.8	37.4	-1.57	-4.37	3.76	3.61	1.60	-0.9787
500 <= x < 750	56	57	33.2	30.4	2.73	8.24	4.54	4.14	0.90	3.0480
750 <= x < 1000	15	20	6.8	7.7	-0.93	-13.62	1.54	1.56	0.62	-1.4873
1000 <= x	19	25	7.1	8.1	-1.01	-14.19	1.38	1.29	0.57	-1.7688
Locale:										
1: City	29	39	14.2	16.1	-1.85	-13.00	1.48	1.12	0.99	-1.8649
2: Suburb	26	28	11.8	12.2	-0.40	-3.44	1.32	1.14	1.03	-0.3905
3: Town	41	42	22.4	20.6	1.74	7.78	1.83	1.56	0.63	2.7577
4: Rural	83	91	51.6	51.1	0.52	1.00	2.27	1.77	1.30	0.3952
Grade level:										
Primary	50	55	51.3	51.3	0.03	0.06	2.41	1.70	1.43	0.0217
Middle	44	52	14.8	15.5	-0.76	-5.14	0.99	0.66	0.61	-1.2363
High school	43	48	27.2	26.8	0.43	1.57	2.57	1.99	1.11	0.3844
Combined	42	45	6.7	6.4	0.30	4.51	0.97	0.79	0.30	1.0221

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
LOUISIANA	128	184	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	11	14	12.4	11.2	1.24	10.00	2.85	2.06	1.73	0.7181
200 <= x < 500	61	79	61.6	56.6	5.03	8.17	4.45	3.44	2.71	1.8545
500 <= x < 750	27	46	17.0	21.3	-4.33	-25.47	3.65	3.39	2.57	-1.6855
750 <= x < 1000	5	11	2.2	3.9	-1.78	-82.64	1.01	1.38	1.24	-1.4339
1000 <= x	24	34	6.8	7.0	-0.17	-2.47	1.44	1.23	1.00	-0.1683
Locale:										
1: City	21	45	15.4	22.8	-7.44	-48.41	2.67	1.90	2.42	-3.0683
2: Suburb	25	37	18.0	19.6	-1.63	-9.10	3.38	2.04	2.78	-0.5888
3: Town	31	37	27.0	22.9	4.14	15.34	3.28	2.09	2.32	1.7861
4: Rural	51	65	39.7	34.7	4.93	12.42	3.03	1.89	2.60	1.8939
Grade level:										
Primary	34	52	51.8	54.3	-2.45	-4.74	3.03	1.30	2.85	-0.8607
Middle	29	38	16.7	15.1	1.61	9.62	1.75	0.66	1.57	1.0255
High school	50	74	18.1	17.9	0.12	0.67	1.69	0.82	1.36	0.0894
Combined	15	20	13.4	12.7	0.73	5.41	1.97	1.31	1.72	0.4227
MAINE	133	164	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	34	36	40.9	36.0	4.81	11.78	4.21	3.95	1.53	3.1535
200 <= x < 500	61	81	42.4	47.1	-4.65	-10.96	4.62	4.20	1.61	-2.8964
500 <= x < 750	22	28	9.8	10.0	-0.17	-1.76	1.88	1.78	0.70	-0.2486
750 <= x < 1000	11	12	4.8	4.5	0.37	7.69	1.19	1.07	0.47	0.7976
1000 <= x	5	7	2.1	2.4	-0.36	-17.39	0.69	0.65	0.24	-1.5231
Locale:										
1: City	12	17	7.8	8.6	-0.79	-10.16	1.26	0.76	1.11	-0.7118
2: Suburb	11	16	6.6	7.6	-1.04	-15.87	1.09	1.23	1.02	-1.0192
3: Town	26	29	15.6	14.6	0.95	6.11	1.79	1.43	0.94	1.0073
4: Rural	84	102	70.1	69.2	0.88	1.25	2.04	1.35	1.72	0.5122

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
MAINE—Continued										
Grade level:										
Primary	55	65	62.2	60.1	2.15	3.45	1.85	1.28	1.34	1.6037
Middle	39	52	13.3	14.8	-1.50	-11.25	1.02	0.48	0.86	-1.7409
High school	33	41	21.3	22.5	-1.17	-5.47	1.60	1.08	1.59	-0.7334
Combined	6	6	3.1	2.6	0.52	16.54	0.21	0.13	0.13	3.9896
MARYLAND										
	63	194	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	4	18	2.6	3.1	-0.59	-23.16	1.27	0.59	0.97	-0.6100
200 <= x < 500	18	40	49.2	42.0	7.27	14.76	8.91	5.58	6.93	1.0477
500 <= x < 750	14	46	32.1	35.2	-3.02	-9.41	8.44	5.11	6.21	-0.4871
750 <= x < 1000	7	20	5.2	7.2	-1.98	-38.09	2.26	1.68	2.50	-0.7939
1000 <= x	20	70	10.9	12.5	-1.67	-15.36	2.43	1.00	2.27	-0.7336
Locale:										
1: City	20	35	30.4	16.9	13.49	44.36	6.83	0.81	6.46	2.0902
2: Suburb	13	105	20.4	58.6	-38.15	-187.03	6.13	1.58	5.50	-6.9320
3: Town	6	10	14.2	5.7	8.53	60.12	4.91	1.50	3.63	2.3497
4: Rural	24	44	35.0	18.9	16.13	46.08	4.92	0.83	4.81	3.3538
Grade level:										
Primary	17	48	68.9	64.0	4.84	7.03	4.24	1.16	4.17	1.1610
Middle	8	36	10.2	16.2	-6.01	-58.70	3.24	0.62	3.12	-1.9280
High school	30	90	17.5	17.0	0.56	3.17	2.58	0.86	2.50	0.2225
Combined	8	20	3.3	2.7	0.61	18.23	0.72	0.26	0.68	0.8932
MASSACHUSETTS										
	122	158	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	6	10	7.1	10.0	-2.93	-41.37	3.45	3.89	2.24	-1.3099
200 <= x < 500	39	49	48.9	45.9	3.01	6.16	4.09	3.77	2.09	1.4387
500 <= x < 750	33	44	22.8	23.8	-0.98	-4.28	3.45	3.26	1.78	-0.5484
750 <= x < 1000	24	27	12.8	11.0	1.79	13.96	2.70	2.25	0.77	2.3202
1000 <= x	20	28	8.4	9.3	-0.90	-10.72	1.69	1.29	1.02	-0.8782

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
MASSACHUSETTS										
—Continued										
Locale:										
1: City	25	31	17.9	19.4	-1.57	-8.81	2.40	1.52	1.67	-0.9446
2: Suburb	79	102	66.1	63.9	2.21	3.35	2.38	1.57	2.05	1.0809
3: Town	3	3	4.0	3.1	0.84	21.23	2.07	1.64	0.46	1.8206
4: Rural	15	22	12.1	13.5	-1.48	-12.30	1.96	1.30	1.99	-0.7451
Grade level:										
Primary	38	47	63.4	62.0	1.31	2.06	2.21	1.28	1.93	0.6756
Middle	39	51	16.7	17.4	-0.65	-3.89	1.18	0.73	1.13	-0.5757
High school	34	45	17.7	18.1	-0.42	-2.35	1.86	0.83	1.53	-0.2730
Combined	11	15	2.2	2.4	-0.24	-10.77	0.46	0.46	0.34	-0.7100
MICHIGAN	246	311	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	25	30	11.1	12.0	-0.94	-8.47	2.68	2.56	1.35	-0.6939
200 <= x < 500	101	122	53.7	51.3	2.40	4.48	3.63	3.37	1.48	1.6270
500 <= x < 750	63	82	23.7	24.6	-0.92	-3.87	3.09	2.76	1.31	-0.7005
750 <= x < 1000	24	32	5.7	5.9	-0.19	-3.28	0.97	0.89	0.56	-0.3338
1000 <= x	33	45	5.8	6.2	-0.36	-6.24	0.98	0.82	0.55	-0.6689
Locale:										
1: City	36	62	14.9	21.2	-6.32	-42.42	1.38	1.00	1.53	-4.1421
2: Suburb	87	109	34.3	33.8	0.57	1.66	1.85	1.22	1.47	0.3867
3: Town	35	42	14.8	13.9	0.85	5.77	1.34	0.93	1.00	0.8536
4: Rural	88	98	36.0	31.1	4.90	13.62	1.63	1.12	1.04	4.6919
Grade level:										
Primary	70	87	52.5	51.7	0.80	1.53	1.69	1.26	1.75	0.4590
Middle	52	70	15.1	16.4	-1.28	-8.44	1.21	0.55	1.30	-0.9817
High school	90	118	24.2	25.2	-0.95	-3.91	1.74	1.29	1.49	-0.6339
Combined	34	36	8.1	6.7	1.42	17.44	0.73	0.56	0.34	4.1949

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
MINNESOTA	239	307	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	51	60	33.8	31.1	2.74	8.10	3.65	2.89	1.75	1.5664
200 <= x < 500	68	84	35.1	35.3	-0.21	-0.59	3.08	2.90	1.80	-0.1150
500 <= x < 750	33	52	14.3	16.7	-2.40	-16.75	2.38	2.44	1.70	-1.4150
750 <= x < 1000	41	46	10.1	9.7	0.45	4.47	1.68	1.63	0.83	0.5475
1000 <= x	46	65	6.7	7.2	-0.59	-8.81	0.84	0.83	0.38	-1.5228
Locale:										
1: City	31	52	13.1	18.5	-5.38	-41.11	2.30	1.57	1.87	-2.8821
2: Suburb	62	79	23.0	23.1	-0.07	-0.29	1.74	1.23	1.18	-0.0574
3: Town	56	69	26.1	23.9	2.22	8.52	2.37	1.65	1.22	1.8191
4: Rural	90	107	37.8	34.6	3.23	8.53	2.06	1.46	1.37	2.3524
Grade level:										
Primary	41	54	41.5	43.5	-2.02	-4.87	2.26	1.57	1.73	-1.1672
Middle	42	49	11.9	10.9	1.02	8.59	1.38	1.01	0.63	1.6327
High school	118	159	30.7	31.1	-0.44	-1.44	2.20	1.54	1.13	-0.3923
Combined	38	45	15.9	14.5	1.44	9.00	2.11	1.64	0.93	1.5507
MISSISSIPPI	110	123	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	10	11	13.4	12.9	0.48	3.58	2.84	2.52	0.96	0.4985
200 <= x < 500	39	43	40.7	41.4	-0.69	-1.69	5.45	4.90	1.91	-0.3598
500 <= x < 750	38	40	33.0	30.7	2.30	6.97	4.96	4.33	1.43	1.6031
750 <= x < 1000	11	14	7.6	9.2	-1.55	-20.29	2.31	2.31	1.35	-1.1510
1000 <= x	12	15	5.3	5.9	-0.54	-10.17	1.15	1.14	0.55	-0.9862
Locale:										
1: City	13	14	11.8	12.0	-0.17	-1.42	2.36	1.89	1.24	-0.1343
2: Suburb	6	8	5.1	5.5	-0.36	-7.07	1.17	1.15	0.62	-0.5852
3: Town	33	38	30.8	32.1	-1.24	-4.04	3.02	2.36	1.72	-0.7251
4: Rural	58	63	52.3	50.5	1.77	3.39	2.63	1.90	1.62	1.0925

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
MISSISSIPPI—										
Continued										
Grade level:										
Primary	27	30	42.8	43.0	-0.20	-0.46	2.70	1.51	1.90	-0.1026
Middle	32	33	16.7	15.4	1.33	7.96	1.07	0.75	0.66	2.0221
High school	42	50	30.2	31.8	-1.63	-5.40	2.21	1.40	1.61	-1.0110
Combined	9	10	10.3	9.8	0.50	4.81	1.70	1.23	0.64	0.7802
MISSOURI	185	224	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	16	21	15.4	15.4	0.00	0.02	3.28	2.93	1.06	0.0030
200 <= x < 500	83	97	53.1	52.3	0.74	1.39	3.69	3.58	1.34	0.5468
500 <= x < 750	38	48	18.4	19.3	-0.93	-5.06	2.75	2.62	1.08	-0.8582
750 <= x < 1000	24	31	7.6	7.8	-0.16	-2.11	1.54	1.28	0.50	-0.3230
1000 <= x	24	27	5.6	5.2	0.35	6.34	0.89	0.76	0.31	1.1428
Locale:										
1: City	21	31	12.2	14.3	-2.03	-16.57	1.62	1.38	1.30	-1.5605
2: Suburb	50	57	23.6	22.2	1.35	5.72	1.59	1.21	1.11	1.2129
3: Town	38	48	18.2	19.1	-0.84	-4.60	1.54	1.09	1.11	-0.7527
4: Rural	76	88	46.0	44.4	1.52	3.30	1.88	1.31	1.38	1.1017
Grade level:										
Primary	55	63	53.2	50.8	2.37	4.45	2.00	1.24	1.49	1.5828
Middle	48	64	13.7	15.9	-2.21	-16.19	0.95	0.66	1.03	-2.1457
High school	58	71	20.3	21.1	-0.87	-4.28	1.11	0.76	1.00	-0.8674
Combined	24	26	12.9	12.2	0.71	5.53	1.34	0.77	1.04	0.6889

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
MONTANA	102	112	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	30	30	48.8	45.3	3.48	7.13	7.56	7.39	1.80	1.9308
200 <= x < 500	38	42	36.8	39.2	-2.43	-6.60	5.97	6.37	2.21	-1.1008
500 <= x < 750	14	18	7.6	8.1	-0.48	-6.32	2.58	2.41	0.51	-0.9403
750 <= x < 1000	6	7	4.2	4.8	-0.59	-14.02	2.39	2.49	0.76	-0.7709
1000 <= x	14	15	2.7	2.7	0.02	0.67	0.31	0.26	0.15	0.1233
Locale:										
1: City	18	18	11.3	10.5	0.80	7.13	1.41	1.23	0.46	1.7557
2: Suburb	0	2	0	1.3	-1.25	100.00	0.00	0.84	0.84	-1.4989
3: Town	33	39	20.8	22.0	-1.20	-5.75	1.99	1.75	1.37	-0.8707
4: Rural	51	53	67.9	66.3	1.65	2.43	2.82	2.32	1.61	1.0249
Grade level:										
Primary	28	30	58.0	56.3	1.77	3.05	2.78	2.90	2.10	0.8428
Middle	21	23	8.3	8.4	-0.08	-0.94	0.87	0.64	0.59	-0.1324
High school	40	45	13.4	13.7	-0.30	-2.25	1.26	1.06	0.58	-0.5199
Combined	13	14	20.2	21.6	-1.39	-6.89	2.55	2.71	2.73	-0.5101
NEBRASKA	144	192	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	34	39	39.8	34.8	5.06	12.69	4.90	3.66	2.29	2.2083
200 <= x < 500	57	78	43.0	45.9	-2.81	-6.54	4.97	3.68	2.40	-1.1737
500 <= x < 750	28	40	11.9	13.0	-1.04	-8.71	2.00	1.93	1.51	-0.6892
750 <= x < 1000	12	17	2.4	3.5	-1.13	-47.64	0.53	1.01	0.87	-1.2997
1000 <= x	13	18	2.8	2.9	-0.08	-2.75	0.57	0.49	0.30	-0.2553
Locale:										
1: City	28	54	13.7	22.3	-8.55	-62.33	1.72	1.52	1.42	-6.0328
2: Suburb	11	17	4.0	6.4	-2.35	-58.14	1.19	0.50	1.12	-2.1000
3: Town	42	50	24.9	21.8	3.08	12.38	2.21	1.41	1.68	1.8274
4: Rural	63	71	57.4	49.6	7.82	13.63	2.41	1.80	1.79	4.3767

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
NEBRASKA—										
Continued										
Grade level:										
Primary	39	58	49.6	52.5	-2.86	-5.76	2.26	1.42	2.00	-1.4313
Middle	38	52	9.7	9.7	0.03	0.27	0.74	0.37	0.59	0.0435
High school	48	58	23.7	21.0	2.67	11.28	1.98	1.41	1.30	2.0489
Combined	19	24	17.0	16.9	0.16	0.94	1.58	1.20	1.75	0.0920
NEVADA	106	132	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	16	29	14.8	19.2	-4.36	-29.41	5.07	4.41	2.53	-1.7195
200 <= x < 500	11	14	17.8	19.2	-1.40	-7.86	5.61	5.14	2.74	-0.5125
500 <= x < 750	16	21	27.6	28.5	-0.83	-3.00	4.73	4.54	2.19	-0.3776
750 <= x < 1000	12	13	17.7	14.4	3.22	18.21	4.20	3.39	1.14	2.8193
1000 <= x	51	55	22.0	18.7	3.37	15.30	2.82	2.05	1.44	2.3489
Locale:										
1: City	36	49	33.4	36.9	-3.45	-10.31	2.98	1.93	2.38	-1.4457
2: Suburb	25	34	22.7	25.5	-2.81	-12.38	2.54	2.31	2.23	-1.2611
3: Town	13	13	13.3	10.4	2.89	21.74	3.37	2.83	0.74	3.8891
4: Rural	32	36	30.6	27.2	3.36	11.00	2.74	2.22	2.03	1.6514
Grade level:										
Primary	22	28	57.8	58.0	-0.24	-0.41	2.61	1.72	2.13	-0.1114
Middle	24	29	18.9	18.8	0.08	0.44	2.17	1.76	1.76	0.0470
High school	53	60	21.0	19.3	1.68	8.00	2.12	1.46	1.29	1.2992
Combined	7	15	2.3	3.8	-1.53	-66.11	0.43	0.39	0.44	-3.4985

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
NEW HAMPSHIRE	86	104	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	9	9	31.6	26.5	5.10	16.16	7.76	6.70	1.59	3.1972
200 <= x < 500	32	36	42.5	43.6	-1.17	-2.75	6.74	6.27	2.94	-0.3973
500 <= x < 750	16	23	12.7	16.4	-3.78	-29.81	3.55	3.72	2.61	-1.4468
750 <= x < 1000	10	13	6.3	6.5	-0.16	-2.53	2.35	2.22	0.56	-0.2886
1000 <= x	19	23	7.0	7.0	0.01	0.09	1.03	1.01	0.49	0.0133
Locale:										
1: City	8	11	5.4	8.8	-3.39	-63.29	2.38	2.16	1.33	-2.5586
2: Suburb	20	27	15.8	18.7	-2.91	-18.46	3.44	2.98	1.24	-2.3415
3: Town	14	21	9.3	13.9	-4.61	-49.58	2.17	3.09	2.65	-1.7374
4: Rural	44	45	69.6	58.6	10.92	15.69	3.50	3.09	2.54	4.2926
Grade level:										
Primary	22	28	65.7	66.5	-0.81	-1.23	2.23	1.78	1.38	-0.5896
Middle	22	27	16.1	16.2	-0.12	-0.75	1.42	1.04	0.94	-0.1274
High school	36	42	15.7	14.9	0.78	4.99	1.14	0.85	0.75	1.0379
Combined	6	7	2.5	2.3	0.15	5.96	0.36	0.18	0.22	0.6652
NEW JERSEY	207	284	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	18	26	8.5	8.3	0.11	1.33	2.45	2.15	0.97	0.1158
200 <= x < 500	67	84	52.4	47.6	4.77	9.11	3.58	3.16	1.81	2.6426
500 <= x < 750	32	48	18.1	21.3	-3.21	-17.75	3.30	3.12	1.67	-1.9242
750 <= x < 1000	28	39	7.3	8.2	-0.94	-12.85	1.30	1.43	0.99	-0.9520
1000 <= x	62	87	13.7	14.5	-0.73	-5.34	1.64	1.35	0.96	-0.7680
Locale:										
1: City	17	24	8.0	8.4	-0.41	-5.13	1.32	0.82	1.19	-0.3454
2: Suburb	158	218	75.9	77.1	-1.21	-1.60	1.69	1.01	1.40	-0.8643
3: Town	5	6	3.8	3.5	0.32	8.45	1.39	1.13	0.68	0.4739
4: Rural	27	36	12.3	11.0	1.30	10.53	1.68	1.36	0.79	1.6475

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
NEW JERSEY—										
Continued										
Grade level:										
Primary	64	82	65.4	62.7	2.63	4.03	1.88	1.01	1.60	1.6454
Middle	52	74	14.4	15.9	-1.44	-9.97	1.31	0.60	1.12	-1.2863
High school	76	106	17.7	18.8	-1.09	-6.17	1.43	0.81	1.26	-0.8677
Combined	15	22	2.5	2.6	-0.10	-4.08	0.53	0.44	0.28	-0.3673
NEW MEXICO	115	174	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	19	25	15.9	13.1	2.80	17.56	4.19	2.77	1.81	1.5422
200 <= x < 500	39	56	50.6	54.5	-3.92	-7.75	5.88	4.53	3.17	-1.2367
500 <= x < 750	26	32	22.4	18.2	4.21	18.77	4.95	3.24	2.57	1.6380
750 <= x < 1000	15	24	7.1	8.1	-1.04	-14.63	1.99	1.81	1.53	-0.6765
1000 <= x	16	37	4.0	6.0	-2.04	-51.31	0.71	0.51	0.59	-3.4818
Locale:										
1: City	13	43	11.3	24.6	-13.23	-116.86	2.70	1.22	2.34	-5.6551
2: Suburb	12	14	8.4	7.3	1.10	13.07	1.70	1.77	1.37	0.8009
3: Town	35	47	34.9	30.3	4.55	13.05	3.16	2.35	2.76	1.6471
4: Rural	55	70	45.4	37.8	7.58	16.71	3.82	2.67	2.88	2.6338
Grade level:										
Primary	19	31	53.5	56.7	-3.23	-6.05	4.16	1.80	3.08	-1.0511
Middle	29	43	17.4	16.5	0.89	5.10	2.14	0.81	1.64	0.5393
High school	45	75	16.8	17.2	-0.45	-2.68	1.80	1.03	1.31	-0.3436
Combined	22	25	12.3	9.5	2.80	22.72	1.49	0.69	1.25	2.2345

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
NEW YORK	222	322	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	3	9	2.7	5.3	-2.61	-98.40	1.68	1.78	1.58	-1.6543
200 <= x < 500	79	112	47.9	44.9	2.99	6.24	3.62	3.19	2.21	1.3559
500 <= x < 750	49	77	23.7	24.9	-1.20	-5.05	2.83	2.60	1.83	-0.6532
750 <= x < 1000	29	47	10.2	11.8	-1.52	-14.85	1.63	1.51	1.50	-1.0162
1000 <= x	62	77	15.5	13.2	2.33	15.06	1.77	1.36	1.25	1.8619
Locale:										
1: City	75	126	31.9	39.0	-7.05	-22.09	2.18	0.90	2.33	-3.0246
2: Suburb	82	108	37.5	33.3	4.20	11.19	2.45	1.08	2.43	1.7276
3: Town	20	30	9.8	9.9	-0.03	-0.27	1.18	0.72	1.13	-0.0233
4: Rural	45	58	20.8	17.9	2.88	13.87	1.98	0.71	1.66	1.7381
Grade level:										
Primary	66	102	53.6	54.6	-0.98	-1.82	1.91	0.72	1.91	-0.5113
Middle	61	84	18.0	17.2	0.84	4.68	1.17	0.39	1.21	0.6970
High school	69	102	20.4	21.7	-1.30	-6.38	1.47	0.59	1.47	-0.8836
Combined	26	34	8.0	6.5	1.44	18.06	0.90	0.51	0.62	2.2986
NORTH CAROLINA	129	185	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	10	15	11.7	13.2	-1.47	-12.54	4.28	4.45	2.31	-0.6370
200 <= x < 500	42	53	39.1	35.3	3.83	9.80	4.52	3.60	2.46	1.5584
500 <= x < 750	40	53	28.9	27.1	1.74	6.01	3.94	3.12	2.09	0.8301
750 <= x < 1000	25	39	13.5	14.6	-1.15	-8.54	2.47	2.39	1.55	-0.7409
1000 <= x	12	25	6.8	9.8	-2.95	-43.04	1.92	1.66	1.44	-2.0473
Locale:										
1: City	19	50	13.8	25.1	-11.24	-81.32	2.31	1.63	2.02	-5.5501
2: Suburb	17	25	11.3	11.5	-0.20	-1.80	2.54	1.57	1.43	-0.1424
3: Town	23	25	17.2	13.2	3.98	23.19	2.33	1.48	1.46	2.7383
4: Rural	70	85	57.7	50.2	7.46	12.92	3.08	2.18	2.08	3.5874

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
NORTH CAROLINA—Continued										
Grade level:										
Primary	53	77	56.3	55.8	0.45	0.80	3.43	2.93	2.59	0.1733
Middle	51	71	19.2	18.0	1.14	5.95	1.62	0.96	1.17	0.9706
High school	19	27	20.3	21.5	-1.24	-6.12	2.40	1.82	2.64	-0.4695
Combined	6	10	4.3	4.6	-0.35	-8.13	4.43	4.54	1.36	-0.2572
NORTH DAKOTA	115	130	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	43	49	50.1	49.8	0.22	0.44	5.14	4.72	1.51	0.1466
200 <= x < 500	43	47	37.8	37.3	0.50	1.31	4.88	4.56	1.40	0.3543
500 <= x < 750	11	13	5.9	6.3	-0.45	-7.74	1.16	1.12	0.64	-0.7049
750 <= x < 1000	9	12	2.9	3.5	-0.65	-22.66	0.62	0.68	0.54	-1.2072
1000 <= x	9	9	3.4	3.0	0.39	11.54	0.99	0.88	0.15	2.6585
Locale:										
1: City	20	23	13.0	13.8	-0.84	-6.46	1.59	1.29	1.11	-0.7545
2: Suburb	6	7	4.0	4.4	-0.42	-10.75	1.40	0.89	0.78	-0.5422
3: Town	22	24	16.7	15.3	1.35	8.09	1.68	1.32	0.61	2.2185
4: Rural	67	76	66.4	66.5	-0.09	-0.13	2.42	1.64	1.39	-0.0611
Grade level:										
Primary	27	32	43.0	44.2	-1.17	-2.71	3.29	2.16	1.74	-0.6688
Middle	15	15	7.3	6.4	0.84	11.54	0.75	0.59	0.26	3.2305
High school	40	44	19.8	18.9	0.90	4.55	1.82	1.34	0.89	1.0122
Combined	33	39	29.9	30.5	-0.57	-1.91	2.64	1.48	1.69	-0.3378

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
OHIO	218	268	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	4	5	3.7	3.2	0.54	14.39	1.74	1.40	0.44	1.2260
200 <= x < 500	92	112	55.9	56.0	-0.10	-0.18	3.52	2.74	1.96	-0.0528
500 <= x < 750	60	74	24.8	24.1	0.70	2.82	3.41	2.85	1.38	0.5052
750 <= x < 1000	25	31	7.9	7.8	0.10	1.22	1.52	1.29	0.64	0.1506
1000 <= x	37	46	7.8	9.0	-1.23	-15.82	1.31	1.59	1.42	-0.8658
Locale:										
1: City	28	46	14.2	18.1	-3.83	-26.94	2.08	1.18	1.51	-2.5404
2: Suburb	85	96	38.1	36.1	2.00	5.24	2.00	1.14	1.60	1.2513
3: Town	33	38	16.3	14.7	1.62	9.92	1.57	1.10	1.06	1.5347
4: Rural	72	88	31.3	31.1	0.21	0.67	2.10	1.48	1.49	0.1421
Grade level:										
Primary	63	83	53.5	55.9	-2.43	-4.55	1.87	1.11	1.49	-1.6305
Middle	59	69	19.4	18.0	1.37	7.08	1.00	0.49	0.85	1.6127
High school	73	89	23.1	22.5	0.65	2.79	1.30	0.78	1.00	0.6459
Combined	23	27	4.0	3.6	0.41	10.37	0.48	0.32	0.26	1.5812
OKLAHOMA	118	129	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	14	17	20.6	21.9	-1.29	-6.23	4.45	3.96	1.77	-0.7275
200 <= x < 500	46	50	43.0	43.4	-0.39	-0.91	4.99	4.91	1.68	-0.2328
500 <= x < 750	35	36	25.4	23.9	1.53	6.02	4.26	4.03	0.97	1.5781
750 <= x < 1000	10	11	5.5	5.3	0.23	4.12	2.23	2.14	0.34	0.6669
1000 <= x	13	15	5.4	5.4	-0.08	-1.56	1.90	1.69	0.57	-0.1477
Locale:										
1: City	19	23	14.6	15.8	-1.22	-8.33	2.04	1.20	1.54	-0.7913
2: Suburb	17	19	11.6	11.8	-0.23	-1.98	2.07	1.54	1.17	-0.1971
3: Town	29	33	19.0	21.4	-2.39	-12.58	1.44	2.20	1.65	-1.4502
4: Rural	53	54	54.8	51.0	3.83	6.99	2.72	2.31	2.02	1.8986

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
OKLAHOMA—										
Continued										
Grade level:										
Primary	36	42	46.4	48.8	-2.45	-5.29	2.40	1.78	1.87	-1.3119
Middle	28	30	12.9	12.6	0.28	2.16	1.00	0.69	0.72	0.3877
High school	36	38	18.1	17.0	1.15	6.33	1.62	1.23	0.81	1.4168
Combined	18	19	22.6	21.6	1.03	4.53	2.30	2.14	1.25	0.8223
OREGON	132	197	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	23	26	19.6	14.9	4.71	24.06	3.52	2.56	1.51	3.1250
200 <= x < 500	49	72	46.7	49.1	-2.35	-5.02	5.76	4.20	3.16	-0.7439
500 <= x < 750	24	38	21.0	22.2	-1.22	-5.81	4.47	3.49	2.53	-0.4832
750 <= x < 1000	14	22	6.9	6.7	0.22	3.24	1.38	1.02	0.79	0.2826
1000 <= x	22	39	5.7	7.1	-1.37	-23.82	0.76	0.70	0.76	-1.7876
Locale:										
1: City	31	55	24.5	26.9	-2.39	-9.75	2.86	0.80	2.64	-0.9052
2: Suburb	25	36	15.2	17.4	-2.19	-14.38	2.72	1.67	2.10	-1.0396
3: Town	33	53	25.6	27.5	-1.82	-7.12	3.47	2.17	2.35	-0.7773
4: Rural	43	53	34.6	28.2	6.40	18.48	3.21	1.66	2.16	2.9668
Grade level:										
Primary	35	50	59.6	58.6	1.01	1.69	2.57	0.88	2.40	0.4203
Middle	32	54	14.3	16.8	-2.52	-17.60	1.49	0.62	1.58	-1.5927
High school	47	73	21.7	21.2	0.45	2.06	1.72	0.75	1.54	0.2897
Combined	18	20	4.4	3.3	1.06	24.09	0.66	0.29	0.42	2.5458

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
PENNSYLVANIA	176	216	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	8	14	3.5	6.7	-3.13	-89.08	1.62	2.30	1.90	-1.6499
200 <= x < 500	59	73	42.7	43.1	-0.46	-1.08	5.83	5.28	2.74	-0.1690
500 <= x < 750	45	57	28.6	28.1	0.46	1.62	4.17	3.54	2.06	0.2240
750 <= x < 1000	26	31	11.2	10.2	1.03	9.14	2.43	2.09	1.01	1.0207
1000 <= x	38	41	14.0	11.9	2.11	15.09	2.23	1.72	0.85	2.4923
Locale:										
1: City	25	40	13.0	17.3	-4.32	-33.33	1.28	1.02	1.41	-3.0698
2: Suburb	79	93	42.9	41.3	1.53	3.57	2.27	1.38	2.08	0.7377
3: Town	25	28	15.3	13.0	2.22	14.58	1.65	1.22	0.96	2.3192
4: Rural	47	55	28.9	28.3	0.57	1.96	2.15	1.23	2.36	0.2398
Grade level:										
Primary	52	68	56.6	59.6	-2.98	-5.25	1.90	0.95	1.93	-1.5387
Middle	60	69	17.5	16.3	1.23	7.00	1.06	0.58	1.17	1.0467
High school	47	55	23.7	21.7	2.00	8.42	1.38	0.83	1.25	1.5955
Combined	17	24	2.2	2.4	-0.25	-11.41	0.46	0.35	0.33	-0.7389
RHODE ISLAND	56	100	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	3	5	2.0	4.4	-2.43	-124.37	0.99	2.04	2.17	-1.1202
200 <= x < 500	27	46	72.4	67.0	5.38	7.43	3.87	3.44	3.54	1.5197
500 <= x < 750	11	19	13.4	14.0	-0.63	-4.68	3.60	2.97	2.42	-0.2592
750 <= x < 1000	2	8	1.9	4.4	-2.53	-136.22	0.90	0.92	0.90	-2.8064
1000 <= x	13	22	10.4	10.2	0.21	2.04	1.81	1.40	1.53	0.1384
Locale:										
1: City	7	29	10.0	30.3	-20.35	-203.82	2.77	2.94	4.06	-5.0100
2: Suburb	36	53	66.7	53.6	13.10	19.64	3.82	2.88	4.01	3.2654
3: Town	2	2	4.0	2.3	1.75	43.61	2.80	1.65	1.18	1.4809
4: Rural	11	16	19.3	13.8	5.50	28.50	2.54	1.28	1.92	2.8604

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
RHODE ISLAND—										
Continued										
Grade level:										
Primary	23	37	68.2	63.0	5.21	7.64	2.93	1.15	2.78	1.8754
Middle	16	29	17.7	18.6	-0.91	-5.16	2.01	0.88	1.93	-0.4737
High school	14	31	12.2	17.3	-5.15	-42.35	1.91	0.91	1.78	-2.8953
Combined	3	3	2.0	1.1	0.85	43.61	0.99	0.57	0.44	1.9519
SOUTH CAROLINA										
	107	134	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	3	4	3.6	4.0	-0.40	-10.92	1.90	1.78	1.14	-0.3470
200 <= x < 500	30	38	37.8	35.8	2.00	5.28	6.00	5.22	2.15	0.9281
500 <= x < 750	29	37	27.5	28.9	-1.46	-5.30	4.81	4.50	1.75	-0.8324
750 <= x < 1000	19	24	15.5	16.5	-0.91	-5.87	3.33	3.14	1.66	-0.5504
1000 <= x	26	31	15.5	14.8	0.77	4.94	3.15	2.66	1.06	0.7213
Locale:										
1: City	13	20	11.1	13.6	-2.43	-21.78	1.79	0.94	1.79	-1.3592
2: Suburb	20	29	19.5	21.3	-1.76	-9.04	2.52	1.66	1.98	-0.8930
3: Town	19	19	19.3	15.8	3.46	17.94	2.69	2.15	0.99	3.5035
4: Rural	55	66	50.0	49.3	0.73	1.46	2.30	1.65	1.94	0.3768
Grade level:										
Primary	40	47	58.6	56.0	2.55	4.36	2.41	0.96	2.19	1.1658
Middle	29	39	19.0	21.5	-2.50	-13.18	1.99	0.77	1.75	-1.4257
High school	33	41	21.3	21.2	0.15	0.72	1.82	0.94	1.34	0.1151
Combined	5	7	1.1	1.3	-0.21	-18.25	0.32	0.32	0.30	-0.6914

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
SOUTH DAKOTA	105	120	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	30	33	39.8	41.0	-1.26	-3.18	4.28	5.17	2.71	-0.4658
200 <= x < 500	42	50	42.6	42.6	0.01	0.02	4.75	4.83	2.24	0.0044
500 <= x < 750	18	20	11.1	10.2	0.87	7.83	2.89	2.63	0.77	1.1360
750 <= x < 1000	6	7	1.7	1.8	-0.02	-0.89	0.48	0.43	0.18	-0.0883
1000 <= x	9	10	4.8	4.4	0.40	8.34	2.24	1.97	0.41	0.9625
Locale:										
1: City	18	24	12.4	17.8	-5.38	-43.34	2.43	3.96	3.49	-1.5407
2: Suburb	0	0	0	0	0	0			0.00	0
3: Town	28	32	18.6	18.8	-0.15	-0.83	2.73	2.38	1.69	-0.0919
4: Rural	59	64	69.0	63.5	5.53	8.02	2.69	3.13	2.98	1.8549
Grade level:										
Primary	30	34	42.7	41.1	1.67	3.91	3.43	2.71	2.36	0.7085
Middle	22	26	9.8	10.0	-0.29	-2.96	1.00	0.62	0.91	-0.3175
High school	35	40	15.0	14.8	0.22	1.44	1.60	1.31	1.20	0.1798
Combined	18	20	32.5	34.1	-1.60	-4.91	2.76	2.56	3.31	-0.4831
TENNESSEE	128	174	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	6	9	4.6	6.9	-2.29	-49.65	1.63	2.13	1.81	-1.2626
200 <= x < 500	40	57	40.8	41.9	-1.12	-2.75	5.10	4.34	3.05	-0.3679
500 <= x < 750	36	48	30.1	28.3	1.77	5.88	4.16	3.56	2.50	0.7077
750 <= x < 1000	21	29	12.9	12.4	0.44	3.44	2.60	1.80	1.87	0.2366
1000 <= x	25	31	11.7	10.5	1.20	10.26	2.29	1.77	1.29	0.9250
Locale:										
1: City	24	50	16.2	29.5	-13.27	-81.83	2.75	1.63	2.68	-4.9508
2: Suburb	19	27	12.9	14.0	-1.13	-8.75	1.96	1.43	1.89	-0.5970
3: Town	24	26	20.1	14.9	5.23	25.98	2.03	1.33	1.20	4.3468
4: Rural	61	71	50.8	41.6	9.16	18.05	3.12	1.48	2.55	3.5966

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
TENNESSEE—										
Continued										
Grade level:										
Primary	35	50	55.2	56.6	-1.41	-2.56	2.11	0.80	2.07	-0.6797
Middle	44	63	18.0	18.2	-0.17	-0.92	1.17	0.41	1.20	-0.1383
High school	36	48	21.3	21.4	-0.06	-0.28	1.59	0.90	1.53	-0.0392
Combined	13	13	5.5	3.9	1.64	29.67	0.48	0.27	0.32	5.0702
TEXAS	292	412	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	45	57	18.3	15.7	2.58	14.13	2.85	2.01	1.23	2.0972
200 <= x < 500	81	107	34.0	31.6	2.41	7.09	3.61	2.76	2.06	1.1690
500 <= x < 750	61	96	23.3	28.1	-4.77	-20.47	2.74	2.71	1.72	-2.7772
750 <= x < 1000	50	67	15.0	14.2	0.75	5.00	2.27	1.84	1.31	0.5702
1000 <= x	55	85	9.5	10.5	-0.97	-10.28	1.03	0.83	0.67	-1.4575
Locale:										
1: City	88	141	28.5	33.8	-5.28	-18.49	1.84	0.92	1.73	-3.0549
2: Suburb	53	81	17.2	19.0	-1.85	-10.79	1.75	0.90	1.42	-1.3095
3: Town	44	52	18.2	14.6	3.62	19.92	1.94	1.35	0.96	3.7816
4: Rural	107	138	36.1	32.6	3.51	9.71	2.22	1.06	1.70	2.0595
Grade level:										
Primary	83	125	51.9	54.3	-2.39	-4.59	2.22	1.07	1.64	-1.4545
Middle	102	139	21.7	20.5	1.20	5.54	1.32	0.49	1.06	1.1294
High school	71	96	21.4	19.9	1.51	7.04	2.40	1.36	1.37	1.1018
Combined	36	52	5.0	5.3	-0.32	-6.41	0.53	0.48	0.47	-0.6770

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
UTAH	135	174	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	19	28	18.3	18.7	-0.32	-1.75	6.27	5.08	2.03	-0.1580
200 <= x < 500	20	24	18.5	17.3	1.16	6.30	4.48	4.24	1.92	0.6060
500 <= x < 750	29	39	33.2	36.7	-3.54	-10.68	5.94	5.09	2.80	-1.2642
750 <= x < 1000	27	33	16.1	14.1	1.97	12.26	4.58	3.87	1.13	1.7487
1000 <= x	40	50	13.9	13.2	0.73	5.26	2.93	2.26	1.06	0.6912
Locale:										
1: City	25	27	18.8	16.3	2.46	13.10	3.88	2.81	1.94	1.2661
2: Suburb	50	79	37.8	44.5	-6.67	-17.63	4.55	2.65	2.99	-2.2330
3: Town	26	29	16.6	14.4	2.15	12.96	3.78	2.95	1.47	1.4648
4: Rural	34	39	26.8	24.8	2.06	7.70	5.69	3.35	2.87	0.7190
Grade level:										
Primary	26	33	58.7	57.6	1.10	1.88	3.59	2.07	2.30	0.4802
Middle	25	29	5.6	5.3	0.30	5.47	0.58	0.32	0.57	0.5293
High school	73	95	32.5	33.1	-0.58	-1.78	3.29	1.97	2.04	-0.2832
Combined	11	17	3.2	4.0	-0.83	-25.74	0.68	0.55	0.63	-1.3143
VERMONT	105	131	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	23	29	37.9	37.1	0.76	2.00	3.79	3.81	2.08	0.3642
200 <= x < 500	57	72	47.4	49.1	-1.63	-3.44	3.78	3.44	2.07	-0.7878
500 <= x < 750	14	14	8.9	7.1	1.77	19.98	1.73	1.38	0.45	3.9116
750 <= x < 1000	8	10	4.4	4.4	0.00	-0.11	1.13	0.86	0.54	-0.0085
1000 <= x	3	6	1.4	2.3	-0.89	-62.80	0.64	0.62	0.34	-2.6324
Locale:										
1: City	4	7	2.7	4.2	-1.48	-54.46	0.94	0.97	0.66	-2.2559
2: Suburb	8	9	5.8	5.6	0.15	2.61	1.10	0.94	0.99	0.1516
3: Town	28	31	20.2	17.6	2.59	12.81	1.71	1.26	0.85	3.0348
4: Rural	65	84	71.3	72.6	-1.26	-1.77	2.21	1.46	1.43	-0.8814

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
VERMONT—										
Continued										
Grade level:										
Primary	55	70	67.4	68.2	-0.82	-1.22	2.08	1.17	1.49	-0.5520
Middle	13	14	8.3	7.3	1.01	12.10	0.86	0.44	0.72	1.3971
High school	21	28	13.6	14.1	-0.55	-4.08	1.26	0.62	1.02	-0.5395
Combined	16	19	10.7	10.3	0.37	3.43	0.97	0.48	0.73	0.5048
VIRGINIA	154	211	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	4	4	5.6	4.3	1.30	23.35	2.70	2.08	0.67	1.9404
200 <= x < 500	56	70	42.2	38.5	3.67	8.71	4.59	3.69	1.92	1.9118
500 <= x < 750	34	42	30.9	30.8	0.11	0.35	4.21	3.83	2.04	0.0523
750 <= x < 1000	29	38	12.2	13.9	-1.64	-13.43	2.05	2.19	1.58	-1.0402
1000 <= x	31	57	9.2	12.6	-3.43	-37.34	1.51	1.22	0.97	-3.5474
Locale:										
1: City	28	46	18.4	21.4	-3.08	-16.80	2.66	1.28	2.15	-1.4334
2: Suburb	36	68	23.3	31.0	-7.75	-33.31	2.53	1.62	2.10	-3.6963
3: Town	17	19	11.4	9.5	1.87	16.40	1.98	1.57	0.78	2.3957
4: Rural	73	78	47.0	38.0	8.97	19.09	2.54	1.50	1.84	4.8770
Grade level:										
Primary	41	54	57.5	56.4	1.09	1.90	2.33	1.08	1.95	0.5600
Middle	30	43	15.1	16.3	-1.24	-8.21	1.41	0.50	1.20	-1.0292
High school	59	82	21.2	20.8	0.36	1.71	1.74	1.21	1.17	0.3113
Combined	24	32	6.3	6.5	-0.22	-3.45	0.82	0.45	0.55	-0.3924

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
WASHINGTON	183	276	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	33	45	25.6	21.7	3.87	15.16	4.44	3.01	2.45	1.5841
200 <= x < 500	55	81	37.8	41.4	-3.59	-9.49	5.01	4.02	2.85	-1.2600
500 <= x < 750	42	62	24.8	24.2	0.62	2.49	4.46	3.37	2.39	0.2585
750 <= x < 1000	18	28	4.8	5.1	-0.23	-4.78	0.97	0.79	0.66	-0.3472
1000 <= x	35	60	7.0	7.7	-0.67	-9.57	1.14	0.81	0.70	-0.9622
Locale:										
1: City	38	68	19.4	22.8	-3.37	-17.40	2.71	1.10	3.01	-1.1188
2: Suburb	64	98	32.8	34.9	-2.11	-6.41	2.65	1.59	2.78	-0.7569
3: Town	29	38	16.7	14.6	2.16	12.89	2.21	1.34	1.73	1.2484
4: Rural	52	72	31.0	27.7	3.32	10.69	2.80	1.59	2.32	1.4337
Grade level:										
Primary	41	63	55.2	55.6	-0.37	-0.67	2.78	1.36	2.58	-0.1434
Middle	37	56	13.1	13.0	0.17	1.30	1.18	0.45	1.15	0.1481
High school	75	115	23.5	23.9	-0.43	-1.85	2.19	1.17	2.01	-0.2164
Combined	30	42	8.2	7.5	0.63	7.77	1.04	0.71	0.77	0.8248
WEST VIRGINIA	110	119	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	9	10	14.4	16.9	-2.49	-17.32	4.85	4.91	1.70	-1.4662
200 <= x < 500	48	52	57.7	55.7	1.98	3.44	5.80	6.32	1.60	1.2386
500 <= x < 750	29	33	18.7	19.0	-0.26	-1.40	2.93	2.76	0.61	-0.4306
750 <= x < 1000	14	14	6.0	5.5	0.50	8.30	1.67	1.54	0.22	2.2688
1000 <= x	10	10	3.2	3.0	0.27	8.30	1.01	0.88	0.14	1.9663
Locale:										
1: City	11	11	12.3	11.2	1.02	8.30	1.60	1.61	0.36	2.8385
2: Suburb	14	14	14.3	13.1	1.19	8.30	1.61	1.71	0.40	2.9475
3: Town	22	26	16.2	22.0	-5.82	-35.91	1.48	2.30	2.49	-2.3419
4: Rural	63	68	57.3	53.6	3.62	6.32	2.45	1.83	1.77	2.0485

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
WEST VIRGINIA—Continued										
Grade level:										
Primary	32	33	60.2	57.1	3.06	5.08	8.72	9.64	1.31	2.3396
Middle	32	34	15.8	15.6	0.22	1.37	1.56	1.20	0.51	0.4242
High school	31	37	15.1	19.1	-4.02	-26.65	5.80	7.33	1.68	-2.3944
Combined	15	15	9.0	8.2	0.75	8.30	1.51	1.24	0.32	2.3417
WISCONSIN	138	191	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	6	10	9.0	12.7	-3.69	-40.83	3.34	3.62	3.49	-1.0564
200 <= x < 500	68	91	61.5	57.6	3.90	6.33	4.12	3.63	3.10	1.2567
500 <= x < 750	38	48	20.2	18.6	1.62	8.02	3.13	2.54	1.48	1.0960
750 <= x < 1000	11	18	4.5	5.8	-1.37	-30.65	1.39	1.58	1.10	-1.2419
1000 <= x	15	24	4.8	5.2	-0.46	-9.71	1.10	0.77	0.84	-0.5490
Locale:										
1: City	21	44	14.7	23.8	-9.06	-61.49	1.69	2.73	2.75	-3.2881
2: Suburb	34	44	22.3	20.1	2.21	9.90	2.80	1.86	1.96	1.1239
3: Town	36	44	23.5	20.4	3.07	13.06	2.14	1.19	2.03	1.5154
4: Rural	47	59	39.5	35.7	3.78	9.58	2.78	1.80	2.85	1.3266
Grade level:										
Primary	43	63	55.1	55.4	-0.28	-0.51	2.38	2.07	2.79	-0.1012
Middle	42	58	14.1	13.7	0.36	2.56	1.18	0.53	1.24	0.2921
High school	45	59	24.1	21.0	3.12	12.95	2.14	1.28	1.68	1.8606
Combined	8	11	6.7	9.9	-3.20	-47.75	1.31	2.45	3.48	-0.9215

See notes at end of table.

Table K-45. Unit response rates for Noncharter Public School Libraries before nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Unweighted respondents	Unweighted eligible sample	Weighted respondent proportion	Weighted eligible sample proportion	Estimated bias	Percent relative bias	Standard error of weighted respondent proportion	Standard error of weighted eligible sample proportion	Standard error of difference	T-test of significance for the difference in proportions ¹
WYOMING	91	107	100	100	0	0			0.00	0
School enrollment:										
0 <= x < 200	26	30	45.1	46.0	-0.89	-1.96	6.19	6.41	4.96	-0.1784
200 <= x < 500	38	46	43.5	43.6	-0.06	-0.15	5.66	5.62	4.49	-0.0143
500 <= x < 750	14	16	6.3	5.7	0.52	8.32	1.19	0.97	0.67	0.7765
750 <= x < 1000	6	8	2.4	2.5	-0.12	-5.11	0.49	0.50	0.34	-0.3568
1000 <= x	7	7	2.7	2.1	0.55	20.51	0.34	0.28	0.20	2.8175
Locale:										
1: City	17	17	19.0	15.1	3.89	20.51	2.40	2.16	1.31	2.9579
2: Suburb	1	1	2.2	1.7	0.45	20.51	2.08	1.74	0.39	1.1559
3: Town	31	43	23.9	29.0	-5.07	-21.21	3.55	3.22	3.12	-1.6256
4: Rural	42	46	55.0	54.2	0.73	1.33	4.36	4.06	3.71	0.1972
Grade level:										
Primary	23	29	60.0	63.0	-2.96	-4.93	3.05	2.87	3.10	-0.9555
Middle	18	21	11.0	10.1	0.93	8.46	1.13	1.00	0.88	1.0543
High school	38	44	22.0	20.7	1.25	5.70	1.98	1.86	2.18	0.5740
Combined	12	13	7.0	6.2	0.78	11.15	1.11	0.68	0.84	0.9265

¹ Weighted respondent proportion (before noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
ALABAMA	100	0	0			0	
School enrollment:							
0 <= x < 200	14.2	1.90	13.33	4.61	0.80	2.3807	9.90
200 <= x < 500	39.7	-3.58	-9.01	4.14	1.39	-2.5773	16.70
500 <= x < 750	30.6	1.78	5.83	3.11	0.98	1.8127	-22.91
750 <= x < 1000	9.7	-0.38	-3.91	1.87	0.82	-0.4633	-62.75
1000 <= x	5.8	0.28	4.77	1.28	0.38	0.7342	557.21
Locale:							
1: City	19.1	0.36	1.91	1.91	1.09	0.3333	153.98
2: Suburb	10.7	-3.38	-31.61	1.71	1.11	-3.0525	4.06
3: Town	12.5	0.66	5.30	1.31	0.67	0.9826	-4.40
4: Rural	57.8	2.36	4.08	2.51	1.44	1.6411	-2.43
Grade level:							
Primary	43.6	-2.02	-4.64	2.32	1.28	-1.5807	24.18
Middle	14.4	-0.48	-3.36	0.99	0.73	-0.6589	80.34
High school	27.4	0.60	2.20	2.56	1.15	0.5257	404.28
Combined	14.6	1.90	13.03	2.19	0.47	4.0385	7.10
ALASKA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	68.6	13.05	19.04	4.87	3.45	3.7836	-1.49
200 <= x < 500	25.4	-7.96	-31.31	4.84	3.58	-2.2240	-2.13
500 <= x < 750	3.7	-2.69	-72.49	0.80	1.31	-2.0578	-0.56
750 <= x < 1000	1.6	-0.59	-37.98	0.57	0.34	-1.7648	-1.07
1000 <= x	0.7	-1.81	-242.43	0.50	0.50	-3.6487	-0.17
Locale:							
1: City	0	-18	100	0	1.59	-11.6323	0.00
2: Suburb	0.6	-1.16	-193.79	0.53	0.84	-1.3810	-3.97
3: Town	13.6	-2.71	-19.90	2.07	3.01	-0.9004	1.93
4: Rural	85.8	22.31	26.00	2.12	2.72	8.1915	0.02
Grade level:							
Primary	19.8	-13.67	-68.94	3.23	3.34	-4.0963	3.24
Middle	6.7	-0.72	-10.73	0.68	0.58	-1.2351	-3.70
High school	14.5	0.47	3.23	2.02	1.73	0.2710	115.23
Combined	59.0	13.92	23.61	3.94	3.55	3.9207	1.10

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
ARIZONA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	21.8	-1.68	-7.67	2.61	1.87	-0.8982	212.51
200 <= x < 500	20.2	-0.12	-0.62	3.38	1.41	-0.0881	-53.88
500 <= x < 750	30.8	2.01	6.54	3.41	1.77	1.1376	22.95
750 <= x < 1000	13.8	-1.38	-10.01	2.24	1.34	-1.0280	-8.47
1000 <= x	13.4	1.17	8.71	2.03	0.98	1.1930	72.34
Locale:							
1: City	39.4	1.76	4.46	2.59	1.69	1.0393	-26.87
2: Suburb	17.9	1.62	9.05	2.04	1.53	1.0633	21.55
3: Town	9.4	-2.10	-22.36	1.99	1.67	-1.2516	-5.05
4: Rural	33.3	-1.28	-3.85	2.54	1.61	-0.7957	12.45
Grade level:							
Primary	63.5	0.88	1.38	2.37	1.78	0.4932	-1.53
Middle	10.8	-2.01	-18.56	1.25	1.32	-1.5230	-6.32
High school	23.4	1.28	5.47	2.33	1.35	0.9450	-4.43
Combined	2.2	-0.15	-6.58	0.82	0.33	-0.4462	72.20
ARKANSAS	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	7.1	0.74	10.41	2.95	0.35	2.1449	-7.08
200 <= x < 500	53.8	-0.81	-1.50	5.54	1.32	-0.6089	862.64
500 <= x < 750	19.0	-1.10	-5.75	3.83	1.12	-0.9776	52.67
750 <= x < 1000	10.3	0.32	3.14	2.08	0.95	0.3416	37.67
1000 <= x	9.7	0.84	8.59	4.38	0.90	0.9328	251.12
Locale:							
1: City	21.6	1.73	8.03	3.40	0.86	2.0269	27.01
2: Suburb	5.7	-1.83	-32.41	1.91	1.17	-1.5670	1.52
3: Town	19.6	-0.53	-2.73	3.42	1.22	-0.4399	-9.75
4: Rural	53.2	0.64	1.19	6.22	1.45	0.4367	-38.60
Grade level:							
Primary	48.1	1.17	2.43	6.71	1.57	0.7425	-30.18
Middle	14.0	-0.57	-4.10	2.20	0.78	-0.7343	2.28
High school	22.8	-1.73	-7.58	3.32	1.06	-1.6364	-19.99
Combined	15.1	1.14	7.52	11.52	1.11	1.0232	8.11

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
CALIFORNIA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	14.9	-1.67	-11.24	2.88	2.38	-0.7018	-29.44
200 <= x < 500	29.4	3.47	11.81	3.16	2.35	1.4793	-11.55
500 <= x < 750	26.9	-0.60	-2.21	2.61	2.09	-0.2854	538.71
750 <= x < 1000	14.5	-0.77	-5.33	2.19	1.37	-0.5648	53.36
1000 <= x	14.3	-0.43	-3.02	1.62	1.16	-0.3708	-55.03
Locale:							
1: City	38.6	-0.63	-1.62	1.46	0.91	-0.6842	-90.05
2: Suburb	35.3	0.08	0.23	1.47	1.15	0.0709	-95.50
3: Town	8.9	0.79	8.90	1.45	1.22	0.6513	-63.52
4: Rural	17.2	-0.25	-1.44	1.45	1.37	-0.1799	-89.31
Grade level:							
Primary	60.8	-2.09	-3.43	2.15	2.19	-0.9548	9.76
Middle	13.5	0.69	5.07	1.00	0.93	0.7376	-19.19
High school	22.4	0.87	3.89	1.61	1.46	0.5942	2.50
Combined	3.3	0.53	16.04	0.72	0.54	0.9881	159.81
COLORADO	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	15.0	-0.88	-5.87	12.77	2.45	-0.3611	95.39
200 <= x < 500	44.1	2.21	5.01	5.89	2.11	1.0472	4.37
500 <= x < 750	26.4	-0.11	-0.43	6.88	2.15	-0.0532	-88.79
750 <= x < 1000	6.2	-1.35	-21.78	1.59	0.97	-1.3994	-11.42
1000 <= x	8.3	0.14	1.66	1.90	1.19	0.1153	399.72
Locale:							
1: City	41.9	10.14	24.21	3.59	2.21	4.5777	130.35
2: Suburb	18.6	-8.09	-43.55	3.27	2.29	-3.5280	10.67
3: Town	10.8	0.38	3.55	2.42	1.09	0.3524	-77.10
4: Rural	28.7	-2.43	-8.45	7.36	2.16	-1.1227	96.41
Grade level:							
Primary	57.6	1.29	2.25	13.95	3.00	0.4312	139.97
Middle	16.2	-0.94	-5.79	3.68	1.19	-0.7879	-14.58
High school	16.3	-1.79	-10.97	3.81	1.77	-1.0073	57.25
Combined	9.9	1.43	14.43	20.88	2.84	0.5041	-15.60

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
CONNECTICUT	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	16.2	3.62	22.40	5.01	1.79	2.0268	40.36
200 <= x < 500	52.7	6.15	11.66	5.86	2.02	3.0508	-19.25
500 <= x < 750	16.6	-6.94	-41.90	3.62	2.33	-2.9745	-12.05
750 <= x < 1000	7.0	-1.58	-22.71	1.56	1.54	-1.0270	39.10
1000 <= x	7.6	-1.25	-16.50	0.97	0.70	-1.7783	7.07
Locale:							
1: City	21.4	-3.36	-15.70	4.38	3.20	-1.0499	-62.50
2: Suburb	55.4	0.97	1.75	5.29	2.93	0.3309	-79.25
3: Town	5.1	-0.08	-1.53	2.66	0.87	-0.0902	-73.68
4: Rural	18.1	2.47	13.61	2.43	1.35	1.8298	-37.99
Grade level:							
Primary	64.5	2.93	4.54	3.10	2.32	1.2632	-21.54
Middle	18.1	0.65	3.60	1.72	1.40	0.4667	17.68
High school	13.3	-4.97	-37.31	1.66	1.53	-3.2524	2.25
Combined	4.0	1.39	34.46	0.82	0.50	2.7770	142.03
DELAWARE	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	11.7	-1.07	-9.15	3.01	0.90	-1.1852	29.43
200 <= x < 500	29.2	1.25	4.27	5.34	0.94	1.3289	-29.69
500 <= x < 750	34.0	-1.55	-4.54	4.93	1.20	-1.2868	429.60
750 <= x < 1000	14.0	1.57	11.17	2.95	0.82	1.9200	162.42
1000 <= x	11.0	-0.20	-1.80	2.18	1.03	-0.1929	-84.13
Locale:							
1: City	14.6	-0.10	-0.69	3.09	0.50	-0.2016	68.87
2: Suburb	47.8	0.95	2.00	3.08	1.09	0.8777	-1.40
3: Town	14.7	-2.03	-13.85	2.69	0.75	-2.7197	20.42
4: Rural	23.0	1.18	5.14	2.41	0.98	1.2088	78.69
Grade level:							
Primary	56.3	4.82	8.57	2.01	1.31	3.6956	-17.21
Middle	19.4	-0.35	-1.80	1.27	0.85	-0.4089	-1.16
High school	15.9	-1.94	-12.23	1.37	1.01	-1.9149	-36.61
Combined	8.5	-2.54	-29.84	2.69	1.19	-2.1301	5.03

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
DISTRICT OF COLUMBIA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	24.1	-0.29	-1.20	6.46	6.66	-0.0433	-92.44
200 <= x < 500	54.9	-3.67	-6.68	7.11	7.33	-0.5007	225.52
500 <= x < 750	12.9	0.69	5.33	7.21	4.19	0.1644	-47.61
750 <= x < 1000	4.3	2.19	50.69	2.53	1.33	1.6492	-8.06
1000 <= x	3.8	1.08	28.57	1.96	1.22	0.8863	-13.45
Locale:							
1: City	100	0	0	0	0.00	0	0
2: Suburb	0	0	0		0.00	0	0
3: Town	0	0	0		0.00	0	0
4: Rural	0	0	0		0.00	0	0
Grade level:							
Primary	53.9	-10.13	-18.82	5.89	6.16	-1.6439	33.58
Middle	11.0	1.09	9.85	2.96	3.03	0.3587	-32.02
High school	24.4	4.91	20.12	5.00	5.04	0.9736	1.60
Combined	10.7	4.14	38.63	2.45	2.38	1.7345	258.42
FLORIDA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	11.7	2.17	18.45	2.85	1.15	1.8881	141.78
200 <= x < 500	13.9	0.49	3.53	3.54	2.09	0.2345	1044.60
500 <= x < 750	28.6	-1.21	-4.21	4.26	3.01	-0.4005	103.91
750 <= x < 1000	26.0	-0.67	-2.58	4.33	2.53	-0.2654	154.29
1000 <= x	19.7	-0.78	-3.95	2.35	1.58	-0.4924	27.08
Locale:							
1: City	26.1	-0.41	-1.55	2.95	2.42	-0.1676	-91.55
2: Suburb	52.1	4.63	8.88	2.51	2.05	2.2573	10.49
3: Town	5.4	-1.51	-28.07	1.35	1.06	-1.4179	489.11
4: Rural	16.5	-2.71	-16.48	2.21	1.75	-1.5459	214.09
Grade level:							
Primary	54.9	-1.95	-3.54	3.29	2.06	-0.9439	1.26
Middle	16.3	-0.38	-2.30	1.76	1.39	-0.2718	4.64
High school	18.8	1.59	8.44	2.13	1.28	1.2366	12.42
Combined	9.9	0.74	7.44	2.22	0.87	0.8497	383.68

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
GEORGIA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	4.5	0.13	2.98	1.78	0.72	0.1854	838.00
200 <= x < 500	20.9	-2.19	-10.50	3.95	2.03	-1.0790	48.30
500 <= x < 750	37.3	3.15	8.45	4.74	2.26	1.3928	-32.36
750 <= x < 1000	16.9	-1.63	-9.64	2.99	1.99	-0.8191	-16.27
1000 <= x	20.5	0.54	2.62	2.48	1.96	0.2751	-55.83
Locale:							
1: City	20.4	3.28	16.06	2.01	1.82	1.7964	150.36
2: Suburb	27.4	-3.94	-14.35	2.53	2.38	-1.6510	-47.78
3: Town	14.0	0.55	3.91	1.26	0.77	0.7146	-82.37
4: Rural	38.2	0.11	0.29	1.86	1.66	0.0662	-98.09
Grade level:							
Primary	58.7	1.57	2.68	2.18	2.11	0.7456	2.88
Middle	19.5	-0.89	-4.58	1.62	1.54	-0.5798	37.28
High school	17.1	-0.67	-3.94	1.92	1.78	-0.3785	-12.24
Combined	4.7	-0.01	-0.12	0.89	0.66	-0.0087	-94.83
HAWAII	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	0	0.00	0		0.00	0	0
200 <= x < 500	41.8	15.68	37.47	21.25	9.03	1.7362	-3.56
500 <= x < 750	11.0	-17.05	-155.36	8.82	12.40	-1.3750	-3.04
750 <= x < 1000	37.7	1.42	3.77	19.05	12.89	0.1103	-4.60
1000 <= x	9.5	-0.05	-0.55	5.65	4.54	-0.0114	-68.30
Locale:							
1: City	1.2	0.45	37.47	1.22	0.65	0.6936	-3.56
2: Suburb	20.6	-23.90	-115.88	11.17	12.66	-1.8884	-0.48
3: Town	38.3	13.57	35.43	19.92	11.44	1.1862	1.70
4: Rural	39.9	9.87	24.77	20.14	10.85	0.9101	-3.20
Grade level:							
Primary	60.7	-5.39	-8.89	16.29	12.29	-0.4389	18.40
Middle	17.1	1.77	10.35	12.16	9.52	0.1863	59.05
High school	19.0	3.67	19.33	9.60	6.35	0.5788	6.48
Combined	3.2	-0.05	-1.62	2.87	2.17	-0.0239	567.46

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
IDAHO	100	0	0		0.00	0	
0 <= x < 200	34.2	3.98	11.63	5.98	2.40	1.6576	4.13
200 <= x < 500	33.1	-1.10	-3.32	5.34	2.27	-0.4834	1110.20
500 <= x < 750	23.4	-3.17	-13.59	3.64	2.07	-1.5363	-10.19
750 <= x < 1000	3.3	0.48	14.52	0.67	0.24	1.9828	-7.76
1000 <= x	6.0	-0.18	-3.06	1.21	0.83	-0.2210	-74.22
Locale:							
1: City	17.4	-5.88	-33.80	2.89	1.70	-3.4625	2.85
2: Suburb	10.4	1.09	10.53	1.95	1.40	0.7785	21.46
3: Town	25.1	3.62	14.40	2.72	1.44	2.5053	2.81
4: Rural	47.1	1.17	2.47	4.19	2.11	0.5525	-62.34
Grade level:							
Primary	43.5	-5.45	-12.53	3.08	2.01	-2.7104	22.87
Middle	13.2	0.81	6.13	1.15	0.87	0.9242	175.90
High school	37.7	5.41	14.33	3.13	1.63	3.3103	17.50
Combined	5.6	-0.77	-13.67	1.04	1.54	-0.4977	66.52
ILLINOIS	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	20.8	0.09	0.45	3.21	2.04	0.0457	-87.09
200 <= x < 500	47.5	1.33	2.81	4.24	2.15	0.6198	-35.89
500 <= x < 750	18.7	-0.65	-3.49	2.91	1.56	-0.4195	-50.60
750 <= x < 1000	5.4	-0.61	-11.30	1.47	0.86	-0.7017	4.32
1000 <= x	7.7	-0.17	-2.15	1.59	1.21	-0.1375	-81.48
Locale:							
1: City	28.0	2.28	8.13	2.50	1.92	1.1876	-54.44
2: Suburb	33.5	-3.42	-10.20	2.15	1.91	-1.7894	939.08
3: Town	14.7	0.81	5.54	1.41	0.88	0.9269	-64.20
4: Rural	23.8	0.33	1.40	1.75	1.30	0.2561	-89.12
Grade level:							
Primary	59.8	0.65	1.09	2.14	2.20	0.2955	298.65
Middle	15.4	1.21	7.85	1.06	0.92	1.3110	-20.34
High school	17.0	-3.34	-19.71	1.91	2.14	-1.5647	1.95
Combined	7.8	1.49	19.00	1.24	0.41	3.6302	-7.18

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
INDIANA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	4.3	1.21	28.28	2.65	1.55	0.7792	943.47
200 <= x < 500	43.3	-1.57	-3.62	4.86	2.92	-0.5381	-12.71
500 <= x < 750	36.3	1.65	4.54	4.70	2.18	0.7555	-31.02
750 <= x < 1000	7.5	-0.81	-10.82	1.99	0.78	-1.0401	45.65
1000 <= x	8.6	-0.47	-5.51	1.26	0.75	-0.6336	212.80
Locale:							
1: City	23.3	0.30	1.30	4.09	3.10	0.0973	-95.17
2: Suburb	22.2	1.32	5.97	1.56	1.15	1.1519	-55.86
3: Town	19.0	-0.12	-0.64	2.25	1.63	-0.0749	-91.79
4: Rural	35.6	-1.51	-4.23	3.04	2.51	-0.5996	-15.15
Grade level:							
Primary	58.8	1.91	3.25	2.75	2.36	0.8095	457.35
Middle	17.6	-1.03	-5.85	1.54	1.40	-0.7332	93.50
High school	21.0	-0.40	-1.91	1.79	1.32	-0.3055	-39.47
Combined	2.6	-0.48	-18.65	0.46	0.47	-1.0200	0.70
IOWA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	22.3	0.39	1.74	4.80	1.81	0.2143	-2.31
200 <= x < 500	52.8	-1.01	-1.92	5.08	2.37	-0.4280	38.61
500 <= x < 750	15.9	0.46	2.91	3.42	1.00	0.4642	114.74
750 <= x < 1000	5.0	0.76	15.09	2.20	0.37	2.0296	5.86
1000 <= x	4.0	-0.60	-14.93	2.22	0.57	-1.0506	-0.26
Locale:							
1: City	14.1	-2.97	-21.16	2.45	1.59	-1.8684	-26.14
2: Suburb	7.0	0.64	9.22	1.42	0.38	1.6775	-14.80
3: Town	28.7	1.57	5.47	3.86	1.54	1.0188	-2.49
4: Rural	50.2	0.76	1.51	3.29	1.40	0.5421	-54.30
Grade level:							
Primary	49.8	0.40	0.80	3.05	1.38	0.2899	896.94
Middle	11.9	-0.39	-3.25	1.13	0.77	-0.5026	52.15
High school	26.5	0.67	2.53	2.88	1.17	0.5747	-25.16
Combined	11.8	-0.68	-5.79	2.29	1.77	-0.3867	0.32

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
KANSAS	100	0	0		0.00	0	
School enrollment:							
0 ≤ x < 200	30.4	2.57	8.44	4.64	1.65	1.5509	-32.48
200 ≤ x < 500	51.6	-0.03	-0.06	5.82	2.23	-0.0149	7.75
500 ≤ x < 750	13.2	-1.50	-11.44	3.19	1.82	-0.8246	-36.88
750 ≤ x < 1000	1.5	-0.40	-26.82	0.46	0.32	-1.2347	-1.02
1000 ≤ x	3.4	-0.63	-18.53	0.86	0.63	-0.9904	-39.83
Locale:							
1: City	13.9	-3.07	-22.11	2.72	2.19	-1.4007	-52.38
2: Suburb	7.6	-1.99	-26.33	1.18	0.89	-2.2483	14.45
3: Town	24.4	1.16	4.76	2.16	1.79	0.6504	-40.02
4: Rural	54.2	3.90	7.21	2.51	1.97	1.9814	-37.57
Grade level:							
Primary	56.7	0.73	1.29	2.38	1.77	0.4125	316.53
Middle	15.5	0.11	0.68	1.29	1.08	0.0975	313.55
High school	24.0	-0.17	-0.73	1.64	1.26	-0.1388	-32.51
Combined	3.9	-0.66	-16.81	0.70	0.72	-0.9110	43.22
KENTUCKY	100	0	0		0.00	0	
School enrollment:							
0 ≤ x < 200	17.4	1.12	6.41	3.73	0.82	1.3628	45.16
200 ≤ x < 500	35.5	-1.91	-5.40	3.72	1.55	-1.2331	22.33
500 ≤ x < 750	33.0	2.54	7.71	4.52	0.91	2.7906	-6.91
750 ≤ x < 1000	6.8	-0.90	-13.13	1.55	0.60	-1.4944	-3.20
1000 ≤ x	7.3	-0.85	-11.66	1.41	0.52	-1.6191	-16.01
Locale:							
1: City	14.3	-1.75	-12.22	1.50	1.00	-1.7469	-5.38
2: Suburb	11.7	-0.43	-3.69	1.32	1.02	-0.4234	7.23
3: Town	22.3	1.65	7.38	1.83	0.64	2.5798	-5.53
4: Rural	51.6	0.54	1.05	2.27	1.27	0.4270	5.06
Grade level:							
Primary	50.7	-0.54	-1.06	2.40	1.41	-0.3831	1635.64
Middle	14.8	-0.76	-5.11	1.01	0.64	-1.1879	-0.58
High school	27.6	0.78	2.84	2.61	1.11	0.7061	83.69
Combined	6.9	0.51	7.40	1.02	0.35	1.4598	69.18

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
LOUISIANA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	12.3	1.13	9.17	3.02	2.11	0.5342	-9.11
200 <= x < 500	60.6	4.03	6.65	4.85	3.00	1.3444	-19.92
500 <= x < 750	17.4	-3.92	-22.55	3.82	2.54	-1.5439	-9.36
750 <= x < 1000	2.1	-1.86	-89.72	1.01	1.25	-1.4884	4.51
1000 <= x	7.6	0.62	8.24	1.65	1.15	0.5448	272.25
Locale:							
1: City	20.6	-2.18	-10.58	3.36	2.91	-0.7481	-70.67
2: Suburb	19.9	0.36	1.80	3.79	3.00	0.1195	-78.07
3: Town	24.4	1.49	6.13	3.03	2.24	0.6656	-63.97
4: Rural	35.1	0.33	0.94	2.82	2.44	0.1348	-93.31
Grade level:							
Primary	52.4	-1.87	-3.56	3.18	3.07	-0.6080	-23.96
Middle	16.8	1.66	9.91	1.77	1.60	1.0350	3.34
High school	17.7	-0.23	-1.27	1.67	1.41	-0.1599	85.33
Combined	13.1	0.43	3.28	2.27	2.07	0.2083	-40.67
MAINE	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	41.1	5.03	12.25	4.20	1.57	3.1968	4.58
200 <= x < 500	42.1	-5.00	-11.88	4.61	1.67	-2.9952	7.55
500 <= x < 750	10.0	-0.01	-0.05	1.99	0.75	-0.0069	-97.00
750 <= x < 1000	4.8	0.34	7.05	1.20	0.47	0.7210	-9.05
1000 <= x	2.1	-0.37	-17.59	0.68	0.23	-1.5610	0.97
Locale:							
1: City	7.9	-0.65	-8.28	1.32	1.19	-0.5510	-17.15
2: Suburb	6.6	-1.01	-15.36	1.24	1.09	-0.9239	-2.82
3: Town	15.5	0.84	5.42	1.84	0.99	0.8453	-11.97
4: Rural	70.1	0.83	1.18	2.00	1.72	0.4812	-5.78
Grade level:							
Primary	62.2	2.15	3.45	1.85	1.35	1.5903	0.00
Middle	13.2	-1.65	-12.51	1.02	0.86	-1.9148	9.95
High school	21.5	-1.03	-4.81	1.61	1.59	-0.6515	-11.43
Combined	3.1	0.53	16.97	0.22	0.13	4.0462	3.08

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
MARYLAND	100	0	0		0.00	0	
School enrollment:							
0 ≤ x < 200	2.6	-0.53	-20.42	1.30	1.00	-0.5356	-9.80
200 ≤ x < 500	49.4	7.47	15.11	8.92	6.96	1.0739	2.84
500 ≤ x < 750	32.0	-3.13	-9.76	8.43	6.19	-0.5052	3.42
750 ≤ x < 1000	5.1	-2.05	-39.98	2.23	2.48	-0.8287	3.54
1000 ≤ x	10.8	-1.76	-16.32	2.42	2.26	-0.7771	5.41
Locale:							
1: City	31.1	14.21	45.65	6.88	6.50	2.1867	5.33
2: Suburb	20.2	-38.40	-190.49	6.07	5.44	-7.0604	0.64
3: Town	14.1	8.44	59.87	4.84	3.58	2.3612	-1.04
4: Rural	34.6	15.74	45.48	4.92	4.81	3.2755	-2.40
Grade level:							
Primary	68.9	4.88	7.09	4.25	4.18	1.1682	0.82
Middle	10.2	-6.08	-59.76	3.24	3.11	-1.9538	1.12
High school	17.5	0.53	3.02	2.59	2.51	0.2105	-4.92
Combined	3.4	0.67	19.57	0.74	0.70	0.9472	9.10
MASSACHUSETTS	100	0	0		0.00	0	
School enrollment:							
0 ≤ x < 200	7.4	-2.63	-35.70	3.66	2.28	-1.1552	-10.11
200 ≤ x < 500	46.7	0.85	1.82	4.30	2.33	0.3637	-71.82
500 ≤ x < 750	25.6	1.83	7.14	3.94	2.26	0.8086	87.58
750 ≤ x < 1000	12.2	1.20	9.78	2.56	0.71	1.6899	-33.16
1000 ≤ x	8.0	-1.24	-15.49	1.59	0.96	-1.3023	38.53
Locale:							
1: City	19.7	0.26	1.31	2.52	1.99	0.1293	-83.64
2: Suburb	64.9	1.04	1.60	2.45	2.21	0.4697	-53.14
3: Town	4.0	0.85	21.30	2.07	0.47	1.7923	0.43
4: Rural	11.4	-2.14	-18.79	1.87	1.88	-1.1405	44.38
Grade level:							
Primary	62.9	0.85	1.35	2.26	1.98	0.4285	-34.95
Middle	17.1	-0.26	-1.53	1.34	1.27	-0.2057	-59.92
High school	17.8	-0.33	-1.88	1.90	1.56	-0.2144	-19.57
Combined	2.2	-0.25	-11.53	0.48	0.34	-0.7391	6.32

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
MICHIGAN	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	11.6	-0.41	-3.51	2.91	1.48	-0.2751	-56.57
200 <= x < 500	53.7	2.35	4.38	3.78	1.79	1.3151	-2.25
500 <= x < 750	23.8	-0.81	-3.43	3.09	1.40	-0.5821	-11.10
750 <= x < 1000	5.4	-0.47	-8.70	0.95	0.55	-0.8639	152.26
1000 <= x	5.5	-0.66	-11.82	0.92	0.51	-1.2756	79.88
Locale:							
1: City	21.0	-0.25	-1.19	1.92	1.79	-0.1403	-96.04
2: Suburb	32.1	-1.72	-5.37	1.73	1.40	-1.2288	202.86
3: Town	13.6	-0.33	-2.41	1.26	0.95	-0.3452	-61.59
4: Rural	33.4	2.30	6.89	1.75	1.10	2.0884	-53.05
Grade level:							
Primary	53.4	1.68	3.14	1.88	1.93	0.8684	109.10
Middle	14.5	-1.90	-13.08	1.22	1.33	-1.4291	48.67
High school	24.3	-0.88	-3.60	1.85	1.67	-0.5245	-7.57
Combined	7.8	1.09	13.99	0.75	0.35	3.1130	-23.00
MINNESOTA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	34.6	3.53	10.20	3.65	1.91	1.8491	28.89
200 <= x < 500	34.2	-1.03	-3.02	3.12	1.69	-0.6123	400.26
500 <= x < 750	14.2	-2.48	-17.43	2.28	1.61	-1.5454	3.42
750 <= x < 1000	10.1	0.42	4.15	1.71	0.87	0.4823	-7.40
1000 <= x	6.8	-0.43	-6.39	0.90	0.43	-1.0196	-25.85
Locale:							
1: City	16.9	-1.55	-9.18	2.91	2.39	-0.6503	-71.13
2: Suburb	22.3	-0.81	-3.65	1.74	1.23	-0.6615	1101.52
3: Town	25.0	1.10	4.42	2.37	1.22	0.9033	-50.26
4: Rural	35.9	1.26	3.52	2.13	1.48	0.8518	-60.89
Grade level:							
Primary	40.6	-2.84	-6.99	2.33	1.78	-1.5924	40.62
Middle	11.8	0.89	7.58	1.33	0.65	1.3797	-12.68
High school	30.5	-0.61	-1.99	2.25	1.23	-0.4950	37.50
Combined	17.1	2.55	14.96	2.51	1.25	2.0394	77.72

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
MISSISSIPPI	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	13.5	0.59	4.37	2.94	1.02	0.5779	23.21
200 <= x < 500	40.2	-1.22	-3.04	5.44	1.86	-0.6592	78.18
500 <= x < 750	32.3	1.62	5.01	4.87	1.35	1.2008	-29.69
750 <= x < 1000	8.5	-0.66	-7.78	2.51	1.27	-0.5236	-57.18
1000 <= x	5.5	-0.32	-5.75	1.21	0.59	-0.5423	-41.15
Locale:							
1: City	11.8	-0.17	-1.40	2.31	1.24	-0.1341	-0.76
2: Suburb	5.0	-0.43	-8.59	1.16	0.62	-0.6933	19.78
3: Town	30.9	-1.18	-3.82	3.08	1.75	-0.6741	-5.23
4: Rural	52.3	1.78	3.40	2.63	1.65	1.0808	0.29
Grade level:							
Primary	42.6	-0.39	-0.92	2.73	1.90	-0.2054	100.02
Middle	16.8	1.41	8.42	1.09	0.70	2.0243	6.40
High school	30.3	-1.48	-4.89	2.22	1.63	-0.9074	-9.03
Combined	10.3	0.46	4.47	1.76	0.69	0.6686	-7.45
MISSOURI	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	14.6	-0.80	-5.50	3.10	1.06	-0.7541	25392.56
200 <= x < 500	53.8	1.49	2.77	3.60	1.45	1.0316	102.93
500 <= x < 750	18.3	-1.00	-5.44	2.65	1.13	-0.8809	7.22
750 <= x < 1000	7.7	-0.04	-0.49	1.58	0.54	-0.0695	-76.38
1000 <= x	5.6	0.34	6.21	0.94	0.36	0.9524	-2.15
Locale:							
1: City	15.5	1.22	7.88	2.26	1.70	0.7176	-39.86
2: Suburb	22.9	0.66	2.87	1.58	1.06	0.6166	-51.30
3: Town	17.5	-1.52	-8.66	1.49	1.08	-1.4121	81.42
4: Rural	44.1	-0.36	-0.81	1.97	1.50	-0.2375	-76.52
Grade level:							
Primary	53.0	2.21	4.17	2.02	1.58	1.4004	-6.38
Middle	13.6	-2.31	-17.04	0.97	1.08	-2.1430	4.49
High school	21.0	-0.12	-0.59	1.20	1.10	-0.1124	-85.78
Combined	12.4	0.22	1.77	1.29	1.00	0.2191	-69.28

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
MONTANA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	48.1	2.78	5.79	7.45	2.04	1.3609	-19.99
200 <= x < 500	37.3	-1.93	-5.17	5.91	2.41	-0.7985	-20.62
500 <= x < 750	7.6	-0.46	-6.00	2.51	0.50	-0.9148	-4.85
750 <= x < 1000	4.1	-0.64	-15.63	2.32	0.77	-0.8394	9.89
1000 <= x	2.9	0.25	8.48	0.35	0.21	1.1953	1273.22
Locale:							
1: City	11.7	1.21	10.40	1.40	0.52	2.3433	51.08
2: Suburb	0	-1.25	100	0	0.84	-1.4989	0.00
3: Town	22.4	0.37	1.64	2.15	1.57	0.2334	-69.39
4: Rural	65.9	-0.33	-0.49	2.83	1.74	-0.1871	-80.23
Grade level:							
Primary	58.0	1.74	2.99	2.68	2.08	0.8363	-1.98
Middle	8.7	0.28	3.28	0.89	0.63	0.4503	265.32
High school	13.9	0.12	0.85	1.27	0.60	0.1964	-60.82
Combined	19.4	-2.14	-11.01	2.47	2.64	-0.8112	53.78
NEBRASKA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	39.5	4.70	11.90	4.98	2.32	2.0230	-7.13
200 <= x < 500	42.5	-3.35	-7.89	5.01	2.45	-1.3704	19.13
500 <= x < 750	12.8	-0.16	-1.21	2.31	1.69	-0.0922	-85.06
750 <= x < 1000	2.4	-1.09	-45.37	0.55	0.87	-1.2574	-3.28
1000 <= x	2.8	-0.10	-3.59	0.57	0.32	-0.3177	29.74
Locale:							
1: City	15.4	-6.83	-44.26	2.12	1.61	-4.2501	-20.10
2: Suburb	4.0	-2.37	-58.89	1.17	1.10	-2.1468	0.81
3: Town	24.4	2.63	10.78	2.25	1.69	1.5543	-14.46
4: Rural	56.1	6.56	11.70	2.54	1.77	3.7088	-16.05
Grade level:							
Primary	50.1	-2.39	-4.78	2.26	1.99	-1.2035	-16.21
Middle	9.8	0.11	1.17	0.77	0.60	0.1908	344.92
High school	23.6	2.57	10.89	2.05	1.32	1.9382	-3.89
Combined	16.6	-0.29	-1.73	1.54	1.71	-0.1675	78.52

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
NEVADA	100	0	0		0.00	0	
School enrollment:							
0 ≤ x < 200	14.3	-4.89	-34.22	4.85	2.58	-1.8920	12.20
200 ≤ x < 500	16.6	-2.65	-15.97	5.22	2.59	-1.0225	88.95
500 ≤ x < 750	28.9	0.39	1.36	4.92	2.32	0.1692	-52.64
750 ≤ x < 1000	18.2	3.72	20.46	4.22	1.25	2.9742	15.55
1000 ≤ x	22.1	3.43	15.52	2.58	1.31	2.6093	1.74
Locale:							
1: City	31.5	-5.39	-17.12	2.78	2.33	-2.3171	56.38
2: Suburb	28.1	2.55	9.07	3.47	2.59	0.9842	-9.40
3: Town	12.5	2.10	16.80	3.22	0.71	2.9782	-27.31
4: Rural	27.9	0.74	2.64	2.78	2.20	0.3358	-78.02
Grade level:							
Primary	57.9	-0.11	-0.19	2.55	2.05	-0.0531	-53.97
Middle	19.2	0.34	1.75	2.18	1.79	0.1884	305.58
High school	20.6	1.26	6.13	2.07	1.24	1.0184	-24.89
Combined	2.3	-1.49	-63.50	0.50	0.48	-3.1338	-2.41
NEW HAMPSHIRE	100	0	0		0.00	0	
School enrollment:							
0 ≤ x < 200	31.8	5.38	16.91	7.93	1.85	2.9158	5.59
200 ≤ x < 500	41.8	-1.82	-4.35	6.84	3.07	-0.5919	55.65
500 ≤ x < 750	13.2	-3.23	-24.40	3.74	2.77	-1.1642	-14.58
750 ≤ x < 1000	6.2	-0.25	-3.98	2.33	0.56	-0.4472	55.08
1000 ≤ x	6.9	-0.09	-1.33	1.02	0.48	-0.1894	1306.78
Locale:							
1: City	5.4	-3.40	-63.58	2.39	1.29	-2.6356	0.28
2: Suburb	16.4	-2.30	-14.05	3.53	1.54	-1.4917	-20.92
3: Town	9.1	-4.80	-52.66	2.12	2.65	-1.8117	4.07
4: Rural	69.1	10.50	15.19	3.68	2.70	3.8883	-3.78
Grade level:							
Primary	66.0	-0.51	-0.77	2.32	1.38	-0.3682	-37.11
Middle	15.9	-0.33	-2.07	1.44	0.92	-0.3571	173.38
High school	15.6	0.71	4.57	1.20	0.81	0.8841	-8.71
Combined	2.5	0.12	5.02	0.37	0.23	0.5389	-16.63

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
NEW JERSEY	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	8.4	0.09	1.03	2.33	0.99	0.0877	-23.29
200 <= x < 500	50.4	2.74	5.45	3.70	1.83	1.5020	-42.51
500 <= x < 750	20.9	-0.45	-2.15	3.52	1.64	-0.2737	-86.06
750 <= x < 1000	7.0	-1.20	-17.06	1.25	0.92	-1.3090	28.01
1000 <= x	13.3	-1.18	-8.90	1.67	0.91	-1.3045	61.11
Locale:							
1: City	7.9	-0.50	-6.27	1.14	0.95	-0.5222	20.94
2: Suburb	76.6	-0.48	-0.63	1.58	1.24	-0.3892	-60.17
3: Town	3.7	0.20	5.52	1.35	0.69	0.2944	-36.77
4: Rural	11.8	0.77	6.55	1.67	0.83	0.9331	-40.42
Grade level:							
Primary	65.6	2.86	4.36	1.81	1.54	1.8545	8.69
Middle	14.1	-1.80	-12.82	1.27	1.14	-1.5821	25.36
High school	17.7	-1.09	-6.17	1.47	1.27	-0.8627	0.01
Combined	2.6	0.03	1.33	0.57	0.30	0.1149	-65.65
NEW MEXICO	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	15.6	2.52	16.11	4.03	1.68	1.5047	-9.84
200 <= x < 500	49.6	-4.96	-10.01	5.88	3.23	-1.5375	26.49
500 <= x < 750	23.4	5.14	22.02	4.90	2.64	1.9494	22.21
750 <= x < 1000	7.4	-0.71	-9.62	2.11	1.59	-0.4475	-31.24
1000 <= x	4.0	-1.99	-49.21	0.73	0.61	-3.2430	-2.74
Locale:							
1: City	14.2	-10.32	-72.55	2.94	2.59	-3.9847	-21.97
2: Suburb	8.9	1.53	17.30	1.98	1.54	0.9969	39.19
3: Town	33.4	3.10	9.26	3.10	2.80	1.1047	-32.02
4: Rural	43.5	5.70	13.10	3.62	2.74	2.0813	-24.82
Grade level:							
Primary	53.2	-3.51	-6.60	4.11	3.04	-1.1567	8.59
Middle	18.1	1.57	8.71	2.08	1.61	0.9784	77.52
High school	16.8	-0.44	-2.61	1.83	1.34	-0.3283	-2.70
Combined	11.9	2.38	19.98	1.46	1.20	1.9831	-15.08

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
NEW YORK	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	2.2	-3.06	-139.32	1.37	1.46	-2.1010	17.37
200 <= x < 500	48.0	3.11	6.46	3.84	2.49	1.2492	3.81
500 <= x < 750	23.8	-1.12	-4.72	3.10	1.99	-0.5630	-6.30
750 <= x < 1000	10.1	-1.62	-16.02	1.82	1.59	-1.0235	6.78
1000 <= x	15.9	2.70	17.02	1.99	1.42	1.9071	15.71
Locale:							
1: City	42.5	3.58	8.42	1.55	1.61	2.2173	-49.22
2: Suburb	32.2	-1.12	-3.49	1.74	1.75	-0.6419	-73.23
3: Town	8.2	-1.69	-20.62	0.98	0.93	-1.8037	6308.34
4: Rural	17.1	-0.77	-4.50	1.47	1.16	-0.6669	-73.24
Grade level:							
Primary	53.8	-0.73	-1.36	2.27	2.26	-0.3248	-24.81
Middle	18.5	1.30	7.04	1.55	1.55	0.8401	54.46
High school	19.3	-2.40	-12.42	1.52	1.53	-1.5630	84.11
Combined	8.3	1.83	21.93	1.03	0.80	2.2937	27.45
NORTH CAROLINA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	13.4	0.16	1.18	4.61	2.68	0.0587	-89.31
200 <= x < 500	37.9	2.62	6.91	4.58	2.52	1.0388	-31.69
500 <= x < 750	27.7	0.55	2.00	3.80	2.01	0.2753	-68.06
750 <= x < 1000	13.8	-0.81	-5.84	2.45	1.61	-0.4988	-29.93
1000 <= x	7.3	-2.52	-34.72	2.12	1.60	-1.5746	-14.35
Locale:							
1: City	20.1	-4.96	-24.69	3.15	2.73	-1.8199	-55.84
2: Suburb	12.5	0.99	7.93	2.91	1.74	0.5701	388.28
3: Town	15.8	2.57	16.29	2.16	1.34	1.9161	-35.51
4: Rural	51.6	1.40	2.72	3.14	2.16	0.6498	-81.20
Grade level:							
Primary	56.5	0.68	1.20	3.73	2.68	0.2528	51.19
Middle	19.5	1.45	7.44	1.80	1.36	1.0647	27.16
High school	19.2	-2.27	-11.78	2.35	2.51	-0.9022	82.81
Combined	4.8	0.14	2.88	4.94	1.51	0.0915	-60.61

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
NORTH DAKOTA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	49.8	-0.06	-0.12	5.24	1.64	-0.0349	-73.99
200 <= x < 500	37.9	0.57	1.50	4.99	1.48	0.3839	14.83
500 <= x < 750	6.1	-0.24	-4.00	1.20	0.69	-0.3514	-46.51
750 <= x < 1000	2.8	-0.69	-24.34	0.61	0.54	-1.2845	5.96
1000 <= x	3.4	0.42	12.38	1.02	0.21	1.9872	8.34
Locale:							
1: City	14.1	0.26	1.83	1.97	1.55	0.1670	-69.25
2: Suburb	3.9	-0.45	-11.54	1.38	0.76	-0.5940	6.60
3: Town	16.4	1.11	6.73	1.66	0.61	1.8274	-18.04
4: Rural	65.6	-0.91	-1.39	2.67	1.66	-0.5487	968.98
Grade level:							
Primary	43.5	-0.73	-1.68	3.38	1.74	-0.4196	-37.24
Middle	7.4	0.96	13.02	0.77	0.29	3.2772	14.70
High school	19.8	0.91	4.59	1.91	0.98	0.9240	1.07
Combined	29.3	-1.14	-3.88	2.63	1.66	-0.6861	98.97
OHIO	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	3.8	0.57	15.11	1.82	0.54	1.0570	5.91
200 <= x < 500	55.7	-0.29	-0.52	3.58	2.04	-0.1413	178.99
500 <= x < 750	25.1	1.08	4.29	3.45	1.50	0.7196	54.44
750 <= x < 1000	7.8	-0.01	-0.12	1.54	0.66	-0.0136	-90.70
1000 <= x	7.6	-1.35	-17.68	1.32	1.36	-0.9899	9.97
Locale:							
1: City	19.3	1.22	6.33	2.55	1.95	0.6264	-68.14
2: Suburb	36.0	-0.09	-0.25	2.01	1.68	-0.0544	-95.41
3: Town	15.3	0.59	3.83	1.51	1.05	0.5612	-63.84
4: Rural	29.4	-1.72	-5.84	2.00	1.41	-1.2125	712.75
Grade level:							
Primary	54.0	-1.90	-3.52	2.09	1.75	-1.0838	-21.95
Middle	18.7	0.63	3.37	1.01	0.87	0.7213	-54.30
High school	23.2	0.75	3.22	1.48	1.20	0.6231	15.96
Combined	4.1	0.52	12.75	0.52	0.34	1.5584	26.28

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
OKLAHOMA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	20.5	-1.43	-6.96	4.42	1.77	-0.8059	10.94
200 <= x < 500	42.9	-0.56	-1.31	4.92	1.70	-0.3323	44.26
500 <= x < 750	25.2	1.34	5.30	4.21	0.96	1.3962	-12.67
750 <= x < 1000	5.8	0.49	8.47	2.31	0.42	1.1841	115.14
1000 <= x	5.6	0.16	2.87	1.94	0.59	0.2725	92.26
Locale:							
1: City	15.0	-0.85	-5.71	2.07	1.54	-0.5536	-29.80
2: Suburb	11.8	-0.06	-0.51	2.08	1.15	-0.0520	-73.96
3: Town	18.9	-2.46	-13.00	1.44	1.62	-1.5202	2.90
4: Rural	54.4	3.37	6.20	2.72	2.00	1.6878	-12.09
Grade level:							
Primary	46.2	-2.60	-5.63	2.41	1.88	-1.3850	6.15
Middle	13.1	0.48	3.65	0.99	0.74	0.6470	71.96
High school	18.4	1.48	8.01	1.62	0.83	1.7842	28.79
Combined	22.2	0.65	2.90	2.27	1.26	0.5112	-37.05
OREGON	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	17.8	2.93	16.45	3.20	1.47	1.9891	-37.84
200 <= x < 500	47.2	-1.89	-4.00	5.71	3.31	-0.5715	-19.52
500 <= x < 750	22.1	-0.13	-0.61	4.42	2.62	-0.0509	-89.05
750 <= x < 1000	6.8	0.10	1.46	1.36	0.84	0.1186	-55.70
1000 <= x	6.1	-1.01	-16.47	0.89	0.92	-1.0972	-26.49
Locale:							
1: City	30.5	3.60	11.80	3.95	3.70	0.9727	50.60
2: Suburb	14.9	-2.49	-16.66	2.67	2.11	-1.1764	13.63
3: Town	23.3	-4.20	-18.04	3.30	2.32	-1.8092	130.01
4: Rural	31.3	3.08	9.84	3.20	2.28	1.3527	-51.84
Grade level:							
Primary	60.1	1.53	2.55	2.97	2.79	0.5493	51.98
Middle	14.6	-2.20	-15.06	1.70	1.77	-1.2458	-12.56
High school	21.2	-0.01	-0.03	1.86	1.67	-0.0041	-98.45
Combined	4.0	0.68	16.81	0.62	0.40	1.6908	-36.34

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
PENNSYLVANIA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	3.4	-3.30	-98.47	1.45	1.91	-1.7278	5.31
200 <= x < 500	41.2	-1.93	-4.67	5.89	2.80	-0.6868	316.49
500 <= x < 750	30.8	2.67	8.65	4.39	2.15	1.2397	476.65
750 <= x < 1000	11.2	0.96	8.60	2.48	1.06	0.9027	-6.51
1000 <= x	13.5	1.60	11.89	2.15	0.78	2.0426	-24.07
Locale:							
1: City	17.8	0.47	2.64	1.64	1.75	0.2673	-89.14
2: Suburb	41.5	0.16	0.38	2.18	2.04	0.0778	-89.61
3: Town	14.1	1.07	7.57	1.58	0.98	1.0859	-52.01
4: Rural	26.6	-1.70	-6.36	1.96	2.11	-0.8025	199.33
Grade level:							
Primary	57.3	-2.30	-4.01	1.91	1.93	-1.1872	-22.85
Middle	17.4	1.13	6.48	1.08	1.20	0.9412	-7.94
High school	22.8	1.13	4.97	1.35	1.24	0.9174	-43.15
Combined	2.4	0.03	1.34	0.51	0.36	0.0902	-86.72
RHODE ISLAND	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	2.2	-2.23	-103.25	1.11	2.21	-1.0107	-8.35
200 <= x < 500	70.1	3.05	4.35	4.23	3.84	0.7935	-43.28
500 <= x < 750	15.6	1.52	9.78	4.04	2.76	0.5511	142.47
750 <= x < 1000	1.8	-2.63	-150.13	0.84	0.88	-2.9747	4.08
1000 <= x	10.4	0.29	2.75	1.95	1.62	0.1776	35.95
Locale:							
1: City	13.4	-16.96	-126.67	3.61	4.56	-3.7193	-16.70
2: Suburb	64.4	10.85	16.84	4.10	4.18	2.5974	-17.16
3: Town	3.9	1.61	41.59	2.75	1.14	1.4147	-7.91
4: Rural	18.3	4.49	24.55	2.46	1.97	2.2855	-18.40
Grade level:							
Primary	66.7	3.75	5.62	3.27	3.12	1.2020	-28.02
Middle	18.2	-0.39	-2.16	2.31	2.20	-0.1790	-56.87
High school	12.9	-4.41	-34.21	2.23	2.11	-2.0948	-14.32
Combined	2.2	1.06	48.92	1.11	0.58	1.8349	23.83

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
SOUTH CAROLINA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	3.2	-0.79	-24.21	1.70	1.09	-0.7237	97.98
200 <= x < 500	36.1	0.32	0.89	5.86	2.35	0.1373	-83.83
500 <= x < 750	27.7	-1.25	-4.50	4.68	1.73	-0.7213	-14.41
750 <= x < 1000	15.6	-0.86	-5.50	3.41	1.95	-0.4397	-5.86
1000 <= x	17.3	2.57	14.82	3.62	1.65	1.5600	234.47
Locale:							
1: City	14.8	1.22	8.23	2.27	2.25	0.5411	-49.86
2: Suburb	22.6	1.27	5.65	3.24	2.62	0.4860	-27.74
3: Town	18.1	2.25	12.44	2.52	0.99	2.2714	-34.99
4: Rural	44.6	-4.74	-10.64	2.32	2.11	-2.2432	550.22
Grade level:							
Primary	59.6	3.61	6.05	2.53	2.35	1.5371	41.37
Middle	18.2	-3.32	-18.25	2.03	1.80	-1.8391	32.57
High school	21.1	-0.10	-0.46	1.87	1.49	-0.0651	-37.23
Combined	1.1	-0.20	-17.31	0.35	0.35	-0.5665	-4.36
SOUTH DAKOTA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	40.4	-0.66	-1.64	4.50	2.85	-0.2321	-47.50
200 <= x < 500	42.0	-0.58	-1.39	4.91	2.33	-0.2498	5780.68
500 <= x < 750	11.1	0.89	7.97	3.04	0.93	0.9575	1.92
750 <= x < 1000	1.7	-0.01	-0.77	0.48	0.19	-0.0695	-14.14
1000 <= x	4.8	0.37	7.85	2.25	0.43	0.8627	-6.35
Locale:							
1: City	15.2	-2.54	-16.68	3.65	3.98	-0.6387	-52.71
2: Suburb	0	0	0		0.00	0	0
3: Town	18.1	-0.64	-3.53	2.76	1.61	-0.3978	313.27
4: Rural	66.6	3.18	4.78	3.22	3.41	0.9324	-42.46
Grade level:							
Primary	44.4	3.36	7.56	3.76	2.75	1.2191	101.02
Middle	9.7	-0.38	-3.89	1.01	0.92	-0.4104	30.18
High school	14.8	0.04	0.26	1.66	1.24	0.0315	-81.96
Combined	31.1	-3.02	-9.72	2.87	3.39	-0.8901	89.08

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
TENNESSEE	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	5.1	-1.81	-35.58	1.71	1.80	-1.0046	-20.91
200 <= x < 500	39.0	-2.90	-7.43	5.09	3.43	-0.8461	158.73
500 <= x < 750	29.5	1.18	3.99	3.96	2.45	0.4792	-33.57
750 <= x < 1000	13.9	1.47	10.56	3.03	2.35	0.6242	231.82
1000 <= x	12.5	2.06	16.48	2.61	1.64	1.2587	72.67
Locale:							
1: City	22.4	-7.12	-31.86	3.42	3.20	-2.2232	-46.31
2: Suburb	14.3	0.26	1.82	2.03	1.79	0.1453	-76.97
3: Town	18.4	3.48	18.93	1.95	1.28	2.7199	-33.49
4: Rural	45.0	3.38	7.52	3.14	2.63	1.2887	-63.08
Grade level:							
Primary	55.1	-1.51	-2.73	2.56	2.52	-0.5981	6.80
Middle	18.0	-0.21	-1.15	1.28	1.32	-0.1571	24.35
High school	20.9	-0.48	-2.28	1.75	1.70	-0.2798	690.67
Combined	6.1	2.19	36.06	0.62	0.57	3.8612	33.67
TEXAS	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	16.9	1.23	7.27	2.79	1.34	0.9165	-52.35
200 <= x < 500	32.0	0.40	1.25	3.56	2.08	0.1930	-83.36
500 <= x < 750	24.0	-4.04	-16.84	2.93	1.90	-2.1291	-15.20
750 <= x < 1000	16.6	2.42	14.51	2.37	1.46	1.6573	222.78
1000 <= x	10.4	0.00	-0.04	1.14	0.77	-0.0053	-99.58
Locale:							
1: City	35.9	2.05	5.72	1.72	1.37	1.5017	-61.15
2: Suburb	18.4	-0.64	-3.49	1.75	1.31	-0.4898	-65.41
3: Town	15.4	0.84	5.47	1.72	0.78	1.0832	-76.74
4: Rural	30.3	-2.25	-7.42	1.79	1.30	-1.7304	-35.78
Grade level:							
Primary	52.1	-2.25	-4.31	2.27	1.73	-1.2979	-5.85
Middle	21.8	1.34	6.13	1.32	1.09	1.2252	11.22
High school	21.5	1.58	7.36	2.48	1.48	1.0677	4.85
Combined	4.7	-0.67	-14.33	0.50	0.44	-1.5117	108.06

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
UTAH	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	18.0	-0.62	-3.43	5.85	1.81	-0.3433	93.17
200 <= x < 500	17.8	0.45	2.52	4.21	1.87	0.2395	-61.58
500 <= x < 750	34.6	-2.12	-6.12	5.83	2.68	-0.7912	-40.27
750 <= x < 1000	15.9	1.83	11.50	4.49	1.15	1.5891	-6.97
1000 <= x	13.6	0.46	3.36	2.73	1.00	0.4567	-37.43
Locale:							
1: City	18.4	2.06	11.23	3.68	1.69	1.2226	-16.10
2: Suburb	40.9	-3.66	-8.96	4.24	2.42	-1.5099	-45.15
3: Town	16.0	1.51	9.47	3.63	1.37	1.1029	-29.73
4: Rural	24.8	0.09	0.35	5.10	2.34	0.0372	-95.79
Grade level:							
Primary	58.3	0.74	1.26	3.45	2.22	0.3317	-33.27
Middle	5.4	0.15	2.86	0.57	0.56	0.2772	-49.17
High school	32.9	-0.22	-0.66	3.22	2.03	-0.1073	-62.30
Combined	3.4	-0.67	-19.94	0.72	0.63	-1.0675	-18.79
VERMONT	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	38.1	0.93	2.43	3.85	2.12	0.4371	22.42
200 <= x < 500	47.2	-1.88	-3.99	3.80	2.09	-0.9007	15.40
500 <= x < 750	9.0	1.88	20.95	1.75	0.51	3.6898	6.15
750 <= x < 1000	4.4	-0.03	-0.61	1.12	0.53	-0.0505	478.03
1000 <= x	1.4	-0.90	-63.41	0.64	0.34	-2.6575	0.59
Locale:							
1: City	2.7	-1.46	-53.27	0.95	0.67	-2.1888	-1.43
2: Suburb	5.7	0.10	1.73	1.16	1.01	0.0977	-34.09
3: Town	20.2	2.59	12.79	1.73	0.90	2.8836	-0.24
4: Rural	71.3	-1.23	-1.72	2.24	1.45	-0.8475	-2.86
Grade level:							
Primary	67.3	-0.91	-1.36	2.15	1.55	-0.5894	10.93
Middle	8.2	0.84	10.32	0.87	0.73	1.1510	-16.47
High school	13.6	-0.51	-3.74	1.31	1.06	-0.4806	-7.98
Combined	10.9	0.58	5.31	1.00	0.76	0.7601	57.78

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
VIRGINIA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	4.6	0.39	8.43	2.25	0.32	1.2315	-69.77
200 <= x < 500	40.8	2.34	5.72	4.76	2.45	0.9547	-36.36
500 <= x < 750	33.4	2.63	7.87	4.45	2.18	1.2067	2366.31
750 <= x < 1000	11.6	-2.27	-19.54	2.04	1.60	-1.4148	38.09
1000 <= x	9.5	-3.09	-32.41	1.44	1.10	-2.8017	-9.97
Locale:							
1: City	24.1	2.62	10.87	3.29	2.75	0.9511	-15.22
2: Suburb	26.8	-4.22	-15.76	3.27	2.65	-1.5926	-45.51
3: Town	9.6	0.06	0.59	1.73	0.68	0.0820	-97.00
4: Rural	39.6	1.55	3.93	2.30	1.78	0.8712	-82.69
Grade level:							
Primary	58.3	1.96	3.36	2.59	2.32	0.8458	79.75
Middle	15.6	-0.73	-4.66	1.62	1.45	-0.5012	-41.27
High school	19.5	-1.36	-6.97	1.73	1.32	-1.0254	273.70
Combined	6.6	0.12	1.88	0.94	0.70	0.1791	-42.60
WASHINGTON	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	25.2	3.52	13.96	4.34	2.35	1.4944	-9.18
200 <= x < 500	36.6	-4.85	-13.26	4.75	2.79	-1.7344	35.00
500 <= x < 750	25.9	1.69	6.52	4.68	2.56	0.6581	173.39
750 <= x < 1000	5.1	0.08	1.59	1.12	0.78	0.1049	-64.56
1000 <= x	7.2	-0.44	-6.08	1.18	0.75	-0.5828	-34.40
Locale:							
1: City	23.8	1.07	4.51	3.03	3.21	0.3350	-68.14
2: Suburb	32.4	-2.50	-7.70	2.63	2.57	-0.9730	18.60
3: Town	15.2	0.64	4.23	1.99	1.59	0.4064	-70.15
4: Rural	28.5	0.78	2.73	2.72	2.11	0.3692	-76.56
Grade level:							
Primary	54.9	-0.65	-1.19	2.98	2.81	-0.2329	76.65
Middle	13.1	0.16	1.22	1.38	1.37	0.1169	-6.22
High school	23.6	-0.35	-1.47	2.34	2.11	-0.1638	-20.42
Combined	8.4	0.84	10.04	1.24	0.91	0.9193	32.50

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
WEST VIRGINIA	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	15.0	-1.87	-12.45	4.88	1.66	-1.1224	-24.97
200 <= x < 500	57.4	1.72	2.99	5.78	1.68	1.0188	-13.44
500 <= x < 750	18.4	-0.59	-3.20	2.89	0.71	-0.8282	124.09
750 <= x < 1000	5.9	0.42	7.00	1.62	0.20	2.0486	-16.90
1000 <= x	3.3	0.32	9.84	1.02	0.16	1.9883	20.56
Locale:							
1: City	13.5	2.27	16.78	1.93	1.10	2.0610	122.67
2: Suburb	14.1	0.99	7.04	1.57	0.44	2.2397	-16.32
3: Town	16.0	-6.08	-38.09	1.48	2.48	-2.4492	4.41
4: Rural	56.5	2.82	5.00	2.59	1.96	1.4430	-22.05
Grade level:							
Primary	59.9	2.76	4.61	8.70	1.39	1.9833	-9.76
Middle	15.5	-0.02	-0.15	1.52	0.53	-0.0431	-89.43
High school	15.0	-4.10	-27.36	5.72	1.75	-2.3507	2.08
Combined	9.6	1.37	14.25	1.72	0.56	2.4310	83.42
WISCONSIN	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	8.8	-3.91	-44.38	3.29	3.43	-1.1405	6.02
200 <= x < 500	61.7	4.08	6.62	3.96	3.23	1.2648	4.83
500 <= x < 750	20.1	1.49	7.40	2.96	1.49	0.9960	-8.29
750 <= x < 1000	4.6	-1.22	-26.56	1.40	1.11	-1.0987	-10.54
1000 <= x	4.8	-0.44	-9.15	1.07	0.81	-0.5378	-5.29
Locale:							
1: City	17.5	-6.26	-35.75	1.94	2.89	-2.1645	-30.84
2: Suburb	21.7	1.57	7.27	2.79	1.98	0.7945	-28.59
3: Town	22.7	2.29	10.08	2.00	1.92	1.1949	-25.40
4: Rural	38.1	2.40	6.29	2.73	2.98	0.8058	-36.59
Grade level:							
Primary	55.6	0.25	0.45	2.87	3.15	0.0789	-12.21
Middle	14.0	0.29	2.10	1.18	1.24	0.2374	-18.61
High school	23.6	2.61	11.05	2.10	1.66	1.5673	-16.51
Combined	6.8	-3.15	-46.62	2.57	4.08	-0.7716	-1.61

See notes at end of table.

Table K-46. Unit response rates for Noncharter Public School Libraries after nonresponse adjustment, by state: 2011–12 SASS—Continued

Response rate units selected characteristics	Weighted respondent proportion	Estimated bias	Percent relative bias	Standard error of respondent proportion	Standard error of difference	T-test of significance for the difference in proportions ¹	Percent relative difference
WYOMING	100	0	0		0.00	0	
School enrollment:							
0 <= x < 200	43.7	-2.28	-5.22	6.07	4.86	-0.4697	157.83
200 <= x < 500	44.8	1.24	2.76	5.62	4.47	0.2765	1817.54
500 <= x < 750	6.3	0.57	8.97	1.20	0.71	0.8033	8.59
750 <= x < 1000	2.4	-0.11	-4.59	0.50	0.35	-0.3160	-9.73
1000 <= x	2.7	0.59	21.68	0.34	0.21	2.8644	7.31
Locale:							
1: City	18.8	3.76	19.98	2.35	1.35	2.7937	-3.21
2: Suburb	3.0	1.30	42.97	2.93	1.25	1.0404	191.95
3: Town	25.3	-3.65	-14.41	3.84	3.21	-1.1363	-28.03
4: Rural	52.8	-1.42	-2.69	4.49	3.61	-0.3939	94.34
Grade level:							
Primary	59.9	-3.10	-5.17	3.16	3.28	-0.9444	4.63
Middle	11.3	1.21	10.69	1.18	1.01	1.1906	29.52
High school	22.0	1.23	5.60	2.01	2.23	0.5524	-1.83
Combined	6.8	0.66	9.66	1.15	0.86	0.7708	-14.83

¹ Weighted respondent proportion (after noninterview adjustment) and Eligible Sample Proportion.

NOTE: Highlighted “T-test of significance for the difference in proportions” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion. This means that the characteristic had bias.

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

Appendix L. Quality Assurance for Data Capture and Mailout Operations

This appendix details the 2011–12 Schools and Staffing Survey (SASS) quality assurance (QA) for the data capture operations. “Data capture” is the method by which the SASS data are captured and converted from paper to electronic format. The data capture operations were facilitated by the Integrated Computer Assisted Data Entry (iCADE) system. An overview of the data keying operations is provided in chapter 7. The “mailout operations” include all procedures necessary for preparing Teacher Follow-up Survey (TFS) packages for distribution to respondents, including printing of all forms (such as letters, questionnaires, reminder postcards, etc.) and assembly of packages for sampled teachers.

The first section of this appendix describes the data capture operation procedures used by keying staff. The second section describes the detailed procedures used for quality assurance (QA) and verification of the SASS questionnaire data capture. The third section provides results of the verification of the SASS questionnaire data capture. The fourth and final section describes the detailed procedures for QA of the mailout operations and provides the results.

Data Capture and Imaging

The 2011–12 SASS paper data were captured (converted from paper to electronic format) using a combination of manual data keying and imaging technology, both of which were facilitated by the iCADE system. Prior to data capture, keying programs were developed for each SASS questionnaire. Images of these forms were captured during data entry, and these image files were used during the analyst data review steps of data processing to view the actual questionnaires online.

When the SASS paper questionnaires were received and checked-in by the Census Bureau clerical processing staff, they were entered into the iCADE system for control purposes and grouped into batches by questionnaire type for data capture and imaging. The batches of questionnaires were disassembled using a guillotine, and each duplex page was scanned. At the conclusion of the scanning process, the iCADE control system matched the number of imaged pages with the number of pages expected for each questionnaire type. If there was a discrepancy between the images scanned and the number of pages expected, a series of screens was presented to clerical staff, enabling a clerk or supervisor to either accept the batch as it was or to pull it from processing until the issue was resolved.

The batches that were accepted after the scanning process go to the next stages of data capture: auto registration, Optical Mark Recognition (OMR), and manual registration. During auto registration, all of the scanned images were read into the server by their barcodes, which then identified each page in the batch. Once the pages were identified, the OMR server could then read and recognize the presence of answer marks in the boxes next to precoded, categorical items. The OMR server was programmed with the locations of the answer boxes for precoded items prior to data capture. The program automatically entered the appropriate data into the OMR script file for that questionnaire.

During auto registration and OMR, a number of things could have potentially gone wrong. For example, if the system was unable to read a barcode, then it was not able to identify the questionnaire ID. If the system was unable to recognize a page corner point, it did not know which questionnaire page it was on and thus OMR was not able to occur. Finally, occasionally there were checkbox ambiguities due to marks outside of a checkbox, scratch outs, or random marks on a page. If any of these three scenarios occurred, the batch automatically went through the manual registration phase of data capture, during which a series of screens was presented to clerical

staff, enabling a clerk or supervisor to resolve the issue by manual repair. If there were no problems during the auto registration and OMR, this manual registration step was skipped altogether.

The next stage of data capture was a data quality check of the OMR responses, referred to as the Optical Mark Analysis (OMA) Sample Verification. During this check, a percentage of blank OMR fields and nonblank OMR fields were sampled so that clerks could verify the output from OMR. A random number was generated at the starting point for both blank and nonblank fields within a batch. Then, the system began at a randomly generated number and took every Xth field for the blank fields. A similar procedure was used for the nonblank fields, and all sampled fields were added to an OMA data file. This OMA data file was then sent to a verification clerk who verified the validity of the OMA output. The verification clerk was presented with an image of the sample fields and was instructed to enter the response (if any) that he or she found in each field.

The system computed error rates for both the blank and nonblank fields. An error occurred when the clerk's field verification differed from the OMR recognition. When differences were found, the batch sample was forwarded to a second clerk, an Adjudicator, who was then required to provide an interpretation of the marks with differences. When the Adjudicator had made a decision and the data had been adjusted if necessary, the batch was marked as finished and was then checked for batch completeness.

Once all of the OMR data were captured correctly and verified as necessary, all write-in fields (e.g., open-ended, numeric, and character fields) were captured by a process called Key from Image (KFI). Keyers were presented with fields to key based on whether the server detected a "presence" in an answer field. Prior to data capture, the server was programmed where to look for the presence of answer marks for items that were not precoded. The keyer either keyed the data present in the field or indicated that the field was blank.

The next stage of data capture was a data quality check of the KFI responses, referred to as Analyze KFI. During this check, a percentage of nonblank KFI fields were sampled so that clerks could verify the output. A random number was generated at the starting point for nonblank fields within a batch. Then, the system began at the randomly generated number and took every Xth field for the nonblank fields and all sampled fields were added to a KFI data file. This KFI data file was then sent to a verification clerk who would verify the validity of the KFI output. The verification clerk was presented with an image of the sample fields and was instructed to enter the response, if any, that he or she found in each field. This clerk was not provided with the data entered by the original keyer.

The system compared the KFI entry from the first entry and the verification entry. The fields with differences were flagged in the KFI script file. In addition, the system computed error rates for the nonblank fields. An error occurred when the clerk's field verification differed from the original KFI entry. Errors were classified into a number of categories, based upon the keying error situation.

For these cases where there was a difference, the batch KFI script file was forwarded to a third clerk, an Adjudicator, who was required to provide an interpretation of the marks with differences. The Adjudicator could 1) agree with the keyer, 2) agree with the verifier, or 3) provide his or her own interpretation of the respondent's answer. The Adjudicator then classified the error into a number of categories based on the keying error situation; this classification served as the final classification. Once the Adjudicator had made a decision and the data had been adjusted if necessary, the batch was marked as finished and released to the sponsor.

General Information on Quality Assurance Procedures

General

1. This QA plan provides a method of assuring the quality of the iCADE KFI Data Capture Operations for the 2011–12 SASS.
2. The data from SASS forms will be captured utilizing the iCADE Data Capture System to perform OMR and KFI processes.
3. For the KFI and OMA components of data capture, an independent verification will be employed. Verification will employ the same edits and capture rules as the production environment. The sponsor may elect to suspend or institute verification of any component at any time in consultation with QAB/DSD.
4. Upon verification for each component of the batch, the original datasets and the verification datasets will be matched. Any discrepancies will be identified, classified, and subsequently adjudicated by the Quality Assurance Data Analysis Unit (QADAU) staff.
5. Once adjudication is complete, accepted batches will be released for subsequent transmission. Rejected batches will undergo remainder verification for the fields not previously sample verified for the part(s) of the component(s) that failed, matched against the original data set, classified, adjudicated, and released.
6. Any fields designated as “must verify” will be verified 100 percent and excluded from any sample counts and batch decisions.
7. Keyers will have completed keyboarding and procedural training prior to commencing production keying.

Batch statistics will be maintained by the system and utilized by the QA staff to generate summary reports. Reports will be provided to the sponsor and data capture management, regarding project quality and for feedback to data capture keyers.

Reference Documents

- a. Keying procedures will be provided for the operation.
- b. Codes for error classification for OMA and KFI are provided in Attachment L-1 of this QA plan.

Definitions

1. A **batch** consists of (X) number of forms with a cover sheet for scanning and data capture purposes. The size of the batch is the number of forms in the batch. The batch sizes for SASS are as follows:

 SASS 1A, 1A(T), 2A, 2A(T), 2B, 2B(T), 3A and 3A(T) consist of **(30)** Forms.
 SASS 3B, 3B(T), 3Y, 3Y(T), 4A, 4A(T), 4B and 4B(T) consist of **(20)** Forms.
 LS 1A and 1A(T) consist of **(50)** Forms.
2. **Census Batch Number** is a unique number created during the batching process.
3. **Optical Mark Analysis** is the clerical review of the combined processes of Optical Mark Recognition by the OMR software and the ambiguous marks. A mark is considered ambiguous when the system cannot determine if the mark is a valid response. OMA does not occur until after Manual Registration/Ambiguities have been addressed.
4. **Key From Image (KFI)** is the process where a data entry operator enters the data using the document’s scanned images.

5. A **component** is one of two processes that make up the data capture application, i.e., the Optical Mark Analysis and the Key From Image. Each of these components contains two parts, i.e., Blank Fields and Nonblanks Fields.
6. A **field** is the smallest denomination of keyed data, as defined in the keying procedures.
7. A **blank field** is a field where no data were detected during the automated presence detection phase of processing. Conversely, a **nonblank field** is a field where data were detected during the automated presence detection phase of processing.
8. An **Eligible sampling unit** is a field that is eligible to be selected for verification.
9. **Excluded fields** are fields that are captured but not eligible for verification.
10. **Must verify fields** are fields that are presented for verification due to being predesignated fields or fields with warning flags. These are not part of the four universes of fields eligible for sampling.
11. The **verifier** is the operator who captures the data for the match to the original data to subsequently determine the quality of the batch.
12. A **discrepancy** occurs when the verifier’s entry for any field differs from its corresponding field in the original data capture process.
13. A field is considered to be **defective** if it contains one or more errors. This is synonymous with **field in error**.
14. An **error** is defined within the data capture operation as any incorrectly captured data field. A field is in error if it contains one of the following types of errors:
 - a. OMA—instance where the OMA process was unable to correctly interpret the mark-sense field.
 - b. Key From Image (KFI)—instances where the KFI operator erroneously captured or failed to capture the data.
 - c. Presence Detection—instances where the system failed to detect presence of data.
15. An **error** assigned during the classification or adjudication operation may be classified as any of the actions listed in Attachment L-1 of this QA plan.
 - a. **Charged errors**—keying errors that are determined to be the fault of the keyer and will be used to determine the keyer’s error rate.
 - b. **Noncharged errors**—errors that are not charged against the keyer.
 - c. Some discrepancies are considered “**noncountable**.” These are classified as verifier errors (VE) and verifier adjustments (VA). They do not affect the keyer or batch status and are not counted against either the keyer or the batch.
16. **Classification** refers to the initial process of comparing the discrepancies to the image source document to determine which entry is correct and assigning the proper error code.

17. **Adjudication** refers to the review process of comparing the discrepancies to the image source document to determine which entry is correct and validating or assigning the proper error code.
18. **Remainder verification** is the term used for performing 100 percent verification of the nonsampled fields for the part(s) of the component(s) in rejected batches.

Verification

1. For each component of data capture, independent verification will be performed. Eligible fields on the images will be presented for verification.
2. For batches eligible for sample verification, a sample will be drawn from the universes of each component for nonblank and blank fields as follows:
 - a. **OMA nonblank fields**—a 5 percent (1 in 20) systematic sample utilizing a random start is drawn.
 - b. **OMA blank fields**—a 1 percent (1 in 100) systematic sample utilizing a random start is drawn from the universe of fields where the system did not detect presence of OMR data.
 - c. **KFI nonblank fields**—100 percent (1 in 1) is drawn from the universe of fields where the system did detect presence of data.
 - d. **KFI blank fields**—a 1 percent (1 in 100) systematic sample utilizing a random start is drawn from the universe of fields where the system did not detect presence of KFI data.

NOTE: The sponsor may elect to perform verification on blank fields and then suspend verification.

3. **Excluded fields**—will be indicated in the data capture procedure.
4. **Must verify fields**—will be indicated in the data capture procedure. Additionally, there may be fields with warning flags that are categorized as must verify fields.
5. Perform the verification in the following manner:
 - a. independently capture all fields presented by the system using the document image.
 - b. use the same capture rules as the production environment.
6. If during OMA or KFI an image is determined to be illegible due to scanning problems, notify the supervisor so that the appropriate disposition may be determined.

Quality Assurance Adjudication

1. Upon completion of each of the OMA and KFI verification, the original data sets and the verification data sets for each batch will be matched by the data capture system. Any discrepancies will be identified, classified and subsequently adjudicated by the QADAU staff.
2. If any fields within the batch do not match, the classifier and/or QA adjudicator will determine if the production-captured data is in error. Error codes assigned will determine the data field to be retained in the final data set. If both fields are determined to be in error during the KFI component (error code 11), that field will be presented for the classifier or adjudicator to correct.

3. Once adjudication is complete, accepted batches will be released for subsequent transmission. Rejected batches will undergo 100 percent remainder verification for the part(s) of the component(s) that failed, then matched against the original data set, classified, adjudicated and released.
4. All errors detected in the verification and adjudication processes will be corrected.
5. Use of the “VA” and “VE” error codes is approved for the following:
 - a. Keyers will be instructed to disregard keying the respondent leading zeros to minimize differences but will not be charged for keying the leading zeros. (Exceptions: Fields where dates and times are entered as specified in the keying procedures on page 33, section F.3.)
 - b. Omission of spaces between the letters in place of a period, as per keying procedures on page 30, section E.2. This includes illegible spacing.
 - c. If the only difference between the keyed and verified data is upper/lower case lettering (Example: J c Penney vs. J C Penney).
 - d. If the keyer has corrected the spelling of a name that is illegible and the correct name spelling can be found anywhere else on the form.
 - e. Responses that are “hard to read.” If the keyer leaves a “keyer note” indicating that they had difficulty reading the entry, an error will not be charged to the keyer of the batch.

Keyer Control

1. There is no keyer qualification process involved. Keyers will be set as qualified at the start of the survey keying. Decisions to retain keyers will be based on original keying (K Times = 1) **only**. Remainder verification on OMA blank and nonblank fields and KFI blank fields does **not** affect keyer status.

- (1) Calculate a keyer error rate for each batch:

$$\frac{\text{Chargeable KFI nonblank fields in error}}{\text{KFI nonblank fields verified}} \times 100$$

- (2) QA will monitor and report keyer error rate on KFI nonblank keying if the keyer field error rate is **greater than 1.0 percent** on a consistent basis. The decision to retrain the keyer will be determined by the DCB supervisor, QA and sponsor review of the overall keyer error rate report for the survey.

- (3) No batch decisions are made in this stage. Keyers in the qualified stage will receive **keyer decisions** on the **KFI nonblank**.

2. Restricted Keyers (Keyer Status = R)

- (1) Keyers will be removed based on an administrative decision.
- (2) Restricted keyers are not eligible to perform verification.

Batch Control

1. Batch decisions for sample verified batches are made based on the criteria for each phase as follows:
 - a. OMA—nonblank fields—accept ≤ 1.0 percent;
 - b. OMA—blank fields—accept ≤ 1.0 percent;
 - c. KFI—blank fields—accept ≤ 1.0 percent; and
 - d. KFI—nonblank fields are verified at 100 percent.
2. All rejected sample batches will be 100 percent remainder verified for the part(s) of the component(s) that failed, then matched against the original data set, classified, adjudicated and released.
3. No batch decisions will be made for remainder verification batches verified 100 percent.
4. QA will institute a form of process control for OMA nonblank fields. If the percent of OMA nonblank fields sent to ambiguity repair is greater than the established control limit for three consecutive batches, QA will initiate an investigation with all concerned parties to determine the cause and the appropriate action to be taken.
5. QA will institute a form of process control for KFI and OMA blank fields. If the percent of KFI and OMA blank fields is greater than the established control limit for three consecutive batches, QA will initiate an investigation with all concerned parties to determine the cause and the appropriate action to be taken.

Verifier Requirements

1. Verifiers must be qualified for the stage in which the batch was keyed.
 - a. Keyers in the qualified stage may verify qualified and restricted keyers' batches.
 - b. Restricted keyers will not be allowed to verify.
2. The system will check the keyer status of each verifier before allowing the verifier to verify a batch.

If the verifier's status indicates that the verifier is not eligible to verify a particular batch, the verifier will receive an error message and will not be allowed to verify that batch.

Feedback And Continuous Improvement

Discrepancy listings will be provided for all batches. Keyers should be given feedback of all errors and all cases in which they have shown improvement. Particular attention should be given to keyers whose batches have keyer rejection decisions.

Information or decisions for handling procedural changes or any corrective actions resulting from the QA processes should be shared with all concerned parties.

Rejected Batches

1. All rejected batches will be set by the system to be 100 percent remainder verified for the part(s) of the component(s) that failed, then matched against the original data set, classified, adjudicated and released.
2. Remainder verification of rejected batches should occur as soon as possible. Remainder verification is considered part of the feedback process on system, OMA clerk and keyer performance.

3. Remainder verification requires the verifier to independently capture all eligible fields not corrected in the original sample for the part(s) of the component(s) that failed.

Quality Assurance Responsibilities

1. The QADAU will perform adjudication on all batches processed through the iCADE operations.
2. The iCADE system will generate a discrepancy listing for each batch for feedback to the KFI operators.
3. The QA staff will audit all discrepancy listings for completeness and accuracy.

Batch statistics will be maintained by the system and utilized to generate summary reports. The QADAU will provide weekly summary reports of the results of the QA process.

Error Codes (Fields Only)

Table L-1 provides a list of error codes and definitions for the 2011–12 SASS data keying operations.

Table L-1. Error codes and definitions for key from image (KFI) data keying verification

Error code	Definition	Description
1	Other—chargeable (explain in remarks)	Error not classifiable under any other error code and keyer charged. An explanation of these codes must be recorded and initialed by the supervisor.
2	Data omission	Keyer failed to key one or more fields.
3	Data duplication	Keyer keyed the data for one or more fields at least twice.
4	Auto/manual duplication error	Keyer entered incorrect data in the original field, which was then duplicated onto successive documents. This error code may be used only when the job has been programmed for the system to automatically duplicate field(s) onto successive documents.
5 ¹	Respondent error—data outside recognition zone	Respondent placed data outside the recognition zone to be captured (in the margin, opposite side of page, in leader lines, outside the check box, etc.).
6 ¹	Recognition misread	System misread the data due to any of the following: check boxes designed too close to each other and/or the preprinted text, data is too close to the borders of the text box zone, picking up ink marks from previous page, wrinkles from fold of questionnaire, stray marks, paper flaws, characters too tall or too wide or too light within the pixel range, characters touching and on borders of the text box zone.
7 ¹	Recognition omission	System omitted data due to: entries not within established parameters (pixels, density, line definition, etc.), entries that are too large (all characters touch on the box edges, etc.)
8	Finger error	Keyer simply hit the wrong key while keying data.
9	Procedure error	Keyer failed to follow the keying instructions correctly.
10 ¹	Indeterminable data error (Both capture and verifier data wrong, nonchargeable)	Both captured and verifier data did not match the respondent's entry, which contains indeterminable characters; subsequently will undergo review and correction.
11	Both capture and verifier data wrong, chargeable	Both captured and verifier data did not match the respondent's entry and subsequently will undergo review and correction.
12 ¹	Code error (hard to read)	Data to be keyed are illegible, entered in the wrong place on the document, or otherwise difficult to key due to coding.
13 ¹	Machine error—keyer not at fault (supervisor initials)	Data entry equipment created error(s) due to keyboard problems, power surges, or other problems.
14 ¹	Supervisor error—(supervisor initials)	Supervisor gave the keyer incorrect instructions.
15 ¹	Other—nonchargeable (explain in remarks)	Error not classifiable under any other error code and keyer not charged. An explanation of these codes must be recorded and initialed by the supervisor.
16 ¹	Procedure modification/clarification	Procedure was revised (modification) or additional instructions were provided to clarify the procedure (clarification).
VA ²	Verifier adjustment	Used for the coding of entries on the discrepancy screen/listing that need adjusting due to an error that is not chargeable to the keyer or the batch.
VE ²	Verifier error	Indicates to the program that the verifier entry is incorrect and to accept the keyer's entry for that discrepancy.

¹ Nonchargeable errors.

² Do not charge as errors—chargeable or nonchargeable.

SOURCE: *Quality Assurance (QA) Plan for the ICADE Data Capture Operation*, 2008.

Verification of Data Keying

This section details the results of the verification of the data keying. Table L-2 provides a summary of the results and table L-3 provides the distribution of error types for the key from image (KFI) data capture used for all SASS questionnaires.

In table L-2 below, the accept and reject criteria are based on sampling a portion of the KFI entries for a batch and determining if the sample error rate is less than or exceeds the sample rate error parameters. Instead of entries being sampled for SASS, all KFI data entries were verified. The blank fields column refers to a data quality check of blank KFI fields, where a percentage of blank KFI fields are sampled so that clerks could verify the output. The process of the blank KFI field data quality check is identical to that described earlier for the nonblank KFI fields. Verification of blank KFI fields was not a requirement for the SASS data capture process.

Table L-2. Summary of key from image (KFI) data keying verification: 2011–12

Description	Nonblank fields (total)	Must verify fields
Unit Count	4,909	†
Accept	0	†
Reject	0	†
Records (questionnaires)	44,934	†
Page Count	1,487,649	†
Total Fields	2,861,970	1,681
Eligible Fields (sample selection verification only)	2,858,992	
Fields Verified	2,861,970	1,681
Fields in error	15,172	2
Error rate	0.53 percent	0.12 percent
Charge Errors	8,469	0
Charge Error Rate	0.30 percent	0.00 percent

† Not applicable.

Table L-3. Distribution of key from image (KFI) errors, by error type: 2011–12

Code	Description	Nonblank fields		Must verify fields	
		Number of errors	Percent	Number of errors	Percent
1	Other—chargeable	0	0.00	0	0.00
2	Data omission	1,241	8.18	0	0.00
3	Data duplication	0	0.00	0	0.00
4	Auto/Manual duplication error	23	0.15	0	0.00
5	Respondent Error—data outside recognition zone ¹	0	0.00	0	0.00
6	Recognition misread ¹	0	0.00	0	0.00
7	Recognition omission ¹	0	0.00	0	0.00
8	Finger error	5,424	35.75	0	0.00
9	Procedure error	1,548	10.20	0	0.00
10	Both captured and verifier data incorrect (nonchargeable) ¹	0	0.00	0	0.00
11	Both captured and verifier data incorrect (chargeable)	233	1.54	0	0.00
12	Code error ¹	5,968	39.34	2	100.00
13	Machine error ¹	0	0.00	0	0.00
14	Supervisor error ¹	7	0.05	0	0.00
15	Other—nonchargeable (explain in remarks) ¹	621	4.09	0	0.00
16	Procedure modification/ clarification ¹	107	0.71	0	0.00
Chargeable errors		8,469	55.82	0	0.00
Nonchargeable errors		6,703	44.18	2	100.00
TOTAL errors		15,172	100.00	2	100.00

¹ Nonchargeable errors

Mailout Operations Quality Assurance Summary

This section details the QA plan for the mailout operations for the 2011–12 SASS. All packages that were mailed to respondents and field representatives were mailed from Jeffersonville, Indiana, by the Census Bureau clerical processing staff.

All 2011–12 SASS questionnaires were printed commercially and then went through a separate labeling process in Jeffersonville. The exceptions to this were additional copies of the SASS-3Y Public School Questionnaire (with district items) requested by Census Headquarters staff during data collection, as well as all SASS telephone interview questionnaires, which were produced using the DocuPrint equipment. Other forms such as letters, postcards, inserts and other custom forms, such as District Contact Sheets, were also produced using the DocuPrint equipment. The DocuPrint equipment allowed for printing labeled letters in one operation. In addition, the DocuPrint system can be programmed to print variable data that is specific to that respondent within a letter. All DocuPrint materials were inspected for damage and incorrect presentation.

For the additional SASS-3Y and SASS telephone interview questionnaire booklets, the DocuPrint equipment loaded one 17-inch by 11-inch sheet at a time. Four questionnaire pages (8.5 x 11, front and back) were printed onto this sheet. Once all sheets for a questionnaire booklet were completed, a sample of the work was examined to

ensure that no errors occurred. When an error was found, an expanded inspection examined the questionnaires that were produced before and after the detected questionnaire to determine if a systematic error had taken place. Once the QA of the printing was completed, the sheets went through a binding operation using Duplo Booklet Maker equipment. The Booklet Maker read the barcode to determine when the designated number of sheets for a particular questionnaire were loaded into the machine, and then folded and stapled it twice in the spine, and trimmed the right-side vertical edge of the booklet. Booklets were subjected to sample inspections and, when defects were detected, to expanded inspections.

Commercially printed blank questionnaires were loaded into an Ektajet high-speed printer for labeling. The variable data for each respondent was programmed into the machine, and printer heads labeled the front page of each questionnaire as it passed through the machine. Labeled questionnaires were subjected to sample inspections and, when defects were detected, to expanded inspections.

The assembly of packages for schools, training kits for field representatives, and questionnaire packets were all inspected to assure that nothing was damaged, missing, contained undisclosed information, or was incorrectly presented. The results of the mailout QA, including error remarks, for all initial mailout operations can be found in exhibits L-1 through L-3.

Exhibit L-1. Printing (DocuPrint) quality assurance, by type of inspection and form: 2011–12

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number printed	Number inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
Printing total		259,597	7,602	7	0.00	8	1	0.13	
<i>District printing total</i>		<i>19,431</i>	<i>400</i>	<i>0</i>	<i>0.00</i>	<i>0</i>	<i>0</i>	<i>0.00</i>	
<i>School printing total</i>		<i>89,931</i>	<i>2,854</i>	<i>2</i>	<i>0.00</i>	<i>2</i>	<i>0</i>	<i>0.00</i>	
<i>Teacher printing total</i>		<i>150,235</i>	<i>4,348</i>	<i>5</i>	<i>0.00</i>	<i>6</i>	<i>1</i>	<i>0.17</i>	
Listing sheet	Initial district	4,102	60	0	0.00	0	0	0.00	10/07/11
SASS-16	reference								
	Initial district	4,102	30	0	0.00	0	0	0.00	10/07/11
SASS-5L(D)	Initial district	1,172	60	0	0.00	0	0	0.00	10/11/11
SASS-5L(DT)	Initial district	3,513	53	0	0.00	0	0	0.00	10/11/11
SASS-5L(T)	Initial district	589	30	0	0.00	0	0	0.00	10/11/11
	1st district reminder								
SASS-7L(D)	Letter	1,207	19	0	0.00	0	0	0.00	10/31/11
	re-mail district we								
SASS-6(L)	11/19/11	1,586	60	0	0.00	0	0	0.00	11/21/11
SASS-9(L)	1st follow-up district	1,684	31	0	0.00	0	0	0.00	11/29/11
SASS-6(L)	Re-mails district	87	6	0	0.00	0	0	0.00	01/20/12
SASS-6(L)	Re-mails district	68	6	0	0.00	0	0	0.00	01/25/12
SASS-10L	2nd reminder district	1,277	31	0	0.00	0	0	0.00	01/31/12
SASS-6(L)	Re-mails district	44	14	0	0.00	0	0	0.00	02/16/12
SASS-11(L)	Precontact letter	12,096	94	0	0.00	0	0	0.00	06/22/11
	Precontact								
SASS-11(L)	Letter(movers)	232	30	0	0.00	0	0	0.00	06/21/11
SASS-358C	Initial private label	2,843	30	0	0.00	0	0	0.00	09/26/11

See notes at end of exhibit.

Exhibit L-1. Printing (DocuPrint) quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Num- ber printed	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defective	Number inspected	Number defective	Percent defective	
SASS-358C	Initial Amish label	136	30	0	0.00	0	0	0.00	09/26/11
SASS-12L(CT)2	Initial Amish coor. letter	136	30	0	0.00	0	0	0.00	09/27/11
SASS-12L(PT)2	Initial Amish prin. letter	136	30	0	0.00	0	0	0.00	09/27/11
SASS-12L(CT)	Initial coor. letter	2843	30	0	0.00	0	0	0.00	09/27/11
SASS-12L(PT)	Initial prin. letter	2843	30	0	0.00	0	0	0.00	09/27/11
SASS-358C	Initial public label	9213	105	0	0.00	0	0	0.00	09/28/11
SASS-52(I)	Initial public insert	132	6	0	0.00	0	0	0.00	09/30/11
SASS-54(I)	Initial public insert	116	9	0	0.00	0	0	0.00	09/30/11
SASS-12L(C)	Initial coor. letter	7039	194	0	0.00	0	0	0.00	10/06/11
SASS-12L(CT)	Initial coor. letter	2174	69	0	0.00	0	0	0.00	10/06/11
SASS-12L(P)	Initial prin. letter	7039	36	0	0.00	0	0	0.00	10/06/11
SASS-12L(PT)	Initial prin. letter	2174	69	0	0.00	0	0	0.00	10/06/11
SASS-358C	Initial spec.hand.dist.	394	69	0	0.00	0	0	0.00	10/21/11
SASS-52(I)	Initial spec.hand.dist.	182	30	0	0.00	0	0	0.00	10/21/11
SASS-53(I)	Initial spec.hand.dist.	2	2	0	0.00	0	0	0.00	10/21/11
SASS-55(I)	Initial spec.hand.dist.	210	37	0	0.00	0	0	0.00	10/21/11
SASS-12L(C)	Initial spec.hand.dist.	390	66	0	0.00	0	0	0.00	10/21/11
SASS-12L(C)S1	Initial spec.hand.dist.	4	3	0	0.00	0	0	0.00	10/21/11
SASS-12L(P)	Initial spec.hand.dist.	390	66	0	0.00	0	0	0.00	10/21/11
SASS-12L(P)S1	Initial spec.hand.dist.	4	3	0	0.00	0	0	0.00	10/21/11
SASS-358C	Initial single spec district	8	8	0	0.00	0	0	0.00	10/21/11
SASS-12L(C)	Initial single spec district	8	8	0	0.00	0	0	0.00	10/21/11
SASS-12L(P)	Initial single spec district	8	8	0	0.00	0	0	0.00	10/21/11
SASS-358C	Initial Spec.hand.dist.add.	27	11	0	0.00	0	0	0.00	10/25/11
SASS-12L(C)	Initial Spec.hand.dist.add.	27	11	0	0.00	0	0	0.00	10/25/11
SASS-12L(P)	Initial Spec.hand.dist.add.	27	11	0	0.00	0	0	0.00	10/25/11
SASS-53(I)	Initial Spec.hand.dist.add.	1	1	0	0.00	0	0	0.00	10/25/11
SASS-55(I)	Spec.hand.dist.add.	26	10	0	0.00	0	0	0.00	10/25/11
SASS-358C	Initial single spec district	4	4	0	0.00	0	0	0.00	10/27/11
SASS-12L(C)	Initial single spec district	4	4	0	0.00	0	0	0.00	10/27/11
SASS-12L(P)	Initial single spec district	4	4	0	0.00	0	0	0.00	10/27/11
SASS-53(I)	Initial Spec.hand.dist.add.	3	3	0	0.00	0	0	0.00	10/27/11
SASS-55(I)	Spec.hand.dist.add.	1	1	0	0.00	0	0	0.00	10/27/11
SASS-358C	Initial public spec. dist.	168	18	0	0.00	0	0	0.00	10/28/11
SASS-53(I)	Initial public spec. dist.	22	3	0	0.00	0	0	0.00	10/28/11
SASS-55(I)	Initial public spec. dist.	146	15	0	0.00	0	0	0.00	10/28/11
SASS-12L(C)	Initial public spec. dist.	159	15	0	0.00	0	0	0.00	10/28/11

See notes at end of exhibit.

Exhibit L-1. Printing (DocuPrint) quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Printed	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-12L(C)S1	Initial public spec. dist.	9	3	0	0.00	0	0	0.00	10/28/11
SASS-12L(P)	Initial public spec. dist.	159	15	0	0.00	0	0	0.00	10/28/11
SASS-12L(P)S1	Initial public spec. dist.	9	3	0	0.00	0	0	0.00	10/28/11
SASS-14L(C)	1st followup public school	3436	63	0	0.00	0	0	0.00	11/04/11
SASS-14L(NC)	1st followup public school	5413	63	0	0.00	0	0	0.00	11/04/11
SASS-52(I)	1st followup public school	99	6	0	0.00	0	0	0.00	11/04/11
SASS-358C	1st followup public school	8849	126	0	0.00	0	0	0.00	11/05/11
SASS-14L(NC)	1st fu private school add	1	1	0	0.00	0	0	0.00	11/09/11
SASS-14L(NC)	1st fu public school add	2	2	0	0.00	0	0	0.00	11/09/11
SASS-358C	1st fu public school add	2	2	0	0.00	0	0	0.00	11/09/11
SASS-358C	Initial spec.hand.dist.add.	41	11	0	0.00	0	0	0.00	11/17/11
SASS-12L(C)	Initial spec.hand.dist.add.	41	11	0	0.00	0	0	0.00	11/17/11
SASS-12L(P)	Initial spec.hand.dist.add.	41	11	0	0.00	0	0	0.00	11/17/11
SASS-52(I)	Initial spec.hand.dist.add.	16	3	0	0.00	0	0	0.00	11/17/11
SASS-55(I)	Initial spec.hand.dist.add.	25	8	0	0.00	0	0	0.00	11/17/11
SASS-358C	1st fu public school SpecDist	449	75	0	0.00	0	0	0.00	12/06/11
SASS-52(I)	1st fu public school SpecDist	111	30	0	0.00	0	0	0.00	12/06/11
SASS-53(I)	1st fu public school SpecDist	6	5	0	0.00	0	0	0.00	12/06/11
SASS-55(I)	1st fu public school SpecDist	332	40	0	0.00	0	0	0.00	12/06/11
SASS-14L(C)	1st fu public school SpecDist	444	71	2	0.03	2	0	0.00 ¹	12/06/11
SASS-14L(C)S1	1st fu public school SpecDist	5	4	0	0.00	0	0	0.00	12/06/11
SASS-14L(NC)	1st fu public school SpecDist	445	72	0	0.00	0	0	0.00	12/06/11
SASS-14L(NC)S1	1st fu public school SpecDist	4	3	0	0.00	0	0	0.00	12/06/11
SASS-13(L)	Re-mails private school	230	39	0	0.00	0	0	0.00	12/28/11
SASS-13(L)	Re-mails public school	1227	110	0	0.00	0	0	0.00	12/28/11
SASS-55(I)	Initial public school spec.hand	23	3	0	0.00	0	0	0.00	01/06/12
SASS-358C	Initial public school SpecHand	23	3	0	0.00	0	0	0.00	01/06/12
SASS-12L(C)	Initial public school SpecHand	23	3	0	0.00	0	0	0.00	01/06/12

See notes at end of exhibit.

Exhibit L-1. Printing (DocuPrint) quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Num- ber Printed	Sample inspection			Expanded inspection			Date
			Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-12L(P)	Initial public school spec.hand	23	3	0	0.00	0	0	0.00	01/06/12
SASS-13(L)	Re-mails school	121	20	0	0.00	0	0	0.00	01/24/12
SASS-13(L)	Re-mails school	483	66	0	0.00	0	0	0.00	01/25/12
SASS-13(L)	Re-mails school	250	59	0	0.00	0	0	0.00	01/31/12
SASS-13(L)	Re-mails school	33	14	0	0.00	0	0	0.00	02/02/12
SASS-20L(R)	NRFU public school principal	3426	30	0	0.00	0	0	0.00	02/07/12
SASS-20L(R)	NRFU private school principal	1536	30	0	0.00	0	0	0.00	02/07/12
SASS-20L(C)	NRFU private school coordinator	1990	30	0	0.00	0	0	0.00	02/07/12
SASS-13(L)	Re-mails school	246	53	0	0.00	0	0	0.00	02/09/12
SASS-13(L)	Re-mails school	88	37	0	0.00	0	0	0.00	02/09/12
SASS-20L(C)	NRFU public school coordinator	6504	31	0	0.00	0	0	0.00	02/10/12
SASS-21L(R)	NRFU public school	2	2	0	0.00	0	0	0.00	02/16/12
SASS-13(L)	Re-mails school	192	22	0	0.00	0	0	0.00	02/22/12
SASS-13(L)	Re-mails school	80	32	0	0.00	0	0	0.00	02/23/12
SASS-13(L)	Re-mails school week 7	54	27	0	0.00	0	0	0.00	02/24/12
SASS-13(L)	Re-mails school week 8	223	49	0	0.00	0	0	0.00	02/29/12
SASS-13(L)	Re-mails school week 8	105	50	0	0.00	0	0	0.00	02/29/12
SASS-358C	Re-mails	283	36	0	0.00	0	0	0.00	03/13/12
SASS-13(L)	Re-mails school week 9	412	63	0	0.00	0	0	0.00	03/14/12
SASS-13(L)	Re-mails school week 10	395	66	0	0.00	0	0	0.00	03/14/12
SASS-13(L)	Re-mails school week 11	297	60	0	0.00	0	0	0.00	03/20/12
SASS-13(L)	Re-mails school week 12	319	62	0	0.00	0	0	0.00	03/26/12
SASS-13(L)	Re-mails school week 13	15	14	0	0.00	0	0	0.00	04/02/12
SASS-13(L)	Re-mails school week 13	18	9	0	0.00	0	0	0.00	04/02/12
SASS-18L	Initial teacher listing letter	4143	30	0	0.00	0	0	0.00	11/15/11
SASS-15L	Initial teacher wave 1 & 2	644	63	0	0.00	0	0	0.00	11/16/11
SASS-17L(A)	Initial teacher wave 1 & 2	107	30	0	0.00	0	0	0.00	11/16/11
SASS-17L(B)	Initial teacher wave 1 & 2	108	30	0	0.00	0	0	0.00	11/16/11
SASS-15L	Initial teacher wave 3	2481	90	0	0.00	0	0	0.00	11/21/11
SASS-SPLIT									
1	Initial teacher wave 3	305	30	0	0.00	0	0	0.00	11/21/11
SASS-SPLIT									
2	Initial teacher wave 3	306	30	0	0.00	0	0	0.00	11/21/11
SASS-15L	Initial teacher wave 3	757	63	0	0.00	0	0	0.00	11/23/11
SASS-17L(A)	Initial teacher wave 3	119	30	0	0.00	0	0	0.00	11/23/11
SASS-17L(B)	Initial teacher wave 3	124	30	0	0.00	0	0	0.00	11/23/11

See notes at end of exhibit.

Exhibit L-1. Printing (DocuPrint) quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Printed	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-8L	Nonresponse teacher listing	2082	31	0	0.00	0	0	0.00	11/29/11
SASS-15L	Initial teacher wave 4	1232	63	0	0.00	0	0	0.00	12/02/11
SASS-15L2	Initial teacher wave 4	1	1	0	0.00	0	0	0.00	12/02/11
SASS-17L(A)	Initial teacher wave 4	195	30	0	0.00	0	0	0.00	12/02/11
SASS-17L(B)	Initial teacher wave 4	194	30	0	0.00	0	0	0.00	12/02/11
SASS-15L	Initial teacher wave 5	208	43	0	0.00	0	0	0.00	12/02/11
SASS-15L2	Initial teacher wave 5	4	3	0	0.00	0	0	0.00	12/02/11
SASS-17L(A)	Initial teacher wave 5	35	3	0	0.00	0	0	0.00	12/02/11
SASS-17L(B)	Initial teacher wave 5	35	3	0	0.00	0	0	0.00	12/02/11
SASS-15L	Initial teacher wave 6	7125	92	0	0.00	0	0	0.00	12/28/11
SASS-15L2	Initial teacher wave 6	6	3	0	0.00	0	0	0.00	12/28/11
SASS-17L(A)	Initial teacher wave 6	927	30	0	0.00	0	0	0.00	12/28/11
SASS-17L(B)	Initial teacher wave 6	919	30	0	0.00	0	0	0.00	12/28/11
SASS-15L	Initial teacher wave 7	896	90	0	0.00	0	0	0.00	12/29/11
SASS-15L2	Initial teacher wave 7	14	3	0	0.00	0	0	0.00	12/29/11
SASS-17L(A)	Initial teacher wave 7	124	30	0	0.00	0	0	0.00	12/29/11
SASS-17L(B)	Initial teacher wave 7	122	30	0	0.00	0	0	0.00	12/29/11
SASS-15L	Initial teacher wave 8	1242	90	0	0.00	0	0	0.00	01/03/12
SASS-17L(A)	Initial teacher wave 8	183	30	0	0.00	0	0	0.00	01/03/12
SASS-17L(B)	Initial teacher wave 8	184	30	0	0.00	0	0	0.00	01/03/12
SASS-20LT	Reminder wave 1–8	10000	10	1	0.10	6	1	0.17 ²	01/10/12
SASS-20LT	Reminder wave 1–8	16816	60	0	0.00	0	0	0.00	01/10/12
SASS-13(L)T	Re-mails teacher	255	33	0	0.00	0	0	0.00	01/20/12
SASS-15L	Initial teacher wave 9	4095	90	0	0.00	0	0	0.00	01/24/12
SASS-15L2	Initial teacher wave 9	3	3	0	0.00	0	0	0.00	01/24/12
SASS-17L(A)	Initial teacher wave 9	506	30	0	0.00	0	0	0.00	01/24/12
SASS-17L(B)	Initial teacher wave 9	508	30	0	0.00	0	0	0.00	01/24/12
SASS-13(L)T	Re-mails teacher	162	33	0	0.00	0	0	0.00	01/25/12
SASS-15L	Initial teacher wave 10	1806	90	0	0.00	0	0	0.00	01/30/12
SASS-17L(A)	Initial teacher wave 10	227	30	0	0.00	0	0	0.00	01/30/12
SASS-17L(B)	Initial teacher wave 10	226	30	0	0.00	0	0	0.00	01/30/12
SASS-13(L)T	Re-mails teacher	216	37	0	0.00	0	0	0.00	01/31/12
SASS-21L(R)	NRFU private school teacher	2778	31	0	0.00	0	0	0.00	02/03/12
SASS-13(L)T	Re-mails teacher	123	36	0	0.00	0	0	0.00	02/07/12
SASS-21L(R)	NRFU public school teacher	17394	111	0	0.00	0	0	0.00	02/09/12
SASS-15L	Initial teacher wave 11	4496	98	0	0.00	0	0	0.00	02/10/12
SASS-15L2	Initial teacher wave 11	3	3	0	0.00	0	0	0.00	02/10/12
SASS-17L(A)	Initial teacher wave 11	528	30	0	0.00	0	0	0.00	02/10/12
SASS-17L(B)	Initial teacher wave 11	529	30	0	0.00	0	0	0.00	02/10/12
SASS-15L	Initial teacher wave 13	831	90	0	0.00	0	0	0.00	02/15/12
SASS-17L(A)	Initial teacher wave 13	104	30	0	0.00	0	0	0.00	02/15/12

See notes at end of exhibit.

Exhibit L-1. Printing (DocuPrint) quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Printed	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-17L(B)	Initial teacher wave 13	104	30	0	0.00	0	0	0.00	02/15/12
SASS-13(L)T	Re-mails teacher	348	36	0	0.00	0	0	0.00	02/16/12
SASS-13(L)T	Re-mails teacher	161	36	0	0.00	0	0	0.00	02/17/12
SASS-15L	Initial teacher wave 12	4246	92	0	0.00	0	0	0.00	02/21/12
SASS-15L2	Initial teacher wave 12	3	3	0	0.00	0	0	0.00	02/21/12
SASS-17L(A)	Initial teacher wave 12	506	30	0	0.00	0	0	0.00	02/21/12
SASS-17L(B)	Initial teacher wave 12	506	30	0	0.00	0	0	0.00	02/21/12
SASS-20L(T)	Reminder teacher wave 11	7128	32	0	0.00	0	0	0.00	02/21/12
SASS-15L	Initial teacher wave 14	1594	93	0	0.00	0	0	0.00	02/24/12
SASS-17L(A)	Initial teacher wave 14	175	30	0	0.00	0	0	0.00	02/24/12
SASS-17L(B)	Initial teacher wave 14	176	32	0	0.00	0	0	0.00	02/24/12
SASS-20L(T)	Reminder teacher wave 13	1377	31	0	0.00	0	0	0.00	02/27/12
SASS-13(L)T	Re-mails teacher	1520	40	0	0.00	0	0	0.00	02/28/12
SASS-20L(T)	Reminder teacher wave 12	6949	31	0	0.00	0	0	0.00	02/29/12
SASS-13(L)T	Re-mails teacher	767	39	0	0.00	0	0	0.00	02/29/12
SASS-20L(T)	Reminder teacher wave 15	652	30	0	0.00	0	0	0.00	02/29/12
SASS-15L	Initial teacher wave 16	311	36	0	0.00	0	0	0.00	02/29/12
SASS-17L(A)	Initial teacher wave 16	38	3	0	0.00	0	0	0.00	02/29/12
SASS-17L(B)	Initial teacher wave 16	38	3	0	0.00	0	0	0.00	02/29/12
SASS-15L	Initial teacher wave 15	438	64	0	0.00	0	0	0.00	03/01/12
SASS-17L(A)	Initial teacher wave 15	49	3	0	0.00	0	0	0.00	03/01/12
SASS-17L(B)	Initial teacher wave 15	49	3	0	0.00	0	0	0.00	03/01/12
SASS-20L(T)	Reminder teacher wave 14	2458	31	0	0.00	0	0	0.00	03/06/12
SASS-13(L)T	Re-mails teacher week 9	6	3	0	0.00	0	0	0.00	03/06/12
SASS-13(L)T	Re-mails teacher week 10	1007	42	0	0.00	0	0	0.00	03/08/12
SASS-20L(T)	Reminder teacher wave 16	507	30	0	0.00	0	0	0.00	03/09/12
SASS-15L	Initial teacher wave 17	579	63	0	0.00	0	0	0.00	03/12/12
SASS-15L2	Initial teacher wave 17	8	3	0	0.00	0	0	0.00	03/12/12
SASS-17L(A)	Initial teacher wave 17	67	3	0	0.00	0	0	0.00	03/12/12
SASS-17L(B)	Initial teacher wave 17	68	3	0	0.00	0	0	0.00	03/12/12
SASS-15L	Initial teacher wave 18	433	36	0	0.00	0	0	0.00	03/20/12
SASS-17L(A)	Initial teacher wave 18	49	3	0	0.00	0	0	0.00	03/20/12
SASS-17L(B)	Initial teacher wave 18	50	3	0	0.00	0	0	0.00	03/20/12
SASS-13(L)T	Re-mails teacher week 11	1165	67	0	0.00	0	0	0.00	03/20/12
SASS-21L(R)	Reminder NRFU teacher	11857	111	4	0.04	0	0	0.00 ³	03/20/12
SASS-20L(T)	Reminder teacher wave 17	896	30	0	0.00	0	0	0.00	03/21/12
SASS-20L(T)	Reminder teacher wave 18	683	30	0	0.00	0	0	0.00	03/22/12

See notes at end of exhibit.

**Exhibit L-1. Printing (DocuPrint) quality assurance, by type of inspection and form: 2011–12—
Continued**

Form	Mailout	Number Printed	Sample inspection		Expanded inspection			Date	
			Number Inspected	Number defective	Percent defective	Number Inspected	Number defective		Percent defective
	Re-mails teacher								
SASS-13(L)T	week 12	846	66	0	0.00	0	0	0.00	03/22/12
SASS-15L	Initial teacher wave 19	167	36	0	0.00	0	0	0.00	03/26/12
SASS-17L(A)	Initial teacher wave 19	23	3	0	0.00	0	0	0.00	03/26/12
SASS-17L(B)	Initial teacher wave 19	22	3	0	0.00	0	0	0.00	03/26/12
	Reminder teacher								
SASS-20L(T)	wave 19	270	30	0	0.00	0	0	0.00	04/02/12
SASS-13(L)T	Re-mails teacher week 13	59	8	0	0.00	0	0	0.00	04/02/12
SASS-15L	Initial teacher wave 20	496	63	0	0.00	0	0	0.00	04/02/12
SASS-17L(A)	Initial teacher wave 20	60	3	0	0.00	0	0	0.00	04/02/12
SASS-17L(B)	Initial teacher wave 20	58	3	0	0.00	0	0	0.00	04/02/12
SASS-21L(R)	Private teacher FedEx	250	30	0	0.00	0	0	0.00	04/04/12
SASS-21L(R)	Public teacher FedEx	911	30	0	0.00	0	0	0.00	04/04/12
	1st followup teacher								
SASS-21L(R)	wave 17	888	30	0	0.00	0	0	0.00	04/04/12
	1st followup teacher								
SASS-21L(R)	wave 18	683	30	0	0.00	0	0	0.00	04/04/12
SASS-15L	Initial teacher wave 21	214	36	0	0.00	0	0	0.00	04/05/12
SASS-15L2	Initial teacher wave 21	5	3	0	0.00	0	0	0.00	04/05/12
SASS-17L(A)	Initial teacher wave 21	24	3	0	0.00	0	0	0.00	04/05/12
SASS-17L(B)	Initial teacher wave 21	24	3	0	0.00	0	0	0.00	04/05/12
	Reminder teacher								
SASS-20L(T)	wave 20	815	30	0	0.00	0	0	0.00	04/09/12
	1st followup teacher								
SASS-21L(R)	wave 19	270	30	0	0.00	0	0	0.00	04/12/12
SASS-15L	Initial teacher wave 22	1129	90	0	0.00	0	0	0.00	04/13/12
SASS-15L2	Initial teacher wave 22	135	30	0	0.00	0	0	0.00	04/13/12
SASS-17L(A)	Initial teacher wave 22	107	30	0	0.00	0	0	0.00	04/13/12
SASS-17L(B)	Initial teacher wave 22	119	30	0	0.00	0	0	0.00	04/13/12
	1st followup teacher								
SASS-21L(R)	wave 20	815	30	0	0.00	0	0	0.00	04/17/12
	Reminder teacher								
SASS-20L(T)	wave 21	308	30	0	0.00	0	0	0.00	04/17/12
	Reminder teacher								
SASS-20L(T)	wave 22	1740	30	0	0.00	0	0	0.00	04/23/12
SASS-15L	Initial teacher wave 23	1158	90	0	0.00	0	0	0.00	04/26/12
SASS-15L2	Initial teacher wave 23	43	3	0	0.00	0	0	0.00	04/26/12
SASS-17L(A)	Initial teacher wave 23	125	30	0	0.00	0	0	0.00	04/26/12
SASS-17L(B)	Initial teacher wave 23	127	30	0	0.00	0	0	0.00	04/26/12
	1st followup teacher								
SASS-21L(R)	wave 21	303	33	0	0.00	0	0	0.00	05/02/12
SASS-22L	Initial teacher wave 24	1894	60	0	0.00	0	0	0.00	05/02/12
	Initial teacher wave 24								
SASS-22L	Amish	3	3	0	0.00	0	0	0.00	05/02/12
	1st followup teacher								
SASS-21L(R)	wave 22	1606	61	0	0.00	0	0	0.00	05/09/12

See notes at end of exhibit.

Exhibit L-1. Printing (DocuPrint) quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Printed	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-22L	Initial teacher wave 25	836	60	0	0.00	0	0	0.00	05/09/12
	Initial teacher wave 25								
SASS-15L2	Amish	1	1	0	0.00	0	0	0.00	05/10/12
SASS-22L	Initial teacher wave 26	134	23	0	0.00	0	0	0.00	05/10/12
SASS-22L	Initial teacher wave 27	171	33	0	0.00	0	0	0.00	05/16/12

¹ Two spot in data capture.

² Two extraneous.

³ Four missing sequence 1–4.

NOTE: NRFU refers to nonresponse follow-up. Detail may not sum to totals because of rounding.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2012.

Exhibit L-2. Package assembly quality assurance, by type of inspection and form: 2011–12

Form	Mailout	Number Received	Sample inspection			Expanded inspection			Date
			Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
Package assembly total		0	0	0	0.00	0	0	0.00	
<i>District package assembly total</i>		<i>10491</i>	<i>10491</i>	<i>20</i>	<i>0.00</i>	<i>0</i>	<i>0</i>	<i>0.00</i>	
<i>School package assembly total</i>		<i>51797</i>	<i>51797</i>	<i>111</i>	<i>0.00</i>	<i>0</i>	<i>0</i>	<i>0.00</i>	
<i>Teacher package assembly total</i>		<i>126497</i>	<i>126497</i>	<i>56</i>	<i>0.00</i>	<i>0</i>	<i>0</i>	<i>0.00</i>	
SASS-1A	Initial split 1	583	583	4	0.01	0	0	0.00	¹ 10/17/11
SASS-1A	Initial split 2	3513	3513	14	0.00	0	0	0.00	² 10/17/11
SASS-1A/5L(D)	Initial split 3a	589	589	0	0.00	0	0	0.00	10/17/11
SASS-5L(T)	Initial split 3b	589	589	0	0.00	0	0	0.00	10/17/11
SASS-7L(D)	1st reminder district re-mail district we 11/19/11	1204	1204	0	0.00	0	0	0.00	10/28/11
SASS-1A	1st followup district	793	793	2	0.00	0	0	0.00	³ 11/22/11
SASS-1A	Re-mails district	1683	1683	0	0.00	0	0	0.00	11/23/11
SASS-1A	Re-mails district	87	87	0	0.00	0	0	0.00	01/23/12
SASS-1A	Re-mails district	31	31	0	0.00	0	0	0.00	01/27/12
SASS-1A	Re-mails district	3	3	0	0.00	0	0	0.00	01/27/12
SASS-1A	Re-mails district	68	68	0	0.00	0	0	0.00	01/27/12
SASS-10L	2nd district reminder	1276	1276	0	0.00	0	0	0.00	01/30/12
SASS-1A	Re-mails district	12	12	0	0.00	0	0	0.00	02/01/12
SASS-1A	Re-mails district	16	16	0	0.00	0	0	0.00	02/09/12
SASS-6(L)	Re-mails district	44	44	0	0.00	0	0	0.00	02/17/12
SASS-11(L)	Precontact letter Recontact letter(movers)	12092	12092	0	0.00	0	0	0.00	06/22/11
SASS-11(L)	letter(movers)	232	232	0	0.00	0	0	0.00	06/22/11
SASS-5L(D)	Initial district split 1	583	583	4	0.01	0	0	0.00	⁴ 10/17/11
SASS-5L(DT)	Initial district split 2	3513	3513	14	0.00	0	0	0.00	⁵ 10/17/11
SASS-5L(D)	Initial district split 3A	589	589	0	0.00	0	0	0.00	10/17/11
SASS-5L(T)	Initial district split 3B	589	589	0	0.00	0	0	0.00	10/17/11
SASS-3Y pkg	Initial single dist.split 1	2	2	0	0.00	0	0	0.00	10/25/11
SASS-3Y pkg	Initial single dist.split 2	6	6	0	0.00	0	0	0.00	10/25/11
SASS spec.hand.	Initial spec.hand. Flag 3	182	182	4	0.02	0	0	0.00	⁶ 10/26/11
SASS spec.hand.	Initial spec.hand. Flag 4	2	2	0	0.00	0	0	0.00	10/26/11
SASS spec.hand.	Initial spec.hand. Flag 5	22	22	0	0.00	0	0	0.00	10/26/11
SASS spec.hand.	Initial spec.hand. Flag 6	67	67	0	0.00	0	0	0.00	10/26/11
SASS spec.hand.	Initial spec.hand. Flag 7	22	22	0	0.00	0	0	0.00	10/26/11
SASS spec.hand.	Initial spec.hand. Flag 8	54	54	0	0.00	0	0	0.00	10/26/11
SASS spec.hand.	Initial spec.hand. Flag 9	6	6	0	0.00	0	0	0.00	10/26/11

See notes at end of exhibit.

Exhibit L-2. Package assembly quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Received	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS									
spec.hand.	Initial spec.hand. Flag 10	3	3	0	0.00	0	0	0.00	10/26/11
SASS									
spec.hand.	Initial spec.hand. Flag 12	6	6	0	0.00	0	0	0.00	10/26/11
SASS									
spec.hand.	Initial spec.hand. Flag 14	1	1	0	0.00	0	0	0.00	10/26/11
SASS									
spec.hand.	Initial spec.hand. Flag 16	2	2	0	0.00	0	0	0.00	10/26/11
SASS									
spec.hand.	Initial spec.hand. Flag 20	9	9	0	0.00	0	0	0.00	10/26/11
SASS									
spec.hand.	Initial spec.hand. Flag 22	13	13	0	0.00	0	0	0.00	10/26/11
SASS									
spec.hand.	Initial spec.hand. Flag 24	4	4	0	0.00	0	0	0.00	10/26/11
SASS									
spec.hand.	Initial spec.hand. Flag 26	1	1	0	0.00	0	0	0.00	10/26/11
SASS									
spec.hand.	Initial spec.hand. Flag 16	1	1	0	0.00	0	0	0.00	10/27/11
SASS									
spec.hand.	Initial spec.hand. Flag 28	3	3	0	0.00	0	0	0.00	10/27/11
SASS/private sch	1st followup additional	2	2	1	0.50	0	0	0.00 ⁷	11/09/11
SASS/public sch	1st followup additional	3	3	2	0.67	0	0	0.00 ⁸	11/09/12
SASS-16	Initial tlf	4143	4143	4	0.00	0	0	0.00 ⁹	11/18/11
SASS									
spec.hand.	Initial spec.hand. Flag 14	2	2	0	0.00	0	0	0.00	11/21/11
SASS									
spec.hand.	Initial spec.hand. Flag 3	16	16	0	0.00	0	0	0.00	11/21/11
SASS									
spec.hand.	Initial spec.hand. Flag 7	20	20	0	0.00	0	0	0.00	11/21/11
SASS									
spec.hand.	Initial spec.hand. Flag 8	3	3	0	0.00	0	0	0.00	11/21/11
TFL	Nonresponse teacher listing	2081	2081	0	0.00	0	0	0.00	11/22/11
SASS-split 1	1st followup public school	24	24	0	0.00	0	0	0.00	11/30/11
SASS-split 2	1st followup public school	2944	2944	14	0.00	0	0	0.00 ¹⁰	11/30/11
SASS-split 3	1st followup public school	75	75	0	0.00	0	0	0.00	11/30/11
SASS-split 4	1st followup public school	4592	4592	4	0.00	0	0	0.00 ¹¹	11/30/11
SASS-split 5	1st followup public school	472	472	1	0.00	0	0	0.00 ¹²	11/30/11
SASS-split 6	1st followup public school	746	746	1	0.00	0	0	0.00 ¹³	11/30/11
SASS-split 10	1st followup public spec. dist.	5	5	0	0.00	0	0	0.00	12/09/12

See notes at end of exhibit.

Exhibit L-2. Package assembly quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Received	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-split 12	1st followup public spec. dist.	6	6	0	0.00	0	0	0.00	12/09/12
SASS-split 14	1st followup public spec. dist.	3	3	0	0.00	0	0	0.00	12/09/12
SASS-split 16	1st followup public spec. dist.	121	121	24	0.20	0	0	0.00 ¹⁴	12/09/12
SASS-split 18	1st followup public spec. dist.	17	17	0	0.00	0	0	0.00	12/09/12
SASS-split 20	1st followup public spec. dist.	9	9	0	0.00	0	0	0.00	12/09/12
SASS-split 22	1st followup public spec. dist.	11	11	0	0.00	0	0	0.00	12/09/12
SASS-split 24	1st followup public spec. dist.	4	4	0	0.00	0	0	0.00	12/09/12
SASS-split 26	1st followup public spec. dist.	1	1	0	0.00	0	0	0.00	12/09/12
SASS-split 28	1st followup public spec. dist.	4	4	0	0.00	0	0	0.00	12/09/12
SASS-split 3	1st followup public spec. dist.	111	111	0	0.00	0	0	0.00	12/09/12
SASS-split 4	1st followup public spec. dist.	2	2	0	0.00	0	0	0.00	12/09/12
SASS-split 5	1st followup public spec. dist.	20	20	0	0.00	0	0	0.00	12/09/12
SASS-split 6	1st followup public spec. dist.	62	62	0	0.00	0	0	0.00	12/09/12
SASS-split 7	1st followup public spec. dist.	41	41	0	0.00	0	0	0.00	12/09/12
SASS-split 8	1st followup public spec. dist.	52	52	3	0.06	0	0	0.00 ¹⁵	12/09/12
SASS-split 9	1st followup public spec. dist.	5	5	0	0.00	0	0	0.00	12/09/12
SASS	Re-mails private school	230	230	0	0.00	0	0	0.00	12/29/11
SASS	Re-mails public school	1227	1227	4	0.00	0	0	0.00 ¹⁶	12/30/12
SASS-split 6	Initial public spec. handling	23	23	0	0.00	0	0	0.00	01/09/12
SASS/private sch	Re-mails school	54	54	3	0.06	0	0	0.00 ¹⁷	01/27/12
SASS/public sch	Re-mails school	207	207	6	0.03	0	0	0.00 ¹⁸	01/27/12
SASS-16	Re-mails school	78	78	0	0.00	0	0	0.00	01/27/12
SASS-2A	Re-mails school	27	27	0	0.00	0	0	0.00	01/27/12
SASS-2B	Re-mails school	5	5	0	0.00	0	0	0.00	01/27/12
SASS-3A	Re-mails school	36	36	0	0.00	0	0	0.00	01/27/12
SASS-3B	Re-mails school	4	4	0	0.00	0	0	0.00	01/27/12
SASS-3Y	Re-mails school	41	41	1	0.02	0	0	0.00 ¹⁹	01/27/12
SASS/private sch	Re-mails school	8	8	0	0.00	0	0	0.00	01/27/12

See notes at end of exhibit.

Exhibit L-2. Package assembly quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Received	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS/public sch	Re-mails school	76	76	0	0.00	0	0	0.00	01/27/12
SASS-16	Re-mails school	11	11	0	0.00	0	0	0.00	01/27/12
SASS-2A	Re-mails school	1	1	0	0.00	0	0	0.00	01/27/12
SASS-3A	Re-mails school	5	5	0	0.00	0	0	0.00	01/27/12
SASS-3Y	Re-mails school	17	17	0	0.00	0	0	0.00	01/27/12
SASS	Re-mails school	168	168	0	0.00	0	0	0.00	02/01/12
SASS-16	Re-mails school	44	44	0	0.00	0	0	0.00	02/01/12
SASS-2A	Re-mails school	6	6	0	0.00	0	0	0.00	02/01/12
SASS-2B	Re-mails school	2	2	0	0.00	0	0	0.00	02/01/12
SASS-3A	Re-mails school	16	16	0	0.00	0	0	0.00	02/01/12
SASS-3B	Re-mails school	2	2	0	0.00	0	0	0.00	02/01/12
SASS/private sch	Re-mails school	3	3	0	0.00	0	0	0.00	02/02/12
SASS/public sch	Re-mails school	16	16	0	0.00	0	0	0.00	02/02/12
SASS-16	Re-mails school	6	6	0	0.00	0	0	0.00	02/02/12
SASS-3A	Re-mails school	1	1	0	0.00	0	0	0.00	02/02/12
SASS-3B	Re-mails school	1	1	0	0.00	0	0	0.00	02/02/12
SASS-3Y	Re-mails school	6	6	0	0.00	0	0	0.00	02/02/12
SASS-20L(C)	NRFU public coordinator	6503	6503	1	0.00	0	0	0.00 ²⁰	02/08/12
SASS-20L(C)	NRFU public coordinator	1990	1990	0	0.00	0	0	0.00	02/08/12
SASS-20L(R)	NRFU public principal	3426	3426	0	0.00	0	0	0.00	02/08/12
SASS-20L(R)	NRFU private principal	1536	1536	0	0.00	0	0	0.00	02/08/12
SASS-16	Re-mails school	39	39	0	0.00	0	0	0.00	02/09/12
SASS-2A	Re-mails school	8	8	0	0.00	0	0	0.00	02/09/12
SASS-2B	Re-mails school	6	6	0	0.00	0	0	0.00	02/09/12
SASS-3A	Re-mails school	15	15	0	0.00	0	0	0.00	02/09/12
SASS-3B	Re-mails school	1	1	0	0.00	0	0	0.00	02/09/12
SASS-3Y	Re-mails school	3	3	0	0.00	0	0	0.00	02/09/12
SASS	Re-mails school	199	199	1	0.01	0	0	0.00 ²¹	02/10/12
SASS-358C	Re-mails school	7	7	0	0.00	0	0	0.00	02/10/12
SASS-3Y	Re-mails school	31	31	2	0.06	0	0	0.00 ²²	02/10/12
LS-1A	Re-mails school week 6	16	16	0	0.00	0	0	0.00	02/24/12
SASS-16	Re-mails school week 6	36	36	1	0.03	0	0	0.00 ²³	02/24/12
SASS-1A	Re-mails district week6	1	1	0	0.00	0	0	0.00	02/24/12
SASS-2A	Re-mails school week 6	10	10	0	0.00	0	0	0.00	02/24/12
SASS-2B	Re-mails school week 6	2	2	0	0.00	0	0	0.00	02/24/12
SASS-3A	Re-mails school week 6	13	13	0	0.00	0	0	0.00	02/24/12
SASS-3B	Re-mails school week 6	2	2	0	0.00	0	0	0.00	02/24/12
SASS-MU	Re-mails school week 6	192	192	1	0.01	0	0	0.00 ²⁴	02/24/12
LS-1A	Re-mails school week 7	1	1	0	0.00	0	0	0.00	02/24/12

See notes at end of exhibit.

Exhibit L-2. Package assembly quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Received	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-16	Re-mails school week 7	5	5	0	0.00	0	0	0.00	02/24/12
SASS-2A	Re-mails school week 7	1	1	0	0.00	0	0	0.00	02/24/12
SASS-2B	Re-mails school week 7	1	1	0	0.00	0	0	0.00	02/24/12
SASS-3A	Re-mails school week 7	4	4	0	0.00	0	0	0.00	02/24/12
SASS-3B	Re-mails school week 7	1	1	0	0.00	0	0	0.00	02/24/12
SASS-MU	Re-mails school week 7	41	41	4	0.10	0	0	0.00 ²⁵	02/24/12
LS-1A	Re-mails school week 8	19	19	0	0.00	0	0	0.00	03/01/12
SASS-16	Re-mails school week 8	45	45	0	0.00	0	0	0.00	03/01/12
SASS-2A	Re-mails school week 8	21	21	0	0.00	0	0	0.00	03/01/12
SASS-2B	Re-mails school week 8	3	3	0	0.00	0	0	0.00	03/01/12
SASS-3A	Re-mails school week 8	11	11	0	0.00	0	0	0.00	03/01/12
SASS-3B	Re-mails school week 8	2	2	0	0.00	0	0	0.00	03/01/12
SASS-3Y	Re-mails school week 8	4	4	0	0.00	0	0	0.00	03/01/12
SASS-MU	Re-mails school week 8	223	223	2	0.01	0	0	0.00 ²⁶	03/01/12
LS-1A	Re-mails school week 9	32	32	0	0.00	0	0	0.00	03/13/12
SASS-16	Re-mails school week 9	54	54	0	0.00	0	0	0.00	03/13/12
SASS-2A	Re-mails school week 9	16	16	0	0.00	0	0	0.00	03/13/12
SASS-2B	Re-mails school week 9	7	7	0	0.00	0	0	0.00	03/13/12
SASS-3A	Re-mails school week 9	15	15	0	0.00	0	0	0.00	03/13/12
SASS-3B	Re-mails school week 9	5	5	0	0.00	0	0	0.00	03/13/12
SASS-MU	Re-mails school week 9	283	283	0	0.00	0	0	0.00	03/13/12
LS-1A	Re-mails school week 10	21	21	0	0.00	0	0	0.00	03/16/12
SASS-16	Re-mails school week 10	45	45	0	0.00	0	0	0.00	03/16/12
SASS-2A	Re-mails school week 10	12	12	0	0.00	0	0	0.00	03/16/12
SASS-2B	Re-mails school week 10	7	7	0	0.00	0	0	0.00	03/16/12
SASS-3A	Re-mails school week 10	18	18	0	0.00	0	0	0.00	03/16/12
SASS-3B	Re-mails school week 10	6	6	0	0.00	0	0	0.00	03/16/12
SASS-3Y	Re-mails school week 10	3	3	0	0.00	0	0	0.00	03/16/12
SASS-MU	Re-mails school week 10	283	283	6	0.02	0	0	0.00 ²⁷	03/16/12
LS-1A	Re-mails school week 11	23	23	0	0.00	0	0	0.00	03/23/12
SASS-16	Re-mails school week 11	32	32	0	0.00	0	0	0.00	03/23/12
SASS-2A	Re-mails school week 11	17	17	0	0.00	0	0	0.00	03/23/12
SASS-3A	Re-mails school week 11	12	12	0	0.00	0	0	0.00	03/23/12
SASS-3B	Re-mails school week 11	2	2	0	0.00	0	0	0.00	03/23/12

See notes at end of exhibit.

Exhibit L-2. Package assembly quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Received	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-3Y	Re-mails school week 11	3	3	0	0.00	0	0	0.00	03/23/12
SASS-MU	Re-mails school week 11	208	208	3	0.01	0	0	0.00 ²⁸	03/23/12
LS-1A	Re-mails school week 12	12	12	0	0.00	0	0	0.00	03/30/12
SASS-16	Re-mails school week 12	38	38	0	0.00	0	0	0.00	03/30/12
SASS-2A	Re-mails school week 12	8	8	0	0.00	0	0	0.00	03/30/12
SASS-2B	Re-mails school week 12	8	8	0	0.00	0	0	0.00	03/30/12
SASS-3A	Re-mails school week 12	12	12	0	0.00	0	0	0.00	03/30/12
SASS-3B	Re-mails school week 12	4	4	0	0.00	0	0	0.00	03/30/12
SASS-3Y	Re-mails school week 12	1	1	0	0.00	0	0	0.00	03/30/12
SASS-MU	Re-mails school week 12	236	236	0	0.00	0	0	0.00	03/30/12
LS-1A	Re-mails school week 13	5	5	0	0.00	0	0	0.00	04/06/12
SASS-16	Re-mails school week 13	4	4	0	0.00	0	0	0.00	04/06/12
SASS-2A	Re-mails school week 13	1	1	0	0.00	0	0	0.00	04/06/12
SASS-3A	Re-mails school week 13	3	3	0	0.00	0	0	0.00	04/06/12
SASS-3B	Re-mails school week 13	1	1	0	0.00	0	0	0.00	04/06/12
SASS-3Y	Re-mails school week 13	2	2	0	0.00	0	0	0.00	04/06/12
SASS-MU	Re-mails school week 13	18	18	0	0.00	0	0	0.00	04/06/12
SASS-split 2	Initial teacher wave 1 & 2	605	605	0	0.00	0	0	0.00	11/16/12
SASS-split 3	Initial teacher wave 1 & 2	40	40	0	0.00	0	0	0.00	11/16/12
SASS-split 1	Initial teacher wave 1 & 2	107	107	0	0.00	0	0	0.00	11/17/12
SASS-split 3	Initial teacher wave 3	204	204	0	0.00	0	0	0.00	11/21/11
SASS-split 1	Initial teacher wave 3	119	119	0	0.00	0	0	0.00	11/29/11
SASS-split 2	Initial teacher wave 3	587	587	0	0.00	0	0	0.00	11/29/11
SASS-split 3	Initial teacher wave 3	175	175	0	0.00	0	0	0.00	11/29/11
SASS-split 3	Initial teacher wave 4	56	56	0	0.00	0	0	0.00	12/02/11
SASS-split 1	Initial teacher wave 5	35	35	0	0.00	0	0	0.00	12/05/11
SASS-split 2	Initial teacher wave 5	182	182	0	0.00	0	0	0.00	12/05/11
SASS-split 3	Initial teacher wave 5	26	26	0	0.00	0	0	0.00	12/05/11

See notes at end of exhibit.

Exhibit L-2. Package assembly quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Received	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-split 4	Initial teacher wave 5	4	4	0	0.00	0	0	0.00	12/05/11
SASS-4A	Re-mails teacher	68	68	1	0.01	0	0	0.00 ²⁹	12/16/11
SASS-4B	Re-mails teacher	41	41	0	0.00	0	0	0.00	12/16/11
SASS-split 2	Initial teacher wave 6	6212	6212	0	0.00	0	0	0.00	12/27/11
SASS-split 3	Initial teacher wave 6	893	893	0	0.00	0	0	0.00	12/27/11
SASS-split 1	Initial teacher wave 6	927	927	0	0.00	0	0	0.00	12/29/11
SASS-split 4	Initial teacher wave 6	6	6	0	0.00	0	0	0.00	12/29/11
SASS-split 1	Initial teacher wave 7	124	124	0	0.00	0	0	0.00	12/29/11
SASS-split 2	Initial teacher wave 7	347	347	0	0.00	0	0	0.00	12/29/11
SASS-split 3	Initial teacher wave 7	127	127	0	0.00	0	0	0.00	12/29/11
SASS-split 4	Initial teacher wave 7	14	14	0	0.00	0	0	0.00	12/29/11
SASS-split 1	Initial teacher wave 8	183	183	0	0.00	0	0	0.00	01/09/12
SASS-split 2	Initial teacher wave 8	1091	1091	0	0.00	0	0	0.00	01/09/12
SASS-split 3	Initial teacher wave 8	152	152	0	0.00	0	0	0.00	01/09/12
SASS-20L(T)	Reminder teacher wave 1-8	16816	16816	0	0.00	0	0	0.00	01/12/12
SASS-4A	Re-mails teacher	220	220	0	0.00	0	0	0.00	01/23/12
SASS-4B	Re-mails teacher	35	35	0	0.00	0	0	0.00	01/23/12
SASS-15L	Initial teacher wave 9	3586	3586	0	0.00	0	0	0.00	01/26/12
SASS-17L(B)	Initial teacher wave 9	508	508	2	0.00	0	0	0.00 ³⁰	01/26/12
SASS-split 1	Initial teacher wave 9	506	506	0	0.00	0	0	0.00	01/27/12
SASS-split 4	Initial teacher wave 9	3	3	0	0.00	0	0	0.00	01/27/12
SASS-4A	Re-mails teacher	146	146	0	0.00	0	0	0.00	01/27/12
SASS-4B	Re-mails teacher	16	16	0	0.00	0	0	0.00	01/27/12
SASS-4A	Re-mails teacher	199	199	2	0.01	0	0	0.00 ³¹	02/01/12
SASS-4B	Re-mails teacher	17	17	0	0.00	0	0	0.00	02/01/12
SASS-17L(A)	Initial teacher wave 10	227	227	1	0.00	0	0	0.00 ³²	02/01/12
SASS-15L	Initial teacher wave 10	1579	1579	0	0.00	0	0	0.00	02/01/12
SASS-17L(B)	Initial teacher wave 10	226	226	0	0.00	0	0	0.00	02/01/12
SASS-4B	NRFU private teacher	2777	2777	7	0.00	0	0	0.00 ³³	02/03/12
SASS-4A	NRFU public teacher	17384	17384	34	0.00	0	0	0.00 ³⁴	02/08/12
SASS-15L	Initial teacher wave 11	3960	3960	0	0.00	0	0	0.00	02/08/12
SASS-17L(B)	Initial teacher wave 11	529	529	0	0.00	0	0	0.00	02/08/12
SASS-4A	Re-mails teacher	108	108	0	0.00	0	0	0.00	02/08/12
SASS-4B	Re-mails teacher	15	15	0	0.00	0	0	0.00	02/08/12
SASS-4B	Initial teacher wave 11	3	3	0	0.00	0	0	0.00	02/09/12
SASS-split 1	Initial teacher wave 11	528	528	0	0.00	0	0	0.00	02/09/12
SASS-15L	Initial teacher wave 12	3738	3738	0	0.00	0	0	0.00	02/16/12
SASS-17L(B)	Initial teacher wave 12	506	506	0	0.00	0	0	0.00	02/16/12
SASS-15L	Initial teacher wave 13	727	727	0	0.00	0	0	0.00	02/16/12
SASS-17L(B)	Initial teacher wave 13	104	104	0	0.00	0	0	0.00	02/16/12
SASS-split 1	Initial teacher wave 12	506	506	0	0.00	0	0	0.00	02/17/12
SASS-split 4	Initial teacher wave 12	3	3	0	0.00	0	0	0.00	02/17/12
SASS-split 1	Initial teacher wave 13	506	506	0	0.00	0	0	0.00	02/17/12

See notes at end of exhibit.

Exhibit L-2. Package assembly quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Received	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-split 4	Initial teacher wave 13	3	3	0	0.00	0	0	0.00	02/17/12
SASS-split 1	Initial teacher wave 13	104	104	0	0.00	0	0	0.00	02/17/12
	Reminder teacher wave								
SASS-20L(T)	11	7126	7126	0	0.00	0	0	0.00	02/17/12
SASS-4A	Re-mails teacher	333	333	0	0.00	0	0	0.00	02/17/12
SASS-4B	Re-mails teacher	15	15	0	0.00	0	0	0.00	02/17/12
SASS-4A	Re-mails teacher	150	150	0	0.00	0	0	0.00	02/21/12
SASS-4B	Re-mails teacher	11	11	0	0.00	0	0	0.00	02/21/12
SASS-split 2	Initial teacher wave 14	1266	1266	0	0.00	0	0	0.00	02/23/12
SASS-split 3	Initial teacher wave 14	324	324	0	0.00	0	0	0.00	02/23/12
SASS-split 1	Initial teacher wave 14	175	175	0	0.00	0	0	0.00	02/24/12
	Reminder teacher wave								
SASS-20L(T)	13	1376	1376	0	0.00	0	0	0.00	02/24/12
	Reminder teacher wave								
SASS-20L(T)	12	6948	6948	0	0.00	0	0	0.00	02/27/12
SASS-split 2	Initial teacher wave 15	318	318	0	0.00	0	0	0.00	02/29/12
SASS-split 3	Initial teacher wave 15	119	119	0	0.00	0	0	0.00	02/29/12
SASS-4A	Re-mails teacher	1434	1434	1	0.00	0	0	0.00 ³⁵	03/01/12
SASS-4B	Re-mails teacher	86	86	0	0.00	0	0	0.00	03/01/12
	Reminder teacher wave								
SASS-20L(T)	15	652	652	0	0.00	0	0	0.00	03/01/12
	Reminder teacher wave								
SASS-20L(T)	14	2457	2457	0	0.00	0	0	0.00	03/01/12
SASS-4A	Re-mails teacher	697	697	2	0.00	0	0	0.00 ³⁶	03/01/12
SASS-4B	Re-mails teacher	70	70	0	0.00	0	0	0.00	03/01/12
SASS-split 1	Initial teacher wave 15	49	49	0	0.00	0	0	0.00	03/05/12
SASS-15L	Initial teacher wave 16	273	273	0	0.00	0	0	0.00	03/05/12
SASS-split 1	Initial teacher wave 16	38	38	0	0.00	0	0	0.00	03/01/12
	Re-mails teacher week								
SASS-4A	10	910	910	0	0.00	0	0	0.00	03/12/12
	Re-mails teacher week								
SASS-4B	10	97	97	0	0.00	0	0	0.00	03/12/12
	Reminder teacher wave								
SASS-20L(T)	16	507	507	0	0.00	0	0	0.00	03/12/12
SASS-15L	Initial teacher wave 17	512	512	0	0.00	0	0	0.00	03/12/12
SASS-17L(B)	Initial teacher wave 17	68	68	0	0.00	0	0	0.00	03/12/12
SASS-split 1	Initial teacher wave 17	67	67	0	0.00	0	0	0.00	03/13/12
SASS-split 4	Initial teacher wave 17	8	8	0	0.00	0	0	0.00	03/13/12
SASS-4A	NRFU teacher reminder	11040	11040	5	0.00	0	0	0.00 ³⁷	03/21/12
SASS-4B	NRFU teacher reminder	816	816	0	0.00	0	0	0.00	03/21/12
	Re-mails teacher week								
SASS-4A	11	1072	1072	0	0.00	0	0	0.00	03/21/12
	Re-mails teacher week								
SASS-4B	11	93	93	0	0.00	0	0	0.00	03/21/12
SASS-17L(A)	Initial teacher wave 18	49	49	0	0.00	0	0	0.00	03/21/12

See notes at end of exhibit.

Exhibit L-2. Package assembly quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Number Received	Sample inspection		Expanded inspection			Date	
			Number Inspected	Number defective	Percent defective	Number Inspected	Number defective		Percent defective
SASS-15L	Initial teacher wave 18	384	384	0	0.00	0	0	0.00	03/22/12
SASS-17L(B)	Initial teacher wave 18	50	50	0	0.00	0	0	0.00	03/22/12
SASS-20L(T)	Reminder teacher wave 17	896	896	0	0.00	0	0	0.00	03/22/12
SASS-20L(T)	Reminder teacher wave 18	683	683	0	0.00	0	0	0.00	03/24/12
SASS-4A	Re-mails teacher week 12	635	635	0	0.00	0	0	0.00	03/27/12
SASS-4B	Re-mails teacher week 12	211	211	0	0.00	0	0	0.00	03/27/12
SASS-17L(A)	Initial teacher wave 19	23	23	0	0.00	0	0	0.00	03/28/12
SASS-15L	Initial teacher wave 19	144	144	0	0.00	0	0	0.00	03/28/12
SASS-17L(B)	Initial teacher wave 19	22	22	0	0.00	0	0	0.00	03/28/12
SASS-4A	Re-mails teacher week 13	51	51	0	0.00	0	0	0.00	04/04/12
SASS-4B	Re-mails teacher week 13	8	8	0	0.00	0	0	0.00	04/04/12
SASS-17L(A)	Initial teacher wave 20	60	60	0	0.00	0	0	0.00	04/05/12
SASS-4A	1st followup teacher wave 17	888	888	0	0.00	0	0	0.00	04/05/12
SASS-20L(T)	Reminder teacher wave 19	270	270	0	0.00	0	0	0.00	04/09/12
SASS-split 1	Initial teacher wave 21	24	24	0	0.00	0	0	0.00	04/10/12
SASS-split 4	Initial teacher wave 21	5	5	0	0.00	0	0	0.00	04/10/12
SASS-15L	Initial teacher wave 21	190	190	0	0.00	0	0	0.00	04/10/12
SASS-17L(B)	Initial teacher wave 21	24	24	0	0.00	0	0	0.00	04/10/12
SASS-20L(T)	Reminder teacher wave 20	815	815	0	0.00	0	0	0.00	04/11/12
SASS-4A	1st followup teacher wave 18	683	683	0	0.00	0	0	0.00	04/11/12
SASS-15L	Initial teacher wave 20	436	436	0	0.00	0	0	0.00	04/13/12
SASS-17L(B)	Initial teacher wave 20	58	58	0	0.00	0	0	0.00	04/13/12
SASS-4B	private teacher FedEx	444	444	0	0.00	0	0	0.00	04/17/12
SASS-4A	public teacher FedEx	1642	1642	0	0.00	0	0	0.00	04/18/12
SASS-4A	1st followup teacher wave 19	270	270	0	0.00	0	0	0.00	04/18/12
SASS-4A	1st followup teacher wave 20	815	815	0	0.00	0	0	0.00	04/18/12
SASS-20L(T)	Reminder teacher wave 21	308	308	0	0.00	0	0	0.00	04/18/12
SASS-split 2	Initial teacher wave 22	848	848	0	0.00	0	0	0.00	04/18/12
SASS-split 3	Initial teacher wave 22	293	293	0	0.00	0	0	0.00	04/18/12
SASS-split 1	Initial teacher wave 22	107	107	0	0.00	0	0	0.00	04/19/12
SASS-split 4	Initial teacher wave 22	135	135	0	0.00	0	0	0.00	04/19/12
SASS-20L(T)	Reminder teacher wave 22	1740	1740	0	0.00	0	0	0.00	04/25/12
SASS-split 1	Initial teacher wave 23	125	125	0	0.00	0	0	0.00	04/27/12

See notes at end of exhibit.

Exhibit L-2. Package assembly quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Received	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-split 4	Initial teacher wave 23	43	43	0	0.00	0	0	0.00	04/27/12
SASS-split 2	Initial teacher wave 23	841	841	0	0.00	0	0	0.00	04/30/12
SASS-split 3	Initial teacher wave 23	319	319	0	0.00	0	0	0.00	04/30/12
SASS-4A	1st followup teacher wave 21	215	215	0	0.00	0	0	0.00	05/03/12
SASS-4B	1st followup teacher wave 21	88	88	0	0.00	0	0	0.00	05/03/12
SASS-4B	Initial teacher wave 24 Amish	3	3	0	0.00	0	0	0.00	05/03/12
SASS-4A	Initial teacher wave 24	1576	1576	0	0.00	0	0	0.00	05/08/12
SASS-4B	Initial teacher wave 24	318	318	0	0.00	0	0	0.00	05/08/12
SASS-4A	1st followup teacher wave 22	1288	1288	1	0.00	0	0	0.00 ³⁸	05/09/12
SASS-4B	1st followup teacher wave 22	317	317	0	0.00	0	0	0.00	05/09/12
SASS-4A	Initial teacher wave 25	684	684	0	0.00	0	0	0.00	05/10/12
SASS-4B	Initial teacher wave 25	152	152	0	0.00	0	0	0.00	05/10/12
SASS-4B	Initial teacher wave 25 Amish	1	1	0	0.00	0	0	0.00	05/10/12
SASS-4A	Initial teacher wave 26	120	120	0	0.00	0	0	0.00	05/15/12
SASS-4B	Initial teacher wave 26	14	14	0	0.00	0	0	0.00	05/15/12
SASS-4A	Initial teacher wave 27	138	138	0	0.00	0	0	0.00	05/16/12
SASS-4B	Initial teacher wave 27	27	27	0	0.00	0	0	0.00	05/16/12

¹ Two disclosure, 2 sequence order/materials order.

² Three disclosure, 3 extra return envelope, 5 missing return envelope, 1 missing package, 1 missing overprint on outgoing envelope, 1 missing flyer.

³ Two missing return envelope.

⁴ Two disclosure, 2 sequence order/material order.

⁵ Three disclosure, 3 extra return envelope, 5 missing return envelope, 1 missing package, 1 missing overprint on outgoing envelope, 1 missing flyer.

⁶ Two extra return envelope, 8 missing return envelope.

⁷ One disclosure.

⁸ One disclosure, 1 missing 3Y questionnaire.

⁹ Four missing return envelope.

¹⁰ Two disclosure, 1 extra return envelope, 1 extraneous marks, 9 missing return envelope, 2 extra overprint.

¹¹ Four missing return envelope.

¹² Four missing return envelope.

¹³ One extra return envelope.

¹⁴ Twenty-four incorrect brochure.

¹⁵ One disclosure, 1 extraneous marks, 1 missing package, 1 sequence order/material order.

¹⁶ Two extra return envelope, 5 missing return envelope.

¹⁷ Two extra return envelope, 4 missing return envelope.

¹⁸ One disclosure, one duplicate questionnaire, 4 extra return envelope.

¹⁹ One extra return envelope.

²⁰ One sequence order/material order.

²¹ One missing return envelope, 1 missing questionnaire.

²² One disclosure, 2 missing return envelope.

²³ One extra return envelope.

²⁴ Four missing return envelope.

²⁵ One disclosure, 1 extra return envelope, 1 missing questionnaire, 2 missing return envelope.

²⁶ Two missing return envelope.

²⁷ Two disclosure, 5 extra return envelope, 2 missing forms.

²⁸ One disclosure, 1 extra return envelope, 1 missing questionnaire.

²⁹ One extra return envelope.

³⁰ One disclosure, one missing package.

³¹ One extra return envelope, 1 missing return envelope.

³² Three duplicate small packages.

³³ One incomplete/loss of information, 5 missing return envelope, 1 sequence order/material order.

³⁴ Seventeen damaged, 12 extra return envelope, 5 missing return envelope.

³⁵ One extra return envelope.

³⁶ Two missing return envelope.

³⁷ One damaged, 1 extra return envelope, 2 missing return envelope, 1 missing postal indicia.

³⁸ One extra return envelope.

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

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2012

Exhibit L-3. Label imaging quality assurance, by type of inspection and form: 2011–12

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Printed	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
Package Assembly Total		157657	9120	0	0.00	0	0	0.00	
<i>District Package Labeling Total</i>		<i>8805</i>	<i>664</i>	<i>0</i>	<i>0.00</i>	<i>0</i>	<i>0</i>	<i>0.00</i>	
<i>School Package Labeling Total</i>		<i>72573</i>	<i>4448</i>	<i>0</i>	<i>0.00</i>	<i>0</i>	<i>0</i>	<i>0.00</i>	
<i>Teacher Package Labeling Total</i>		<i>76279</i>	<i>4008</i>	<i>0</i>	<i>0.00</i>	<i>0</i>	<i>0</i>	<i>0.00</i>	
SASS-1A	Initial	4685	250	0	0.00	0	0	0.00	10/07/11
SASS-1A	Re-mails we 11/19/11	793	40	0	0.00	0	0	0.00	11/18/11
SASS-1A	1st followup district	1683	85	0	0.00	0	0	0.00	11/21/11
SASS-1A	Re-mails district	87	45	0	0.00	0	0	0.00	01/20/12
SASS-1A	Re-mails district	31	9	0	0.00	0	0	0.00	01/25/12
SASS-1A	Re-mails district	68	40	0	0.00	0	0	0.00	01/25/12
SASS-1A	Re-mails district	12	4	0	0.00	0	0	0.00	01/31/12
SASS-1A	Re-mails district	22	11	0	0.00	0	0	0.00	02/01/12
SASS-1A	NRFU field followup	1220	95	0	0.00	0	0	0.00	02/06/12
SASS-1A	Re-mails district	16	8	0	0.00	0	0	0.00	02/08/12
SASS-1A	Re-mails district	144	33	0	0.00	0	0	0.00	02/14/12
SASS-1A	Re-mails district	44	44	0	0.00	0	0	0.00	02/16/12
LS-1A	Initial public	9213	255	0	0.00	0	0	0.00	10/27/11
SASS-16	Initial public	2174	175	0	0.00	0	0	0.00	10/27/11
SASS-2A	Initial public	9213	370	0	0.00	0	0	0.00	10/27/11
SASS-3A	Initial public	7936	280	0	0.00	0	0	0.00	10/27/11
SASS-3Y	Initial public	1277	0	0	0.00	0	0	0.00	10/27/11
LS-1A	Initial public add'l	4	4	0	0.00	0	0	0.00	10/27/11
SASS-16	Initial public add'l	4	4	0	0.00	0	0	0.00	10/27/11
SASS-2A	Initial public add'l	4	4	0	0.00	0	0	0.00	10/27/11
SASS-3A	Initial public add'l	4	4	0	0.00	0	0	0.00	10/27/11
LS-1A	Initial public spec. dist.	168	45	0	0.00	0	0	0.00	10/28/11
SASS-16	Initial public spec. dist.	168	45	0	0.00	0	0	0.00	10/28/11
SASS-2A	Initial public spec. dist.	168	45	0	0.00	0	0	0.00	10/28/11
SASS-3A	Initial public spec. dist.	168	45	0	0.00	0	0	0.00	10/28/11
SASS-16	1st followup Amish	134	45	0	0.00	0	0	0.00	11/02/11
SASS-2B	1st followup Amish	134	40	0	0.00	0	0	0.00	11/02/11
SASS-3B	1st followup Amish	133	10	0	0.00	0	0	0.00	11/02/11
SASS-16	1st followup private	2620	85	0	0.00	0	0	0.00	11/02/11
SASS-2B	1st followup private	2601	80	0	0.00	0	0	0.00	11/02/11
SASS-3B	1st followup private	2601	80	0	0.00	0	0	0.00	11/02/11
SASS-16	Initial public	4143	85	0	0.00	0	0	0.00	11/14/11
LS-1A	Initial spec. dist. add'l	41	5	0	0.00	0	0	0.00	11/18/11
SASS-16	Initial spec. dist. add'l	41	40	0	0.00	0	0	0.00	11/18/11
SASS-2A	Initial spec. dist. add'l	41	40	0	0.00	0	0	0.00	11/18/11
SASS-3A	Initial spec. dist. add'l	41	40	0	0.00	0	0	0.00	11/18/11
LS-1A	1st followup SpecDist	449	35	0	0.00	0	0	0.00	12/06/11
SASS-16	1st followup SpecDist	449	100	0	0.00	0	0	0.00	12/06/11
SASS-2A	1st followup SpecDist	449	26	0	0.00	0	0	0.00	12/06/11
SASS-3A	1st followup SpecDist	449	26	0	0.00	0	0	0.00	12/06/11
SASS-16	Re-mails private school	191	21	0	0.00	0	0	0.00	12/28/11

See notes at end of exhibit.

Exhibit L-3. Label imaging quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Printed	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-2B	Re-mails private school	218	21	0	0.00	0	0	0.00	12/28/11
SASS-3B	Re-mails private school	220	21	0	0.00	0	0	0.00	12/28/11
LS-1A	Re-mails public school	931	26	0	0.00	0	0	0.00	12/29/11
SASS-16	Re-mails public school	703	81	0	0.00	0	0	0.00	12/29/11
SASS-2A	Re-mails public school	943	65	0	0.00	0	0	0.00	12/29/11
SASS-3A	Re-mails public school	799	47	0	0.00	0	0	0.00	12/29/11
SASS-3Y	Re-mails public school	179	15	0	0.00	0	0	0.00	12/29/11
LS-1A	initial public SpecHand	23	5	0	0.00	0	0	0.00	01/06/12
SASS-16	initial public SpecHand	23	18	0	0.00	0	0	0.00	01/06/12
SASS-2A	initial public SpecHand	23	12	0	0.00	0	0	0.00	01/06/12
SASS-3A	initial public SpecHand	23	5	0	0.00	0	0	0.00	01/06/12
LS-1A	Re-mails public school	221	20	0	0.00	0	0	0.00	01/25/12
SASS-16	Re-mails public school	264	72	0	0.00	0	0	0.00	01/25/12
SASS-2A	Re-mails public school	254	55	0	0.00	0	0	0.00	01/25/12
SASS-2B	Re-mails private school	58	15	0	0.00	0	0	0.00	01/25/12
SASS-3A	Re-mails public school	229	45	0	0.00	0	0	0.00	01/25/12
SASS-3B	Re-mails private school	57	19	0	0.00	0	0	0.00	01/25/12
SASS-3Y	Re-mails public school	46	15	0	0.00	0	0	0.00	01/25/12
LS-1A	Re-mails public school	90	16	0	0.00	0	0	0.00	01/25/12
SASS-16	Re-mails public school	73	25	0	0.00	0	0	0.00	01/25/12
SASS-2A	Re-mails public school	87	26	0	0.00	0	0	0.00	01/25/12
SASS-2B	Re-mails private school	8	3	0	0.00	0	0	0.00	01/25/12
SASS-3A	Re-mails public school	96	26	0	0.00	0	0	0.00	01/25/12
SASS-3B	Re-mails private school	8	3	0	0.00	0	0	0.00	01/25/12
SASS-3Y	Re-mails public school	1	1	0	0.00	0	0	0.00	01/25/12
LS-1A	Re-mails public school	124	10	0	0.00	0	0	0.00	01/31/12
SASS-16	Re-mails public school	148	42	0	0.00	0	0	0.00	01/31/12
SASS-2A	Re-mails public school	136	45	0	0.00	0	0	0.00	01/31/12
SASS-2B	Re-mails private school	35	6	0	0.00	0	0	0.00	01/31/12
SASS-3A	Re-mails public school	125	43	0	0.00	0	0	0.00	01/31/12
SASS-3B	Re-mails private school	35	6	0	0.00	0	0	0.00	01/31/12
SASS-3Y	Re-mails public school	22	4	0	0.00	0	0	0.00	01/31/12
SASS-16	Re-mails public school	20	11	0	0.00	0	0	0.00	02/01/12
SASS-2A	Re-mails public school	20	7	0	0.00	0	0	0.00	02/01/12
SASS-2B	Re-mails private school	3	2	0	0.00	0	0	0.00	02/01/12
SASS-3A	Re-mails public school	17	9	0	0.00	0	0	0.00	02/01/12
SASS-3B	Re-mails private school	4	2	0	0.00	0	0	0.00	02/01/12
SASS-3Y	Re-mails public school	6	3	0	0.00	0	0	0.00	02/01/12
SASS-16	Re-mails public school	40	27	0	0.00	0	0	0.00	02/08/12
SASS-2A	Re-mails public school	8	4	0	0.00	0	0	0.00	02/08/12
SASS-2B	Re-mails private school	6	4	0	0.00	0	0	0.00	02/08/12
SASS-3A	Re-mails public school	15	9	0	0.00	0	0	0.00	02/08/12
SASS-3B	Re-mails private school	1	1	0	0.00	0	0	0.00	02/08/12
SASS-3Y	Re-mails public school	2	1	0	0.00	0	0	0.00	02/08/12
LS-1A	Re-mails public school	22	10	0	0.00	0	0	0.00	02/14/12

See notes at end of exhibit.

Exhibit L-3. Label imaging quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Printed	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-16	Re-mails public school	153	53	0	0.00	0	0	0.00	02/14/12
SASS-2A	Re-mails public school	170	54	0	0.00	0	0	0.00	02/14/12
SASS-2B	Re-mails private school	51	16	0	0.00	0	0	0.00	02/14/12
SASS-3A	Re-mails public school	146	36	0	0.00	0	0	0.00	02/14/12
SASS-3B	Re-mails private school	53	20	0	0.00	0	0	0.00	02/14/12
SASS-3Y	Re-mails public school	30	15	0	0.00	0	0	0.00	02/14/12
LS-1A	Re-mails public school	17	4	0	0.00	0	0	0.00	02/22/12
SASS-16	Re-mails public school	36	5	0	0.00	0	0	0.00	02/22/12
SASS-2A	Re-mails public school	10	3	0	0.00	0	0	0.00	02/22/12
SASS-2B	Re-mails private school	2	1	0	0.00	0	0	0.00	02/22/12
SASS-3A	Re-mails public school	13	4	0	0.00	0	0	0.00	02/22/12
SASS-3B	Re-mails private school	2	1	0	0.00	0	0	0.00	02/22/12
LS-1A	Re-mails public school	135	12	0	0.00	0	0	0.00	02/22/12
SASS-16	Re-mails public school	124	14	0	0.00	0	0	0.00	02/22/12
SASS-2A	Re-mails public school	139	12	0	0.00	0	0	0.00	02/22/12
SASS-2B	Re-mails private school	42	3	0	0.00	0	0	0.00	02/22/12
SASS-3A	Re-mails public school	116	8	0	0.00	0	0	0.00	02/22/12
SASS-3B	Re-mails private school	41	4	0	0.00	0	0	0.00	02/22/12
SASS-3Y	Re-mails public school	29	4	0	0.00	0	0	0.00	02/22/12
LS-1A	Re-mails public school	1	1	0	0.00	0	0	0.00	02/23/12
SASS-16	Re-mails public school	5	2	0	0.00	0	0	0.00	02/23/12
SASS-2A	Re-mails public school	1	1	0	0.00	0	0	0.00	02/23/12
SASS-2B	Re-mails private school	1	1	0	0.00	0	0	0.00	02/23/12
SASS-3A	Re-mails public school	4	2	0	0.00	0	0	0.00	02/23/12
SASS-3B	Re-mails private school	1	1	0	0.00	0	0	0.00	02/23/12
LS-1A	Re-mails week 7	28	4	0	0.00	0	0	0.00	02/23/12
SASS-16	Re-mails week 7	25	7	0	0.00	0	0	0.00	02/23/12
SASS-2A	Re-mails week 7	33	5	0	0.00	0	0	0.00	02/23/12
SASS-2B	Re-mails week 7	6	2	0	0.00	0	0	0.00	02/23/12
SASS-3A	Re-mails week 7	25	3	0	0.00	0	0	0.00	02/23/12
SASS-3B	Re-mails week 7	6	2	0	0.00	0	0	0.00	02/23/12
SASS-3Y	Re-mails week 7	6	2	0	0.00	0	0	0.00	02/23/12
LS-1A	Re-mails week 8	168	30	0	0.00	0	0	0.00	02/29/12
SASS-16	Re-mails week 8	155	36	0	0.00	0	0	0.00	02/29/12
SASS-2A	Re-mails week 8	179	35	0	0.00	0	0	0.00	02/29/12
SASS-2B	Re-mails week 8	33	10	0	0.00	0	0	0.00	02/29/12
SASS-3A	Re-mails week 8	134	28	0	0.00	0	0	0.00	02/29/12
SASS-3B	Re-mails week 8	32	19	0	0.00	0	0	0.00	02/29/12
SASS-3Y	Re-mails week 8	49	12	0	0.00	0	0	0.00	02/29/12
LS-1A	Re-mails week 8	21	8	0	0.00	0	0	0.00	02/29/12
SASS-16	Re-mails week 8	46	15	0	0.00	0	0	0.00	02/29/12
SASS-2A	Re-mails week 8	14	7	0	0.00	0	0	0.00	02/29/12
SASS-2B	Re-mails week 8	3	2	0	0.00	0	0	0.00	02/29/12
SASS-3A	Re-mails week 8	15	7	0	0.00	0	0	0.00	02/29/12
SASS-3B	Re-mails week 8	2	1	0	0.00	0	0	0.00	02/29/12

See notes at end of exhibit.

Exhibit L-3. Label imaging quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection			Expanded inspection			Date	
		Number Printed	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective		Percent defective
SASS-3Y	Re-mails week 8	4	1	0	0.00	0	0	0.00	02/29/12
SASS-16	NRFU private school	1345	85	0	0.00	0	0	0.00	03/05/12
SASS-2B	NRFU private school	1385	85	0	0.00	0	0	0.00	03/05/12
SASS-3B	NRFU private school	1366	82	0	0.00	0	0	0.00	03/05/12
SASS-16	NRFU public school	2296	80	0	0.00	0	0	0.00	03/07/12
SASS-1A	NRFU public school	2858	80	0	0.00	0	0	0.00	03/07/12
SASS-2A	NRFU public school	2898	80	0	0.00	0	0	0.00	03/07/12
SASS-3A	NRFU public school	2509	20	0	0.00	0	0	0.00	03/07/12
SASS-3Y	NRFU public school	494	45	0	0.00	0	0	0.00	03/07/12
LS-1A	Re-mails week 9	206	27	0	0.00	0	0	0.00	03/14/12
SASS-16	Re-mails week 9	244	38	0	0.00	0	0	0.00	03/14/12
SASS-2A	Re-mails week 9	205	22	0	0.00	0	0	0.00	03/14/12
SASS-2B	Re-mails week 9	88	15	0	0.00	0	0	0.00	03/14/12
SASS-3A	Re-mails week 9	175	13	0	0.00	0	0	0.00	03/14/12
SASS-3B	Re-mails week 9	88	9	0	0.00	0	0	0.00	03/14/12
SASS-3Y	Re-mails week 9	32	5	0	0.00	0	0	0.00	03/14/12
LS-1A	Re-mails week 10	194	12	0	0.00	0	0	0.00	03/14/12
SASS-16	Re-mails week 10	255	30	0	0.00	0	0	0.00	03/14/12
SASS-2A	Re-mails week 10	193	16	0	0.00	0	0	0.00	03/14/12
SASS-2B	Re-mails week 10	99	10	0	0.00	0	0	0.00	03/14/12
SASS-3A	Re-mails week 10	157	10	0	0.00	0	0	0.00	03/14/12
SASS-3B	Re-mails week 10	98	10	0	0.00	0	0	0.00	03/14/12
SASS-3Y	Re-mails week 10	43	2	0	0.00	0	0	0.00	03/14/12
LS-1A	Re-mails week 11	162	19	0	0.00	0	0	0.00	03/19/12
SASS-16	Re-mails week 11	170	21	0	0.00	0	0	0.00	03/19/12
SASS-2A	Re-mails week 11	170	15	0	0.00	0	0	0.00	03/19/12
SASS-2B	Re-mails week 11	43	5	0	0.00	0	0	0.00	03/19/12
SASS-3A	Re-mails week 11	142	12	0	0.00	0	0	0.00	03/19/12
SASS-3B	Re-mails week 11	46	6	0	0.00	0	0	0.00	03/19/12
SASS-3Y	Re-mails week 11	30	4	0	0.00	0	0	0.00	03/19/12
LS-1A	Re-mails week 12	150	10	0	0.00	0	0	0.00	03/26/12
SASS-16	Re-mails week 12	206	24	0	0.00	0	0	0.00	03/26/12
SASS-2A	Re-mails week 12	150	15	0	0.00	0	0	0.00	03/26/12
SASS-2B	Re-mails week 12	82	6	0	0.00	0	0	0.00	03/26/12
SASS-3A	Re-mails week 12	131	12	0	0.00	0	0	0.00	03/26/12
SASS-3B	Re-mails week 12	80	8	0	0.00	0	0	0.00	03/26/12
SASS-3Y	Re-mails week 12	27	4	0	0.00	0	0	0.00	03/26/12
LS-1A	Re-mails week 13	12	12	0	0.00	0	0	0.00	04/02/12
SASS-16	Re-mails week 13	15	15	0	0.00	0	0	0.00	04/02/12
SASS-2A	Re-mails week 13	10	10	0	0.00	0	0	0.00	04/02/12
SASS-2B	Re-mails week 13	8	6	0	0.00	0	0	0.00	04/02/12
SASS-3A	Re-mails week 13	7	7	0	0.00	0	0	0.00	04/02/12
SASS-3B	Re-mails week 13	9	7	0	0.00	0	0	0.00	04/02/12
SASS-3Y	Re-mails week 13	5	4	0	0.00	0	0	0.00	04/02/12
SASS-4B	Initial teacher wave 4	1	1	0	0.00	0	0	0.00	12/01/11

See notes at end of exhibit.

Exhibit L-3. Label imaging quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Printed	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-4B	initial teacher wave 5	8	8	0	0.00	0	0	0.00	12/05/11
SASS-4A	Re-mails teacher	68	40	0	0.00	0	0	0.00	12/16/11
SASS-4B	Re-mails teacher	41	15	0	0.00	0	0	0.00	12/16/11
SASS-4B	initial teacher wave 6	6	5	0	0.00	0	0	0.00	12/23/11
SASS-4B	initial teacher wave 7	14	2	0	0.00	0	0	0.00	12/28/11
SASS-4A	Re-mails teacher	220	35	0	0.00	0	0	0.00	01/20/12
SASS-4B	Re-mails teacher	35	4	0	0.00	0	0	0.00	01/20/12
SASS-4B	initial teacher wave 9	3	1	0	0.00	0	0	0.00	01/20/12
SASS-4A	Re-mails teacher	146	1	0	0.00	0	0	0.00	01/25/12
SASS-4B	Re-mails teacher	16	1	0	0.00	0	0	0.00	01/25/12
SASS-4A	Re-mails teacher	199	34	0	0.00	0	0	0.00	01/31/12
SASS-4B	Re-mails teacher	17	6	0	0.00	0	0	0.00	01/31/12
SASS-4B	NRFU private teacher	2777	85	0	0.00	0	0	0.00	02/02/12
SASS-4A	NRFU public teacher	17384	210	0	0.00	0	0	0.00	02/03/12
SASS-4B	initial teacher wave 11	3	3	0	0.00	0	0	0.00	02/03/12
SASS-4A	Re-mails teacher	108	34	0	0.00	0	0	0.00	02/06/12
SASS-4B	Re-mails teacher	15	6	0	0.00	0	0	0.00	02/06/12
SASS-4B	initial teacher wave 11	3	3	0	0.00	0	0	0.00	02/16/12
SASS-4A	Re-mails teacher	150	38	0	0.00	0	0	0.00	02/16/12
SASS-4B	Re-mails teacher	11	2	0	0.00	0	0	0.00	02/16/12
SASS-4A	Re-mails teacher	333	65	0	0.00	0	0	0.00	02/16/12
SASS-4B	Re-mails teacher	15	15	0	0.00	0	0	0.00	02/16/12
SASS-4A	Re-mails teacher	1434	130	0	0.00	0	0	0.00	02/27/12
SASS-4B	Re-mails teacher	86	50	0	0.00	0	0	0.00	02/27/12
SASS-4A	Re-mails teacher	697	171	0	0.00	0	0	0.00	02/29/12
SASS-4B	Re-mails teacher	70	46	0	0.00	0	0	0.00	02/29/12
SASS-4A	NRFU teacher	23422	225	0	0.00	0	0	0.00	03/09/12
SASS-4B	NRFU teacher	2776	245	0	0.00	0	0	0.00	03/09/12
SASS-4A	Re-mails teacher week 10	910	65	0	0.00	0	0	0.00	03/09/12
SASS-4B	Re-mails teacher week 10	97	15	0	0.00	0	0	0.00	03/09/12
SASS-4A	reminder NRFU teacher	11040	205	0	0.00	0	0	0.00	03/12/12
SASS-4B	reminder NRFU teacher	816	125	0	0.00	0	0	0.00	03/12/12
SASS-4B	Initial wave 17 teacher	8	5	0	0.00	0	0	0.00	03/13/12
SASS-4A	Re-mails teacher week 11	1072	67	0	0.00	0	0	0.00	03/17/12
SASS-4B	Re-mails teacher week 11	93	12	0	0.00	0	0	0.00	03/17/12
SASS-4A	Re-mails teacher week 12	635	51	0	0.00	0	0	0.00	03/22/12
SASS-4B	Re-mails teacher week 12	211	14	0	0.00	0	0	0.00	03/22/12
SASS-4A	Re-mails teacher week 13	51	7	0	0.00	0	0	0.00	04/02/12
SASS-4B	Re-mails teacher week 13	8	8	0	0.00	0	0	0.00	04/02/12
SASS-4A	1st followup wave 17	888	205	0	0.00	0	0	0.00	04/04/12
SASS-4B	1st followup wave 17	8	8	0	0.00	0	0	0.00	04/04/12
SASS-4B	teacher FedEx	250	30	0	0.00	0	0	0.00	04/04/12
SASS-4A	teacher FedEx	911	205	0	0.00	0	0	0.00	04/05/12
SASS-4A	1st followup wave 18	683	205	0	0.00	0	0	0.00	04/05/12
SASS-4A	1st followup wave 19	270	45	0	0.00	0	0	0.00	04/12/12

See notes at end of exhibit.

Exhibit L-3. Label imaging quality assurance, by type of inspection and form: 2011–12—Continued

Form	Mailout	Sample inspection				Expanded inspection			Date
		Number Printed	Number Inspected	Number defective	Percent defective	Number Inspected	Number defective	Percent defective	
SASS-4A	NRFU teacher	2276	279	0	0.00	0	0	0.00	04/13/12
SASS-4B	NRFU teacher	352	65	0	0.00	0	0	0.00	04/13/12
SASS-4A	1st followup wave 20	815	80	0	0.00	0	0	0.00	04/17/12
SASS-4B	Initial wave 21 teacher	5	5	0	0.00	0	0	0.00	04/17/12
SASS-4B	Initial wave 22 teacher	135	45	0	0.00	0	0	0.00	04/17/12
SASS-4B	Initial wave 23 teacher	43	43	0	0.00	0	0	0.00	04/26/12
SASS-4A	Initial wave 24 teacher	1576	45	0	0.00	0	0	0.00	05/02/12
SASS-4B	Initial wave 24 teacher	318	85	0	0.00	0	0	0.00	05/02/12
SASS-4B	Initial wave 24 teacher Amish	3	3	0	0.00	0	0	0.00	05/02/12
SASS-4A	1st followup wave 22	1288	165	0	0.00	0	0	0.00	05/04/12
SASS-4B	1st followup wave 22	317	85	0	0.00	0	0	0.00	05/04/12
SASS-4A	Initial wave 25 teacher	684	125	0	0.00	0	0	0.00	05/09/12
SASS-4B	Initial wave 25 teacher	152	45	0	0.00	0	0	0.00	05/09/12
SASS-4B	Initial wave 25 teacher Amish	1	1	0	0.00	0	0	0.00	05/09/12
SASS-4A	Initial wave 26 teacher	120	85	0	0.00	0	0	0.00	05/10/12
SASS-4B	Initial wave 26 teacher	14	14	0	0.00	0	0	0.00	05/10/12
SASS-4A	Initial wave 27 teacher	144	80	0	0.00	0	0	0.00	05/18/12
SASS-4B	Initial wave 27 teacher	27	5	0	0.00	0	0	0.00	05/18/12

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

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2012

Attachment L-1. Error Codes for Data Capture

The following error code definitions and guidelines have been devised as an aid in assigning the proper error code to keying errors and program-detected discrepancies. This document includes examples to use when determining the proper code. Some examples provide for different data capture applications for certain error codes. Use of these definitions and examples will result in a more consistent approach in the assignment of error codes and greater reporting accuracy.

Once the verifier enters all the required data for a batch (100 percent or sample), the program will match the verifier's data with the keyer's or automated data captured entries. Any differences will be displayed on the discrepancy screen. The classifier enters the appropriate error code for each difference by referencing the actual document or image and reviewing the keyer or captured entries and the verifier entries.

The program calculates the number and kind of errors based on the codes assigned by the classifier. It is essential that the classifier understands the error codes and assigns them properly.

A simulated version of the discrepancy screen is used to present examples throughout these guidelines.

In order to determine the proper error code, compare the data on the source document with the captured data shown and the verifier's data and determine which is correct. If the captured entry is correct, code the discrepancy with a "VE" (See Verifier Error). This code will signal the program to accept the captured data and delete the verifier's entry for that field.

If the verifier is correct, assign the proper error code as explained on the following pages. The computer will accept the verifier's entry and delete the captured data for that field.

NOTE: The classifier will enter the error code only. The system is programmed to distinguish between chargeable and nonchargeable errors. The classifier does not need to enter an asterisk (*) or other notation for nonchargeable errors.

All errors are accredited to the batch and are used in computing batch error rates and determining batch decisions, if required. Nonchargeable errors are errors in which the data entry operator was not at fault and are not included in the keyer's error rate or keyer decision, if required. Codes of "VA" (Verifier Adjustment) and "VE" are not charged to the batch or keyer.

In the examples to follow, the word "keyer" may represent the captured entry if automated data capture techniques are employed.

Error Codes for Data Capture

One error code must be assigned for each discrepancy. The type and number of codes should be in accordance with this procedure provided to the classifier. Assigning the proper error codes is essential in assuring that good batches are accepted and rejected batches are reworked.

Listed below are the error codes to be used.

STANDARD ERROR CODES (FIELDS)—CFI/KFI/KFP

ERROR CODE	DEFINITION
1	OTHER—CHARGEABLE (EXPLAIN IN REMARKS)
2	DATA OMISSION
3	DATA DUPLICATION
4	AUTO/MANUAL DUPLICATION ERROR
5*	RESPONDENT ERROR—DATA OUTSIDE RECOGNITION ZONE
6*	RECOGNITION MISREAD
7*	RECOGNITION OMISSION
8	FINGER ERROR
9	PROCEDURE ERROR
10*	BOTH CAPTURED AND VERIFIER DATA INCORRECT (NONCHARGEABLE)
11	BOTH CAPTURED AND VERIFIER DATA INCORRECT (CHARGEABLE)
12*	CODE ERROR—HARD TO READ
13*	MACHINE ERROR—KEYER NOT AT FAULT (SUPV INITIALS)
14*	SUPERVISOR ERROR—(SUPV INITIALS)
15*	OTHER—NONCHARGEABLE (EXPLAIN IN REMARKS)
16*	PROCEDURE MODIFICATION/CLARIFICATION
VA**	VERIFIER ADJUSTMENT
VE**	VERIFIER ERROR

*NONCHARGEABLE KEYER ERRORS

**DO NOT COUNT AS ERRORS—CHARGEABLE OR NONCHARGEABLE

NOTE: The classifier/adjudicator will enter the error code only. The computer is programmed to distinguish between chargeable and nonchargeable errors. The classifier/adjudicator does not need to enter an asterisk (*) or other notation for nonchargeable errors.

1—Other—Chargeable (Explain in Remarks)

15—Other—Nonchargeable (Explain in Remarks)

The “Other” error codes are used for those errors not classifiable under any other error codes. Assign code 1 to chargeable errors and code 15 to nonchargeable errors. An explanation of these codes must be recorded on the Discrepancy Listing and initialed by the DCB supervisor.

In the examples below, the error code 1’s (document 83) are applied to errors that resulted from the keyer failing to reject a document that clearly should have been rejected. The error code 15’s (document 90) are being applied to a document that the verifier rejected. In this second instance, the reasons for rejecting the document were less clear. Frequently, the DCB supervisor will make the determination as to whether or not the keyer should be charged the errors in this type of situation.

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	KEYER	VERIFIER
1			83	68024	ITEM 1—NAME	PAT PRESIDENT	(Reject Document)
1			83	68024	ITEM 2—STREET ADDRESS	555 W NORTH ST	
1			83	68024	ITEM 3—CITY	SOMEWHERE	
1			83	68024	ITEM 4—STATE	IN	
1			83	68024	ITEM 5—ZIP CODE	47100	
1			83	68024	ITEM 6—CONTACT	JIM GOODGUY	
1			83	68024	ITEM 7—PHONE #	812-200-2000	
1			83	68024	ITEM 8—DATE	072805	
15			90	69942	ITEM 1—NAME	JOHN DOGOOD	(Reject Document—unclear)
15			90	69942	ITEM 2—STREET ADDRESS	120 MAIN ST	
15			90	69942	ITEM 3—CITY	ANYTOWN	
15			90	69942	ITEM 4—STATE	NY	
15			90	69942	ITEM 5—ZIP CODE	10000	
15			90	69942	ITEM 6—CONTACT	SUE SOMEBODY	
15			90	69942	ITEM 7—PHONE #	100-123-4567	
15			90	69942	ITEM 8—DATE	072805	

2—Data Omission

A data omission occurs when the keyer fails to key one or more fields.

When assigning an error code 2, be sure that the data has actually been omitted. Data keyed in the wrong field or data for two or more fields keyed into one field are NOT data omissions. (These two situations would both be Procedure Errors—code 9.)

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	KEYER	VERIFIER
2			173	45678	TOTAL EXPENDITURES		061
2			173	45678	TOTAL EXPENDITURES		(061) 852
2			223	67845	COMPANY NAME		A. MAJOR CORP

3—Data Duplication

Data duplication occurs when the keyer keys the data for one or more fields at least twice. Code the duplicated field(s) with one error code 3 per field.

If the keyer or verifier attempts to key an entire document a second time, an error message may be displayed, depending on the application, to prevent duplication of an entire document.

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	KEYER	VERIFIER
VA			301	78901	ITEM 7g—STORES	062	062
VA			301	78901	NUMBER OF STORES	(062) 15	(062) 15
3			301	78901	ITEM 7g—STORES	062	
3			301	78901	NUMBER OF STORES	(062) 15	

4—Automatic/Manual Duplication Error

Automatic Duplication Error

This error code may be used only when the job has been programmed for the system to automatically duplicate field(s) onto successive documents. Limited use—project keying specification or procedure will specify. The error occurs when the keyer enters incorrect data in the original field to be duplicated.

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	KEYER	VERIFIER
8			1	00076	VESSEL NAME	USS DEWY	USS DEWEY
4			2	00077	VESSEL NAME	USS DEWY	USS DEWEY
4			2	00078	VESSEL NAME	USS DEWY	USS DEWEY

Manual Duplication Error

In some instances, certain fields to be keyed will have the same data and may be duped using the “Dup” key. A manual duplication error occurs when the keyer miskeyed the original entry and duplicates it into other fields.

(The original error would NOT be a manual duplication error, but all resulting errors would be.) The example for documents 32 through 34 below involves this type of situation.

Also, the keyer may duplicate the wrong information: the data in the preceding field is not the same data to be keyed for the current field. The example for documents 57 and 58 involves duplicating the wrong data.

Do not confuse these types of errors with data duplication errors (3). Data duplication errors involve the keyer simply rekeying the data previously keyed into the following fields. The manual duplication error involves the use of the “Dup“ key and involves the same fields on successive documents.

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	KEYER	VERIFIER
8			32	88521	COUNTRY NAME	ABC INC	BAC INC
4			33	20067	COUNTRY NAME	ABC INC	BAC INC
4			34	45336	COUNTRY NAME	ABC INC	BAC INC
4			57	98765	COUNTRY CODE	0121	0120
4			58	46953	COUNTRY CODE	0121	0120

5—Respondent Error—Data Outside Recognition Zone

Respondent errors occur when the respondent places data outside the recognition zone to be captured (in the margin, opposite side of page, in leader lines, outside the check box, etc.). This type of error is not charged against the keyer (nonchargeable), but is charged against the batch.

On the example below (document 11), the respondent typed the Area Code and Phone Number above the recognition zone parameter.

Name
 April Day 789-4568047
 Title Area Code and Phone Number Extension
 Accounting Assist — —

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	CAPTURED	VERIFIER
12			11	31300	SC_201_NAME	APRIL DAY 789-4568047	APRIL DAY
5			11	31300	SC_203_AREA_CODE		789
5			11	31300	SC_204_PREFIX		456
5			11	31300	SC_204_NUMBER		8047

6—Recognition Misread

Recognition misread errors occurs when the system misreads the data due to:

- check boxes designed too close to each other and to the preprinted text;
- data is too close to the borders of the text box zone;
- picking up ink from previous page;
- wrinkles from fold of questionnaire;
- stray marks and paper flaws;
- pixel problem—characters too tall or too wide or too light within the pixel range;
- characters touching and on borders of the text box zone; and
- data are skewed.

This type of error is charged against the batch.

In the example below (document 5), the “NT” at the end of assistant connected, was tightly packed and on the drop out box edges. The “4” for the fax area and prefix exceeded the maximum height parameter and, therefore, the four was dropped. In the example document 14, the tail on the six was not long enough so the system read it as a zero.

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	CAPTURED	VERIFIER
6			5	05301	SC_202_TITLE	ADMIN ASSISTA	ADMIN ASSISTANT
6			5	05301	SC_206_FAX_AREA	02	402
6			5	05301	SC_207_FAX_PREFIX	71	471
6			14	030023	SC_206_FAX_AREA_CO DE	002	602

7—Recognition Omission

Recognition omission occurs when the system omits data due to:

- entry is not within established parameters for pixels, density, line definition, etc.; and
- entry too large, all characters touch, on the box edges, etc.

This type of error is charged against the batch.

In the example below for document 6, data was omitted due to the three numbers tightly packed together. In example document 7, data was omitted due to the numbers exceeded the height of the text box zone.

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	CAPTURED	VERIFIER
7			6	17207	SC_206_FAX_AREA		456
7			7	17207	SC_205_EXTENSION		128

8—Finger Error

A finger error occurs when the keyer simply hits the wrong key. This is one of the most common types of errors.

Compare the data entered by the keyer with the data on the source document. If the data are similar, consider the error to be a Finger Error. If the data are entirely different, the error type could be something other than a Finger Error. Usually, a Finger Error will affect only one field of data.

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	KEYER	VERIFIER
8			62	87654	ANNUAL SALES	12233	1233
8			62	87654	AREA CODE	714	741
8			102	87675	ADDRESS—CITY	NEW YORK	NEW YORK

9—Procedure Error

Error code 9 covers several different situations:

Keying unwanted data—document 65

Keyer keyed data that was not to be captured.

Keying data for 2 or more fields into one field—document 66

Keycode 20 and the data for keycode 20 are not omitted—both have been keyed into the Item 19 data field.

Keying data in the wrong fields (and omitted)—document 68

Keying data in the wrong fields—document 70

Holding down the alpha or numeric shift in error—document 89

Check the keying procedure to determine the requirements for the field in question.

The Procedure Error code can also be applied to other situations. For example, the keying procedures might have special instructions for keying the data in certain fields based on the information on the source document. If the keyer fails to follow these instructions the error would be coded as a Procedure Error (9).

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	KEYER	VERIFIER
9			65	76543	ITEM 10C KC	017	
9			65	76543	ITEM 10C DATA	1530	
9			66	65432	ITEM 19 DATA	5702110	
9			66	65432	ITEM 20 KC		021
9			66	65432	ITEM 20 DATA		10
2			68	54321	STREET ADDRESS	NEW YORK	MAIN ST
9			68	54321	CITY	NY	NEW YORK
9			68	54321	STATE		NY
9			70	72249	FATHER'S AGE	1949	
9			70	72249	MOTHER'S AGE	1954	
9			70	72249	FATHER'S DOB		1949
9			70	72249	MOTHER'S DOB		1954
9			89	19765	LOCATION	!#^)	1360

10—Both Captured and Verifier Data Incorrect (Nonchargeable)

Both Captured and Verifier Data Incorrect error codes are recycled back to DCB for review and correction. This error is identified as no fault error by the keyer.

On the example below, the captured data and the verifier data did not match the respondent entry—JOHN B GOOD, CPE, CGFØ

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	CAPTURED	VERIFIER
11			53	19025	SC_201_NAME	JOHN B GOOD, CPE, CGFO	JOHN B GOD CPA CGFO

11—Both Captured and Verifier Data Incorrect (Chargeable)

Both Captured and Verifier Data Incorrect error codes are recycled back to DCB for review and correction. This error is identified by a fault error by the keyer.

On the example below, the captured data and the verifier data did not match the respondent entry—JOHN B GOOD, CPA, CGFO

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	CAPTURED	VERIFIER
11			53	19025	SC_201_NAME	JOHN B GOOD, CPA, CGFO	JOHN B GOD CPA CGFO

12—Code Error—Hard to Read

Code errors are not charged against the keyer. This type error occurs when the data to be keyed are illegible, entered in the wrong place on the document, or otherwise difficult to key due to coding.

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	KEYER	VERIFIER
12			75	21098	TOTAL ACRES	137	151
12			125	21098	PHONE #	555-1234	555-1284

13—Machine Error—Keyer Not at Fault (Supervisor Initials)

Machine errors are not charged against the keyer. Machine errors occur when the data entry equipment creates errors due to keyboard problems, power surges, or other problems.

The DCB supervisor must initial each Machine Error on the discrepancy listing.

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	KEYER	VERIFIER
13			79	10987	ACRES—PASTURE	144442	142
13			80	10990	LIVESTOCK SALES	444453	453

14—Supervisor Error (Supervisor Initials)

A supervisor error code is assigned when the DCB supervisor has given the keyer incorrect instructions. These errors MUST be initialed by the supervisor on the discrepancy listing and are not charged against the keyer.

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM		KEYER	VERIFIER
14			80	24680	TOTAL CAPITAL EXP	KC	250	
14			80	24680	TOTAL CAPITAL EXP	DATA	(250) 13	

16—Procedure Modification/Clarification

Procedure Modification and Procedure Clarification errors are classified as error code 16’s. These type differences occur when the procedure is revised (modification) or additional instructions are provided to clarify the procedure (Clarification).

Procedure Clarification—Usage of this explanation for error code 16 should be limited. It is applicable to situations in which a segment of the keyer’s instructions in the written procedure are difficult to understand and the supervisor must consult the Project Planner for further explanation. The Project Planner may in turn, consult the sponsoring division to clarify the procedure. The resulting explanation should result in a formal revision to the procedure. However, the keyers are given immediate additional instructions as a group.

Procedure Modification—This explanation of error code 16 is applicable when a procedure revision has been issued. In certain situations, the keyer will have keyed the data according to the original procedure, and the verifier will have keyed the data following the revised procedure. The discrepancies in the data that resulted from the revision in the procedure would be coded as error code 16’s.

The following situations are NOT “procedure clarifications” or “procedure modifications“:

1. A keyer misunderstands the procedure and keys the data incorrectly. (Error code 9)
2. Entries on the source document are poorly written and the keyer misinterprets the entries. (Error code 12)
3. The verifier questions entries on the source document. The supervisor changes the entries on the form, which results in discrepancies with the keyer entries. (Error code 15)
4. The supervisor gives the keyer the wrong instructions for keying an entry. (Error code 14)

NOTE: In both cases, the Modification or Clarification must have occurred AFTER the keyer completed keying the batch and BEFORE the verification has been completed.

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	KEYER	VERIFIER
16			c51	77251	STREET ADDRESS	158 ANY STREET	158 ANY ST
16			92	87321	STREET ADDRESS	P.O. BOX 450	PO BOX 450

VA—Verifier Adjustment

The VA code is used for the coding of entries on the discrepancy screen/listing that need adjusting due to an error that is not chargeable to the keyer or the batch. In the example shown below for document 97, the keyer made a finger error on the key code entry. The data entry was keyed correctly but matched to the wrong key code due to the error. The verifier corrects the key code entry from “223” to “233” and moves the data entry to the correct field. The verifier assigned the VA code to the “discrepancy” lines displaying the correct entries for that field and the keyer is charged on the line that was in error. (This would apply on item/data entries only; fixed fields entries would be charged on both fields keyed and VA’d only on the verifier’s adjustment)

Another instance in which the VA code is used involves the resolution of referral flags. For some keying jobs, the keyer may be instructed to key a flag (for example, “#”) for a field that is in question. When the verifier enters the

batch, the flag has been resolved, and the verifier is told to enter the correct data. Coding the difference as a VA signals the computer to accept the verifier’s entry but not to consider the difference as an error.

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	KEYER	VERIFIER
8			97	29302	Key Code	223	
VA			97	29302	Data	3990	
VA			97	29302	Key Code		233
VA			97	29302	Data		3990
VA			26	37890	QTR EMPLOYEES	#	159
*VA			46	55421		123 JUNE AVE	123 JUNE AV
*VA			65	66005		JS BOOK STORE	JS BOOKSTORE

* When discrepancies occur in alpha fields (such as company names, street address, etc.) that involve differences in spacing or abbreviations only, and the meaning of the data is not affected, code these discrepancies as “VA” unless instructed differently in the QA plan or keying procedure.

	PO	vs	P O
Bookstore	vs		Book Store
McDonald	vs		Mc Donald
George Town	vs		Georgetown
Ave	vs		Av

NOTE: State name abbreviations are specific. An incorrectly abbreviated state name would be coded as error code 9, Procedure Error.

VE—Verifier Error

The VE error code is one of the most critical codes. This code indicates to the program that the verifier entry is incorrect and to accept the keyer’s entry for that discrepancy.

The reason for the Verifier Error has no impact on the use of this error code. For example, the Verifier Error may result from a Finger Error (8) or from a Code Error (12) on the part of the verifier. In either case, the error would be coded as a “VE”. **NO OTHER ERROR CODE SHOULD BE USED!**

The VE error code is used for errors made by the verifier and are not counted as errors against the batch. It is vitally important to the quality of the data that this code is assigned correctly. Misapplication of the Verifier Error code may result in several undesirable outcomes:

- the wrong data would be accepted for that field
- a batch may be accepted or rejected improperly resulting in acceptance of unacceptable work or rework of unnecessarily rejected batches; and

- the keyer’s error rate could be adversely affected.

VER	SPV	QA	DOC SEQ#	CFN/ID#	ITEM	KEYER	VERIFIER
VE			93	97765	1ST QTR PAYROLL	123	12

In the example above, “**123**” was the correct data.

Appendix M: Crosswalk of Public School Questionnaire (with District Items) items onto the Public School Questionnaire and School District Questionnaire

Table M-1. Crosswalk of Public School Questionnaire (with District Items) items onto the Public School Questionnaire and School District Questionnaire

Note: All Public School Questionnaire (3A) items are also on the Public School Questionnaire (with District Items)

3Y Source Code	Label	3A Source Code	1A Source Code
CNTLNUMS	School control number	CNTLNUMS	CNTLNUMD
S0024	Grades offered - Pre-K	S0024	D0401
S0025	Grades offered - K	S0025	D0402
S0026	Grades offered - 1st	S0026	D0403
S0027	Grades offered - 2nd	S0027	D0404
S0028	Grades offered - 3rd	S0028	D0405
S0029	Grades offered - 4th	S0029	D0406
S0030	Grades offered - 5th	S0030	D0407
S0031	Grades offered - 6th	S0031	D0408
S0032	Grades offered - 7th	S0032	D0409
S0033	Grades offered - 8th	S0033	D0410
S0034	Grades offered - 9th	S0034	D0411
S0035	Grades offered - 10th	S0035	D0412
S0036	Grades offered - 11th	S0036	D0413
S0037	Grades offered - 12th	S0037	D0414
S0038	Grades offered - ung	S0038	D0415
S0039	Enrollment	S0039	D0418
S0040	Enrollment - Migrant	S0040	
S0041	Enrollment - Male	S0041	
S0045	Enrollment - Hispanic	S0045	D0420
S0046	Enrollment - White	S0046	D0421
S0047	Enrollment - Black	S0047	D0422
S0048	Enrollment - Asian	S0048	D0423
S0049	Enrollment - Pac islander	S0049	D0424
S0050	Enrollment - Am Indian	S0050	D0425
S0051	Enrollment - two or more races	S0051	D0426
S0052	Enrollment - Total	S0052	D0427
S0055	School type	S0055	
S5055	Alternative school, description	S5055	
S0056	For students at risk	S0056	

See notes at end of table.

Table M-1. Crosswalk of Public School Questionnaire (with District Items) items onto the Public School Questionnaire and School District Questionnaire—Continued

3Y Source Code	Label	3A Source Code	1A Source Code
S0057	Avg daily attendance	S0057	
S0058	School day - hours	S0058	
S0059	School day - minutes	S0059	
S0060	School start time	S0060	
S0061	School start time, PM	S0061	
S0062	School days	S0062	D0435
S0063	Kindergarten	S0063	
S0064	School day - Kindergarten/Transitional	S0064	
S0065	Days per week - Kindergarten/Transitional	S0065	
S0066	Library media center	S0066	
S0080	Admission requirements	S0080	
S0081	Admission - admission test	S0081	
S0082	Admission -standardized test	S0082	
S0083	Admission - academic record	S0083	
S0084	Admission - special needs	S0084	
S0085	Admission - special talents	S0085	
S0086	Admission - interview	S0086	
S0087	Admission - recommendations	S0087	
S0088	Admission - Lottery system	S0088	
S0089	Admission - School-parent compact	S0089	
S0105	Admission - Tribal Affiliation ¹		
S0090	Magnet program	S0090	D0546
S0091	School-wide magnet program	S0091	
S0092	Program - instructional approach	S0092	
S0093	Program - talented gifted	S0093	
S0094	Program - foreign language	S0094	
S0095	Program - AP courses	S0095	
S0096	Program - IB	S0096	
S0097	Program - distance learning	S0097	
S0098	Extended stay - academic assistance	S0098	
S0099	Extended stay - academic enrichment	S0099	
S0100	Day care	S0100	
S0101	Summer school - academic assistance	S0101	
S0102	Summer school - academic enrichment	S0102	
S0120	Organization - grades	S0120	
S0121	Organization - subdivided grades	S0121	

See notes at end of table.

Table M-1. Crosswalk of Public School Questionnaire (with District Items) items onto the Public School Questionnaire and School District Questionnaire—Continued

3Y Source Code	Label	3A Source Code	1A Source Code
S0122	Organization - same teacher	S0122	
S0123	Organization—multi-age	S0123	
S0124	Organization - block	S0124	
S0125	Year round school	S0125	
S0126	Year round school - same cycle	S0126	
S0127	Students in grades 9 -12	S0127	
S0128	Opportunity - college credit	S0128	
S0129	Opportunity - college credit - funded by school district	S0129	
S0130	Opportunity - technical ed	S0130	
S0131	Opportunity - work/internships	S0131	
S0132	Opportunity - career academy	S0132	
S0150	Teachers - Full-time	S0150	
S0151	Teachers - Part-time	S0151	
S0152	Teachers - Total	S0152	D0448
S0155	Teachers - Hispanic	S0155	D0441
S0156	Teachers - White	S0156	D0442
S0157	Teachers - Black	S0157	D0443
S0158	Teachers - Asian	S0158	D0444
S0159	Teachers - Pacific Islander	S0159	D0445
S0160	Teachers - Am Indian	S0160	D0446
S0161	Teachers - Two or more races	S0161	D0447
S0168	Principals - FT	S0168	
S0169	Principals - PT	S0169	
S0170	Vice Principals - FT	S0170	
S0171	Vice Principals - PT	S0171	
S0172	Coordinators - FT	S0172	
S0173	Coordinators - PT	S0173	
S0174	Librarians - FT	S0174	
S0175	Librarians - PT	S0175	
S0176	Counselors - FT	S0176	
S0177	Counselors - PT	S0177	
S0178	Nurses - FT	S0178	
S0179	Nurses - PT	S0179	
S0180	Social Workers - FT	S0180	
S0181	Social Workers - PT	S0181	
S0182	Psychologists - FT	S0182	
S0183	Psychologists - PT	S0183	

See notes at end of table.

Table M-1. Crosswalk of Public School Questionnaire (with District Items) items onto the Public School Questionnaire and School District Questionnaire—Continued

3Y Source Code	Label	3A Source Code	1A Source Code
S0184	Speech - FT	S0184	
S0185	Speech - PT	S0185	
S0186	Other professional - FT	S0186	
S0187	Other professional - PT	S0187	
S0188	Aides, Title I - FT	S0188	
S0189	Aides, Title I - PT	S0189	
S0190	Aides, ESL - FT	S0190	
S0191	Aides, ESL - PT	S0191	
S0192	Aides, spec ed instruction - FT	S0192	
S0193	Aides, spec ed instruction - PT	S0193	
S0194	Aides, spec ed non-instruction - FT	S0194	
S0195	Aides, spec ed non-instruction - PT	S0195	
S0196	Aides, library instruction - FT	S0196	
S0197	Aides, library non-instruction - PT	S0197	
S0198	Aides, library non-instruction - FT	S0198	
S0199	Aides, library non-instruction - PT	S0199	
S0200	Aides, other instruction - FT	S0200	
S0201	Aides, other instruction - PT	S0201	
S0202	Aides, other non-instruction - FT	S0202	
S0203	Aides, other non-instruction - PT	S0203	
S0204	Secretaries - FT	S0204	
S0205	Secretaries - PT	S0205	
S0206	Food service - FT	S0206	
S0207	Food service - PT	S0207	
S0208	Custodians - FT	S0208	
S0209	Custodians - PT	S0209	
S0210	Other employees - FT	S0210	
S0211	Other employees - PT	S0211	
S0215	Reading specialist	S0215	
S0216	Math specialist	S0216	
S0217	Science specialist	S0217	
S0218	Reading coach	S0218	
S0219	Math coach	S0219	
S0220	Science coach	S0220	
S0221	General coach	S0221	
S0450	Number of substitutes		D0450
S0451	Teacher attendance policy		D0451

See notes at end of table.

Table M-1. Crosswalk of Public School Questionnaire (with District Items) items onto the Public School Questionnaire and School District Questionnaire—Continued

3Y Source Code	Label	3A Source Code	1A Source Code
S0225	Vacancies	S0225	
S0226	Vacancies - General elem	S0226	
S0227	Vacancies - Special ed	S0227	
S0228	Vacancies - English	S0228	
S0229	Vacancies - Social studies	S0229	
S0230	Vacancies - Computer sci	S0230	
S0231	Vacancies - Math	S0231	
S0232	Vacancies - Biology	S0232	
S0233	Vacancies - Physical sci	S0233	
S0234	Vacancies - ESL	S0234	
S0235	Vacancies - Foreign lang	S0235	
S0236	Vacancies - Music/art	S0236	
S0237	Vacancies - Vocational	S0237	
S0238	Vacancies - Other	S0238	
S0239	New teachers ²	S0239	D0470
S0240	New teachers, 1st year	S0240	
S0471	Teach recruit - signing bonus		D0471
S0472	Teach recruit - loan forgiveness		D0472
S0473	Teach recruit - relocation asst.		D0473
S0474	Teach recruit - finders fee		D0474
S0480	Dismissed teachers - total		D0480
S0481	Dismissed poor performance - total		D0481
S0482	Dismissed poor performance - non-tenure		D0482
S0483	Dismissed poor performance - tenure		D0483
S5484	Dismissed - other, please specify		D5484
S0485	Most common dismissal reason		D0485
S0486	2nd most common dismissal reason - no reason		D0486
S0487	2nd most common dismissal reason		D0487
S0488	3rd most common dismissal reason - no reason		D0488
S0489	3rd most common dismissal reason		D0489
S0475	Principal recruit		D0475
S0476	Newly hired principals		D0476
S0477	Training - aspiring administrators		D0477
S0503	Teacher salary schedule		D0503
S0504	Normal teacher base salary		D0504

See notes at end of table.

Table M-1. Crosswalk of Public School Questionnaire (with District Items) items onto the Public School Questionnaire and School District Questionnaire—Continued

3Y Source Code	Label	3A Source Code	1A Source Code
S0505	Teacher salary - Bachelors		D0505
S0506	Teacher salary - Bachelors+10		D0506
S0507	Teacher salary - Masters		D0507
S0508	Teacher salary - Masters+10		D0508
S0509	Teacher salary - Masters+15		D0509
S0510	Teacher salary - Highest		D0510
S0511	Teacher salary - low		D0511
S0512	Teacher salary - high		D0512
S0513	Benefits - medical		D0513
S0514	Benefits - dental		D0514
S0515	Benefits - life		D0515
S0516	Benefits - benefit retirement		D0516
S0517	Benefits - contribution retirement		D0517
S0518	Benefits - retirement, employer pay		D0518
S0519	Benefits - tuition		D0519
S0520	Benefits - housing		D0520
S0521	Benefits - meals		D0521
S0522	Benefits - transportation		D0522
S0523	Training available - shortages		D0523
S0524	Pay incentives - certification		D0524
S0525	Pay incentives - excellence		D0525
S0526	Pay incentives - location		D0526
S0527	Pay incentives - shortages		D0527
S0452	Teachers union agreement		D0452
S0453	Teacher contract year		D0453
S0455	Principals union agreement		D0455
S0456	Principal contract year		D0456
S0457	Principal tenure system		D0457
S0560	HS diplomas		D0560
S0561	HS grad requirement - English		D0561
S0562	HS grad requirement - math		D0562
S0563	HS grad requirement - comp sci		D0563
S0564	HS grad requirement - social sci		D0564
S0565	HS grad requirement - science		D0565
S0566	HS grad requirement - foreign lang		D0566
S0567	Community service		D0567
S0568	Community service, hours		D0568

See notes at end of table.

Table M-1. Crosswalk of Public School Questionnaire (with District Items) items onto the Public School Questionnaire and School District Questionnaire—Continued

3Y Source Code	Label	3A Source Code	1A Source Code
S0569	HS grad requirement - state assess		D0569
S0133	12th graders last year	S0133	
S0134	Enrollment - 12th graders	S0134	
S0135	12 graders graduated	S0135	
S0136	Percent in 4yr college	S0136	
S0250	IEP	S0250	
S0251	IEP enrollment	S0251	
S0252	School for disabilities	S0252	
S0253	IEP - regular class all day	S0253	
S0254	IEP - regular class most of day	S0254	
S0255	IEP - regular class some of day	S0255	
S0256	IEP - regular class none of day	S0256	
S0260	LEP	S0260	
S0261	LEP enrollment	S0261	
S0262	LEP ELL	S0262	
S0263	ELL techniques-English	S0263	
S0264	ELL regular classrooms-English	S0264	
S0265	ELL native-other	S0265	
S0266	ELL techniques-other	S0266	
S0267	ELL regular classrooms-other	S0267	
S0268	LEP/ELL proficiency test	S0268	
S0269	LEP/ELL yearly assessment	S0269	
S0285	LEP Parent interpreter	S0285	
S0286	LEP Parent materials	S0286	
S0270	PK students	S0270	D0430
S0271	PK enrollment	S0271	D0431
S0272	Lunch program	S0272	D0432
S0273	Lunch program - K-12 students	S0273	D0433
S0274	Lunch program - Pre-K students	S0274	D0434
S0275	Title I services	S0275	
S0276	Title I - K-12 - None/All	S0276	
S0277	Title I - K-12	S0277	
S0278	Title I - PK - None/All	S0278	
S0279	Title I - PK	S0279	
S0280	Title I - Reading	S0280	
S0281	Title I - Math	S0281	
S0282	Title I - ESL	S0282	

See notes at end of table.

Table M-1. Crosswalk of Public School Questionnaire (with District Items) items onto the Public School Questionnaire and School District Questionnaire—Continued

3Y Source Code	Label	3A Source Code	1A Source Code
S0283	Title I teachers	S0283	
S0290	Charter school	S0290	
S0291	Charter school year	S0291	
S0292	Charter school origin	S0292	
S0293	Charter school - charter granted	S0293	
S5293	Charter school - charter granted other	S5293	
S0294	Charter school - governance structure	S0294	
S5294	Charter school - governance structure other	S5294	
S0295	Homeschool	S0295	
S0595	Adequate yearly progress		D0595
S0596	Adequate yearly progress - improve		D0596
S9001	Person who completed questionnaire	S9001	
S9002	Job title	S9002	
S9003	Phone number	S9003	
S9004	Work e-mail	S9004	
S0006	Month completed	S0006	D0006
S0007	Day completed	S0007	D0007
S0008	Year completed	S0008	D0008
S0009	Time taken	S0009	

¹ This item appears only on the Public School Questionnaire (with District Items) (SASS-3Y).

² The wording of this item on the School Questionnaire (SASS-3A) and the School District Questionnaire (SASS-1A) differs slightly.

Table M-2: School District Items that are not on the Public School Questionnaire (with District Items)

1A Source Code	Item	3Y Status	Solution
D0390	QA1	Not on 3Y	Valid skip for 3Y cases.
D0391	QA2	Not on 3Y	Valid skip for 3Y cases.
D0392	QA3	Not on 3Y	Valid skip for 3Y cases.
D0393	QA4	Not on 3Y	Valid skip for 3Y cases.
D0394	QC1	Not on 3Y	Valid skip for 3Y cases.
D9001	QC2, street	Not on 3Y	Valid skip for 3Y cases.
D9002	QC2, city	Not on 3Y	Valid skip for 3Y cases.
D9003	QC3, state	Not on 3Y	Valid skip for 3Y cases.
D9004	QC3, zip	Not on 3Y	Valid skip for 3Y cases.
D0400	Q1A	Not on 3Y	Valid skip for 3Y cases.
D0416	Q3	Not on 3Y	Valid skip for 3Y cases.
D0440	Q8	Not on 3Y	Valid skip for 3Y cases.
D0454	Q14	Not on 3Y	Valid skip for 3Y cases.
D0458	Q18a	Not on 3Y	Valid skip for 3Y cases.
D0459	Q18b	Not on 3Y	Valid skip for 3Y cases.
D0500	Q26	Not on 3Y	Valid skip for 3Y cases.
D0501	Q27a	Not on 3Y	Valid skip for 3Y cases.
D0502	Q27b	Not on 3Y	Valid skip for 3Y cases.
D0540	Q35	Not on 3Y	Valid skip for 3Y cases.
D0541	Q36	Not on 3Y	Valid skip for 3Y cases.
D0542	Q37	Not on 3Y	Valid skip for 3Y cases.
D0543	Q38a	Not on 3Y	Valid skip for 3Y cases.
D0544	Q38b	Not on 3Y	Valid skip for 3Y cases.
D0545	Q39	Not on 3Y	Valid skip for 3Y cases.
D0547	Q41	Not on 3Y	Valid skip for 3Y cases.
D0548	Q42	Not on 3Y	Valid skip for 3Y cases.
D0580	Q48	Not on 3Y	Valid skip for 3Y cases.
D0581	Q49	Not on 3Y	Valid skip for 3Y cases.
D0582	Q50	Not on 3Y	Valid skip for 3Y cases.
D0583	Q51	Not on 3Y	Valid skip for 3Y cases.
D0584	Q52	Not on 3Y	Valid skip for 3Y cases.
D0585	Q53	Not on 3Y	Valid skip for 3Y cases.

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Appendix N. Changes Made to Variables During the Computer Edit, by Data File

The tables in this appendix show the number of edit changes made to responses for each of the variables within each data file during the computer edits. (See chapter 7 for more details about the computer edits.)

The tables are as follows:

Table	Page
N-1. Number of changes and percentage of records affected during the computer edit of the school district data file: 2011–12	N-2
N-2. Number of changes and percentage of records affected during the computer edit of the public school principals, including public charter school principals, data file: 2011–12	N-6
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N-6. Number of changes and percentage of records affected during the computer edit of the public school teachers, including public charter school teachers, data file: 2011–12	N-30
N-7. Number of changes and percentage of records affected during the computer edit of the private school teacher data file: 2011–12	N-40
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Table N-1. Number of changes and percentage of records affected during the computer edit of the school district data file: 2011–12

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
D0390	18	0.39	18	0.39	0	0.00	0	0.00	4,641
D0391	52	1.12	52	1.12	0	0.00	0	0.00	4,641
D0392	61	1.31	61	1.31	0	0.00	0	0.00	4,641
D0393	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0394	269	5.80	269	5.80	0	0.00	0	0.00	4,641
D0400	231	4.98	227	4.89	4	0.09	0	0.00	4,641
D0402	170	3.66	0	0.00	170	3.66	0	0.00	4,641
D0403	200	4.31	0	0.00	200	4.31	0	0.00	4,641
D0404	217	4.68	0	0.00	217	4.68	0	0.00	4,641
D0405	220	4.74	0	0.00	220	4.74	0	0.00	4,641
D0406	221	4.76	0	0.00	221	4.76	0	0.00	4,641
D0407	218	4.70	0	0.00	218	4.70	0	0.00	4,641
D0408	217	4.68	0	0.00	217	4.68	0	0.00	4,641
D0409	215	4.63	0	0.00	215	4.63	0	0.00	4,641
D0410	217	4.68	0	0.00	217	4.68	0	0.00	4,641
D0411	204	4.40	0	0.00	204	4.40	0	0.00	4,641
D0412	204	4.40	0	0.00	204	4.40	0	0.00	4,641
D0413	110	2.37	0	0.00	110	2.37	0	0.00	4,641
D0414	118	2.54	0	0.00	118	2.54	0	0.00	4,641
D0415	292	6.29	0	0.00	292	6.29	0	0.00	4,641
D0416	813	17.52	764	16.46	49	1.06	0	0.00	4,641
D0418	177	3.81	177	3.81	0	0.00	0	0.00	4,641
D0420	1,263	27.21	27	0.58	1,223	26.35	13	0.28	4,641
D0421	1,265	27.26	23	0.50	1,231	26.52	11	0.24	4,641
D0422	1,273	27.43	33	0.71	1,226	26.42	14	0.30	4,641
D0423	1,281	27.60	48	1.03	1,217	26.22	16	0.34	4,641
D0424	1,337	28.81	123	2.65	1,181	25.45	33	0.71	4,641
D0425	1,286	27.71	57	1.23	1,210	26.07	19	0.41	4,641
D0426	1,364	29.39	155	3.34	1,169	25.19	40	0.86	4,641
D0427	1,128	24.31	184	3.96	925	19.93	19	0.41	4,641
D0430	86	1.85	51	1.10	35	0.75	0	0.00	4,641
D0431	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0432	59	1.27	59	1.27	0	0.00	0	0.00	4,641
D0433	37	0.80	34	0.73	3	0.06	0	0.00	4,641
D0434	927	19.97	643	13.85	282	6.08	2	0.04	4,641
D0435	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0440	85	1.83	85	1.83	0	0.00	0	0.00	4,641
D0441	516	11.12	498	10.73	16	0.34	2	0.04	4,641
D0442	800	17.24	316	6.81	421	9.07	63	1.36	4,641
D0443	541	11.66	524	11.29	15	0.32	2	0.04	4,641

See notes at end of table.,

Table N-1. Number of changes and percentage of records affected during the computer edit of the school district data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
D0444	583	12.56	568	12.24	13	0.28	2	0.04	4,641
D0445	641	13.81	634	13.66	5	0.11	2	0.04	4,641
D0446	600	12.93	589	12.69	8	0.17	3	0.06	4,641
D0447	686	14.78	675	14.54	9	0.19	2	0.04	4,641
D0448	574	12.37	105	2.26	455	9.80	14	0.30	4,641
D0450	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0451	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0452	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0453	62	1.34	62	1.34	0	0.00	0	0.00	4,641
D0454	31	0.67	0	0.00	16	0.34	15	0.32	4,641
D0455	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0456	158	3.40	158	3.40	0	0.00	0	0.00	4,641
D0457	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0458	2	0.04	2	0.04	0	0.00	0	0.00	4,641
D0459	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0470	27	0.58	27	0.58	0	0.00	0	0.00	4,641
D0471	1	0.02	0	0.00	1	0.02	0	0.00	4,641
D0472	2	0.04	0	0.00	2	0.04	0	0.00	4,641
D0473	11	0.24	0	0.00	11	0.24	0	0.00	4,641
D0474	9	0.19	0	0.00	9	0.19	0	0.00	4,641
D0475	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0476	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0477	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0480	1	0.02	1	0.02	0	0.00	0	0.00	4,641
D0481	193	4.16	187	4.03	3	0.06	3	0.06	4,641
D0482	39	0.84	35	0.75	4	0.09	0	0.00	4,641
D0483	46	0.99	33	0.71	13	0.28	0	0.00	4,641
D0485	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0486	105	2.26	0	0.00	105	2.26	0	0.00	4,641
D0487	19	0.41	19	0.41	0	0.00	0	0.00	4,641
D0488	61	1.31	0	0.00	55	1.19	6	0.13	4,641
D0489	21	0.45	21	0.45	0	0.00	0	0.00	4,641
D0500	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0501	20	0.43	20	0.43	0	0.00	0	0.00	4,641
D0502	45	0.97	45	0.97	0	0.00	0	0.00	4,641
D0503	21	0.45	21	0.45	0	0.00	0	0.00	4,641
D0504	1	0.02	1	0.02	0	0.00	0	0.00	4,641
D0505	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0506	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0507	0	0.00	0	0.00	0	0.00	0	0.00	4,641

See notes at end of table.

Table N-1. Number of changes and percentage of records affected during the computer edit of the school district data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
D0508	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0509	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0510	19	0.41	0	0.00	19	0.41	0	0.00	4,641
D0511	8	0.17	8	0.17	0	0.00	0	0.00	4,641
D0512	8	0.17	8	0.17	0	0.00	0	0.00	4,641
D0513	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0514	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0515	3	0.06	0	0.00	3	0.06	0	0.00	4,641
D0516	3	0.06	0	0.00	3	0.06	0	0.00	4,641
D0517	66	1.42	63	1.36	3	0.06	0	0.00	4,641
D0518	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0519	17	0.37	0	0.00	17	0.37	0	0.00	4,641
D0520	17	0.37	0	0.00	17	0.37	0	0.00	4,641
D0521	17	0.37	0	0.00	17	0.37	0	0.00	4,641
D0522	17	0.37	0	0.00	17	0.37	0	0.00	4,641
D0523	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0524	6	0.13	0	0.00	6	0.13	0	0.00	4,641
D0525	3	0.06	0	0.00	3	0.06	0	0.00	4,641
D0526	5	0.11	0	0.00	5	0.11	0	0.00	4,641
D0527	10	0.22	0	0.00	10	0.22	0	0.00	4,641
D0540	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0541	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0542	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0543	5	0.11	5	0.11	0	0.00	0	0.00	4,641
D0544	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0545	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0546	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0547	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0548	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0560	79	1.70	77	1.66	2	0.04	0	0.00	4,641
D0561	146	3.15	146	3.15	0	0.00	0	0.00	4,641
D0562	147	3.17	147	3.17	0	0.00	0	0.00	4,641
D0563	203	4.37	148	3.19	55	1.19	0	0.00	4,641
D0564	147	3.17	147	3.17	0	0.00	0	0.00	4,641
D0565	151	3.25	151	3.25	0	0.00	0	0.00	4,641
D0566	190	4.09	148	3.19	42	0.90	0	0.00	4,641
D0567	28	0.60	28	0.60	0	0.00	0	0.00	4,641
D0568	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0569	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0580	32	0.69	32	0.69	0	0.00	0	0.00	4,641

See notes at end of table.

Table N-1. Number of changes and percentage of records affected during the computer edit of the school district data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
D0581	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0582	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0583	26	0.56	26	0.56	0	0.00	0	0.00	4,641
D0584	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0585	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0595	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0596	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D5484	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D9001	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D9002	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D9003	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D9004	0	0.00	0	0.00	0	0.00	0	0.00	4,641

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

Table N-2. Number of changes and percentage of records affected during the computer edit of the public school principals, including public charter school principals, data file: 2011–12

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0025	188	2.50	182	2.42	6	0.08	0	0.00	7,512
A0026	1	0.01	1	0.01	0	0.00	0	0.00	7,512
A0027	36	0.48	22	0.29	2	0.03	12	0.16	7,512
A0028	1005	13.38	249	3.31	164	2.18	592	7.88	7,512
A0029	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0030	115	1.53	0	0.00	115	1.53	0	0.00	7,512
A0031	192	2.56	0	0.00	192	2.56	0	0.00	7,512
A0032	59	0.79	0	0.00	59	0.79	0	0.00	7,512
A0033	215	2.86	0	0.00	215	2.86	0	0.00	7,512
A0034	241	3.21	0	0.00	241	3.21	0	0.00	7,512
A0035	134	1.78	0	0.00	134	1.78	0	0.00	7,512
A0036	129	1.72	0	0.00	129	1.72	0	0.00	7,512
A0037	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0038	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0039	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0050	15	0.20	4	0.05	11	0.15	0	0.00	7,512
A0051	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0052	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0053	363	4.83	117	1.56	246	3.27	0	0.00	7,512
A0054	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0055	107	1.42	15	0.20	92	1.22	0	0.00	7,512
A0056	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0057	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0058	15	0.20	15	0.20	0	0.00	0	0.00	7,512
A0059	78	1.04	78	1.04	0	0.00	0	0.00	7,512
A0060	98	1.30	0	0.00	98	1.30	0	0.00	7,512
A0061	54	0.72	0	0.00	54	0.72	0	0.00	7,512
A0062	59	0.79	0	0.00	59	0.79	0	0.00	7,512
A0063	65	0.87	0	0.00	65	0.87	0	0.00	7,512
A0064	56	0.75	0	0.00	56	0.75	0	0.00	7,512
A0065	53	0.71	0	0.00	53	0.71	0	0.00	7,512
A0066	27	0.36	0	0.00	27	0.36	0	0.00	7,512
A0080	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0081	3	0.04	3	0.04	0	0.00	0	0.00	7,512
A0082	11	0.15	11	0.15	0	0.00	0	0.00	7,512
A0083	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0084	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0085	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0086	0	0.00	0	0.00	0	0.00	0	0.00	7,512

See notes at end of table.

Table N-2. Number of changes and percentage of records affected during the computer edit of the public school principals, including public charter school principals, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0087	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0088	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0089	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0100	83	1.10	83	1.10	0	0.00	0	0.00	7,512
A0101	86	1.14	0	0.00	86	1.14	0	0.00	7,512
A0102	104	1.38	0	0.00	104	1.38	0	0.00	7,512
A0103	73	0.97	0	0.00	73	0.97	0	0.00	7,512
A0104	81	1.08	0	0.00	81	1.08	0	0.00	7,512
A0105	117	1.56	0	0.00	117	1.56	0	0.00	7,512
A0106	89	1.18	0	0.00	89	1.18	0	0.00	7,512
A0107	110	1.46	0	0.00	110	1.46	0	0.00	7,512
A0108	5	0.07	0	0.00	5	0.07	0	0.00	7,512
A0109	17	0.23	0	0.00	17	0.23	0	0.00	7,512
A0110	14	0.19	0	0.00	14	0.19	0	0.00	7,512
A0111	16	0.21	0	0.00	16	0.21	0	0.00	7,512
A0112	44	0.59	0	0.00	44	0.59	0	0.00	7,512
A0113	16	0.21	0	0.00	16	0.21	0	0.00	7,512
A0114	26	0.35	0	0.00	26	0.35	0	0.00	7,512
A0115	18	0.24	0	0.00	18	0.24	0	0.00	7,512
A0116	301	4.01	296	3.94	5	0.07	0	0.00	7,512
A0130	13	0.17	13	0.17	0	0.00	0	0.00	7,512
A0131	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0132	11	0.15	0	0.00	11	0.15	0	0.00	7,512
A0133	15	0.20	0	0.00	15	0.20	0	0.00	7,512
A0134	9	0.12	0	0.00	9	0.12	0	0.00	7,512
A0135	20	0.27	0	0.00	20	0.27	0	0.00	7,512
A0136	35	0.47	0	0.00	35	0.47	0	0.00	7,512
A0137	16	0.21	0	0.00	16	0.21	0	0.00	7,512
A0138	21	0.28	0	0.00	21	0.28	0	0.00	7,512
A0139	8	0.11	0	0.00	8	0.11	0	0.00	7,512
A0140	16	0.21	0	0.00	16	0.21	0	0.00	7,512
A0141	17	0.23	0	0.00	17	0.23	0	0.00	7,512
A0142	10	0.13	0	0.00	10	0.13	0	0.00	7,512
A0143	6	0.08	0	0.00	6	0.08	0	0.00	7,512
A0144	9	0.12	0	0.00	9	0.12	0	0.00	7,512
A0145	22	0.29	0	0.00	22	0.29	0	0.00	7,512
A0146	4	0.05	0	0.00	4	0.05	0	0.00	7,512
A0147	11	0.15	0	0.00	11	0.15	0	0.00	7,512
A0148	21	0.28	0	0.00	21	0.28	0	0.00	7,512

See notes at end of table.

Table N-2. Number of changes and percentage of records affected during the computer edit of the public school principals, including public charter school principals, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0149	23	0.31	0	0.00	23	0.31	0	0.00	7,512
A0150	13	0.17	0	0.00	13	0.17	0	0.00	7,512
A0151	20	0.27	0	0.00	20	0.27	0	0.00	7,512
A0152	15	0.20	0	0.00	15	0.20	0	0.00	7,512
A0153	17	0.23	0	0.00	17	0.23	0	0.00	7,512
A0154	21	0.28	0	0.00	21	0.28	0	0.00	7,512
A0155	19	0.25	0	0.00	19	0.25	0	0.00	7,512
A0156	17	0.23	0	0.00	17	0.23	0	0.00	7,512
A0157	19	0.25	0	0.00	19	0.25	0	0.00	7,512
A0158	21	0.28	0	0.00	21	0.28	0	0.00	7,512
A0159	16	0.21	0	0.00	16	0.21	0	0.00	7,512
A0160	15	0.20	0	0.00	15	0.20	0	0.00	7,512
A0161	27	0.36	0	0.00	27	0.36	0	0.00	7,512
A0180	10	0.13	0	0.00	10	0.13	0	0.00	7,512
A0181	26	0.35	0	0.00	26	0.35	0	0.00	7,512
A0182	61	0.81	0	0.00	61	0.81	0	0.00	7,512
A0183	63	0.84	0	0.00	63	0.84	0	0.00	7,512
A0184	46	0.61	0	0.00	46	0.61	0	0.00	7,512
A0185	26	0.35	0	0.00	26	0.35	0	0.00	7,512
A0186	17	0.23	0	0.00	17	0.23	0	0.00	7,512
A0187	33	0.44	0	0.00	33	0.44	0	0.00	7,512
A0188	61	0.81	0	0.00	61	0.81	0	0.00	7,512
A0189	4	0.05	0	0.00	4	0.05	0	0.00	7,512
A0190	4	0.05	0	0.00	4	0.05	0	0.00	7,512
A0191	11	0.15	0	0.00	11	0.15	0	0.00	7,512
A0192	11	0.15	0	0.00	11	0.15	0	0.00	7,512
A0210	2,616	34.82	2,591	34.49	20	0.27	5	0.07	7,512
A0211	5,310	70.69	5,229	69.61	0	0.00	81	1.08	7,512
A0212	5,624	74.87	5,543	73.79	0	0.00	81	1.08	7,512
A0213	449	5.98	88	1.17	347	4.62	14	0.19	7,512
A0214	461	6.14	149	1.98	282	3.75	30	0.40	7,512
A0215	390	5.19	80	1.06	299	3.98	11	0.15	7,512
A0216	543	7.23	234	3.12	233	3.10	76	1.01	7,512
A0217	545	7.26	235	3.13	241	3.21	69	0.92	7,512
A0218	499	6.64	173	2.30	273	3.63	53	0.71	7,512
A0219	311	4.14	2	0.03	309	4.11	0	0.00	7,512
A0220	311	4.14	1	0.01	310	4.13	0	0.00	7,512
A0221	322	4.29	2	0.03	320	4.26	0	0.00	7,512
A0222	482	6.42	160	2.13	297	3.95	25	0.33	7,512

See notes at end of table.

Table N-2. Number of changes and percentage of records affected during the computer edit of the public school principals, including public charter school principals, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0223	3,442	45.82	3309	44.05	105	1.40	28	0.37	7,512
A0224	4,716	62.78	4593	61.14	0	0.00	123	1.64	7,512
A0225	5,194	69.14	5071	67.51	0	0.00	123	1.64	7,512
A0226	233	3.10	126	1.68	99	1.32	8	0.11	7,512
A0227	765	10.18	712	9.48	35	0.47	18	0.24	7,512
A0228	162	2.16	101	1.34	60	0.80	1	0.01	7,512
A0229	159	2.12	98	1.30	59	0.79	2	0.03	7,512
A0230	158	2.10	97	1.29	59	0.79	2	0.03	7,512
A0240	203	2.70	203	2.70	0	0.00	0	0.00	7,512
A0241	214	2.85	208	2.77	6	0.08	0	0.00	7,512
A0242	1,051	13.99	4	0.05	1,047	13.94	0	0.00	7,512
A0243	1,049	13.96	3	0.04	1,045	13.91	1	0.01	7,512
A0244	1,054	14.03	8	0.11	1,045	13.91	1	0.01	7,512
A0245	1,066	14.19	20	0.27	1,043	13.88	3	0.04	7,512
A0246	5,808	77.32	4762	63.39	885	11.78	161	2.14	7,512
A0247	220	2.93	220	2.93	0	0.00	0	0.00	7,512
A0248	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0249	33	0.44	33	0.44	0	0.00	0	0.00	7,512
A0250	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0251	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0252	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0260	18	0.24	0	0.00	18	0.24	0	0.00	7,512
A0261	32	0.43	0	0.00	32	0.43	0	0.00	7,512
A0262	25	0.33	0	0.00	25	0.33	0	0.00	7,512
A0263	16	0.21	0	0.00	16	0.21	0	0.00	7,512
A0264	26	0.35	0	0.00	26	0.35	0	0.00	7,512
A0265	17	0.23	0	0.00	17	0.23	0	0.00	7,512
A0266	16	0.21	0	0.00	16	0.21	0	0.00	7,512
A0267	18	0.24	0	0.00	18	0.24	0	0.00	7,512
A0268	16	0.21	0	0.00	16	0.21	0	0.00	7,512
A0269	15	0.20	0	0.00	15	0.20	0	0.00	7,512
A0270	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0271	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0272	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0273	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0274	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0275	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0276	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0277	0	0.00	0	0.00	0	0.00	0	0.00	7,512

See notes at end of table.

Table N-2. Number of changes and percentage of records affected during the computer edit of the Public School Principals, including Public Charter School Principals, Data File: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0278	7,301	97.19	7,301	97.19	0	0.00	0	0.00	7,512
A0279	1,291	17.19	1,068	14.22	223	2.97	0	0.00	7,512
A0280	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0281	764	10.17	562	7.48	202	2.69	0	0.00	7,512
A0282	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0283	274	3.65	0	0.00	274	3.65	0	0.00	7,512
A0284	289	3.85	0	0.00	289	3.85	0	0.00	7,512
A0285	269	3.58	0	0.00	269	3.58	0	0.00	7,512
A0286	282	3.75	0	0.00	282	3.75	0	0.00	7,512
A0287	287	3.82	0	0.00	287	3.82	0	0.00	7,512
A0288	277	3.69	0	0.00	277	3.69	0	0.00	7,512
A0289	281	3.74	0	0.00	281	3.74	0	0.00	7,512
A0290	127	1.69	0	0.00	127	1.69	0	0.00	7,512
A0291	3,700	49.25	0	0.00	3,700	49.25	0	0.00	7,512
A0292	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0293	60	0.80	11	0.15	49	0.65	0	0.00	7,512
A0294	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0320	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0321	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0322	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0323	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0324	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0325	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0326	5	0.07	5	0.07	0	0.00	0	0.00	7,512
A0327	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0330	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0335	3	0.04	3	0.04	0	0.00	0	0.00	7,512
A5052	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A5054	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A5057	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A5246	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A5291	0	0.00	0	0.00	0	0.00	0	0.00	7,512

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

Table N-3. Number of changes and percentage of records affected during the computer edit of the private school principal data file: 2011–12

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0025	122	7.08	120	6.96	2	0.12	0	0.00	1,723
A0026	7	0.41	7	0.41	0	0.00	0	0.00	1,723
A0027	25	1.45	20	1.16	4	0.23	1	0.06	1,723
A0028	316	18.34	196	11.38	29	1.68	91	5.28	1,723
A0029	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0030	18	1.04	0	0.00	18	1.04	0	0.00	1,723
A0031	36	2.09	0	0.00	36	2.09	0	0.00	1,723
A0032	18	1.04	0	0.00	18	1.04	0	0.00	1,723
A0033	48	2.79	0	0.00	48	2.79	0	0.00	1,723
A0034	51	2.96	0	0.00	51	2.96	0	0.00	1,723
A0035	31	1.80	0	0.00	31	1.80	0	0.00	1,723
A0036	31	1.80	0	0.00	31	1.80	0	0.00	1,723
A0037	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0038	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0039	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0050	2	0.12	0	0.00	2	0.12	0	0.00	1,723
A0051	2	0.12	2	0.12	0	0.00	0	0.00	1,723
A0052	17	0.99	17	0.99	0	0.00	0	0.00	1,723
A0053	85	4.93	30	1.74	55	3.19	0	0.00	1,723
A0054	20	1.16	20	1.16	0	0.00	0	0.00	1,723
A0055	13	0.75	3	0.17	10	0.58	0	0.00	1,723
A0056	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0057	22	1.28	22	1.28	0	0.00	0	0.00	1,723
A0058	7	0.41	7	0.41	0	0.00	0	0.00	1,723
A0059	127	7.37	127	7.37	0	0.00	0	0.00	1,723
A0060	28	1.63	0	0.00	28	1.63	0	0.00	1,723
A0061	21	1.22	0	0.00	21	1.22	0	0.00	1,723
A0062	22	1.28	0	0.00	22	1.28	0	0.00	1,723
A0063	30	1.74	0	0.00	30	1.74	0	0.00	1,723
A0064	17	0.99	0	0.00	17	0.99	0	0.00	1,723
A0065	14	0.81	0	0.00	14	0.81	0	0.00	1,723
A0066	7	0.41	0	0.00	7	0.41	0	0.00	1,723
A0080	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0081	1	0.06	1	0.06	0	0.00	0	0.00	1,723
A0082	2	0.12	2	0.12	0	0.00	0	0.00	1,723
A0083	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0084	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0085	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0086	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0087	0	0.00	0	0.00	0	0.00	0	0.00	1,723

See notes at end of table.

Table N-3. Number of changes and percentage of records affected during the computer edit of the private school principal data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0088	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0089	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0100	41	2.38	41	2.38	0	0.00	0	0.00	1,723
A0101	17	0.99	0	0.00	17	0.99	0	0.00	1,723
A0102	17	0.99	0	0.00	17	0.99	0	0.00	1,723
A0103	10	0.58	0	0.00	10	0.58	0	0.00	1,723
A0104	12	0.70	0	0.00	12	0.70	0	0.00	1,723
A0105	21	1.22	0	0.00	21	1.22	0	0.00	1,723
A0106	15	0.87	0	0.00	15	0.87	0	0.00	1,723
A0107	15	0.87	0	0.00	15	0.87	0	0.00	1,723
A0108	7	0.41	0	0.00	7	0.41	0	0.00	1,723
A0110	6	0.35	0	0.00	6	0.35	0	0.00	1,723
A0111	8	0.46	0	0.00	8	0.46	0	0.00	1,723
A0112	14	0.81	0	0.00	14	0.81	0	0.00	1,723
A0113	16	0.93	0	0.00	16	0.93	0	0.00	1,723
A0114	14	0.81	0	0.00	14	0.81	0	0.00	1,723
A0115	10	0.58	0	0.00	10	0.58	0	0.00	1,723
A0116	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0130	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0131	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0132	3	0.17	0	0.00	3	0.17	0	0.00	1,723
A0133	1	0.06	0	0.00	1	0.06	0	0.00	1,723
A0134	1	0.06	0	0.00	1	0.06	0	0.00	1,723
A0135	2	0.12	0	0.00	2	0.12	0	0.00	1,723
A0136	9	0.52	0	0.00	9	0.52	0	0.00	1,723
A0137	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0138	6	0.35	0	0.00	6	0.35	0	0.00	1,723
A0139	1	0.06	0	0.00	1	0.06	0	0.00	1,723
A0140	3	0.17	0	0.00	3	0.17	0	0.00	1,723
A0141	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0142	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0143	3	0.17	0	0.00	3	0.17	0	0.00	1,723
A0144	1	0.06	0	0.00	1	0.06	0	0.00	1,723
A0145	4	0.23	0	0.00	4	0.23	0	0.00	1,723
A0146	2	0.12	0	0.00	2	0.12	0	0.00	1,723
A0147	4	0.23	0	0.00	4	0.23	0	0.00	1,723
A0148	9	0.52	0	0.00	9	0.52	0	0.00	1,723
A0149	7	0.41	0	0.00	7	0.41	0	0.00	1,723
A0150	1	0.06	0	0.00	1	0.06	0	0.00	1,723
A0151	3	0.17	0	0.00	3	0.17	0	0.00	1,723

See notes at end of table.

Table N-3. Number of changes and percentage of records affected during the computer edit of the private school principal data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0152	3	0.17	0	0.00	3	0.17	0	0.00	1,723
A0153	4	0.23	0	0.00	4	0.23	0	0.00	1,723
A0154	2	0.12	0	0.00	2	0.12	0	0.00	1,723
A0155	3	0.17	0	0.00	3	0.17	0	0.00	1,723
A0156	9	0.52	0	0.00	9	0.52	0	0.00	1,723
A0157	4	0.23	0	0.00	4	0.23	0	0.00	1,723
A0158	4	0.23	0	0.00	4	0.23	0	0.00	1,723
A0159	2	0.12	0	0.00	2	0.12	0	0.00	1,723
A0160	2	0.12	0	0.00	2	0.12	0	0.00	1,723
A0161	4	0.23	0	0.00	4	0.23	0	0.00	1,723
A0180	3	0.17	0	0.00	3	0.17	0	0.00	1,723
A0181	6	0.35	0	0.00	6	0.35	0	0.00	1,723
A0182	16	0.93	0	0.00	16	0.93	0	0.00	1,723
A0183	22	1.28	0	0.00	22	1.28	0	0.00	1,723
A0184	9	0.52	0	0.00	9	0.52	0	0.00	1,723
A0185	8	0.46	0	0.00	8	0.46	0	0.00	1,723
A0186	9	0.52	0	0.00	9	0.52	0	0.00	1,723
A0187	20	1.16	0	0.00	20	1.16	0	0.00	1,723
A0188	23	1.33	0	0.00	23	1.33	0	0.00	1,723
A0189	6	0.35	0	0.00	6	0.35	0	0.00	1,723
A0190	1	0.06	0	0.00	1	0.06	0	0.00	1,723
A0191	3	0.17	0	0.00	3	0.17	0	0.00	1,723
A0192	3	0.17	0	0.00	3	0.17	0	0.00	1,723
A0210	1293	75.04	1285	74.58	4	0.23	4	0.23	1,723
A0211	470	27.28	441	25.59	0	0.00	29	1.68	1,723
A0212	692	40.16	663	38.48	0	0.00	29	1.68	1,723
A0213	231	13.41	69	4.00	142	8.24	20	1.16	1,723
A0214	330	19.15	194	11.26	100	5.80	36	2.09	1,723
A0215	155	9.00	18	1.04	131	7.60	6	0.35	1,723
A0216	212	12.30	75	4.35	118	6.85	19	1.10	1,723
A0217	214	12.42	77	4.47	118	6.85	19	1.10	1,723
A0218	475	27.57	336	19.50	75	4.35	64	3.71	1,723
A0219	139	8.07	2	0.12	135	7.84	2	0.12	1,723
A0220	140	8.13	3	0.17	136	7.89	1	0.06	1,723
A0221	139	8.07	2	0.12	137	7.95	0	0.00	1,723
A0222	194	11.26	57	3.31	129	7.49	8	0.46	1,723
A0223	1249	72.49	1218	70.69	11	0.64	20	1.16	1,723
A0224	894	51.89	595	34.53	0	0.00	299	17.35	1,723
A0225	894	51.89	595	34.53	0	0.00	299	17.35	1,723
A0226	134	7.78	57	3.31	62	3.60	15	0.87	1,723

See notes at end of table.

Table N-3. Number of changes and percentage of records affected during the computer edit of the private school principal data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0227	1109	64.36	1050	60.94	7	0.41	52	3.02	1,723
A0228	88	5.11	24	1.39	36	2.09	28	1.63	1,723
A0229	91	5.28	27	1.57	40	2.32	24	1.39	1,723
A0230	88	5.11	24	1.39	40	2.32	24	1.39	1,723
A0240	71	4.12	71	4.12	0	0.00	0	0.00	1,723
A0241	86	4.99	83	4.82	1	0.06	2	0.12	1,723
A0242	210	12.19	3	0.17	207	12.01	0	0.00	1,723
A0243	211	12.25	6	0.35	205	11.90	0	0.00	1,723
A0244	213	12.36	8	0.46	204	11.84	1	0.06	1,723
A0245	208	12.07	3	0.17	205	11.90	0	0.00	1,723
A0246	1192	69.18	985	57.17	165	9.58	42	2.44	1,723
A0247	294	17.06	294	17.06	0	0.00	0	0.00	1,723
A0249	29	1.68	29	1.68	0	0.00	0	0.00	1,723
A0250	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0251	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0252	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0260	7	0.41	0	0.00	7	0.41	0	0.00	1,723
A0261	9	0.52	0	0.00	9	0.52	0	0.00	1,723
A0262	11	0.64	0	0.00	11	0.64	0	0.00	1,723
A0263	7	0.41	0	0.00	7	0.41	0	0.00	1,723
A0264	7	0.41	0	0.00	7	0.41	0	0.00	1,723
A0265	8	0.46	0	0.00	8	0.46	0	0.00	1,723
A0266	7	0.41	0	0.00	7	0.41	0	0.00	1,723
A0267	9	0.52	0	0.00	9	0.52	0	0.00	1,723
A0268	6	0.35	0	0.00	6	0.35	0	0.00	1,723
A0269	6	0.35	0	0.00	6	0.35	0	0.00	1,723
A0270	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0271	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0272	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0273	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0274	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0275	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0276	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0277	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0278	1494	86.71	1494	86.71	0	0.00	0	0.00	1,723
A0279	350	20.31	294	17.06	56	3.25	0	0.00	1,723
A0280	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0281	197	11.43	163	9.46	34	1.97	0	0.00	1,723
A0282	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0283	77	4.47	0	0.00	77	4.47	0	0.00	1,723

See notes at end of table.

Table N-3. Number of changes and percentage of records affected during the computer edit of the private school principal data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0284	72	4.18	0	0.00	72	4.18	0	0.00	1,723
A0285	68	3.95	0	0.00	68	3.95	0	0.00	1,723
A0286	62	3.60	0	0.00	62	3.60	0	0.00	1,723
A0287	70	4.06	0	0.00	70	4.06	0	0.00	1,723
A0288	71	4.12	0	0.00	71	4.12	0	0.00	1,723
A0289	71	4.12	0	0.00	71	4.12	0	0.00	1,723
A0290	36	2.09	0	0.00	36	2.09	0	0.00	1,723
A0291	821	47.65	0	0.00	821	47.65	0	0.00	1,723
A0292	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0320	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0321	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0322	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0323	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0324	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0325	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0326	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0330	1	0.06	1	0.06	0	0.00	0	0.00	1,723
A0335	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A5052	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A5054	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A5057	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A5246	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A5291	0	0.00	0	0.00	0	0.00	0	0.00	1,723

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

Table N-4. Number of changes and percentage of records affected during the computer edit of the public schools, including public charter schools, data file: 2011–12

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total number of edit changes	Percent of records affected by all edits
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	number of changes		
S0024	980	13.10	49	0.65	930	12.43	1	0.01	7,481	
S0025	735	9.82	90	1.20	645	8.62	0	0.00	7,481	
S0026	670	8.96	11	0.15	659	8.81	0	0.00	7,481	
S0027	669	8.94	12	0.16	657	8.78	0	0.00	7,481	
S0028	671	8.97	13	0.17	658	8.80	0	0.00	7,481	
S0029	663	8.86	12	0.16	651	8.70	0	0.00	7,481	
S0030	654	8.74	11	0.15	643	8.60	0	0.00	7,481	
S0031	567	7.58	13	0.17	554	7.41	0	0.00	7,481	
S0032	549	7.34	13	0.17	536	7.16	0	0.00	7,481	
S0033	563	7.53	24	0.32	539	7.20	0	0.00	7,481	
S0034	481	6.43	9	0.12	472	6.31	0	0.00	7,481	
S0035	487	6.51	8	0.11	479	6.40	0	0.00	7,481	
S0036	464	6.20	7	0.09	457	6.11	0	0.00	7,481	
S0037	472	6.31	7	0.09	465	6.22	0	0.00	7,481	
S0038	1,391	18.59	0	0.00	1,391	18.59	0	0.00	7,481	
S0039	666	8.90	666	8.90	0	0.00	0	0.00	7,481	
S0040	144	1.92	2	0.03	142	1.90	0	0.00	7,481	
S0041	16	0.21	16	0.21	0	0.00	0	0.00	7,481	
S0045	1,008	13.47	158	2.11	786	10.51	64	0.86	7,481	
S0046	1,688	22.56	144	1.92	1,446	19.33	98	1.31	7,481	
S0047	972	12.99	167	2.23	736	9.84	69	0.92	7,481	
S0048	707	9.45	201	2.69	447	5.98	59	0.79	7,481	
S0049	718	9.60	316	4.22	324	4.33	78	1.04	7,481	
S0050	632	8.45	238	3.18	335	4.48	59	0.79	7,481	
S0051	922	12.32	421	5.63	435	5.81	66	0.88	7,481	
S0052	1,500	20.05	1,500	20.05	0	0.00	0	0.00	7,481	
S0055	49	0.65	6	0.08	43	0.57	0	0.00	7,481	
S0056	69	0.92	0	0.00	69	0.92	0	0.00	7,481	
S0057	0	0.00	0	0.00	0	0.00	0	0.00	7,481	
S0058	3	0.04	3	0.04	0	0.00	0	0.00	7,481	
S0059	773	10.33	773	10.33	0	0.00	0	0.00	7,481	
S0060	0	0.00	0	0.00	0	0.00	0	0.00	7,481	
S0061	0	0.00	0	0.00	0	0.00	0	0.00	7,481	
S0062	106	1.42	106	1.42	0	0.00	0	0.00	7,481	
S0063	107	1.43	79	1.06	28	0.37	0	0.00	7,481	
S0064	0	0.00	0	0.00	0	0.00	0	0.00	7,481	
S0065	0	0.00	0	0.00	0	0.00	0	0.00	7,481	
S0066	101	1.35	101	1.35	0	0.00	0	0.00	7,481	
S0080	368	4.92	337	4.50	31	0.41	0	0.00	7,481	

See notes at end of table.

Table N-4. Number of changes and percentage of records affected during the computer edit of the public schools, including public charter schools, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
S0081	71	0.95	0	0.00	71	0.95	0	0.00	7,481
S0082	66	0.88	0	0.00	66	0.88	0	0.00	7,481
S0083	61	0.82	0	0.00	61	0.82	0	0.00	7,481
S0084	71	0.95	30	0.40	41	0.55	0	0.00	7,481
S0085	71	0.95	0	0.00	71	0.95	0	0.00	7,481
S0086	62	0.83	0	0.00	62	0.83	0	0.00	7,481
S0087	62	0.83	0	0.00	62	0.83	0	0.00	7,481
S0088	47	0.63	0	0.00	47	0.63	0	0.00	7,481
S0089	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0090	71	0.95	7	0.09	64	0.86	0	0.00	7,481
S0091	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0092	175	2.34	0	0.00	175	2.34	0	0.00	7,481
S0093	115	1.54	0	0.00	115	1.54	0	0.00	7,481
S0094	120	1.60	0	0.00	120	1.60	0	0.00	7,481
S0095	325	4.34	191	2.55	134	1.79	0	0.00	7,481
S0096	266	3.56	173	2.31	93	1.24	0	0.00	7,481
S0097	108	1.44	45	0.60	63	0.84	0	0.00	7,481
S0098	11	0.15	0	0.00	11	0.15	0	0.00	7,481
S0099	63	0.84	0	0.00	63	0.84	0	0.00	7,481
S0100	147	1.96	60	0.80	87	1.16	0	0.00	7,481
S0101	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0102	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0120	45	0.60	0	0.00	45	0.60	0	0.00	7,481
S0121	89	1.19	0	0.00	89	1.19	0	0.00	7,481
S0122	66	0.88	0	0.00	66	0.88	0	0.00	7,481
S0123	108	1.44	0	0.00	108	1.44	0	0.00	7,481
S0124	112	1.50	0	0.00	112	1.50	0	0.00	7,481
S0125	34	0.45	34	0.45	0	0.00	0	0.00	7,481
S0126	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0127	672	8.98	672	8.98	0	0.00	0	0.00	7,481
S0128	50	0.67	21	0.28	29	0.39	0	0.00	7,481
S0129	1	0.01	1	0.01	0	0.00	0	0.00	7,481
S0130	224	2.99	1	0.01	223	2.98	0	0.00	7,481
S0131	149	1.99	1	0.01	148	1.98	0	0.00	7,481
S0132	166	2.22	1	0.01	165	2.21	0	0.00	7,481
S0133	272	3.64	53	0.71	214	2.86	5	0.07	7,481
S0134	25	0.33	21	0.28	4	0.05	0	0.00	7,481
S0135	9	0.12	9	0.12	0	0.00	0	0.00	7,481
S0136	1	0.01	1	0.01	0	0.00	0	0.00	7,481

See notes at end of table.

Table N-4. Number of changes and percentage of records affected during the computer edit of the public schools, including public charter schools, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
S0150	154	2.06	4	0.05	148	1.98	2	0.03	7,481
S0151	425	5.68	365	4.88	59	0.79	1	0.01	7,481
S0152	453	6.06	61	0.82	391	5.23	1	0.01	7,481
S0155	342	4.57	103	1.38	222	2.97	17	0.23	7,481
S0156	1099	14.69	118	1.58	960	12.83	21	0.28	7,481
S0157	426	5.69	152	2.03	254	3.40	20	0.27	7,481
S0158	379	5.07	212	2.83	147	1.96	20	0.27	7,481
S0159	463	6.19	251	3.36	190	2.54	22	0.29	7,481
S0160	399	5.33	249	3.33	129	1.72	21	0.28	7,481
S0161	531	7.10	293	3.92	215	2.87	23	0.31	7,481
S0168	80	1.07	24	0.32	41	0.55	15	0.20	7,481
S0169	2,164	28.93	1,880	25.13	284	3.80	0	0.00	7,481
S0170	108	1.44	81	1.08	26	0.35	1	0.01	7,481
S0171	1,930	25.80	1,672	22.35	256	3.42	2	0.03	7,481
S0172	273	3.65	103	1.38	162	2.17	8	0.11	7,481
S0173	1,808	24.17	1,645	21.99	155	2.07	8	0.11	7,481
S0174	387	5.17	223	2.98	162	2.17	2	0.03	7,481
S0175	1,990	26.60	1,716	22.94	273	3.65	1	0.01	7,481
S0176	295	3.94	74	0.99	220	2.94	1	0.01	7,481
S0177	1,896	25.34	1,638	21.90	257	3.44	1	0.01	7,481
S0178	480	6.42	480	6.42	0	0.00	0	0.00	7,481
S0179	1,645	21.99	1,645	21.99	0	0.00	0	0.00	7,481
S0180	459	6.14	459	6.14	0	0.00	0	0.00	7,481
S0181	1,561	20.87	1,561	20.87	0	0.00	0	0.00	7,481
S0182	664	8.88	664	8.88	0	0.00	0	0.00	7,481
S0183	1,421	18.99	1,421	18.99	0	0.00	0	0.00	7,481
S0184	732	9.78	732	9.78	0	0.00	0	0.00	7,481
S0185	1,390	18.58	1,390	18.58	0	0.00	0	0.00	7,481
S0186	1,165	15.57	1,165	15.57	0	0.00	0	0.00	7,481
S0187	1,842	24.62	1,842	24.62	0	0.00	0	0.00	7,481
S0188	526	7.03	474	6.34	52	0.70	0	0.00	7,481
S0189	1,580	21.12	1,317	17.60	263	3.52	0	0.00	7,481
S0190	484	6.47	453	6.06	31	0.41	0	0.00	7,481
S0191	1,341	17.93	1,201	16.05	140	1.87	0	0.00	7,481
S0192	400	5.35	399	5.33	1	0.01	0	0.00	7,481
S0193	1,674	22.38	1,672	22.35	2	0.03	0	0.00	7,481
S0194	488	6.52	486	6.50	2	0.03	0	0.00	7,481
S0195	1,330	17.78	1,324	17.70	6	0.08	0	0.00	7,481
S0196	353	4.72	353	4.72	0	0.00	0	0.00	7,481

See notes at end of table.

Table N-4. Number of changes and percentage of records affected during the computer edit of the public schools, including public charter schools, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Percent of records affected by all edits
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	
S0197	1,541	20.60	1,541	20.60	0	0.00	0	0.00	7,481
S0198	376	5.03	376	5.03	0	0.00	0	0.00	7,481
S0199	1,442	19.28	1,442	19.28	0	0.00	0	0.00	7,481
S0200	404	5.40	404	5.40	0	0.00	0	0.00	7,481
S0201	1,287	17.20	1,287	17.20	0	0.00	0	0.00	7,481
S0202	449	6.00	449	6.00	0	0.00	0	0.00	7,481
S0203	1,242	16.60	1,242	16.60	0	0.00	0	0.00	7,481
S0204	105	1.40	99	1.32	6	0.08	0	0.00	7,481
S0205	1,744	23.31	1,744	23.31	0	0.00	0	0.00	7,481
S0206	399	5.33	399	5.33	0	0.00	0	0.00	7,481
S0207	1,572	21.01	1,572	21.01	0	0.00	0	0.00	7,481
S0208	187	2.50	187	2.50	0	0.00	0	0.00	7,481
S0209	1,772	23.69	1,772	23.69	0	0.00	0	0.00	7,481
S0210	924	12.35	917	12.26	7	0.09	0	0.00	7,481
S0211	1,629	21.78	1,629	21.78	0	0.00	0	0.00	7,481
S0215	18	0.24	0	0.00	18	0.24	0	0.00	7,481
S0216	34	0.45	0	0.00	34	0.45	0	0.00	7,481
S0217	56	0.75	0	0.00	56	0.75	0	0.00	7,481
S0218	35	0.47	0	0.00	35	0.47	0	0.00	7,481
S0219	32	0.43	0	0.00	32	0.43	0	0.00	7,481
S0220	49	0.65	0	0.00	49	0.65	0	0.00	7,481
S0221	34	0.45	0	0.00	34	0.45	0	0.00	7,481
S0225	567	7.58	567	7.58	0	0.00	0	0.00	7,481
S0226	370	4.95	292	3.90	78	1.04	0	0.00	7,481
S0227	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0228	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0229	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0230	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0231	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0232	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0233	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0234	181	2.42	0	0.00	181	2.42	0	0.00	7,481
S0235	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0236	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0237	106	1.42	90	1.20	16	0.21	0	0.00	7,481
S0238	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0239	10	0.13	10	0.13	0	0.00	0	0.00	7,481
S0240	14	0.19	14	0.19	0	0.00	0	0.00	7,481
S0250	50	0.67	50	0.67	0	0.00	0	0.00	7,481

See notes at end of table.

Table N-4. Number of changes and percentage of records affected during the computer edit of the public schools, including public charter schools, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
S0251	266	3.56	231	3.09	35	0.47	0	0.00	7,481
S0252	423	5.65	173	2.31	249	3.33	1	0.01	7,481
S0253	1,830	24.46	359	4.80	1,423	19.02	48	0.64	7,481
S0254	1,878	25.10	355	4.75	1,484	19.84	39	0.52	7,481
S0255	1,682	22.48	487	6.51	1,170	15.64	25	0.33	7,481
S0256	1,491	19.93	448	5.99	1,021	13.65	22	0.29	7,481
S0260	338	4.52	210	2.81	126	1.68	2	0.03	7,481
S0261	2	0.03	2	0.03	0	0.00	0	0.00	7,481
S0262	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0263	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0264	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0265	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0266	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0267	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0268	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0269	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0270	218	2.91	65	0.87	20	0.27	133	1.78	7,481
S0271	2	0.03	2	0.03	0	0.00	0	0.00	7,481
S0272	150	2.01	33	0.44	117	1.56	0	0.00	7,481
S0273	419	5.60	109	1.46	310	4.14	0	0.00	7,481
S0274	2982	39.86	2916	38.98	66	0.88	0	0.00	7,481
S0275	468	6.26	286	3.82	180	2.41	2	0.03	7,481
S0276	193	2.58	188	2.51	5	0.07	0	0.00	7,481
S0277	725	9.69	725	9.69	0	0.00	0	0.00	7,481
S0278	1643	21.96	1546	20.67	89	1.19	8	0.11	7,481
S0279	382	5.11	382	5.11	0	0.00	0	0.00	7,481
S0280	19	0.25	0	0.00	19	0.25	0	0.00	7,481
S0281	38	0.51	0	0.00	38	0.51	0	0.00	7,481
S0282	123	1.64	0	0.00	123	1.64	0	0.00	7,481
S0283	21	0.28	21	0.28	0	0.00	0	0.00	7,481
S0285	6	0.08	0	0.00	6	0.08	0	0.00	7,481
S0286	49	0.65	0	0.00	49	0.65	0	0.00	7,481
S0290	288	3.85	38	0.51	250	3.34	0	0.00	7,481
S0291	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0292	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0293	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0294	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0295	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S5055	0	0.00	0	0.00	0	0.00	0	0.00	7,481

See notes at end of table.

Table N-4. Number of changes and percentage of records affected during the computer edit of the public schools, including public charter schools, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total number of edit changes	Percent of records affected by all edits
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	changes		
S5293	0	0.00	0	0.00	0	0.00	0	0.00	7,481	
S5294	0	0.00	0	0.00	0	0.00	0	0.00	7,481	

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

Table N-5. Number of changes and percentage of records affected during the computer edit of the private school data file: 2011–12

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
S0039	1231	70.02	1181	67.18	31	1.76	19	1.08	1,758
S0041	225	12.80	27	1.54	179	10.18	19	1.08	1,758
S0045	643	36.58	28	1.59	568	32.31	47	2.67	1,758
S0046	713	40.56	34	1.93	623	35.44	56	3.19	1,758
S0047	673	38.28	52	2.96	575	32.71	46	2.62	1,758
S0048	627	35.67	66	3.75	515	29.29	46	2.62	1,758
S0049	431	24.52	133	7.57	252	14.33	46	2.62	1,758
S0050	444	25.26	126	7.17	273	15.53	45	2.56	1,758
S0051	568	32.31	106	6.03	417	23.72	45	2.56	1,758
S0052	778	44.25	32	1.82	614	34.93	132	7.51	1,758
S0055	28	1.59	2	0.11	13	0.74	13	0.74	1,758
S0057	46	2.62	46	2.62	0	0.00	0	0.00	1,758
S0058	59	3.36	1	0.06	56	3.19	2	0.11	1,758
S0059	292	16.61	234	13.31	56	3.19	2	0.11	1,758
S0060	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0061	4	0.23	4	0.23	0	0.00	0	0.00	1,758
S0062	76	4.32	6	0.34	58	3.30	12	0.68	1,758
S0063	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0064	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0065	27	1.54	0	0.00	27	1.54	0	0.00	1,758
S0066	25	1.42	0	0.00	25	1.42	0	0.00	1,758
S0080	222	12.63	219	12.46	3	0.17	0	0.00	1,758
S0081	59	3.36	0	0.00	59	3.36	0	0.00	1,758
S0082	68	3.87	0	0.00	68	3.87	0	0.00	1,758
S0083	47	2.67	0	0.00	47	2.67	0	0.00	1,758
S0084	81	4.61	16	0.91	65	3.70	0	0.00	1,758
S0085	88	5.01	0	0.00	88	5.01	0	0.00	1,758
S0086	34	1.93	0	0.00	34	1.93	0	0.00	1,758
S0087	59	3.36	0	0.00	59	3.36	0	0.00	1,758
S0088	34	1.93	0	0.00	34	1.93	0	0.00	1,758
S0089	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0092	10	0.57	0	0.00	10	0.57	0	0.00	1,758
S0093	12	0.68	0	0.00	12	0.68	0	0.00	1,758
S0094	8	0.46	0	0.00	8	0.46	0	0.00	1,758
S0095	22	1.25	15	0.85	7	0.40	0	0.00	1,758
S0096	26	1.48	17	0.97	9	0.51	0	0.00	1,758
S0097	22	1.25	0	0.00	22	1.25	0	0.00	1,758
S0098	11	0.63	0	0.00	11	0.63	0	0.00	1,758
S0099	17	0.97	0	0.00	17	0.97	0	0.00	1,758

See notes at end of table.

Table N-5. Number of changes and percentage of records affected during the computer edit of the private school data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
S0100	4	0.23	2	0.11	2	0.11	0	0.00	1,758
S0120	22	1.25	0	0.00	22	1.25	0	0.00	1,758
S0121	42	2.39	0	0.00	42	2.39	0	0.00	1,758
S0122	34	1.93	0	0.00	34	1.93	0	0.00	1,758
S0123	32	1.82	0	0.00	32	1.82	0	0.00	1,758
S0124	49	2.79	0	0.00	49	2.79	0	0.00	1,758
S0125	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0126	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0133	8	0.46	6	0.34	2	0.11	0	0.00	1,758
S0134	46	2.62	13	0.74	32	1.82	1	0.06	1,758
S0135	45	2.56	23	1.31	22	1.25	0	0.00	1,758
S0136	31	1.76	7	0.40	24	1.37	0	0.00	1,758
S0150	40	2.28	1	0.06	38	2.16	1	0.06	1,758
S0152	126	7.17	61	3.47	65	3.70	0	0.00	1,758
S0155	99	5.63	41	2.33	58	3.30	0	0.00	1,758
S0156	183	10.41	34	1.93	149	8.48	0	0.00	1,758
S0157	129	7.34	75	4.27	54	3.07	0	0.00	1,758
S0158	140	7.96	105	5.97	35	1.99	0	0.00	1,758
S0159	152	8.65	127	7.22	25	1.42	0	0.00	1,758
S0160	462	26.28	96	5.46	337	19.17	29	1.65	1,758
S0161	349	19.85	124	7.05	218	12.40	7	0.40	1,758
S0168	95	5.40	47	2.67	14	0.80	34	1.93	1,758
S0169	912	51.88	869	49.43	30	1.71	13	0.74	1,758
S0170	63	3.58	33	1.88	28	1.59	2	0.11	1,758
S0171	889	50.57	816	46.42	47	2.67	26	1.48	1,758
S0172	171	9.73	122	6.94	37	2.10	12	0.68	1,758
S0173	903	51.37	898	51.08	0	0.00	5	0.28	1,758
S0174	104	5.92	94	5.35	10	0.57	0	0.00	1,758
S0175	822	46.76	798	45.39	4	0.23	20	1.14	1,758
S0176	66	3.75	41	2.33	25	1.42	0	0.00	1,758
S0177	780	44.37	769	43.74	11	0.63	0	0.00	1,758
S0178	97	5.52	97	5.52	0	0.00	0	0.00	1,758
S0179	759	43.17	759	43.17	0	0.00	0	0.00	1,758
S0180	88	5.01	88	5.01	0	0.00	0	0.00	1,758
S0181	740	42.09	740	42.09	0	0.00	0	0.00	1,758
S0182	86	4.89	86	4.89	0	0.00	0	0.00	1,758
S0183	745	42.38	745	42.38	0	0.00	0	0.00	1,758
S0184	107	6.09	107	6.09	0	0.00	0	0.00	1,758
S0185	730	41.52	730	41.52	0	0.00	0	0.00	1,758

See notes at end of table.

Table N-5. Number of changes and percentage of records affected during the computer edit of the private school data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
S0186	189	10.75	189	10.75	0	0.00	0	0.00	1,758
S0187	757	43.06	757	43.06	0	0.00	0	0.00	1,758
S0188	104	5.92	104	5.92	0	0.00	0	0.00	1,758
S0189	630	35.84	630	35.84	0	0.00	0	0.00	1,758
S0190	60	3.41	60	3.41	0	0.00	0	0.00	1,758
S0191	623	35.44	623	35.44	0	0.00	0	0.00	1,758
S0192	75	4.27	75	4.27	0	0.00	0	0.00	1,758
S0193	632	35.95	632	35.95	0	0.00	0	0.00	1,758
S0194	66	3.75	66	3.75	0	0.00	0	0.00	1,758
S0195	623	35.44	623	35.44	0	0.00	0	0.00	1,758
S0196	92	5.23	92	5.23	0	0.00	0	0.00	1,758
S0197	641	36.46	641	36.46	0	0.00	0	0.00	1,758
S0198	97	5.52	97	5.52	0	0.00	0	0.00	1,758
S0199	643	36.58	643	36.58	0	0.00	0	0.00	1,758
S0200	79	4.49	79	4.49	0	0.00	0	0.00	1,758
S0201	648	36.86	648	36.86	0	0.00	0	0.00	1,758
S0202	83	4.72	83	4.72	0	0.00	0	0.00	1,758
S0203	628	35.72	628	35.72	0	0.00	0	0.00	1,758
S0204	94	5.35	63	3.58	31	1.76	0	0.00	1,758
S0205	732	41.64	732	41.64	0	0.00	0	0.00	1,758
S0206	92	5.23	92	5.23	0	0.00	0	0.00	1,758
S0207	658	37.43	658	37.43	0	0.00	0	0.00	1,758
S0208	87	4.95	87	4.95	0	0.00	0	0.00	1,758
S0209	694	39.48	694	39.48	0	0.00	0	0.00	1,758
S0210	214	12.17	181	10.30	33	1.88	0	0.00	1,758
S0211	644	36.63	644	36.63	0	0.00	0	0.00	1,758
S0215	7	0.40	0	0.00	7	0.40	0	0.00	1,758
S0216	7	0.40	0	0.00	7	0.40	0	0.00	1,758
S0217	10	0.57	0	0.00	10	0.57	0	0.00	1,758
S0218	8	0.46	0	0.00	8	0.46	0	0.00	1,758
S0219	11	0.63	0	0.00	11	0.63	0	0.00	1,758
S0220	11	0.63	0	0.00	11	0.63	0	0.00	1,758
S0221	2	0.11	0	0.00	2	0.11	0	0.00	1,758
S0225	69	3.92	69	3.92	0	0.00	0	0.00	1,758
S0226	15	0.85	13	0.74	2	0.11	0	0.00	1,758
S0227	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0228	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0229	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0230	0	0.00	0	0.00	0	0.00	0	0.00	1,758

See notes at end of table.

Table N-5. Number of changes and percentage of records affected during the computer edit of the private school data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
S0231	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0232	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0233	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0234	97	5.52	0	0.00	97	5.52	0	0.00	1,758
S0235	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0236	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0237	14	0.80	10	0.57	4	0.23	0	0.00	1,758
S0238	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0239	2	0.11	2	0.11	0	0.00	0	0.00	1,758
S0240	4	0.23	4	0.23	0	0.00	0	0.00	1,758
S0250	27	1.54	27	1.54	0	0.00	0	0.00	1,758
S0251	47	2.67	37	2.10	9	0.51	1	0.06	1,758
S0252	57	3.24	21	1.19	36	2.05	0	0.00	1,758
S0253	86	4.89	53	3.01	32	1.82	1	0.06	1,758
S0254	152	8.65	134	7.62	17	0.97	1	0.06	1,758
S0255	162	9.22	155	8.82	6	0.34	1	0.06	1,758
S0256	159	9.04	154	8.76	5	0.28	0	0.00	1,758
S0260	17	0.97	13	0.74	4	0.23	0	0.00	1,758
S0261	15	0.85	15	0.85	0	0.00	0	0.00	1,758
S0262	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0263	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0264	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0265	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0266	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0267	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0268	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0269	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0270	40	2.28	5	0.28	34	1.93	1	0.06	1,758
S0271	119	6.77	55	3.13	64	3.64	0	0.00	1,758
S0272	24	1.37	11	0.63	13	0.74	0	0.00	1,758
S0273	8	0.46	8	0.46	0	0.00	0	0.00	1,758
S0274	101	5.75	101	5.75	0	0.00	0	0.00	1,758
S0275	69	3.92	23	1.31	40	2.28	6	0.34	1,758
S0276	36	2.05	36	2.05	0	0.00	0	0.00	1,758
S0277	34	1.93	34	1.93	0	0.00	0	0.00	1,758
S0278	145	8.25	145	8.25	0	0.00	0	0.00	1,758
S0279	53	3.01	53	3.01	0	0.00	0	0.00	1,758
S0280	1	0.06	0	0.00	1	0.06	0	0.00	1,758
S0281	0	0.00	0	0.00	0	0.00	0	0.00	1,758

See notes at end of table.

Table N-5. Number of changes and percentage of records affected during the computer edit of the private school data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total number of edit changes	Percent of records affected by all edits
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Number of changes		
S0282	10	0.57	1	0.06	9	0.51	0	0.00	1,758	
S0283	22	1.25	22	1.25	0	0.00	0	0.00	1,758	
S0285	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0286	3	0.17	0	0.00	3	0.17	0	0.00	1,758	
S0451	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0453	88	5.01	88	5.01	0	0.00	0	0.00	1,758	
S0456	26	1.48	26	1.48	0	0.00	0	0.00	1,758	
S0457	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0475	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0476	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0480	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0485	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0486	28	1.59	0	0.00	28	1.59	0	0.00	1,758	
S0487	13	0.74	13	0.74	0	0.00	0	0.00	1,758	
S0488	18	1.02	0	0.00	18	1.02	0	0.00	1,758	
S0489	7	0.40	7	0.40	0	0.00	0	0.00	1,758	
S0503	177	10.07	177	10.07	0	0.00	0	0.00	1,758	
S0504	5	0.28	5	0.28	0	0.00	0	0.00	1,758	
S0505	2	0.11	2	0.11	0	0.00	0	0.00	1,758	
S0506	2	0.11	2	0.11	0	0.00	0	0.00	1,758	
S0507	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0508	2	0.11	2	0.11	0	0.00	0	0.00	1,758	
S0509	2	0.11	2	0.11	0	0.00	0	0.00	1,758	
S0510	18	1.02	0	0.00	18	1.02	0	0.00	1,758	
S0511	5	0.28	5	0.28	0	0.00	0	0.00	1,758	
S0512	5	0.28	5	0.28	0	0.00	0	0.00	1,758	
S0513	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0514	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0515	4	0.23	0	0.00	4	0.23	0	0.00	1,758	
S0516	5	0.28	0	0.00	5	0.28	0	0.00	1,758	
S0517	46	2.62	39	2.22	7	0.40	0	0.00	1,758	
S0518	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0519	23	1.31	0	0.00	23	1.31	0	0.00	1,758	
S0520	27	1.54	0	0.00	27	1.54	0	0.00	1,758	
S0521	27	1.54	0	0.00	27	1.54	0	0.00	1,758	
S0522	27	1.54	0	0.00	27	1.54	0	0.00	1,758	
S0523	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0524	9	0.51	0	0.00	9	0.51	0	0.00	1,758	
S0525	4	0.23	0	0.00	4	0.23	0	0.00	1,758	

See notes at end of table.

Table N-5. Number of changes and percentage of records affected during the computer edit of the private school data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total number of edit changes	Percent of records affected by all edits
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Number of changes		
S0526	4	0.23	0	0.00	4	0.23	0	0.00	1,758	
S0527	5	0.28	0	0.00	5	0.28	0	0.00	1,758	
S0560	12	0.68	7	0.40	5	0.28	0	0.00	1,758	
S0561	57	3.24	57	3.24	0	0.00	0	0.00	1,758	
S0562	52	2.96	52	2.96	0	0.00	0	0.00	1,758	
S0563	65	3.70	56	3.19	9	0.51	0	0.00	1,758	
S0564	52	2.96	52	2.96	0	0.00	0	0.00	1,758	
S0565	54	3.07	54	3.07	0	0.00	0	0.00	1,758	
S0566	57	3.24	54	3.07	3	0.17	0	0.00	1,758	
S0567	1	0.06	1	0.06	0	0.00	0	0.00	1,758	
S0568	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0700	347	19.74	337	19.17	10	0.57	0	0.00	1,758	
S0701	171	9.73	161	9.16	10	0.57	0	0.00	1,758	
S0702	180	10.24	172	9.78	8	0.46	0	0.00	1,758	
S0703	78	4.44	58	3.30	20	1.14	0	0.00	1,758	
S0704	177	10.07	168	9.56	9	0.51	0	0.00	1,758	
S0705	60	3.41	36	2.05	24	1.37	0	0.00	1,758	
S0706	361	20.53	349	19.85	12	0.68	0	0.00	1,758	
S0707	175	9.95	163	9.27	12	0.68	0	0.00	1,758	
S0708	386	21.96	374	21.27	12	0.68	0	0.00	1,758	
S0709	193	10.98	181	10.30	12	0.68	0	0.00	1,758	
S0710	171	9.73	158	8.99	13	0.74	0	0.00	1,758	
S0711	57	3.24	31	1.76	26	1.48	0	0.00	1,758	
S0712	182	10.35	169	9.61	13	0.74	0	0.00	1,758	
S0713	59	3.36	33	1.88	26	1.48	0	0.00	1,758	
S0714	186	10.58	172	9.78	14	0.80	0	0.00	1,758	
S0715	56	3.19	30	1.71	26	1.48	0	0.00	1,758	
S0716	193	10.98	179	10.18	14	0.80	0	0.00	1,758	
S0717	62	3.53	34	1.93	28	1.59	0	0.00	1,758	
S0718	198	11.26	186	10.58	12	0.68	0	0.00	1,758	
S0719	67	3.81	39	2.22	28	1.59	0	0.00	1,758	
S0720	198	11.26	184	10.47	14	0.80	0	0.00	1,758	
S0721	70	3.98	40	2.28	30	1.71	0	0.00	1,758	
S0722	178	10.13	166	9.44	12	0.68	0	0.00	1,758	
S0723	76	4.32	46	2.62	30	1.71	0	0.00	1,758	
S0724	193	10.98	181	10.30	12	0.68	0	0.00	1,758	
S0725	75	4.27	45	2.56	30	1.71	0	0.00	1,758	
S0726	282	16.04	270	15.36	12	0.68	0	0.00	1,758	
S0727	116	6.60	94	5.35	22	1.25	0	0.00	1,758	

See notes at end of table.

Table N-5. Number of changes and percentage of records affected during the computer edit of the private school data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total number of edit changes	Percent of records affected by all edits
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Number of changes		
S0728	295	16.78	283	16.10	12	0.68	0	0.00	1,758	
S0729	116	6.60	91	5.18	25	1.42	0	0.00	1,758	
S0730	313	17.80	301	17.12	12	0.68	0	0.00	1,758	
S0731	118	6.71	94	5.35	24	1.37	0	0.00	1,758	
S0732	327	18.60	315	17.92	12	0.68	0	0.00	1,758	
S0733	118	6.71	97	5.52	21	1.19	0	0.00	1,758	
S0734	1,758	100.00	1728	98.29	0	0.00	30	1.71	1,758	
S0735	22	1.25	5	0.28	17	0.97	0	0.00	1,758	
S0736	19	1.08	0	0.00	19	1.08	0	0.00	1,758	
S0737	12	0.68	6	0.34	6	0.34	0	0.00	1,758	
S0738	39	2.22	34	1.93	5	0.28	0	0.00	1,758	
S0739	54	3.07	31	1.76	23	1.31	0	0.00	1,758	
S0740	21	1.19	13	0.74	8	0.46	0	0.00	1,758	
S0741	24	1.37	0	0.00	24	1.37	0	0.00	1,758	
S0742	28	1.59	0	0.00	28	1.59	0	0.00	1,758	
S0743	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0744	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0745	1	0.06	0	0.00	1	0.06	0	0.00	1,758	
S0746	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0747	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0748	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0749	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0750	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0751	5	0.28	0	0.00	5	0.28	0	0.00	1,758	
S0752	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0753	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0754	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0755	7	0.40	0	0.00	7	0.40	0	0.00	1,758	
S0756	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0757	2	0.11	0	0.00	2	0.11	0	0.00	1,758	
S0758	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0759	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0760	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0761	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0762	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0763	1	0.06	0	0.00	1	0.06	0	0.00	1,758	
S0764	1	0.06	0	0.00	1	0.06	0	0.00	1,758	
S0765	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0766	0	0.00	0	0.00	0	0.00	0	0.00	1,758	

See notes at end of table.

Table N-5. Number of changes and percentage of records affected during the computer edit of the private school data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total number of edit changes	Percent of records affected by all edits
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Number of changes		
S0767	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0771	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0772	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0773	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0774	1	0.06	0	0.00	1	0.06	0	0.00	1,758	
S0776	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0777	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0778	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0779	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0780	2	0.11	0	0.00	2	0.11	0	0.00	1,758	
S0781	2	0.11	0	0.00	2	0.11	0	0.00	1,758	
S0782	1	0.06	0	0.00	1	0.06	0	0.00	1,758	
S0783	1	0.06	0	0.00	1	0.06	0	0.00	1,758	
S0784	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0785	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S0800	4	0.23	4	0.23	0	0.00	0	0.00	1,758	
S0801	3	0.17	3	0.17	0	0.00	0	0.00	1,758	
S0802	5	0.28	5	0.28	0	0.00	0	0.00	1,758	
S0803	12	0.68	12	0.68	0	0.00	0	0.00	1,758	
S0804	8	0.46	8	0.46	0	0.00	0	0.00	1,758	
S0805	6	0.34	6	0.34	0	0.00	0	0.00	1,758	
S0806	2	0.11	2	0.11	0	0.00	0	0.00	1,758	
S0810	30	1.71	0	0.00	30	1.71	0	0.00	1,758	
S0820	347	19.74	282	16.04	64	3.64	1	0.06	1,758	
S0821	281	15.98	216	12.29	64	3.64	1	0.06	1,758	
S0822	322	18.32	258	14.68	63	3.58	1	0.06	1,758	
S0823	365	20.76	299	17.01	65	3.70	1	0.06	1,758	
S0825	168	9.56	102	5.80	36	2.05	30	1.71	1,758	
S0826	899	51.14	889	50.57	0	0.00	10	0.57	1,758	
S5055	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S5484	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S5740	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S5762	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S5778	0	0.00	0	0.00	0	0.00	0	0.00	1,758	
S5785	0	0.00	0	0.00	0	0.00	0	0.00	1,758	

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

Table N-6. Number of changes and percentage of records affected during the computer edit of the public school teachers, including public charter school teachers, data file: 2011–12

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0025	116	0.31	109	0.29	1	0.00	6	0.02	37,497
T0026	2,342	6.25	2,342	6.25	0	0.00	0	0.00	37,497
T0027	2	0.01	0	0.00	2	0.01	0	0.00	37,497
T0028	644	1.72	386	1.03	7	0.02	251	0.67	37,497
T0029	2,232	5.95	2,232	5.95	0	0.00	0	0.00	37,497
T0030	565	1.51	565	1.51	0	0.00	0	0.00	37,497
T0031	36	0.10	36	0.10	0	0.00	0	0.00	37,497
T0032	2,364	6.30	2,364	6.30	0	0.00	0	0.00	37,497
T0035	369	0.98	369	0.98	0	0.00	0	0.00	37,497
T0036	2	0.01	2	0.01	0	0.00	0	0.00	37,497
T0040	129	0.34	12	0.03	7	0.02	110	0.29	37,497
T0041	72	0.19	0	0.00	72	0.19	0	0.00	37,497
T0042	1,225	3.27	1,223	3.26	2	0.01	0	0.00	37,497
T0043	10,602	28.27	10,602	28.27	0	0.00	0	0.00	37,497
T0044	4,084	10.89	3,530	9.41	25	0.07	529	1.41	37,497
T0045	3,997	10.66	3,501	9.34	26	0.07	470	1.25	37,497
T0046	31,811	84.84	30,426	81.14	100	0.27	1,285	3.43	37,497
T0047	9,151	24.40	9,138	24.37	0	0.00	13	0.03	37,497
T0048	2,729	7.28	2,716	7.24	0	0.00	13	0.03	37,497
T0049	6,418	17.12	6,330	16.88	7	0.02	81	0.22	37,497
T0070	14,094	37.59	4	0.01	14,090	37.58	0	0.00	37,497
T0071	13,022	34.73	9	0.02	13,013	34.70	0	0.00	37,497
T0072	13,004	34.68	22	0.06	12,981	34.62	1	0.00	37,497
T0073	12,947	34.53	27	0.07	12,917	34.45	3	0.01	37,497
T0074	12,996	34.66	27	0.07	12,968	34.58	1	0.00	37,497
T0075	13,037	34.77	40	0.11	12,991	34.65	6	0.02	37,497
T0076	12,870	34.32	54	0.14	12,805	34.15	11	0.03	37,497
T0077	11,614	30.97	82	0.22	11,520	30.72	12	0.03	37,497
T0078	10,728	28.61	96	0.26	10,616	28.31	16	0.04	37,497
T0079	10,697	28.53	101	0.27	10,570	28.19	26	0.07	37,497
T0080	9,074	24.20	242	0.65	8,715	23.24	117	0.31	37,497
T0081	8,416	22.44	215	0.57	8,066	21.51	135	0.36	37,497
T0082	7,998	21.33	110	0.29	7,848	20.93	40	0.11	37,497
T0083	8,191	21.84	125	0.33	8,025	21.40	41	0.11	37,497
T0084	17,201	45.87	1,212	3.23	15,989	42.64	0	0.00	37,497
T0085	10	0.03	0	0.00	10	0.03	0	0.00	37,497
T0086	153	0.41	0	0.00	153	0.41	0	0.00	37,497
T0090	597	1.59	597	1.59	0	0.00	0	0.00	37,497

See notes at end of table.

Table N-6. Number of changes and percentage of records affected during the computer edit of the public school teachers, including public charter school teachers, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total number of edit changes	Percent of records affected by all edits
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Number of changes		
T0091	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0092	291	0.78	105	0.28	186	0.50	0	0.00	37,497	
T0093	37,447	99.87	0	0.00	35,126	93.68	2,321	6.19	37,497	
T0094	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0095	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0096	1848	4.93	1,710	4.56	81	0.22	57	0.15	37,497	
T0097	77	0.21	42	0.11	33	0.09	2	0.01	37,497	
T0098	191	0.51	168	0.45	23	0.06	0	0.00	37,497	
T0099	261	0.70	232	0.62	29	0.08	0	0.00	37,497	
T0100	281	0.75	254	0.68	27	0.07	0	0.00	37,497	
T0105	4,336	11.56	4,320	11.52	0	0.00	16	0.04	37,497	
T0110	1,196	3.19	669	1.78	527	1.41	0	0.00	37,497	
T0111	1,253	3.34	710	1.89	543	1.45	0	0.00	37,497	
T0112	1,296	3.46	757	2.02	539	1.44	0	0.00	37,497	
T0113	1,198	3.19	693	1.85	505	1.35	0	0.00	37,497	
T0114	1,095	2.92	638	1.70	457	1.22	0	0.00	37,497	
T0115	810	2.16	444	1.18	366	0.98	0	0.00	37,497	
T0116	443	1.18	203	0.54	240	0.64	0	0.00	37,497	
T0117	275	0.73	80	0.21	195	0.52	0	0.00	37,497	
T0118	231	0.62	49	0.13	182	0.49	0	0.00	37,497	
T0119	212	0.57	35	0.09	177	0.47	0	0.00	37,497	
T0120	1,404	3.74	0	0.00	1,404	3.74	0	0.00	37,497	
T0121	1,635	4.36	0	0.00	1,635	4.36	0	0.00	37,497	
T0122	1,696	4.52	0	0.00	1,696	4.52	0	0.00	37,497	
T0123	1,520	4.05	0	0.00	1,520	4.05	0	0.00	37,497	
T0124	1,389	3.70	0	0.00	1,389	3.70	0	0.00	37,497	
T0125	934	2.49	0	0.00	934	2.49	0	0.00	37,497	
T0126	392	1.05	0	0.00	392	1.05	0	0.00	37,497	
T0127	247	0.66	0	0.00	247	0.66	0	0.00	37,497	
T0128	213	0.57	0	0.00	213	0.57	0	0.00	37,497	
T0129	199	0.53	0	0.00	199	0.53	0	0.00	37,497	
T0130	65	0.17	0	0.00	65	0.17	0	0.00	37,497	
T0131	63	0.17	0	0.00	63	0.17	0	0.00	37,497	
T0132	60	0.16	0	0.00	60	0.16	0	0.00	37,497	
T0133	58	0.15	0	0.00	58	0.15	0	0.00	37,497	
T0134	43	0.11	0	0.00	43	0.11	0	0.00	37,497	
T0135	43	0.11	0	0.00	43	0.11	0	0.00	37,497	
T0136	25	0.07	0	0.00	25	0.07	0	0.00	37,497	

See notes at end of table.

Table N-6. Number of changes and percentage of records affected during the computer edit of the public school teachers, including public charter school teachers, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0137	14	0.04	0	0.00	14	0.04	0	0.00	37,497
T0138	11	0.03	0	0.00	11	0.03	0	0.00	37,497
T0139	12	0.03	0	0.00	12	0.03	0	0.00	37,497
T0160	241	0.64	95	0.25	146	0.39	0	0.00	37,497
T0161	582	1.55	24	0.06	526	1.40	32	0.09	37,497
T0162	21	0.06	21	0.06	0	0.00	0	0.00	37,497
T0163	2,111	5.63	2,111	5.63	0	0.00	0	0.00	37,497
T0164	1,337	3.57	502	1.34	835	2.23	0	0.00	37,497
T0165	699	1.86	699	1.86	0	0.00	0	0.00	37,497
T0169	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0170	363	0.97	210	0.56	153	0.41	0	0.00	37,497
T0171	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0172	399	1.06	157	0.42	238	0.63	4	0.01	37,497
T0173	164	0.44	164	0.44	0	0.00	0	0.00	37,497
T0174	2,054	5.48	2,054	5.48	0	0.00	0	0.00	37,497
T0176	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0177	1,343	3.58	1,343	3.58	0	0.00	0	0.00	37,497
T0180	3,362	8.97	1,470	3.92	1,892	5.05	0	0.00	37,497
T0181	132	0.35	132	0.35	0	0.00	0	0.00	37,497
T0183	210	0.56	2	0.01	206	0.55	2	0.01	37,497
T0184	915	2.44	915	2.44	0	0.00	0	0.00	37,497
T0186	455	1.21	13	0.03	439	1.17	3	0.01	37,497
T0187	583	1.55	583	1.55	0	0.00	0	0.00	37,497
T0188	557	1.49	503	1.34	53	0.14	1	0.00	37,497
T0189	506	1.35	444	1.18	59	0.16	3	0.01	37,497
T0190	346	0.92	346	0.92	0	0.00	0	0.00	37,497
T0191	346	0.92	312	0.83	33	0.09	1	0.00	37,497
T0192	299	0.80	236	0.63	60	0.16	3	0.01	37,497
T0193	165	0.44	165	0.44	0	0.00	0	0.00	37,497
T0194	167	0.45	68	0.18	99	0.26	0	0.00	37,497
T0195	144	0.38	2	0.01	141	0.38	1	0.00	37,497
T0196	82	0.22	82	0.22	0	0.00	0	0.00	37,497
T0197	109	0.29	72	0.19	37	0.10	0	0.00	37,497
T0198	34	0.09	0	0.00	34	0.09	0	0.00	37,497
T0199	57	0.15	57	0.15	0	0.00	0	0.00	37,497
T0200	86	0.23	73	0.19	13	0.03	0	0.00	37,497
T0201	15	0.04	0	0.00	15	0.04	0	0.00	37,497
T0205	112	0.30	112	0.30	0	0.00	0	0.00	37,497

See notes at end of table.

Table N-6. Number of changes and percentage of records affected during the computer edit of the public school teachers, including public charter school teachers, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total number of edit changes	Percent of records affected by all edits
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Number of changes		
T0206	95	0.25	95	0.25	0	0.00	0	0.00	37,497	
T0207	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0208	93	0.25	93	0.25	0	0.00	0	0.00	37,497	
T0209	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0210	594	1.58	594	1.58	0	0.00	0	0.00	37,497	
T0211	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0212	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0213	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0214	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0215	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0216	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0217	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0218	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0220	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0221	13	0.03	0	0.00	13	0.03	0	0.00	37,497	
T0222	11	0.03	0	0.00	11	0.03	0	0.00	37,497	
T0223	13	0.03	0	0.00	13	0.03	0	0.00	37,497	
T0224	20	0.05	0	0.00	20	0.05	0	0.00	37,497	
T0225	10	0.03	0	0.00	10	0.03	0	0.00	37,497	
T0230	111	0.30	111	0.30	0	0.00	0	0.00	37,497	
T0231	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0232	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0233	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0250	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0251	276	0.74	276	0.74	0	0.00	0	0.00	37,497	
T0252	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0253	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0254	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0255	2,191	5.84	1,011	2.70	1,180	3.15	0	0.00	37,497	
T0256	216	0.58	216	0.58	0	0.00	0	0.00	37,497	
T0257	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0258	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0259	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0260	98	0.26	98	0.26	0	0.00	0	0.00	37,497	
T0261	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0262	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0263	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0264	45	0.12	45	0.12	0	0.00	0	0.00	37,497	

See notes at end of table.

Table N-6. Number of changes and percentage of records affected during the computer edit of the public school teachers, including public charter school teachers, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0265	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0266	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0267	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0268	41	0.11	41	0.11	0	0.00	0	0.00	37,497
T0269	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0270	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0271	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0275	1,763	4.70	1,266	3.38	497	1.33	0	0.00	37,497
T0276	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0277	219	0.58	219	0.58	0	0.00	0	0.00	37,497
T0278	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0279	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0280	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0281	1,358	3.62	101	0.27	1257	3.35	0	0.00	37,497
T0282	38	0.10	38	0.10	0	0.00	0	0.00	37,497
T0283	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0284	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0285	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0286	9	0.02	9	0.02	0	0.00	0	0.00	37,497
T0287	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0288	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0289	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0290	5	0.01	5	0.01	0	0.00	0	0.00	37,497
T0291	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0292	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0293	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0294	4	0.01	4	0.01	0	0.00	0	0.00	37,497
T0295	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0296	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0297	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0300	165	0.44	165	0.44	0	0.00	0	0.00	37,497
T0301	59	0.16	59	0.16	0	0.00	0	0.00	37,497
T0302	13	0.03	13	0.03	0	0.00	0	0.00	37,497
T0303	6	0.02	6	0.02	0	0.00	0	0.00	37,497
T0304	5,761	15.36	5,761	15.36	0	0.00	0	0.00	37,497
T0305	16	0.04	0	0.00	16	0.04	0	0.00	37,497
T0306	17	0.05	0	0.00	17	0.05	0	0.00	37,497
T0307	25	0.07	0	0.00	25	0.07	0	0.00	37,497

See notes at end of table.

Table N-6. Number of changes and percentage of records affected during the computer edit of the public school teachers, including public charter school teachers, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total number of edit changes	Percent of records affected by all edits
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Number of changes		
T0308	13	0.03	0	0.00	13	0.03	0	0.00	37,497	
T0309	42	0.11	0	0.00	42	0.11	0	0.00	37,497	
T0310	35	0.09	0	0.00	35	0.09	0	0.00	37,497	
T0311	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0312	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0330	276	0.74	22	0.06	254	0.68	0	0.00	37,497	
T0331	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0332	398	1.06	15	0.04	383	1.02	0	0.00	37,497	
T0333	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0334	331	0.88	59	0.16	272	0.73	0	0.00	37,497	
T0335	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0336	164	0.44	81	0.22	83	0.22	0	0.00	37,497	
T0337	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0338	541	1.44	541	1.44	0	0.00	0	0.00	37,497	
T0339	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0340	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0341	262	0.70	262	0.70	0	0.00	0	0.00	37,497	
T0342	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0343	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0344	227	0.61	227	0.61	0	0.00	0	0.00	37,497	
T0345	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0346	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0347	174	0.46	174	0.46	0	0.00	0	0.00	37,497	
T0348	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0349	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0350	200	0.53	200	0.53	0	0.00	0	0.00	37,497	
T0351	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0352	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0353	175	0.47	175	0.47	0	0.00	0	0.00	37,497	
T0354	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0355	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0356	23	0.06	23	0.06	0	0.00	0	0.00	37,497	
T0357	0	0.00	0	0.00	0	0.00	0	0.00	37,497	
T0358	150	0.40	0	0.00	150	0.40	0	0.00	37,497	
T0359	173	0.46	0	0.00	173	0.46	0	0.00	37,497	
T0360	245	0.65	0	0.00	245	0.65	0	0.00	37,497	
T0361	417	1.11	0	0.00	417	1.11	0	0.00	37,497	
T0362	317	0.85	0	0.00	317	0.85	0	0.00	37,497	

See notes at end of table.

Table N-6. Number of changes and percentage of records affected during the computer edit of the public school teachers, including public charter school teachers, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0363	273	0.73	0	0.00	273	0.73	0	0.00	37,497
T0364	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0365	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0366	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0390	2,223	5.93	2,223	5.93	0	0.00	0	0.00	37,497
T0391	2,049	5.46	2,049	5.46	0	0.00	0	0.00	37,497
T0392	1,464	3.90	1,464	3.90	0	0.00	0	0.00	37,497
T0393	108	0.29	0	0.00	108	0.29	0	0.00	37,497
T0394	138	0.37	0	0.00	138	0.37	0	0.00	37,497
T0395	230	0.61	0	0.00	230	0.61	0	0.00	37,497
T0396	278	0.74	0	0.00	278	0.74	0	0.00	37,497
T0397	169	0.45	0	0.00	169	0.45	0	0.00	37,497
T0398	167	0.45	0	0.00	167	0.45	0	0.00	37,497
T0399	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0400	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0401	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0402	40	0.11	40	0.11	0	0.00	0	0.00	37,497
T0403	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0420	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0421	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0422	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0423	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0424	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0425	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0426	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0427	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0428	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0429	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0430	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0431	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0432	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0435	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0436	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0437	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0438	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0439	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0440	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0441	0	0.00	0	0.00	0	0.00	0	0.00	37,497

See notes at end of table.

Table N-6. Number of changes and percentage of records affected during the computer edit of the public school teachers, including public charter school teachers, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0442	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0443	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0444	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0445	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0446	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0447	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0448	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0449	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0450	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0451	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0452	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0455	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0456	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0457	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0458	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0459	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0460	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0461	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0462	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0463	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0464	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0465	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0466	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0467	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0468	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0469	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0470	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0471	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0472	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0473	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0475	52	0.14	52	0.14	0	0.00	0	0.00	37,497
T0476	39	0.10	39	0.10	0	0.00	0	0.00	37,497
T0477	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0478	25	0.07	25	0.07	0	0.00	0	0.00	37,497
T0479	56	0.15	56	0.15	0	0.00	0	0.00	37,497
T0480	4	0.01	4	0.01	0	0.00	0	0.00	37,497
T0500	26	0.07	20	0.05	6	0.02	0	0.00	37,497
T0501	3	0.01	3	0.01	0	0.00	0	0.00	37,497

See notes at end of table.

Table N-6. Number of changes and percentage of records affected during the computer edit of the public school teachers, including public charter school teachers, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0502	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0503	37	0.10	28	0.07	9	0.02	0	0.00	37,497
T0504	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0505	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0506	62	0.17	54	0.14	8	0.02	0	0.00	37,497
T0507	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0508	287	0.77	287	0.77	0	0.00	0	0.00	37,497
T0509	63	0.17	56	0.15	7	0.02	0	0.00	37,497
T0510	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0511	33	0.09	24	0.06	9	0.02	0	0.00	37,497
T0512	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0513	21	0.06	12	0.03	9	0.02	0	0.00	37,497
T0514	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0515	40	0.11	31	0.08	9	0.02	0	0.00	37,497
T0516	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0517	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0518	21	0.06	16	0.04	5	0.01	0	0.00	37,497
T0519	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0520	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0521	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0522	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0525	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0526	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0527	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0528	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0529	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0530	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0531	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0532	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0533	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0534	722	1.93	4	0.01	718	1.91	0	0.00	37,497
T5031	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5033	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5034	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5036	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5090	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5110	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5111	0	0.00	0	0.00	0	0.00	0	0.00	37,497

See notes at end of table.

Table N-6. Number of changes and percentage of records affected during the computer edit of the public school teachers, including public charter school teachers, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T5112	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5113	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5114	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5115	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5116	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5117	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5118	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5119	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5163	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5165	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5166	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5167	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5168	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5174	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5177	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5181	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5184	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5187	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5190	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5193	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5196	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5199	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5251	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5256	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5260	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5264	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5268	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5277	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5282	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5286	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5290	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5294	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5301	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5302	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5303	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5356	0	0.00	0	0.00	0	0.00	0	0.00	37,497

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Documentation Data File," 2007–08.

Table N-7. Number of changes and percentage of records affected during the computer edit of the private school teacher data file: 2011–12

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0025	32	0.71	32	0.71	0	0.00	0	0.00	4,523
T0026	396	8.76	396	8.76	0	0.00	0	0.00	4,523
T0027	1	0.02	0	0.00	1	0.02	0	0.00	4,523
T0028	61	1.35	48	1.06	6	0.13	7	0.15	4,523
T0029	341	7.54	341	7.54	0	0.00	0	0.00	4,523
T0030	51	1.13	51	1.13	0	0.00	0	0.00	4,523
T0031	80	1.77	80	1.77	0	0.00	0	0.00	4,523
T0032	358	7.92	358	7.92	0	0.00	0	0.00	4,523
T0035	53	1.17	53	1.17	0	0.00	0	0.00	4,523
T0036	1	0.02	1	0.02	0	0.00	0	0.00	4,523
T0040	30	0.66	1	0.02	24	0.53	5	0.11	4,523
T0041	17	0.38	0	0.00	17	0.38	0	0.00	4,523
T0042	49	1.08	49	1.08	0	0.00	0	0.00	4,523
T0043	1,357	30.00	1,357	30.00	0	0.00	0	0.00	4,523
T0044	1,016	22.46	1,013	22.40	0	0.00	3	0.07	4,523
T0045	565	12.49	565	12.49	0	0.00	0	0.00	4,523
T0046	1,482	32.77	1,447	31.99	1	0.02	34	0.75	4,523
T0047	681	15.06	681	15.06	0	0.00	0	0.00	4,523
T0048	601	13.29	601	13.29	0	0.00	0	0.00	4,523
T0049	3,414	75.48	3,173	70.15	9	0.20	232	5.13	4,523
T0070	1,545	34.16	3	0.07	1,542	34.09	0	0.00	4,523
T0071	1,306	28.87	2	0.04	1,304	28.83	0	0.00	4,523
T0072	1,256	27.77	5	0.11	1,248	27.59	3	0.07	4,523
T0073	1,263	27.92	6	0.13	1,253	27.70	4	0.09	4,523
T0074	1,257	27.79	7	0.15	1,248	27.59	2	0.04	4,523
T0075	1,265	27.97	7	0.15	1,253	27.70	5	0.11	4,523
T0076	1,233	27.26	8	0.18	1,221	27.00	4	0.09	4,523
T0077	1,226	27.11	11	0.24	1,212	26.80	3	0.07	4,523
T0078	1,202	26.58	13	0.29	1,177	26.02	12	0.27	4,523
T0079	1,191	26.33	11	0.24	1,176	26.00	4	0.09	4,523
T0080	1,275	28.19	25	0.55	1,232	27.24	18	0.40	4,523
T0081	1,229	27.17	26	0.57	1,185	26.20	18	0.40	4,523
T0082	1,145	25.32	7	0.15	1,133	25.05	5	0.11	4,523
T0083	1,190	26.31	11	0.24	1,173	25.93	6	0.13	4,523
T0084	1,929	42.65	107	2.37	1,822	40.28	0	0.00	4,523
T0085	27	0.60	0	0.00	27	0.60	0	0.00	4,523
T0086	67	1.48	0	0.00	67	1.48	0	0.00	4,523
T0090	92	2.03	92	2.03	0	0.00	0	0.00	4,523

See notes at end of table.

Table N-7. Number of changes and percentage of records affected during the computer edit of the private school teacher data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0091	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0092	79	1.75	44	0.97	35	0.77	0	0.00	4,523
T0093	4,515	99.82	0	0.00	4,108	90.82	407	9.00	4,523
T0094	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0095	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0096	233	5.15	201	4.44	17	0.38	15	0.33	4,523
T0097	12	0.27	8	0.18	4	0.09	0	0.00	4,523
T0098	15	0.33	13	0.29	2	0.04	0	0.00	4,523
T0099	24	0.53	17	0.38	7	0.15	0	0.00	4,523
T0100	22	0.49	14	0.31	8	0.18	0	0.00	4,523
T0105	509	11.25	502	11.10	1	0.02	6	0.13	4,523
T0110	132	2.92	64	1.41	65	1.44	3	0.07	4,523
T0111	130	2.87	60	1.33	66	1.46	4	0.09	4,523
T0112	128	2.83	64	1.41	61	1.35	3	0.07	4,523
T0113	127	2.81	68	1.50	55	1.22	4	0.09	4,523
T0114	120	2.65	61	1.35	57	1.26	2	0.04	4,523
T0115	104	2.30	54	1.19	50	1.11	0	0.00	4,523
T0116	81	1.79	37	0.82	44	0.97	0	0.00	4,523
T0117	59	1.30	24	0.53	35	0.77	0	0.00	4,523
T0118	43	0.95	11	0.24	32	0.71	0	0.00	4,523
T0119	41	0.91	8	0.18	32	0.71	1	0.02	4,523
T0120	129	2.85	0	0.00	129	2.85	0	0.00	4,523
T0121	143	3.16	0	0.00	143	3.16	0	0.00	4,523
T0122	147	3.25	0	0.00	147	3.25	0	0.00	4,523
T0123	142	3.14	0	0.00	142	3.14	0	0.00	4,523
T0124	121	2.68	0	0.00	121	2.68	0	0.00	4,523
T0125	96	2.12	0	0.00	96	2.12	0	0.00	4,523
T0126	62	1.37	0	0.00	62	1.37	0	0.00	4,523
T0127	41	0.91	0	0.00	41	0.91	0	0.00	4,523
T0128	43	0.95	0	0.00	43	0.95	0	0.00	4,523
T0129	45	0.99	0	0.00	45	0.99	0	0.00	4,523
T0130	4	0.09	0	0.00	4	0.09	0	0.00	4,523
T0131	5	0.11	0	0.00	5	0.11	0	0.00	4,523
T0132	2	0.04	0	0.00	2	0.04	0	0.00	4,523
T0133	3	0.07	0	0.00	3	0.07	0	0.00	4,523
T0134	1	0.02	0	0.00	1	0.02	0	0.00	4,523
T0135	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0136	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0137	0	0.00	0	0.00	0	0.00	0	0.00	4,523

See notes at end of table.

Table N-7. Number of changes and percentage of records affected during the computer edit of the private school teacher data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total number of edit changes	Percent of records affected by all edits
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Number of changes		
T0138	0	0.00	0	0.00	0	0.00	0	0.00	4,523	
T0139	1	0.02	0	0.00	1	0.02	0	0.00	4,523	
T0160	41	0.91	16	0.35	25	0.55	0	0.00	4,523	
T0161	61	1.35	5	0.11	54	1.19	2	0.04	4,523	
T0162	6	0.13	6	0.13	0	0.00	0	0.00	4,523	
T0163	228	5.04	228	5.04	0	0.00	0	0.00	4,523	
T0164	202	4.47	58	1.28	144	3.18	0	0.00	4,523	
T0165	56	1.24	56	1.24	0	0.00	0	0.00	4,523	
T0169	0	0.00	0	0.00	0	0.00	0	0.00	4,523	
T0170	55	1.22	17	0.38	38	0.84	0	0.00	4,523	
T0171	0	0.00	0	0.00	0	0.00	0	0.00	4,523	
T0172	26	0.57	9	0.20	16	0.35	1	0.02	4,523	
T0173	9	0.20	9	0.20	0	0.00	0	0.00	4,523	
T0174	139	3.07	139	3.07	0	0.00	0	0.00	4,523	
T0176	0	0.00	0	0.00	0	0.00	0	0.00	4,523	
T0177	131	2.90	131	2.90	0	0.00	0	0.00	4,523	
T0180	860	19.01	616	13.62	244	5.39	0	0.00	4,523	
T0181	18	0.40	18	0.40	0	0.00	0	0.00	4,523	
T0183	15	0.33	0	0.00	15	0.33	0	0.00	4,523	
T0184	81	1.79	81	1.79	0	0.00	0	0.00	4,523	
T0186	50	1.11	1	0.02	49	1.08	0	0.00	4,523	
T0187	62	1.37	62	1.37	0	0.00	0	0.00	4,523	
T0188	60	1.33	60	1.33	0	0.00	0	0.00	4,523	
T0189	52	1.15	52	1.15	0	0.00	0	0.00	4,523	
T0190	27	0.60	27	0.60	0	0.00	0	0.00	4,523	
T0191	34	0.75	28	0.62	5	0.11	1	0.02	4,523	
T0192	27	0.60	18	0.40	8	0.18	1	0.02	4,523	
T0193	12	0.27	12	0.27	0	0.00	0	0.00	4,523	
T0194	16	0.35	12	0.27	4	0.09	0	0.00	4,523	
T0195	8	0.18	0	0.00	8	0.18	0	0.00	4,523	
T0196	4	0.09	4	0.09	0	0.00	0	0.00	4,523	
T0197	16	0.35	12	0.27	4	0.09	0	0.00	4,523	
T0198	2	0.04	0	0.00	2	0.04	0	0.00	4,523	
T0199	15	0.33	15	0.33	0	0.00	0	0.00	4,523	
T0200	13	0.29	12	0.27	1	0.02	0	0.00	4,523	
T0201	0	0.00	0	0.00	0	0.00	0	0.00	4,523	
T0205	7	0.15	7	0.15	0	0.00	0	0.00	4,523	
T0206	9	0.20	9	0.20	0	0.00	0	0.00	4,523	
T0207	0	0.00	0	0.00	0	0.00	0	0.00	4,523	

See notes at end of table.

Table N-7. Number of changes and percentage of records affected during the computer edit of the private school teacher data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0208	15	0.33	15	0.33	0	0.00	0	0.00	4,523
T0209	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0210	125	2.76	125	2.76	0	0.00	0	0.00	4,523
T0211	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0212	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0213	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0214	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0215	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0216	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0217	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0220	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0221	2	0.04	0	0.00	2	0.04	0	0.00	4,523
T0222	5	0.11	0	0.00	5	0.11	0	0.00	4,523
T0223	1	0.02	0	0.00	1	0.02	0	0.00	4,523
T0224	4	0.09	0	0.00	4	0.09	0	0.00	4,523
T0225	5	0.11	0	0.00	5	0.11	0	0.00	4,523
T0230	9	0.20	9	0.20	0	0.00	0	0.00	4,523
T0231	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0232	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0233	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0250	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0251	17	0.38	17	0.38	0	0.00	0	0.00	4,523
T0252	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0253	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0254	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0255	219	4.84	39	0.86	180	3.98	0	0.00	4,523
T0256	9	0.20	9	0.20	0	0.00	0	0.00	4,523
T0257	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0258	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0259	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0260	3	0.07	3	0.07	0	0.00	0	0.00	4,523
T0261	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0262	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0263	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0264	2	0.04	2	0.04	0	0.00	0	0.00	4,523
T0265	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0266	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0267	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0268	0	0.00	0	0.00	0	0.00	0	0.00	4,523

See notes at end of table.

Table N-7. Number of changes and percentage of records affected during the computer edit of the private school teacher data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0269	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0270	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0271	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0275	120	2.65	51	1.13	69	1.53	0	0.00	4,523
T0276	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0277	9	0.20	9	0.20	0	0.00	0	0.00	4,523
T0278	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0279	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0280	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0281	93	2.06	26	0.57	67	1.48	0	0.00	4,523
T0282	1	0.02	1	0.02	0	0.00	0	0.00	4,523
T0283	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0284	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0285	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0286	1	0.02	1	0.02	0	0.00	0	0.00	4,523
T0287	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0288	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0289	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0290	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0291	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0292	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0293	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0294	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0295	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0296	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0297	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0300	23	0.51	23	0.51	0	0.00	0	0.00	4,523
T0301	5	0.11	5	0.11	0	0.00	0	0.00	4,523
T0302	1	0.02	1	0.02	0	0.00	0	0.00	4,523
T0303	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0304	294	6.50	294	6.50	0	0.00	0	0.00	4,523
T0305	4	0.09	0	0.00	4	0.09	0	0.00	4,523
T0306	3	0.07	0	0.00	3	0.07	0	0.00	4,523
T0307	5	0.11	0	0.00	5	0.11	0	0.00	4,523
T0308	4	0.09	0	0.00	4	0.09	0	0.00	4,523
T0309	12	0.27	0	0.00	12	0.27	0	0.00	4,523
T0310	9	0.20	0	0.00	9	0.20	0	0.00	4,523
T0311	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0330	46	1.02	1	0.02	45	0.99	0	0.00	4,523

See notes at end of table.

Table N-7. Number of changes and percentage of records affected during the computer edit of the private school teacher data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0331	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0332	54	1.19	3	0.07	51	1.13	0	0.00	4,523
T0333	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0334	40	0.88	10	0.22	30	0.66	0	0.00	4,523
T0335	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0336	26	0.57	18	0.40	8	0.18	0	0.00	4,523
T0337	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0338	77	1.70	77	1.70	0	0.00	0	0.00	4,523
T0339	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0340	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0341	36	0.80	36	0.80	0	0.00	0	0.00	4,523
T0342	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0343	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0344	23	0.51	23	0.51	0	0.00	0	0.00	4,523
T0345	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0346	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0347	23	0.51	23	0.51	0	0.00	0	0.00	4,523
T0348	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0349	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0350	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0351	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0352	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0353	19	0.42	19	0.42	0	0.00	0	0.00	4,523
T0354	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0355	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0356	4	0.09	4	0.09	0	0.00	0	0.00	4,523
T0357	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0358	26	0.57	0	0.00	26	0.57	0	0.00	4,523
T0359	28	0.62	0	0.00	28	0.62	0	0.00	4,523
T0360	49	1.08	0	0.00	49	1.08	0	0.00	4,523
T0361	74	1.64	0	0.00	74	1.64	0	0.00	4,523
T0362	29	0.64	0	0.00	29	0.64	0	0.00	4,523
T0363	39	0.86	0	0.00	39	0.86	0	0.00	4,523
T0364	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0365	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0366	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0390	478	10.57	478	10.57	0	0.00	0	0.00	4,523
T0391	373	8.25	373	8.25	0	0.00	0	0.00	4,523
T0392	201	4.44	201	4.44	0	0.00	0	0.00	4,523

See notes at end of table.

Table N-7. Number of changes and percentage of records affected during the computer edit of the private school teacher data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0393	9	0.20	0	0.00	9	0.20	0	0.00	4,523
T0394	16	0.35	0	0.00	16	0.35	0	0.00	4,523
T0395	31	0.69	0	0.00	31	0.69	0	0.00	4,523
T0396	40	0.88	0	0.00	40	0.88	0	0.00	4,523
T0397	28	0.62	0	0.00	28	0.62	0	0.00	4,523
T0398	27	0.60	0	0.00	27	0.60	0	0.00	4,523
T0399	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0400	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0401	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0402	3	0.07	3	0.07	0	0.00	0	0.00	4,523
T0403	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0420	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0421	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0422	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0423	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0424	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0425	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0426	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0427	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0428	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0429	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0430	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0431	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0432	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0435	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0436	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0437	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0438	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0439	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0440	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0441	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0442	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0443	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0444	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0445	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0446	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0447	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0448	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0449	0	0.00	0	0.00	0	0.00	0	0.00	4,523

See notes at end of table.

Table N-7. Number of changes and percentage of records affected during the computer edit of the private school teacher data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0450	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0451	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0452	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0455	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0456	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0457	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0458	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0459	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0460	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0461	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0462	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0463	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0464	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0465	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0466	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0467	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0468	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0469	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0470	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0471	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0472	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0473	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0475	2	0.04	2	0.04	0	0.00	0	0.00	4,523
T0476	8	0.18	8	0.18	0	0.00	0	0.00	4,523
T0477	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0478	2	0.04	2	0.04	0	0.00	0	0.00	4,523
T0479	6	0.13	6	0.13	0	0.00	0	0.00	4,523
T0480	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0500	12	0.27	10	0.22	2	0.04	0	0.00	4,523
T0501	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0502	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0503	8	0.18	5	0.11	3	0.07	0	0.00	4,523
T0504	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0505	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0506	13	0.29	11	0.24	2	0.04	0	0.00	4,523
T0507	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0508	39	0.86	39	0.86	0	0.00	0	0.00	4,523
T0509	17	0.38	14	0.31	3	0.07	0	0.00	4,523
T0510	0	0.00	0	0.00	0	0.00	0	0.00	4,523

See notes at end of table.

Table N-7. Number of changes and percentage of records affected during the computer edit of the private school teacher data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0511	4	0.09	1	0.02	3	0.07	0	0.00	4,523
T0512	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0513	5	0.11	2	0.04	3	0.07	0	0.00	4,523
T0514	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0515	7	0.15	4	0.09	3	0.07	0	0.00	4,523
T0516	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0517	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0518	5	0.11	3	0.07	2	0.04	0	0.00	4,523
T0519	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0521	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0522	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0525	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0526	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0527	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0528	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0529	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0530	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0531	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0532	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0534	90	1.99	0	0.00	90	1.99	0	0.00	4,523
T0700	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0701	12	0.27	12	0.27	0	0.00	0	0.00	4,523
T0702	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0703	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0704	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0705	26	0.57	26	0.57	0	0.00	0	0.00	4,523
T0706	3	0.07	3	0.07	0	0.00	0	0.00	4,523
T0707	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0708	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0709	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0710	2	0.04	2	0.04	0	0.00	0	0.00	4,523
T0711	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0712	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0713	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0714	3	0.07	3	0.07	0	0.00	0	0.00	4,523
T0715	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0716	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0717	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0718	0	0.00	0	0.00	0	0.00	0	0.00	4,523

See notes at end of table.

Table N-7. Number of changes and percentage of records affected during the computer edit of the private school teacher data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
T0719	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0720	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0721	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0725	87	1.92	87	1.92	0	0.00	0	0.00	4,523
T0730	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5031	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5033	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5034	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5036	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5090	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5110	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5111	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5112	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5113	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5114	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5115	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5116	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5117	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5118	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5119	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5163	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5165	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5166	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5167	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5168	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5174	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5177	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5181	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5184	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5187	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5190	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5193	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5196	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5199	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5251	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5256	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5260	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5264	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5268	0	0.00	0	0.00	0	0.00	0	0.00	4,523

See notes at end of table.

Table N-7. Number of changes and percentage of records affected during the computer edit of the private school teacher data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total number of edit changes	Percent of records affected by all edits
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Number of changes		
T5277	0	0.00	0	0.00	0	0.00	0	0.00	0	4,523
T5282	0	0.00	0	0.00	0	0.00	0	0.00	0	4,523
T5286	0	0.00	0	0.00	0	0.00	0	0.00	0	4,523
T5290	0	0.00	0	0.00	0	0.00	0	0.00	0	4,523
T5294	0	0.00	0	0.00	0	0.00	0	0.00	0	4,523
T5301	0	0.00	0	0.00	0	0.00	0	0.00	0	4,523
T5302	0	0.00	0	0.00	0	0.00	0	0.00	0	4,523
T5303	0	0.00	0	0.00	0	0.00	0	0.00	0	4,523
T5356	0	0.00	0	0.00	0	0.00	0	0.00	0	4,523
T5701	0	0.00	0	0.00	0	0.00	0	0.00	0	4,523
T5706	0	0.00	0	0.00	0	0.00	0	0.00	0	4,523
T5710	0	0.00	0	0.00	0	0.00	0	0.00	0	4,523
T5714	0	0.00	0	0.00	0	0.00	0	0.00	0	4,523
T5718	0	0.00	0	0.00	0	0.00	0	0.00	0	4,523

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

Table N-8. Number of changes and percentage of records affected during the computer edit of the public school library media center, including public charter school library media center, data file: 2011–12

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of changes	Percent of records affected by all edits
M0025	38	0.54	38	0.54	0	0.00	0	0.00	7,003
M0026	101	1.44	101	1.44	0	0.00	0	0.00	7,003
M0027	10	0.14	0	0.00	10	0.14	0	0.00	7,003
M0028	11	0.16	0	0.00	11	0.16	0	0.00	7,003
M0029	22	0.31	0	0.00	22	0.31	0	0.00	7,003
M0030	228	3.26	228	3.26	0	0.00	0	0.00	7,003
M0031	190	2.71	190	2.71	0	0.00	0	0.00	7,003
M0033	0	0.00	0	0.00	0	0.00	0	0.00	7,003
M0035	16	0.23	0	0.00	16	0.23	0	0.00	7,003
M0036	17	0.24	0	0.00	17	0.24	0	0.00	7,003
M0037	5	0.07	0	0.00	5	0.07	0	0.00	7,003
M0038	21	0.30	21	0.30	0	0.00	0	0.00	7,003
M0039	30	0.43	16	0.23	14	0.20	0	0.00	7,003
M0040	54	0.77	0	0.00	54	0.77	0	0.00	7,003
M0041	21	0.30	0	0.00	21	0.30	0	0.00	7,003
M0042	6	0.09	0	0.00	6	0.09	0	0.00	7,003
M0043	45	0.64	0	0.00	45	0.64	0	0.00	7,003
M0044	74	1.06	0	0.00	74	1.06	0	0.00	7,003
M0051	947	13.52	8	0.11	934	13.34	5	0.07	7,003
M0052	1,877	26.80	1	0.01	1,876	26.79	0	0.00	7,003
M0055	1,349	19.26	4	0.06	1,329	18.98	16	0.23	7,003
M0056	1,916	27.36	0	0.00	1,916	27.36	0	0.00	7,003
M0059	774	11.05	0	0.00	774	11.05	0	0.00	7,003
M0060	1,872	26.73	1	0.01	1,871	26.72	0	0.00	7,003
M0062	363	5.18	170	2.43	184	2.63	9	0.13	7,003
M0063	18	0.26	18	0.26	0	0.00	0	0.00	7,003
M0064	46	0.66	46	0.66	0	0.00	0	0.00	7,003
M0065	433	6.18	433	6.18	0	0.00	0	0.00	7,003
M0066	0	0.00	0	0.00	0	0.00	0	0.00	7,003
M0067	0	0.00	0	0.00	0	0.00	0	0.00	7,003
M0068	70	1.00	32	0.46	38	0.54	0	0.00	7,003
M0075	37	0.53	0	0.00	37	0.53	0	0.00	7,003
M0076	72	1.03	0	0.00	64	0.91	8	0.11	7,003
M0077	73	1.04	73	1.04	0	0.00	0	0.00	7,003
M0078	18	0.26	0	0.00	18	0.26	0	0.00	7,003
M0079	45	0.64	0	0.00	45	0.64	0	0.00	7,003
M0080	20	0.29	0	0.00	20	0.29	0	0.00	7,003
M0081	32	0.46	0	0.00	32	0.46	0	0.00	7,003

See notes at end of table.

Table N-8. Number of changes and percentage of records affected during the computer edit of the public school library media center, including public charter school library media center, data file: 2011–12—Continued

Variable	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Variable	Total number of edit changes	Percent of records affected by all edits
M0082	31	0.44	0	0.00	31	0.44	0	0.00	7,003
M0083	76	1.09	0	0.00	76	1.09	0	0.00	7,003
M0084	21	0.30	0	0.00	21	0.30	0	0.00	7,003
M0085	33	0.47	0	0.00	33	0.47	0	0.00	7,003
M0086	157	2.24	0	0.00	157	2.24	0	0.00	7,003
M0087	17	0.24	12	0.17	5	0.07	0	0.00	7,003
M0096	253	3.61	253	3.61	0	0.00	0	0.00	7,003
M0097	0	0.00	0	0.00	0	0.00	0	0.00	7,003
M0105	69	0.99	1	0.01	68	0.97	0	0.00	7,003
M0106	156	2.23	88	1.26	68	0.97	0	0.00	7,003
M0107	147	2.10	78	1.11	68	0.97	1	0.01	7,003
M0108	79	1.13	9	0.13	70	1.00	0	0.00	7,003
M0109	105	1.50	36	0.51	69	0.99	0	0.00	7,003
M0110	305	4.36	233	3.33	63	0.90	9	0.13	7,003
M0111	242	3.46	174	2.48	61	0.87	7	0.10	7,003
M0112	778	11.11	710	10.14	68	0.97	0	0.00	7,003

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

Appendix O. List of Matching Variables for the 2011–12 SASS

The tables in this appendix provide the matching variables used for each questionnaire. The tables are as follows:

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Table O-1. Matching variables used for the school district questionnaire (SASS-1A): 2011–12

Matching variable	Description	Values	Items
ENR	LEA enrollment size	1: 0 Students 2: $1 \leq \text{Students} \leq 999$ 3: $1000 \leq \text{Students} \leq 9999$ 4: $\text{Students} \leq 10000$ 5: Unclassified	D0416, D0420–D0427, D0430–D0435, D0441–D0448, D0450–D0459, D0470–D0474, D0475–D0477, D0480–D0483, D0485–D0489, D0500–D0527, D0540–D0548, D0560–D0569, D0580–D0585, D0595, D0596
LEVEL	Instructional level of students	1: Elementary 2: Combined, elementary 3: Combined 4: Combined, secondary 5: Secondary	D0416, D0430, D0431, D0435, D0452, D0453, D0455–D0457, D0470–D0477, D0480–D0483, D0485–D0489, D0500–D0527, D0540–D0548, D0560–D0569, D0595, D0596
MINEN	Minority enrollment code	1: $\text{Minority} < 5.5\%$ 2: $5.5\% \leq \text{Minority} < 20.5\%$ 3: $20.5\% \leq \text{Minority} < 50.5\%$ 4: Unclassified 5: $50.5\% \leq \text{Minority}$	D0420–D0427, D0432–D0434, D0441–D0448, D0450, D0451, D0454, D0458, D0580–D0585
URB	Urban status of LEA	1: City 2: Suburb 3: Town 4: Rural	D0416, D0420–D0427, D0430–D0435, D0441–D0448, D0450–D0458, D0470–D0477, D0480–D0483, D0485–D0489, D0500–D0527, D0540–D0548, D0560–D0569, D0580–D0585, D0595, D0596

Table O-2. Matching variables used for the principal questionnaire (SASS-2A): 2011–12

Matching variable	Description	Values	Items
AGE	Age by category	1: 19–29 years 2: 30–45 years 3: 46–60 years 4: 61–88 years 5: Unclassified	A0025–A0028, A0050–A0066, A0213–A0222, A0226–A0230
DEGREE	Highest degree category	1: Associate's degree 2: Bachelor's degree 3: Master's degree 4: Educational specialist 5: Doctorate	A0030–A0039, A0240–A0252, A0320, A0335
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 299$ 2: $300 \leq \text{Students} \leq 599$ 3: $\text{Students} \leq 600$ 4: Unclassified	A0025–A0029
EXPER	Years of experience as principal and/or teacher	This is a count	
HISPOG	Whether or not the respondent is Hispanic	1: Hispanic 2: Not Hispanic 3: Unknown	
HOWOLD	Respondent's actual age	This is a count	
MINEN	Minority enrollment code	1: $\text{Minority} < 5.5\%$ 2: $5.5\% \leq \text{Minority} < 20.5\%$ 3: $20.5\% \leq \text{Minority} < 50.5\%$ 4: Unclassified 5: $50.5\% \leq \text{Minority}$	A0320–A0327
MULTRACE	Number of races the respondent reports	This is a count	
NLEVEL	Adjusted instructional level of students (5 Levels)	1: Elementary 2: Combined, elementary 3: Combined 4: Combined, secondary 5: Secondary	A0025–A0039, A0050–A0066, A0080–A0089, A0100–A0116, A0130–A0161, A0180–A0192, A0211–A0222, A0224–A0230, A0240–A0252, A0260–A0294, A0321–A0327, A0330, A0335
RACECAT	Respondent's race category	1: White only 2: Black only 3: Asian only 4: Native Hawaiian or Pacific Islander only 5: American Indian or Alaska Native only 6: All Multiple-Race respondents 7: Unknown	
STUDCNT	Student count (enrollment)	This is a count	

**Table O-2. Matching variables used for the principal questionnaire (SASS-2A): 2011–12—
Continued**

Matching variable	Description	Values	Items
TYPE	School type	1: Regular School 2: Special Program Emphasis School 3: Special Education School 4: Career/Technical/Vocational School 5: Alternative/Other/Unclassified	A0130–A0161
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	A0030–A0039, A0050–A0066, A0080–A0089, A0100–A0116, A0130–A0161, A0180–A0192, A0211–A0222, A0224–A0230, A0240–A0252, A0260–A0294, A0320–A0327, A0335
YEARPRIN	Years as principals in all schools	1: Years <3 2: $4 \leq \text{Years} \leq 15$ 3: $16 \leq \text{Years} \leq 30$ 4: $31 \leq \text{Years} \leq 80$	A0030–A0036, A0038, A0050–A0057, A0060–A0066, A0083–A0089, A0183, A0184, A0186–A0188, A0242–A0246, A0249–A0252, A0270–A0292

Table O-3. Matching variables used for the private school principal questionnaire (SASS-2B): 2011–12

Matching variable	Description	Values	Items
AFFILR	School's religious affiliation (27 Levels)	1: Roman Catholic 2: African Methodist Episcopal 3: Amish 4: Assembly of God 5: Baptist 6: Brethren 7: Calvinist 8: Christian, no specific denomination 9: Church of Christ 10: Church of God 11: Church of God in Christ 12: Church of the Nazarene 13: Disciples of Christ 14: Episcopal 15: Friends 16: Greek Orthodox 17: Islamic 18: Jewish 19: Latter Day Saints 20: Lutheran 21: Mennonite 22: Methodist 23: Pentecostal 24: Presbyterian 25: Seventh-Day Adventist 26: Other 27: No religious affiliation	
AFFILS	School's religious or association affiliation (12 Levels)	1: Catholic, parochial 2: Catholic, diocesan 3: Catholic, private 4: Catholic, other 5: Conservative Christian school association 6: Affiliation other than those included in codes 1–5 7: Religious school, affiliation not reported 8: Secular school, regular program 9: Secular school, special, vocational, or alternative program 10: Secular school, special education 11: Secular school, early childhood program/day care center 12: Secular school, program not reported	A0025–A0039, A0050–A0066, A0080–A0089, A0100–A0116, A0130–A0161, A0180–A0192, A0211, A0212, A0224, A0225, A0240–A0247, A0249, A0250–A0252, A0260–A0277, A0279–A0292, A0321–A0326, A0330, A0335

Table O-3. Matching variables used for the private school principal questionnaire (SASS-2B): 2011–12—Continued

Matching variable	Description	Values	Items
AFFLG	School’s general religious affiliation (3 levels)	1: Catholic 2: Other Religious Affiliation 3: No Religious Affiliation	
AGE	Age by category	1: 19–29 years 2: 30–45 years 3: 46–60 years 4: 61–88 years 5: Unclassified	A0025–A0028, A0050–A0066
DEGREE	Highest degree category	1: Associate's degree 2: Bachelor's degree 3: Master's degree 4: Educational specialist 5: Doctorate	A0030–A0039, A0240–A0247, A0249–A0251, A0330, A0335
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 149$ 2: $150 \leq \text{Students} \leq 399$ 3: $\text{Students} \leq 400$ 4: Unclassified	A0025–A0029
EXPER	Years of experience as principal and/or teacher	This is a count	
HISPOG	Whether or not the respondent is Hispanic	1: Hispanic 2: Not Hispanic 3: Unknown	
HOWOLD	Respondent’s actual age	This is a count	
LEVEL	Instructional level of school	1: Elementary 2: Combined 3: Secondary	
MINEN	Minority enrollment code	1: $\text{Minority} < 5.5\%$ 2: $5.5\% \leq \text{Minority} < 20.5\%$ 3: $20.5\% \leq \text{Minority} < 50.5\%$ 4: Unclassified 5: $50.5\% \leq \text{Minority}$	A0321, A0322
MULTRACE	Number of races the respondent reports	This is a count	
NLEVEL	Adjusted instructional level of students (5 Levels)	1: Elementary 2: Combined, elementary 3: Combined 4: Combined, secondary 5: Secondary	A0025–A0039, A0050–A0066, A0080–A0089, A0100–A0116, A0130–A0161, A0180–A0192, A0211, A0212, A0224, A0225, A0240–A0247, A0249–A0252, A0260–A0277, A0279–A0292, A0321–A0326, A0330, A0335

Table O-3. Matching variables used for the private school principal questionnaire (SASS-2B): 2011–12—Continued

Matching variable	Description	Values	Items
RACECAT	Respondent's race category	1: White only 2: Black only 3: Asian only 4: Native Hawaiian or Pacific Islander only 5: American Indian or Alaska Native only 6: All Multiple-Race respondents 7: Unknown	
STUDCNT	Student count (enrollment)	This is a count	
TYPE	School type	1: Regular School 2: Special Education 3: Vocational School 4: Alternative School 5: Early childhood/day care	A0130–A0161, A0180–A0192
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	A0030–A0039, A0050–A0066, A0080–A0089, A0100–A0116, A0130–A0161, A0180–A0192, A0211, A0212, A0224, A0225, A0240–A0247, A0249–A0252, A0260–A0277, A0279–A0292, A0321–A0326, A0335
YEARPRIN	Years as principals in all schools	1: Years <3 2: 4 ≤ Years ≤ 15 3: 16 ≤ Years ≤ 30 4: 31 ≤ Years ≤ 80	A0025–A0039, A0050–A0066, A0080–A0089, A0100–A0116, A0211, A0212, A0224, A0225, A0240–A0247, A0249–A0252, A0260–A0277, A0279–A0292, A0321–A0326, A0330, A0335

Table O-4. Matching variables used for the school questionnaire (SASS-3A): 2011–12

Matching variable	Description	Values	Items
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 299$ 2: $300 \leq \text{Students} \leq 599$ 3: $\text{Students} \leq 600$ 4: Unclassified	
LEVEL	Instructional level of students (3 Levels)	1: Elementary 2: Combined 3: Secondary	S0024–S0038, S0041, S0056, S0058–S0062, S0064–S0066, S0080–S0089, S0092–S0102, S0120–S0126, S0128–S0132, S0134–S0136, S0150–S0152, S0168–S0211, S0215–S0221, S0225–S0240, S0250–S0256, S0271–S0283
MINEN	Minority enrollment code	1: $\text{Minority} < 5.5\%$ 2: $5.5\% \leq \text{Minority} < 20.5\%$ 3: $20.5\% \leq \text{Minority} < 50.5\%$ 4: Unclassified 5: $50.5\% \leq \text{Minority}$	S0040, S0045–S0052, S0057, S0090, S0091, S0155–S0161, S0188–S0203, S0260–S0269, S0272–S0283, S0285, S0286, S0290–S0295
NLEVEL	Adjusted instructional level of students (5 Levels)	1: Elementary 2: Combined, elementary 3: Combined 4: Combined, secondary 5: Secondary	
STUDCNT	Student count (enrollment)	This is a count	
TCHCNT	Teacher count	This is a count	
TYPE	School type	1: Regular School 2: Special Program Emphasis School 3: Special Education School 4: Career/Technical/Vocational School 5: Alternative/Other/Unclassified	S0024–S0038, S0041, S0056, S0058–S0062, S0064–S0066, S0080–S0102, S0120–S0126, S0128–S0132, S0134–S0136, S0150–S0152, S0168–S0211, S0215–S0221, S0225–S0240, S0250–S0256, S0271, S0290–S0295
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	S0040, S0045–S0052, S0056, S0057, S0066, S0090–S0102, S0150–S0152, S0155–S0161, S0168–S0211, S0215–S0221, S0225–S0240, S0250–S0256, S0272–S0283, S0260–S0269, S0285, S0286, S0290–S0295

Table O-5. Matching variables used for the private school questionnaire (SASS-3B): 2011–12

Matching variable	Description	Values	Items
AFFILR	School's religious affiliation (27 levels)	1: Roman Catholic 2: African Methodist Episcopal 3: Amish 4: Assembly of God 5: Baptist 6: Brethren 7: Calvinist 8: Christian, no specific denomination 9: Church of Christ 10: Church of God 11: Church of God in Christ 12: Church of the Nazarene 13: Disciples of Christ 14: Episcopal 15: Friends 16: Greek Orthodox 17: Islamic 18: Jewish 19: Latter Day Saints 20: Lutheran 21: Mennonite 22: Methodist 23: Pentecostal 24: Presbyterian 25: Seventh-Day Adventist 26: Other 27: No religious affiliation	S0155–S0161, S0453, S0456, S0457, S0523–S0527
AFFILS	School's religious or association affiliation (12 levels)	1: Catholic, parochial 2: Catholic, diocesan 3: Catholic, private 4: Catholic, other 5: Conservative Christian school association 6: Affiliation other than those included in codes 1–5 7: Religious school, affiliation not reported 8: Secular school, regular program 9: Secular school, special, vocational, or alternative program 10: Secular school, special education 11: Secular school, early childhood program/day care center 12: Secular school, program not reported	S0057, S0275–S0283, S0451, S0503–S0522

Table O-5. Matching variables used for the private school questionnaire (SASS-3B): 2011–12—Continued

Matching variable	Description	Values	Items
AFFLG	School's general religious affiliation (3 levels)	1: Catholic 2: Other Religious Affiliation 3: No Religious Affiliation	S0057, S0060, S0061, S0080–S0089, S0092–S0100, S0120–S0126, S0168–S0211, S0215–S0221, S0225–S0240, S0250–S0256, S0260–S0269, S0272–S0274, S0285, S0286, S0451, S0453, S0456, S0457, S0475, S0476, S0480, S0485–S0489, S0503–S0522, S0523–S0527, S0560–S0568, S0800, S0802–S0806, S0810
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 149$ 2: $150 \leq \text{Students} \leq 399$ 3: $\text{Students} \leq 400$ 4: Unclassified	S0120–S0126, S0239, S0240, S0453, S0456, S0457, S0475, S0476, S0523–S0527
LEVEL	Instructional level of school	1: Elementary 2: Combined 3: Secondary	S0057, S0060, S0061, S0080–S0089, S0092–S0100, S0120–S0126, S0168–S0211, S0215–S0221, S0225–S0238, S0239, S0240, S0250–S0256, S0272–S0283, S0451, S0453, S0456, S0457, S0475, S0476, S0480, S0485–S0489, S0503–S0523, S0560–S0568, S0800, S0802–S0806, S0810
MINEN	Minority enrollment code	1: $\text{Minority} < 5.5\%$ 2: $5.5\% \leq \text{Minority} < 20.5\%$ 3: $20.5\% \leq \text{Minority} < 50.5\%$ 4: Unclassified 5: $50.5\% \leq \text{Minority}$	S0155–S0161
NLEVEL	Adjusted instructional level of students (5 levels)	1: Elementary 2: Combined, elementary 3: Combined 4: Combined, secondary 5: Secondary	
TCHCNT	Teacher count	This is a count	

**Table O-5. Matching variables used for the private school questionnaire (SASS-3B): 2011–12—
Continued**

Matching variable	Description	Values	Items
TYPE	School type	1: Regular School 2: Special Education 3: Vocational School 4: Alternative School 5: Early childhood/day care	S0057, S0060, S0061, S0080–S0089, S0092–S0100, S0120–S0126, S0168–S0211, S0215–S0221, S0225–S0240, S0250–S0256, S0451, S0453, S0456, S0457, S0475, S0476, S0480, S0485–S0489, S0503–S0527, S0560–S0568, S0800, S0802–S0806, S0810
UNGRADED	All student ungraded	1: All Students Ungraded 2: Not all Students Ungraded	S0250–S0256
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	S0060, S0061, S0080–S0089, S0092–S0100, S0155–S0161, S0168–S0211, S0215–S0221, S0225–S0238, S0260–S0269, S0272–S0283, S0285, S0286, S0480, S0485–S0489, S0560–S0568, S0800, S0802–S0806, S0810

Table O-6. Matching variables used for the teacher questionnaire (SASS-4A): 2011–12

Matching variable	Description	Values	Items
AGE_TCAT	Age by category	1: 19–29 years 2: 30–54 years 3: 55+ years 4: Unclassified	T0030, T0035, T0036, T0040–T0049, T0206–T0209, T0211–T0218, T0220–T0225, T0230–T0233, T0250–T0271, T0275–T0297, T0300–T0311, T0522
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 299$ 2: $300 \leq \text{Students} \leq 599$ 3: $\text{Students} \leq 600$ 4: Unclassified	T0028, T0029, T0031, T0094, T0095, T0110–T0139, T0400–T0403, T0420–T0432, T0435–T0452, T0472, T0473, T0521
FULPTIME	Full-time/Part-time status	1: Full-time 2: Part-time 3: Unclassified	T0091, T0092, T0096–T0100, T0390–T0399
GRADELEV	Grade levels taught this year	1: Elementary 2: Combined 3: Secondary 4: Unknown/Unclassified	
HIGHDEG	Highest degree category	1: Higher than a Bachelor's Degree 2: Bachelor's Degree	T0031, T0035, T0036, T0206–T0209, T0211–T0218, T0220–T0225, T0230–T0233, T0250–T0271, T0275–T0297, T0300–T0312, T0330–T0349, T0356–T0366, T0500–T0519
HISPORG	Hispanic origin	1: Hispanic 2: Not Hispanic 3: Unknown	T0527–T0533
MINEN	Minority enrollment code	1: $\text{Minority} < 5.5\%$ 2: $5.5\% \leq \text{Minority} < 20.5\%$ 3: $20.5\% \leq \text{Minority} < 50.5\%$ 4: Unclassified 5: $50.5\% \leq \text{Minority}$	T0527–T0533
RACECAT	Respondent's race category	1: White only 2: Black only 3: Asian only 4: Native Hawaiian or Pacific Islander only 5: American Indian or Alaska Native only 6: All Multiple-Race respondents 7: Unknown	
SCHEXP	Years teaching at this school	1: 3 or fewer years 2: 4–15 years 3: 16+ years 4: Unclassified	T0030, T0040–T0049, T0400–T0403, T0420–T0432, T0435–T0452, T0455–T0473, T0475–T0480, T0521, T0522, T0526, T0534

**Table O-6. Matching variables used for the teacher questionnaire (SASS-4A): 2011–12—
Continued**

Matching variable	Description	Values	Items
SCHKND	Kind of school	1: Regular 3: Charter School	T0028, T0030, T0031, T0035, T0036, T0040–T0049, T0085, T0086, T0091, T0092, T0094–T0100, T0110–T0139, T0161, T0163, T0165, T0171, T0173, T0174, T0177, T0205–T0209, T0211–T0218, T0220–T0225, T0230–T0233, T0250–T0271, T0275–T0297, T0300–T0312, T0330–T0349, T0356–T0366, T0390–T0403, T0420–T0432, T0435–T0452, T0455–T0473, T0475–T0480, T0500–T0522, T0526–T0534
TEAEXPER	Years of teaching experience	1: 3 or fewer years of teaching experience 2: 4–15 years of teaching experience 3: 16+ years of teaching experience 4: Unclassified	T0091, T0092, T0181, T0183, T0184, T0186–T0201, T0205–T0209, T0211–T0218, T0220–T0225, T0230–T0233, T0250–T0271, T0275–T0297, T0301–T0312, T0341–T0343, T0390–T0399, T0455–T0471, T0475–T0480, T0520
TEAFIELD	Main teaching assignment field	1: Special Education 2: PK/KG/General Elementary 3: Math 4: Science 5: English/Language Arts 6: Social Studies/Social Science 7: Vocational/Technical 8: ESL 9: Unclassified	T0085, T0086, T0094–T0100, T0110–T0139, T0163, T0165, T0171, T0174, T0177, T0181, T0183, T0184, T0186–T0201, T0205, T0330–T0340, T0344–T0366, T0390–T0399, T0500–T0519
TEALEVEL	Teacher level	1: Elementary 2: Secondary	T0028–T0031, T0035, T0036, T0040–T0049, T0085, T0086, T0091, T0092, T0094–T0100, T0110–T0139, T0161, T0163, T0165, T0171, T0173, T0174, T0177, T0181, T0183, T0184, T0186–T0201, T0205–T0209, T0211–T0218, T0220–T0225, T0230–T0233, T0250–T0271, T0275–T0297, T0300–T0312, T0330–T0366, T0390–T0403, T0420–T0432, T0435–T0452, T0455–T0473, T0475–T0480, T0500–T0519, T0521, T0522, T0526–T0534
TYPE	School type	1: Regular School 2: Special Program Emphasis School 3: Special Education School 4: Career/Technical/Vocational School 5: Alternative/Other/ Unclassified	T0085, T0086, T0350–T0355

**Table O-6. Matching variables used for the teacher questionnaire (SASS-4A): 2011–12—
Continued**

Matching variable	Description	Values	Items
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	T0028, T0029, T0031, T0085, T0086, T0094, T0095, T0110–T0139, T0161, T0163, T0165, T0171, T0173, T0174, T0177, T0330–T0366, T0400–T0403, T0420–T0432, T0435–T0452, T0455–T0473, T0475–T0480, T0500–T0521, T0527–T0533
LAST YEAR	Main assignment last year	1: Taught last year 2: Did not teach last year 3: Unknown	T0030, T0040

Table O-7. Matching variables used for the private school teacher questionnaire (SASS-4B): 2011–12

Matching variable	Description	Values	Items
AFFILS	School's religious or association affiliation (12 levels)	1: Catholic, parochial 2: Catholic, diocesan 3: Catholic, private 4: Catholic, other 5: Conservative Christian school association 6: Affiliation other than those included in codes 1–5 7: Religious school, affiliation not reported 8: Secular school, regular program 9: Secular school, special, vocational, or alternative program 10: Secular school, special education 11: Secular school, early childhood program/day care center 12: Secular school, program not reported	T0028–T0031, T0035, T0036, T0040–T0049, T0085, T0086, T0091, T0092, T0094–T0100, T0110–T0139, T0161, T0163, T0165, T0171, T0173, T0174, T0177, T0181, T0183, T0184, T0186–T0201, T0205–T0209, T0211–T0217, T0220–T0225, T0230–T0233, T0250–T0271, T0275–T0297, T0300–T0311, T0330–T0366, T0390–T0403, T0420–T0432, T0435–T0452, T0455–T0473, T0475–T0480, T0500–T0519, T0521, T0522, T0526–T0532, T0534, T0700–T0721, T0725, T0730
AGE_TCAT	Age by category	1: 19–29 years 2: 30–54 years 3: 55+ years 4: Unclassified	T0030, T0031, T0035, T0036, T0040–T0049, T0206–T0209, T0211–T0217, T0220–T0225, T0230–T0233, T0250–T0271, T0275–T0297, T0300–T0311, T0522, T0700–T0721, T0725
BEGINTEA	Years since beginning first teaching position	1: 3 or fewer years 2: 4–15 years 3: 16+ years 4: Unclassified	T0031, T0035, T0036, T0526, T0534
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 149$ 2: $150 \leq \text{Students} \leq 399$ 3: $\text{Students} \leq 400$ 4: Unclassified	T0028, T0029, T0094, T0095, T0110–T0139, T0400–T0403, T0420–T0432, T0435–T0452, T0472, T0473, T0508, T0521
FULPTIME	Full-time/Part-time status	1: Full-time 2: Part-time 3: Unclassified	T0091, T0092, T0096–T0100, T0390–T0399, T0455–T0471, T0475–T0480
GRADELEV	Grade levels taught this year	1: Elementary 2: Combined 3: Secondary 4: Unknown/Unclassified	T0455–T0473, T0475–T0480

Table O-7. Matching variables used for the private school teacher questionnaire (SASS-4B): 2011–12—Continued

Matching variable	Description	Values	Items
IGHDEG	Highest degree category	1: Higher than a Bachelor's Degree 2: Bachelor's Degree	T0031, T0035, T0036, T0161, T0206–T0209, T0211–T0217, T0220–T0225, T0230–T0233, T0250–T0271, T0275–T0297, T0300–T0311, T0330–T0349, T0351, T0352, T0356–T0366, T0500–T0519, T0521, T0527–T0532, T0700–T0725
HISPORG	Hispanic origin	1: Hispanic 2: Not Hispanic 3: Unknown	T0527–T0532
LASTYEAR	Main assignment last year	1: Taught last year 2: Did not teach last year 3: Unknown	T0030, T0040–T0049
MINEN	Minority enrollment code	1: Minority < 5.5% 2: 5.5% ≤ Minority < 20.5% 3: 20.5% ≤ Minority < 50.5% 4: Unclassified 5: 50.5% ≤ Minority	T0527–T0532
RACECAT	Respondent's race category	1: White only 2: Black only 3: Asian only 4: Native Hawaiian or Pacific Islander only 5: American Indian or Alaska Native only 6: All Multiple-Race respondents 7: Unknown	T0455–T0464, T0475–T0480
SCHEXPER	Years teaching at this school	1: 3 or fewer years 2: 4–15 years 3: 16+ years 4: Unclassified	T0030, T0040–T0049, T0400–T0403, T0420–T0432, T0435–T0452, T0455–T0473, T0475–T0480, T0508, T0521, T0522, T0526, T0534
TEAEXPER	Years of teaching experience	1: 3 or fewer years of teaching experience 2: 4–15 years of teaching experience 3: 16+ years of teaching experience 4: Unclassified	T0091, T0092, T0161, T0181, T0183, T0184, T0186–T0201, T0205–T0209, T0211–T0217, T0220–T0225, T0230–T0233, T0250–T0271, T0275–T0297, T0300–T0311, T0330–T0349, T0351, T0352, T0356–T0366, T0390–T0403, T0420–T0432, T0435–T0452, T0455–T0473, T0475–T0480, T0500–T0519, T0521, T0527–T0532, T0700–T0725, T0730

Table O-7. Matching variables used for the private school teacher questionnaire (SASS-4B): 2011–12—Continued

Matching variable	Description	Values	Items
TEAFIELD	Main teaching assignment field	1: Special Education 2: PK/KG/General Elementary 3: Math 4: Science 5: English/Language Arts 6: Social Studies/Social Science 7: Vocational/Technical 8: ESL 9: Unclassified	T0085, T0086, T0094–T0100, T0110–T0139, T0163, T0165, T0171, T0173, T0174, T0177, T0181, T0183, T0184, T0186– T0201, T0205, T0330–T0366, T0390–T0403, T0420–T0432, T0435–T0452, T0472, T0473, T0500–T0519, T0521
TEALEVEL	Teacher level	1: Elementary 2: Secondary	T0028–T0031, T0035, T0036, T0040–T0049, T0085, T0086, T0091, T0092, T0094–T0100, T0110–T0139, T0161, T0163, T0165, T0171, T0173, T0174, T0177, T0181, T0183, T0184, T0186–T0201, T0205–T0209, T0211–T0217, T0220–T0225, T0230–T0233, T0250–T0271, T0275–T0297, T0300–T0311, T0330–T0366, T0390–T0403, T0420–T0432, T0435–T0452, T0465–T0473, T0500–T0519, T0521, T0522, T0526–T0532, T0534, T0700–T0721, T0725, T0730
TYPE	School type	1: Regular School 2: Special Education 3: Vocational School 4: Alternative School 5: Early childhood/day care	T0085, T0086, T0350, T0353– T0355, T0508, T0521
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	T0028, T0029, T0085, T0086, T0094, T0095, T0110–T0139, T0161, T0163, T0165, T0171, T0173, T0174, T0177, T0330– T0366, T0400–T0403, T0420– T0432, T0435–T0452, T0455– T0473, T0475–T0480, T0500– T0519, T0521, T0527–T0532, T0730

Table O-8. Matching variables used for the school library media center questionnaire (SASS-LS-1A): 2011–12

Matching variable	Description	Values	Items
BKCLSZ	Book size category, based on library data	1: $1 \leq \text{Books} \leq 5000$ 2: $5001 \leq \text{Books} \leq 10000$ 3: $10001 \leq \text{Books} \leq 15000$ 4: $15001 \leq \text{Books} \leq 20000$ 5: $20001 \leq \text{Books} \leq 50000$ 6: $50001 \leq \text{Books}$ 7: $\text{Books} < 1$	M0026–M0031, M0033, M0035–M0037, M0040–M0044, M0051, M0052, M0055, M0056, M0059, M0060, M0063–M0068, M0075–M0087, M0106–M0112
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 299$ 2: $300 \leq \text{Students} \leq 599$ 3: $\text{Students} \leq 600$ 4: Unclassified	M0026–M0031, M0033, M0035–M0044, M0051, M0052, M0055, M0056, M0059, M0060, M0063–M0068, M0075–M0086, M0096, M0097, M0106–M0112
LEVEL	Instructional level of students (3 levels)	1: Elementary 2: Combined 3: Secondary	M0026–M0031, M0033, M0035–M0044, M0051, M0052, M0055, M0056, M0059, M0060, M0063–M0068, M0075–M0079, M0087, M0096, M0097, M0106–M0112
STUDCNT	Student count		
TCHCNT	Teacher count		
TYPE	School type	1: Regular School 2: Special Program Emphasis School 3: Special Education School 4: Career/Technical/Vocational School 5: Alternative/Other/Unclassified	M0026–M0031, M0033, M0035–M0044, M0051, M0052, M0055, M0056, M0059, M0060, M0063–M0068, M0075–M0087, M0096, M0097, M0106–M0112
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	M0038, M0039, M0096, M0097, M0112

Appendix P. Imputation Changes to Variables, by Data File

The tables of this appendix contain the total number of imputations applied in both stages of imputation as well as the percent of all records affected by the imputation for each source code on each data file. (See chapter 7 for more details about imputation procedures.) The tables are as follows:

Table	Page
P-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the school district data file, by variable: 2011–12	P-2
P-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal, including public charter school principal, data file, by variable: 2011–12	P-6
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Table P-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the school district data file, by variable: 2011–12

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
D0006	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0007	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0008	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0009	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0390	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0391	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0392	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0393	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0394	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0400	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0402	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0403	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0404	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0405	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0406	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0407	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0408	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0409	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0410	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0411	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0412	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0413	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0414	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0415	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0416	11	0.24	11	0.24	0	0.00	0	0.00	4,641
D0418	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0420	155	3.34	153	3.30	0	0.00	2	0.04	4,641
D0421	159	3.43	157	3.38	0	0.00	2	0.04	4,641
D0422	156	3.36	154	3.32	0	0.00	2	0.04	4,641
D0423	152	3.28	150	3.23	0	0.00	2	0.04	4,641
D0424	151	3.25	149	3.21	0	0.00	2	0.04	4,641
D0425	153	3.30	151	3.25	0	0.00	2	0.04	4,641
D0426	156	3.36	154	3.32	0	0.00	2	0.04	4,641
D0427	26	0.56	26	0.56	0	0.00	0	0.00	4,641
D0430	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D0431	119	2.56	119	2.56	0	0.00	0	0.00	4,641
D0432	42	0.90	42	0.90	0	0.00	0	0.00	4,641
D0433	325	7.00	325	7.00	0	0.00	0	0.00	4,641
D0434	183	3.94	183	3.94	0	0.00	0	0.00	4,641
D0435	31	0.67	31	0.67	0	0.00	0	0.00	4,641
D0440	0	0.00	0	0.00	0	0.00	0	0.00	4,641

See notes at end of table.

**Table P-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the school district data file, by variable: 2011–12—
Continued**

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
D0441	212	4.57	209	4.50	0	0.00	3	0.06	4,641
D0442	219	4.72	216	4.65	0	0.00	3	0.06	4,641
D0443	216	4.65	213	4.59	0	0.00	3	0.06	4,641
D0444	219	4.72	216	4.65	0	0.00	3	0.06	4,641
D0445	214	4.61	211	4.55	0	0.00	3	0.06	4,641
D0446	213	4.59	210	4.52	0	0.00	3	0.06	4,641
D0447	213	4.59	210	4.52	0	0.00	3	0.06	4,641
D0448	169	3.64	169	3.64	0	0.00	0	0.00	4,641
D0450	268	5.77	267	5.75	1	0.02	0	0.00	4,641
D0451	45	0.97	45	0.97	0	0.00	0	0.00	4,641
D0452	53	1.14	53	1.14	0	0.00	0	0.00	4,641
D0453	3	0.06	3	0.06	0	0.00	0	0.00	4,641
D0454	3	0.06	3	0.06	0	0.00	0	0.00	4,641
D0455	52	1.12	52	1.12	0	0.00	0	0.00	4,641
D0456	4	0.09	4	0.09	0	0.00	0	0.00	4,641
D0457	70	1.51	70	1.51	0	0.00	0	0.00	4,641
D0458	21	0.45	21	0.45	0	0.00	0	0.00	4,641
D0459	16	0.34	16	0.34	0	0.00	0	0.00	4,641
D0470	235	5.06	231	4.98	4	0.09	0	0.00	4,641
D0471	17	0.37	17	0.37	0	0.00	0	0.00	4,641
D0472	29	0.62	29	0.62	0	0.00	0	0.00	4,641
D0473	57	1.23	57	1.23	0	0.00	0	0.00	4,641
D0474	70	1.51	70	1.51	0	0.00	0	0.00	4,641
D0475	40	0.86	40	0.86	0	0.00	0	0.00	4,641
D0476	49	1.06	47	1.01	0	0.00	2	0.04	4,641
D0477	46	0.99	46	0.99	0	0.00	0	0.00	4,641
D0480	59	1.27	59	1.27	0	0.00	0	0.00	4,641
D0481	69	1.49	69	1.49	0	0.00	0	0.00	4,641
D0482	77	1.66	75	1.62	0	0.00	2	0.04	4,641
D0483	73	1.57	73	1.57	0	0.00	0	0.00	4,641
D0485	88	1.90	88	1.90	0	0.00	0	0.00	4,641
D0486	32	0.69	32	0.69	0	0.00	0	0.00	4,641
D0487	47	1.01	47	1.01	0	0.00	0	0.00	4,641
D0488	45	0.97	45	0.97	0	0.00	0	0.00	4,641
D0489	45	0.97	45	0.97	0	0.00	0	0.00	4,641
D0500	21	0.45	21	0.45	0	0.00	0	0.00	4,641
D0501	95	2.05	95	2.05	0	0.00	0	0.00	4,641
D0502	103	2.22	103	2.22	0	0.00	0	0.00	4,641
D0503	18	0.39	18	0.39	0	0.00	0	0.00	4,641
D0504	13	0.28	12	0.26	1	0.02	0	0.00	4,641

See notes at end of table.

**Table P-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the school district data file, by variable: 2011–12—
Continued**

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
D0505	247	5.32	247	5.32	0	0.00	0	0.00	4,641
D0506	280	6.03	280	6.03	0	0.00	0	0.00	4,641
D0507	259	5.58	259	5.58	0	0.00	0	0.00	4,641
D0508	295	6.36	295	6.36	0	0.00	0	0.00	4,641
D0509	336	7.24	336	7.24	0	0.00	0	0.00	4,641
D0510	330	7.11	330	7.11	0	0.00	0	0.00	4,641
D0511	118	2.54	117	2.52	1	0.02	0	0.00	4,641
D0512	177	3.81	176	3.79	1	0.02	0	0.00	4,641
D0513	22	0.47	22	0.47	0	0.00	0	0.00	4,641
D0514	32	0.69	32	0.69	0	0.00	0	0.00	4,641
D0515	49	1.06	49	1.06	0	0.00	0	0.00	4,641
D0516	51	1.10	51	1.10	0	0.00	0	0.00	4,641
D0517	162	3.49	162	3.49	0	0.00	0	0.00	4,641
D0518	387	8.34	387	8.34	0	0.00	0	0.00	4,641
D0519	49	1.06	49	1.06	0	0.00	0	0.00	4,641
D0520	30	0.65	30	0.65	0	0.00	0	0.00	4,641
D0521	35	0.75	35	0.75	0	0.00	0	0.00	4,641
D0522	45	0.97	45	0.97	0	0.00	0	0.00	4,641
D0523	91	1.96	91	1.96	0	0.00	0	0.00	4,641
D0524	40	0.86	40	0.86	0	0.00	0	0.00	4,641
D0525	34	0.73	34	0.73	0	0.00	0	0.00	4,641
D0526	27	0.58	27	0.58	0	0.00	0	0.00	4,641
D0527	30	0.65	30	0.65	0	0.00	0	0.00	4,641
D0540	34	0.73	34	0.73	0	0.00	0	0.00	4,641
D0541	38	0.82	38	0.82	0	0.00	0	0.00	4,641
D0542	54	1.16	54	1.16	0	0.00	0	0.00	4,641
D0543	44	0.95	44	0.95	0	0.00	0	0.00	4,641
D0544	287	6.18	287	6.18	0	0.00	0	0.00	4,641
D0545	61	1.31	61	1.31	0	0.00	0	0.00	4,641
D0546	46	0.99	46	0.99	0	0.00	0	0.00	4,641
D0547	79	1.70	79	1.70	0	0.00	0	0.00	4,641
D0548	72	1.55	72	1.55	0	0.00	0	0.00	4,641
D0560	20	0.43	20	0.43	0	0.00	0	0.00	4,641
D0561	124	2.67	124	2.67	0	0.00	0	0.00	4,641
D0562	122	2.63	122	2.63	0	0.00	0	0.00	4,641
D0563	132	2.84	132	2.84	0	0.00	0	0.00	4,641
D0564	128	2.76	128	2.76	0	0.00	0	0.00	4,641
D0565	130	2.80	130	2.80	0	0.00	0	0.00	4,641
D0566	125	2.69	125	2.69	0	0.00	0	0.00	4,641
D0567	80	1.72	80	1.72	0	0.00	0	0.00	4,641

See notes at end of table.

**Table P-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the school district data file, by variable: 2011–12—
Continued**

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
D0568	50	1.08	50	1.08	0	0.00	0	0.00	4,641
D0569	123	2.65	123	2.65	0	0.00	0	0.00	4,641
D0580	77	1.66	77	1.66	0	0.00	0	0.00	4,641
D0581	69	1.49	69	1.49	0	0.00	0	0.00	4,641
D0582	58	1.25	58	1.25	0	0.00	0	0.00	4,641
D0583	122	2.63	122	2.63	0	0.00	0	0.00	4,641
D0584	47	1.01	47	1.01	0	0.00	0	0.00	4,641
D0585	32	0.69	32	0.69	0	0.00	0	0.00	4,641
D0595	174	3.75	174	3.75	0	0.00	0	0.00	4,641
D0596	122	2.63	122	2.63	0	0.00	0	0.00	4,641
D5484	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D9001	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D9002	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D9003	0	0.00	0	0.00	0	0.00	0	0.00	4,641
D9004	0	0.00	0	0.00	0	0.00	0	0.00	4,641

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

Table P-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal, including public charter school principal, data file, by variable: 2011–12

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
A0025	15	0.20	15	0.20	0	0.00	0	0.00	7,512
A0026	9	0.12	9	0.12	0	0.00	0	0.00	7,512
A0027	87	1.16	87	1.16	0	0.00	0	0.00	7,512
A0028	104	1.38	103	1.37	0	0.00	1	0.01	7,512
A0029	3	0.04	3	0.04	0	0.00	0	0.00	7,512
A0030	20	0.27	20	0.27	0	0.00	0	0.00	7,512
A0031	19	0.25	19	0.25	0	0.00	0	0.00	7,512
A0032	21	0.28	21	0.28	0	0.00	0	0.00	7,512
A0033	16	0.21	16	0.21	0	0.00	0	0.00	7,512
A0034	16	0.21	16	0.21	0	0.00	0	0.00	7,512
A0035	18	0.24	18	0.24	0	0.00	0	0.00	7,512
A0036	21	0.28	21	0.28	0	0.00	0	0.00	7,512
A0037	33	0.44	33	0.44	0	0.00	0	0.00	7,512
A0038	25	0.33	25	0.33	0	0.00	0	0.00	7,512
A0039	29	0.39	29	0.39	0	0.00	0	0.00	7,512
A0050	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0051	131	1.74	131	1.74	0	0.00	0	0.00	7,512
A0052	148	1.97	148	1.97	0	0.00	0	0.00	7,512
A0053	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0054	48	0.64	48	0.64	0	0.00	0	0.00	7,512
A0055	4	0.05	4	0.05	0	0.00	0	0.00	7,512
A0056	149	1.98	149	1.98	0	0.00	0	0.00	7,512
A0057	185	2.46	185	2.46	0	0.00	0	0.00	7,512
A0058	26	0.35	26	0.35	0	0.00	0	0.00	7,512
A0059	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0060	12	0.16	12	0.16	0	0.00	0	0.00	7,512
A0061	12	0.16	12	0.16	0	0.00	0	0.00	7,512
A0062	11	0.15	11	0.15	0	0.00	0	0.00	7,512
A0063	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0064	11	0.15	11	0.15	0	0.00	0	0.00	7,512
A0065	11	0.15	11	0.15	0	0.00	0	0.00	7,512
A0066	12	0.16	12	0.16	0	0.00	0	0.00	7,512
A0080	31	0.41	31	0.41	0	0.00	0	0.00	7,512
A0081	38	0.51	38	0.51	0	0.00	0	0.00	7,512
A0082	56	0.75	56	0.75	0	0.00	0	0.00	7,512
A0083	26	0.35	26	0.35	0	0.00	0	0.00	7,512
A0084	23	0.31	23	0.31	0	0.00	0	0.00	7,512
A0085	24	0.32	24	0.32	0	0.00	0	0.00	7,512
A0086	21	0.28	21	0.28	0	0.00	0	0.00	7,512
A0087	23	0.31	23	0.31	0	0.00	0	0.00	7,512

See notes at end of table.

Table P-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal, including public charter school principal, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
A0088	25	0.33	25	0.33	0	0.00	0	0.00	7,512
A0089	26	0.35	26	0.35	0	0.00	0	0.00	7,512
A0100	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0101	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0102	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0103	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0104	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0105	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0106	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0107	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0108	23	0.31	23	0.31	0	0.00	0	0.00	7,512
A0109	23	0.31	23	0.31	0	0.00	0	0.00	7,512
A0110	23	0.31	23	0.31	0	0.00	0	0.00	7,512
A0111	23	0.31	23	0.31	0	0.00	0	0.00	7,512
A0112	23	0.31	23	0.31	0	0.00	0	0.00	7,512
A0113	23	0.31	23	0.31	0	0.00	0	0.00	7,512
A0114	23	0.31	23	0.31	0	0.00	0	0.00	7,512
A0115	23	0.31	23	0.31	0	0.00	0	0.00	7,512
A0116	45	0.60	41	0.55	0	0.00	4	0.05	7,512
A0130	399	5.31	392	5.22	7	0.09	0	0.00	7,512
A0131	1,127	15.00	1,121	14.92	6	0.08	0	0.00	7,512
A0132	11	0.15	11	0.15	0	0.00	0	0.00	7,512
A0133	12	0.16	12	0.16	0	0.00	0	0.00	7,512
A0134	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0135	11	0.15	11	0.15	0	0.00	0	0.00	7,512
A0136	11	0.15	11	0.15	0	0.00	0	0.00	7,512
A0137	11	0.15	11	0.15	0	0.00	0	0.00	7,512
A0138	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0139	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0140	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0141	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0142	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0143	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0144	10	0.13	10	0.13	0	0.00	0	0.00	7,512
A0145	16	0.21	16	0.21	0	0.00	0	0.00	7,512
A0146	15	0.20	15	0.20	0	0.00	0	0.00	7,512
A0147	15	0.20	15	0.20	0	0.00	0	0.00	7,512
A0148	15	0.20	15	0.20	0	0.00	0	0.00	7,512
A0149	25	0.33	25	0.33	0	0.00	0	0.00	7,512
A0150	25	0.33	25	0.33	0	0.00	0	0.00	7,512

See notes at end of table.

Table P-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal, including public charter school principal, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
A0151	25	0.33	25	0.33	0	0.00	0	0.00	7,512
A0152	25	0.33	25	0.33	0	0.00	0	0.00	7,512
A0153	25	0.33	25	0.33	0	0.00	0	0.00	7,512
A0154	25	0.33	25	0.33	0	0.00	0	0.00	7,512
A0155	23	0.31	23	0.31	0	0.00	0	0.00	7,512
A0156	25	0.33	25	0.33	0	0.00	0	0.00	7,512
A0157	25	0.33	25	0.33	0	0.00	0	0.00	7,512
A0158	25	0.33	25	0.33	0	0.00	0	0.00	7,512
A0159	24	0.32	24	0.32	0	0.00	0	0.00	7,512
A0160	25	0.33	25	0.33	0	0.00	0	0.00	7,512
A0161	25	0.33	25	0.33	0	0.00	0	0.00	7,512
A0180	64	0.85	64	0.85	0	0.00	0	0.00	7,512
A0181	63	0.84	63	0.84	0	0.00	0	0.00	7,512
A0182	65	0.87	65	0.87	0	0.00	0	0.00	7,512
A0183	65	0.87	65	0.87	0	0.00	0	0.00	7,512
A0184	64	0.85	64	0.85	0	0.00	0	0.00	7,512
A0185	64	0.85	64	0.85	0	0.00	0	0.00	7,512
A0186	64	0.85	64	0.85	0	0.00	0	0.00	7,512
A0187	64	0.85	64	0.85	0	0.00	0	0.00	7,512
A0188	65	0.87	65	0.87	0	0.00	0	0.00	7,512
A0189	34	0.45	34	0.45	0	0.00	0	0.00	7,512
A0190	34	0.45	34	0.45	0	0.00	0	0.00	7,512
A0191	36	0.48	36	0.48	0	0.00	0	0.00	7,512
A0192	33	0.44	33	0.44	0	0.00	0	0.00	7,512
A0210	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0211	12	0.16	12	0.16	0	0.00	0	0.00	7,512
A0212	13	0.17	12	0.16	1	0.01	0	0.00	7,512
A0213	199	2.65	195	2.60	4	0.05	0	0.00	7,512
A0214	413	5.50	409	5.44	4	0.05	0	0.00	7,512
A0215	152	2.02	148	1.97	4	0.05	0	0.00	7,512
A0216	162	2.16	158	2.10	4	0.05	0	0.00	7,512
A0217	161	2.14	157	2.09	4	0.05	0	0.00	7,512
A0218	153	2.04	149	1.98	4	0.05	0	0.00	7,512
A0219	144	1.92	140	1.86	4	0.05	0	0.00	7,512
A0220	144	1.92	140	1.86	4	0.05	0	0.00	7,512
A0221	148	1.97	144	1.92	4	0.05	0	0.00	7,512
A0222	150	2.00	147	1.96	3	0.04	0	0.00	7,512
A0223	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0224	29	0.39	29	0.39	0	0.00	0	0.00	7,512
A0225	29	0.39	29	0.39	0	0.00	0	0.00	7,512

See notes at end of table.

Table P-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal, including public charter school principal, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
A0226	158	2.10	158	2.10	0	0.00	0	0.00	7,512
A0227	516	6.87	516	6.87	0	0.00	0	0.00	7,512
A0228	165	2.20	165	2.20	0	0.00	0	0.00	7,512
A0229	164	2.18	164	2.18	0	0.00	0	0.00	7,512
A0230	165	2.20	165	2.20	0	0.00	0	0.00	7,512
A0240	193	2.57	182	2.42	3	0.04	8	0.11	7,512
A0241	391	5.21	391	5.21	0	0.00	0	0.00	7,512
A0242	137	1.82	136	1.81	1	0.01	0	0.00	7,512
A0243	136	1.81	135	1.80	1	0.01	0	0.00	7,512
A0244	137	1.82	136	1.81	1	0.01	0	0.00	7,512
A0245	138	1.84	137	1.82	1	0.01	0	0.00	7,512
A0246	140	1.86	139	1.85	1	0.01	0	0.00	7,512
A0247	402	5.35	394	5.24	8	0.11	0	0.00	7,512
A0248	177	2.36	177	2.36	0	0.00	0	0.00	7,512
A0249	44	0.59	44	0.59	0	0.00	0	0.00	7,512
A0250	186	2.48	186	2.48	0	0.00	0	0.00	7,512
A0251	85	1.13	85	1.13	0	0.00	0	0.00	7,512
A0252	68	0.91	68	0.91	0	0.00	0	0.00	7,512
A0260	57	0.76	57	0.76	0	0.00	0	0.00	7,512
A0261	60	0.80	60	0.80	0	0.00	0	0.00	7,512
A0262	58	0.77	58	0.77	0	0.00	0	0.00	7,512
A0263	61	0.81	61	0.81	0	0.00	0	0.00	7,512
A0264	61	0.81	61	0.81	0	0.00	0	0.00	7,512
A0265	61	0.81	61	0.81	0	0.00	0	0.00	7,512
A0266	59	0.79	59	0.79	0	0.00	0	0.00	7,512
A0267	59	0.79	59	0.79	0	0.00	0	0.00	7,512
A0268	61	0.81	61	0.81	0	0.00	0	0.00	7,512
A0269	59	0.79	59	0.79	0	0.00	0	0.00	7,512
A0270	50	0.67	50	0.67	0	0.00	0	0.00	7,512
A0271	56	0.75	56	0.75	0	0.00	0	0.00	7,512
A0272	100	1.33	100	1.33	0	0.00	0	0.00	7,512
A0273	94	1.25	94	1.25	0	0.00	0	0.00	7,512
A0274	84	1.12	84	1.12	0	0.00	0	0.00	7,512
A0275	86	1.14	86	1.14	0	0.00	0	0.00	7,512
A0276	63	0.84	63	0.84	0	0.00	0	0.00	7,512
A0277	60	0.80	60	0.80	0	0.00	0	0.00	7,512
A0278	37	0.49	37	0.49	0	0.00	0	0.00	7,512
A0279	191	2.54	191	2.54	0	0.00	0	0.00	7,512
A0280	234	3.12	234	3.12	0	0.00	0	0.00	7,512
A0281	191	2.54	191	2.54	0	0.00	0	0.00	7,512

See notes at end of table.

Table P-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal, including public charter school principal, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
A0282	78	1.04	78	1.04	0	0.00	0	0.00	7,512
A0283	192	2.56	192	2.56	0	0.00	0	0.00	7,512
A0284	191	2.54	191	2.54	0	0.00	0	0.00	7,512
A0285	191	2.54	191	2.54	0	0.00	0	0.00	7,512
A0286	191	2.54	191	2.54	0	0.00	0	0.00	7,512
A0287	191	2.54	191	2.54	0	0.00	0	0.00	7,512
A0288	191	2.54	191	2.54	0	0.00	0	0.00	7,512
A0289	191	2.54	191	2.54	0	0.00	0	0.00	7,512
A0290	182	2.42	182	2.42	0	0.00	0	0.00	7,512
A0291	187	2.49	187	2.49	0	0.00	0	0.00	7,512
A0292	186	2.48	186	2.48	0	0.00	0	0.00	7,512
A0293	166	2.21	166	2.21	0	0.00	0	0.00	7,512
A0294	100	1.33	100	1.33	0	0.00	0	0.00	7,512
A0320	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A0321	35	0.47	35	0.47	0	0.00	0	0.00	7,512
A0322	93	1.24	93	1.24	0	0.00	0	0.00	7,512
A0323	14	0.19	14	0.19	0	0.00	0	0.00	7,512
A0324	2	0.03	2	0.03	0	0.00	0	0.00	7,512
A0325	1	0.01	1	0.01	0	0.00	0	0.00	7,512
A0326	4	0.05	4	0.05	0	0.00	0	0.00	7,512
A0327	5	0.07	5	0.07	0	0.00	0	0.00	7,512
A0330	28	0.37	28	0.37	0	0.00	0	0.00	7,512
A0335	369	4.91	369	4.91	0	0.00	0	0.00	7,512
A5052	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A5054	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A5057	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A5246	0	0.00	0	0.00	0	0.00	0	0.00	7,512
A5291	0	0.00	0	0.00	0	0.00	0	0.00	7,512

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

Table P-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2011–12

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0025	2	0.12	2	0.12	0	0.00	0	0.00	1,723
A0026	15	0.87	15	0.87	0	0.00	0	0.00	1,723
A0027	11	0.64	11	0.64	0	0.00	0	0.00	1,723
A0028	138	8.01	137	7.95	0	0.00	1	0.06	1,723
A0029	3	0.17	3	0.17	0	0.00	0	0.00	1,723
A0030	8	0.46	8	0.46	0	0.00	0	0.00	1,723
A0031	8	0.46	8	0.46	0	0.00	0	0.00	1,723
A0032	9	0.52	9	0.52	0	0.00	0	0.00	1,723
A0033	6	0.35	6	0.35	0	0.00	0	0.00	1,723
A0034	5	0.29	5	0.29	0	0.00	0	0.00	1,723
A0035	6	0.35	6	0.35	0	0.00	0	0.00	1,723
A0036	6	0.35	6	0.35	0	0.00	0	0.00	1,723
A0037	14	0.81	14	0.81	0	0.00	0	0.00	1,723
A0038	11	0.64	11	0.64	0	0.00	0	0.00	1,723
A0039	8	0.46	8	0.46	0	0.00	0	0.00	1,723
A0050	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0051	18	1.04	18	1.04	0	0.00	0	0.00	1,723
A0052	22	1.28	22	1.28	0	0.00	0	0.00	1,723
A0053	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0054	12	0.70	12	0.70	0	0.00	0	0.00	1,723
A0055	1	0.06	1	0.06	0	0.00	0	0.00	1,723
A0056	23	1.33	23	1.33	0	0.00	0	0.00	1,723
A0057	23	1.33	23	1.33	0	0.00	0	0.00	1,723
A0058	9	0.52	9	0.52	0	0.00	0	0.00	1,723
A0059	3	0.17	3	0.17	0	0.00	0	0.00	1,723
A0060	3	0.17	3	0.17	0	0.00	0	0.00	1,723
A0061	3	0.17	3	0.17	0	0.00	0	0.00	1,723
A0062	3	0.17	3	0.17	0	0.00	0	0.00	1,723
A0063	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0064	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0065	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0066	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0080	17	0.99	17	0.99	0	0.00	0	0.00	1,723
A0081	17	0.99	17	0.99	0	0.00	0	0.00	1,723
A0082	23	1.33	23	1.33	0	0.00	0	0.00	1,723
A0083	13	0.75	13	0.75	0	0.00	0	0.00	1,723
A0084	15	0.87	15	0.87	0	0.00	0	0.00	1,723
A0085	15	0.87	15	0.87	0	0.00	0	0.00	1,723
A0086	11	0.64	11	0.64	0	0.00	0	0.00	1,723
A0087	11	0.64	11	0.64	0	0.00	0	0.00	1,723

See notes at end of table.

Table P-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
A0088	11	0.64	11	0.64	0	0.00	0	0.00	1,723
A0089	10	0.58	10	0.58	0	0.00	0	0.00	1,723
A0100	5	0.29	5	0.29	0	0.00	0	0.00	1,723
A0101	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0102	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0103	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0104	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0105	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0106	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0107	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0108	18	1.04	18	1.04	0	0.00	0	0.00	1,723
A0110	18	1.04	18	1.04	0	0.00	0	0.00	1,723
A0111	19	1.10	19	1.10	0	0.00	0	0.00	1,723
A0112	19	1.10	19	1.10	0	0.00	0	0.00	1,723
A0113	19	1.10	19	1.10	0	0.00	0	0.00	1,723
A0114	19	1.10	19	1.10	0	0.00	0	0.00	1,723
A0115	19	1.10	19	1.10	0	0.00	0	0.00	1,723
A0116	17	0.99	17	0.99	0	0.00	0	0.00	1,723
A0130	39	2.26	37	2.15	2	0.12	0	0.00	1,723
A0131	71	4.12	69	4.00	1	0.06	1	0.06	1,723
A0132	3	0.17	3	0.17	0	0.00	0	0.00	1,723
A0133	3	0.17	3	0.17	0	0.00	0	0.00	1,723
A0134	2	0.12	2	0.12	0	0.00	0	0.00	1,723
A0135	3	0.17	3	0.17	0	0.00	0	0.00	1,723
A0136	2	0.12	2	0.12	0	0.00	0	0.00	1,723
A0137	2	0.12	2	0.12	0	0.00	0	0.00	1,723
A0138	3	0.17	3	0.17	0	0.00	0	0.00	1,723
A0139	3	0.17	3	0.17	0	0.00	0	0.00	1,723
A0140	3	0.17	3	0.17	0	0.00	0	0.00	1,723
A0141	3	0.17	3	0.17	0	0.00	0	0.00	1,723
A0142	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0143	3	0.17	3	0.17	0	0.00	0	0.00	1,723
A0144	3	0.17	3	0.17	0	0.00	0	0.00	1,723
A0145	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0146	5	0.29	5	0.29	0	0.00	0	0.00	1,723
A0147	5	0.29	5	0.29	0	0.00	0	0.00	1,723
A0148	5	0.29	5	0.29	0	0.00	0	0.00	1,723
A0149	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0150	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0151	5	0.29	5	0.29	0	0.00	0	0.00	1,723

See notes at end of table.

Table P-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
A0152	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0153	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0154	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0155	5	0.29	5	0.29	0	0.00	0	0.00	1,723
A0156	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0157	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0158	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0159	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0160	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0161	4	0.23	4	0.23	0	0.00	0	0.00	1,723
A0180	17	0.99	17	0.99	0	0.00	0	0.00	1,723
A0181	16	0.93	16	0.93	0	0.00	0	0.00	1,723
A0182	16	0.93	16	0.93	0	0.00	0	0.00	1,723
A0183	16	0.93	16	0.93	0	0.00	0	0.00	1,723
A0184	16	0.93	16	0.93	0	0.00	0	0.00	1,723
A0185	17	0.99	17	0.99	0	0.00	0	0.00	1,723
A0186	16	0.93	16	0.93	0	0.00	0	0.00	1,723
A0187	16	0.93	16	0.93	0	0.00	0	0.00	1,723
A0188	16	0.93	16	0.93	0	0.00	0	0.00	1,723
A0189	11	0.64	11	0.64	0	0.00	0	0.00	1,723
A0190	15	0.87	15	0.87	0	0.00	0	0.00	1,723
A0191	11	0.64	11	0.64	0	0.00	0	0.00	1,723
A0192	10	0.58	10	0.58	0	0.00	0	0.00	1,723
A0210	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0211	2	0.12	2	0.12	0	0.00	0	0.00	1,723
A0212	2	0.12	2	0.12	0	0.00	0	0.00	1,723
A0213	148	8.59	148	8.59	0	0.00	0	0.00	1,723
A0214	215	12.48	215	12.48	0	0.00	0	0.00	1,723
A0215	102	5.92	102	5.92	0	0.00	0	0.00	1,723
A0216	109	6.33	109	6.33	0	0.00	0	0.00	1,723
A0217	107	6.21	107	6.21	0	0.00	0	0.00	1,723
A0218	109	6.33	109	6.33	0	0.00	0	0.00	1,723
A0219	98	5.69	98	5.69	0	0.00	0	0.00	1,723
A0220	101	5.86	101	5.86	0	0.00	0	0.00	1,723
A0221	108	6.27	108	6.27	0	0.00	0	0.00	1,723
A0222	105	6.09	105	6.09	0	0.00	0	0.00	1,723
A0223	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0224	11	0.64	11	0.64	0	0.00	0	0.00	1,723
A0225	11	0.64	11	0.64	0	0.00	0	0.00	1,723
A0226	93	5.40	92	5.34	1	0.06	0	0.00	1,723

See notes at end of table.

Table P-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
A0227	201	11.67	200	11.61	1	0.06	0	0.00	1,723
A0228	84	4.88	84	4.88	0	0.00	0	0.00	1,723
A0229	85	4.93	85	4.93	0	0.00	0	0.00	1,723
A0230	83	4.82	83	4.82	0	0.00	0	0.00	1,723
A0240	108	6.27	98	5.69	2	0.12	8	0.46	1,723
A0241	143	8.30	140	8.13	0	0.00	3	0.17	1,723
A0242	59	3.42	59	3.42	0	0.00	0	0.00	1,723
A0243	58	3.37	58	3.37	0	0.00	0	0.00	1,723
A0244	59	3.42	59	3.42	0	0.00	0	0.00	1,723
A0245	60	3.48	60	3.48	0	0.00	0	0.00	1,723
A0246	60	3.48	60	3.48	0	0.00	0	0.00	1,723
A0247	277	16.08	277	16.08	0	0.00	0	0.00	1,723
A0249	18	1.04	18	1.04	0	0.00	0	0.00	1,723
A0250	25	1.45	25	1.45	0	0.00	0	0.00	1,723
A0251	49	2.84	49	2.84	0	0.00	0	0.00	1,723
A0252	53	3.08	53	3.08	0	0.00	0	0.00	1,723
A0260	40	2.32	40	2.32	0	0.00	0	0.00	1,723
A0261	42	2.44	42	2.44	0	0.00	0	0.00	1,723
A0262	44	2.55	44	2.55	0	0.00	0	0.00	1,723
A0263	43	2.50	43	2.50	0	0.00	0	0.00	1,723
A0264	44	2.55	44	2.55	0	0.00	0	0.00	1,723
A0265	42	2.44	42	2.44	0	0.00	0	0.00	1,723
A0266	43	2.50	43	2.50	0	0.00	0	0.00	1,723
A0267	42	2.44	42	2.44	0	0.00	0	0.00	1,723
A0268	43	2.50	43	2.50	0	0.00	0	0.00	1,723
A0269	42	2.44	42	2.44	0	0.00	0	0.00	1,723
A0270	26	1.51	26	1.51	0	0.00	0	0.00	1,723
A0271	28	1.63	28	1.63	0	0.00	0	0.00	1,723
A0272	57	3.31	57	3.31	0	0.00	0	0.00	1,723
A0273	55	3.19	55	3.19	0	0.00	0	0.00	1,723
A0274	56	3.25	56	3.25	0	0.00	0	0.00	1,723
A0275	55	3.19	55	3.19	0	0.00	0	0.00	1,723
A0276	26	1.51	26	1.51	0	0.00	0	0.00	1,723
A0277	29	1.68	29	1.68	0	0.00	0	0.00	1,723
A0278	18	1.04	18	1.04	0	0.00	0	0.00	1,723
A0279	35	2.03	35	2.03	0	0.00	0	0.00	1,723
A0280	40	2.32	40	2.32	0	0.00	0	0.00	1,723
A0281	34	1.97	34	1.97	0	0.00	0	0.00	1,723
A0282	23	1.33	23	1.33	0	0.00	0	0.00	1,723
A0283	35	2.03	35	2.03	0	0.00	0	0.00	1,723

See notes at end of table.

Table P-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
A0284	35	2.03	35	2.03	0	0.00	0	0.00	1,723
A0285	35	2.03	35	2.03	0	0.00	0	0.00	1,723
A0286	35	2.03	35	2.03	0	0.00	0	0.00	1,723
A0287	35	2.03	35	2.03	0	0.00	0	0.00	1,723
A0288	35	2.03	35	2.03	0	0.00	0	0.00	1,723
A0289	35	2.03	35	2.03	0	0.00	0	0.00	1,723
A0290	34	1.97	34	1.97	0	0.00	0	0.00	1,723
A0291	36	2.09	36	2.09	0	0.00	0	0.00	1,723
A0292	57	3.31	57	3.31	0	0.00	0	0.00	1,723
A0320	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0321	7	0.41	7	0.41	0	0.00	0	0.00	1,723
A0322	17	0.99	17	0.99	0	0.00	0	0.00	1,723
A0323	2	0.12	2	0.12	0	0.00	0	0.00	1,723
A0324	1	0.06	1	0.06	0	0.00	0	0.00	1,723
A0325	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0326	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A0330	7	0.41	5	0.29	2	0.12	0	0.00	1,723
A0335	175	10.16	174	10.10	1	0.06	0	0.00	1,723
A5052	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A5054	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A5057	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A5246	0	0.00	0	0.00	0	0.00	0	0.00	1,723
A5291	0	0.00	0	0.00	0	0.00	0	0.00	1,723

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

Table P-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school, including public charter school, data file, by variable: 2011–12

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0024	2	0.03	0	0.00	0	0.00	2	0.03	7,481
S0025	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0026	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0027	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0028	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0029	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0030	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0031	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0032	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0033	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0034	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0035	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0036	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0037	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0038	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0039	8	0.11	0	0.00	0	0.00	8	0.11	7,481
S0040	218	2.91	215	2.87	0	0.00	3	0.04	7,481
S0041	564	7.54	557	7.45	0	0.00	7	0.09	7,481
S0045	463	6.19	454	6.07	0	0.00	9	0.12	7,481
S0046	484	6.47	469	6.27	0	0.00	15	0.20	7,481
S0047	469	6.27	458	6.12	0	0.00	11	0.15	7,481
S0048	459	6.14	449	6.00	0	0.00	10	0.13	7,481
S0049	340	4.54	337	4.50	0	0.00	3	0.04	7,481
S0050	442	5.91	436	5.83	0	0.00	6	0.08	7,481
S0051	396	5.29	386	5.16	0	0.00	10	0.13	7,481
S0052	8	0.11	0	0.00	0	0.00	8	0.11	7,481
S0055	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0056	9	0.12	9	0.12	0	0.00	0	0.00	7,481
S0057	851	11.38	851	11.38	0	0.00	0	0.00	7,481
S0058	200	2.67	200	2.67	0	0.00	0	0.00	7,481
S0059	200	2.67	200	2.67	0	0.00	0	0.00	7,481
S0060	78	1.04	78	1.04	0	0.00	0	0.00	7,481
S0061	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0062	142	1.90	138	1.84	4	0.05	0	0.00	7,481
S0063	3	0.04	0	0.00	0	0.00	3	0.04	7,481
S0064	63	0.84	63	0.84	0	0.00	0	0.00	7,481
S0065	78	1.04	78	1.04	0	0.00	0	0.00	7,481
S0066	16	0.21	16	0.21	0	0.00	0	0.00	7,481

See notes at end of table.

Table P-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school, including public charter school, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0080	3	0.04	3	0.04	0	0.00	0	0.00	7,481
S0081	11	0.15	11	0.15	0	0.00	0	0.00	7,481
S0082	11	0.15	11	0.15	0	0.00	0	0.00	7,481
S0083	12	0.16	12	0.16	0	0.00	0	0.00	7,481
S0084	6	0.08	6	0.08	0	0.00	0	0.00	7,481
S0085	11	0.15	11	0.15	0	0.00	0	0.00	7,481
S0086	13	0.17	13	0.17	0	0.00	0	0.00	7,481
S0087	12	0.16	12	0.16	0	0.00	0	0.00	7,481
S0088	13	0.17	13	0.17	0	0.00	0	0.00	7,481
S0089	162	2.17	162	2.17	0	0.00	0	0.00	7,481
S0090	9	0.12	9	0.12	0	0.00	0	0.00	7,481
S0091	10	0.13	10	0.13	0	0.00	0	0.00	7,481
S0092	239	3.19	239	3.19	0	0.00	0	0.00	7,481
S0093	249	3.33	249	3.33	0	0.00	0	0.00	7,481
S0094	227	3.03	227	3.03	0	0.00	0	0.00	7,481
S0095	77	1.03	77	1.03	0	0.00	0	0.00	7,481
S0096	61	0.82	61	0.82	0	0.00	0	0.00	7,481
S0097	36	0.48	36	0.48	0	0.00	0	0.00	7,481
S0098	72	0.96	72	0.96	0	0.00	0	0.00	7,481
S0099	68	0.91	68	0.91	0	0.00	0	0.00	7,481
S0100	24	0.32	24	0.32	0	0.00	0	0.00	7,481
S0101	81	1.08	81	1.08	0	0.00	0	0.00	7,481
S0102	82	1.10	82	1.10	0	0.00	0	0.00	7,481
S0120	81	1.08	81	1.08	0	0.00	0	0.00	7,481
S0121	60	0.80	60	0.80	0	0.00	0	0.00	7,481
S0122	55	0.74	55	0.74	0	0.00	0	0.00	7,481
S0123	60	0.80	60	0.80	0	0.00	0	0.00	7,481
S0124	60	0.80	60	0.80	0	0.00	0	0.00	7,481
S0125	57	0.76	57	0.76	0	0.00	0	0.00	7,481
S0126	23	0.31	23	0.31	0	0.00	0	0.00	7,481
S0127	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0128	279	3.73	279	3.73	0	0.00	0	0.00	7,481
S0129	368	4.92	368	4.92	0	0.00	0	0.00	7,481
S0130	274	3.66	274	3.66	0	0.00	0	0.00	7,481
S0131	278	3.72	278	3.72	0	0.00	0	0.00	7,481
S0132	276	3.69	276	3.69	0	0.00	0	0.00	7,481
S0133	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0134	407	5.44	401	5.36	0	0.00	6	0.08	7,481

See notes at end of table.

Table P-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school, including public charter school, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0135	345	4.61	343	4.58	2	0.03	0	0.00	7,481
S0136	494	6.60	494	6.60	0	0.00	0	0.00	7,481
S0150	31	0.41	31	0.41	0	0.00	0	0.00	7,481
S0151	32	0.43	32	0.43	0	0.00	0	0.00	7,481
S0152	1	0.01	1	0.01	0	0.00	0	0.00	7,481
S0155	287	3.84	286	3.82	0	0.00	1	0.01	7,481
S0156	345	4.61	344	4.60	0	0.00	1	0.01	7,481
S0157	276	3.69	275	3.68	0	0.00	1	0.01	7,481
S0158	267	3.57	266	3.56	0	0.00	1	0.01	7,481
S0159	175	2.34	175	2.34	0	0.00	0	0.00	7,481
S0160	240	3.21	240	3.21	0	0.00	0	0.00	7,481
S0161	191	2.55	191	2.55	0	0.00	0	0.00	7,481
S0168	217	2.90	217	2.90	0	0.00	0	0.00	7,481
S0169	112	1.50	112	1.50	0	0.00	0	0.00	7,481
S0170	212	2.83	212	2.83	0	0.00	0	0.00	7,481
S0171	111	1.48	111	1.48	0	0.00	0	0.00	7,481
S0172	376	5.03	376	5.03	0	0.00	0	0.00	7,481
S0173	247	3.30	247	3.30	0	0.00	0	0.00	7,481
S0174	46	0.61	46	0.61	0	0.00	0	0.00	7,481
S0175	52	0.70	52	0.70	0	0.00	0	0.00	7,481
S0176	92	1.23	92	1.23	0	0.00	0	0.00	7,481
S0177	131	1.75	131	1.75	0	0.00	0	0.00	7,481
S0178	152	2.03	152	2.03	0	0.00	0	0.00	7,481
S0179	186	2.49	186	2.49	0	0.00	0	0.00	7,481
S0180	118	1.58	118	1.58	0	0.00	0	0.00	7,481
S0181	250	3.34	250	3.34	0	0.00	0	0.00	7,481
S0182	125	1.67	125	1.67	0	0.00	0	0.00	7,481
S0183	255	3.41	255	3.41	0	0.00	0	0.00	7,481
S0184	150	2.01	150	2.01	0	0.00	0	0.00	7,481
S0185	218	2.91	218	2.91	0	0.00	0	0.00	7,481
S0186	133	1.78	133	1.78	0	0.00	0	0.00	7,481
S0187	394	5.27	394	5.27	0	0.00	0	0.00	7,481
S0188	119	1.59	119	1.59	0	0.00	0	0.00	7,481
S0189	270	3.61	270	3.61	0	0.00	0	0.00	7,481
S0190	103	1.38	103	1.38	0	0.00	0	0.00	7,481
S0191	292	3.90	292	3.90	0	0.00	0	0.00	7,481
S0192	204	2.73	204	2.73	0	0.00	0	0.00	7,481
S0193	302	4.04	302	4.04	0	0.00	0	0.00	7,481

See notes at end of table.

Table P-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school, including public charter school, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0194	158	2.11	158	2.11	0	0.00	0	0.00	7,481
S0195	538	7.19	538	7.19	0	0.00	0	0.00	7,481
S0196	80	1.07	80	1.07	0	0.00	0	0.00	7,481
S0197	197	2.63	197	2.63	0	0.00	0	0.00	7,481
S0198	75	1.00	75	1.00	0	0.00	0	0.00	7,481
S0199	259	3.46	259	3.46	0	0.00	0	0.00	7,481
S0200	152	2.03	152	2.03	0	0.00	0	0.00	7,481
S0201	526	7.03	526	7.03	0	0.00	0	0.00	7,481
S0202	143	1.91	143	1.91	0	0.00	0	0.00	7,481
S0203	581	7.77	581	7.77	0	0.00	0	0.00	7,481
S0204	222	2.97	222	2.97	0	0.00	0	0.00	7,481
S0205	184	2.46	184	2.46	0	0.00	0	0.00	7,481
S0206	228	3.05	228	3.05	0	0.00	0	0.00	7,481
S0207	314	4.20	314	4.20	0	0.00	0	0.00	7,481
S0208	232	3.10	231	3.09	0	0.00	1	0.01	7,481
S0209	243	3.25	243	3.25	0	0.00	0	0.00	7,481
S0210	165	2.21	165	2.21	0	0.00	0	0.00	7,481
S0211	537	7.18	537	7.18	0	0.00	0	0.00	7,481
S0215	170	2.27	170	2.27	0	0.00	0	0.00	7,481
S0216	122	1.63	122	1.63	0	0.00	0	0.00	7,481
S0217	120	1.60	120	1.60	0	0.00	0	0.00	7,481
S0218	134	1.79	134	1.79	0	0.00	0	0.00	7,481
S0219	121	1.62	121	1.62	0	0.00	0	0.00	7,481
S0220	126	1.68	126	1.68	0	0.00	0	0.00	7,481
S0221	138	1.84	138	1.84	0	0.00	0	0.00	7,481
S0225	341	4.56	341	4.56	0	0.00	0	0.00	7,481
S0226	282	3.77	282	3.77	0	0.00	0	0.00	7,481
S0227	421	5.63	421	5.63	0	0.00	0	0.00	7,481
S0228	443	5.92	443	5.92	0	0.00	0	0.00	7,481
S0229	483	6.46	483	6.46	0	0.00	0	0.00	7,481
S0230	523	6.99	523	6.99	0	0.00	0	0.00	7,481
S0231	439	5.87	439	5.87	0	0.00	0	0.00	7,481
S0232	487	6.51	487	6.51	0	0.00	0	0.00	7,481
S0233	504	6.74	504	6.74	0	0.00	0	0.00	7,481
S0234	350	4.68	350	4.68	0	0.00	0	0.00	7,481
S0235	490	6.55	490	6.55	0	0.00	0	0.00	7,481
S0236	487	6.51	487	6.51	0	0.00	0	0.00	7,481
S0237	400	5.35	400	5.35	0	0.00	0	0.00	7,481

See notes at end of table.

Table P-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school, including public charter school, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0238	1,140	15.24	1140	15.24	0	0.00	0	0.00	7,481
S0239	237	3.17	236	3.15	0	0.00	1	0.01	7,481
S0240	225	3.01	224	2.99	0	0.00	1	0.01	7,481
S0250	185	2.47	185	2.47	0	0.00	0	0.00	7,481
S0251	594	7.94	590	7.89	0	0.00	4	0.05	7,481
S0252	11	0.15	11	0.15	0	0.00	0	0.00	7,481
S0253	1,281	17.12	1,277	17.07	0	0.00	4	0.05	7,481
S0254	1,292	17.27	1,290	17.24	0	0.00	2	0.03	7,481
S0255	1,288	17.22	1,287	17.20	0	0.00	1	0.01	7,481
S0256	1,267	16.94	1,265	16.91	0	0.00	2	0.03	7,481
S0260	153	2.05	153	2.05	0	0.00	0	0.00	7,481
S0261	579	7.74	569	7.61	0	0.00	10	0.13	7,481
S0262	214	2.86	214	2.86	0	0.00	0	0.00	7,481
S0263	265	3.54	265	3.54	0	0.00	0	0.00	7,481
S0264	246	3.29	246	3.29	0	0.00	0	0.00	7,481
S0265	227	3.03	227	3.03	0	0.00	0	0.00	7,481
S0266	244	3.26	244	3.26	0	0.00	0	0.00	7,481
S0267	196	2.62	196	2.62	0	0.00	0	0.00	7,481
S0268	230	3.07	230	3.07	0	0.00	0	0.00	7,481
S0269	214	2.86	214	2.86	0	0.00	0	0.00	7,481
S0270	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0271	146	1.95	145	1.94	0	0.00	1	0.01	7,481
S0272	12	0.16	12	0.16	0	0.00	0	0.00	7,481
S0273	909	12.15	905	12.10	1	0.01	3	0.04	7,481
S0274	344	4.60	343	4.58	0	0.00	1	0.01	7,481
S0275	113	1.51	113	1.51	0	0.00	0	0.00	7,481
S0276	202	2.70	202	2.70	0	0.00	0	0.00	7,481
S0277	266	3.56	264	3.53	2	0.03	0	0.00	7,481
S0278	244	3.26	244	3.26	0	0.00	0	0.00	7,481
S0279	1	0.01	1	0.01	0	0.00	0	0.00	7,481
S0280	242	3.23	242	3.23	0	0.00	0	0.00	7,481
S0281	221	2.95	221	2.95	0	0.00	0	0.00	7,481
S0282	123	1.64	123	1.64	0	0.00	0	0.00	7,481
S0283	428	5.72	428	5.72	0	0.00	0	0.00	7,481
S0285	207	2.77	207	2.77	0	0.00	0	0.00	7,481
S0286	255	3.41	255	3.41	0	0.00	0	0.00	7,481
S0290	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S0291	56	0.75	56	0.75	0	0.00	0	0.00	7,481

See notes at end of table.

Table P-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school, including public charter school, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0292	8	0.11	8	0.11	0	0.00	0	0.00	7,481
S0293	11	0.15	11	0.15	0	0.00	0	0.00	7,481
S0294	13	0.17	13	0.17	0	0.00	0	0.00	7,481
S0295	42	0.56	42	0.56	0	0.00	0	0.00	7,481
S5055	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S5293	0	0.00	0	0.00	0	0.00	0	0.00	7,481
S5294	0	0.00	0	0.00	0	0.00	0	0.00	7,481

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

Table P-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2011–12

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0039	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0041	23	1.31	23	1.31	0	0.00	0	0.00	1,758
S0045	17	0.97	15	0.85	0	0.00	2	0.11	1,758
S0046	18	1.02	16	0.91	0	0.00	2	0.11	1,758
S0047	18	1.02	16	0.91	0	0.00	2	0.11	1,758
S0048	18	1.02	17	0.97	0	0.00	1	0.06	1,758
S0049	15	0.85	15	0.85	0	0.00	0	0.00	1,758
S0050	17	0.97	16	0.91	0	0.00	1	0.06	1,758
S0051	16	0.91	16	0.91	0	0.00	0	0.00	1,758
S0052	8	0.46	8	0.46	0	0.00	0	0.00	1,758
S0055	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0057	213	12.12	213	12.12	0	0.00	0	0.00	1,758
S0058	4	0.23	4	0.23	0	0.00	0	0.00	1,758
S0059	4	0.23	4	0.23	0	0.00	0	0.00	1,758
S0060	20	1.14	20	1.14	0	0.00	0	0.00	1,758
S0061	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0062	10	0.57	10	0.57	0	0.00	0	0.00	1,758
S0063	4	0.23	4	0.23	0	0.00	0	0.00	1,758
S0064	4	0.23	4	0.23	0	0.00	0	0.00	1,758
S0065	10	0.57	10	0.57	0	0.00	0	0.00	1,758
S0066	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0080	10	0.57	10	0.57	0	0.00	0	0.00	1,758
S0081	14	0.80	14	0.80	0	0.00	0	0.00	1,758
S0082	14	0.80	14	0.80	0	0.00	0	0.00	1,758
S0083	15	0.85	15	0.85	0	0.00	0	0.00	1,758
S0084	14	0.80	14	0.80	0	0.00	0	0.00	1,758
S0085	15	0.85	15	0.85	0	0.00	0	0.00	1,758
S0086	15	0.85	15	0.85	0	0.00	0	0.00	1,758
S0087	15	0.85	15	0.85	0	0.00	0	0.00	1,758
S0088	15	0.85	15	0.85	0	0.00	0	0.00	1,758
S0089	24	1.37	24	1.37	0	0.00	0	0.00	1,758
S0092	34	1.93	31	1.76	0	0.00	3	0.17	1,758
S0093	28	1.59	28	1.59	0	0.00	0	0.00	1,758
S0094	22	1.25	22	1.25	0	0.00	0	0.00	1,758
S0095	4	0.23	4	0.23	0	0.00	0	0.00	1,758
S0096	5	0.28	5	0.28	0	0.00	0	0.00	1,758
S0097	6	0.34	6	0.34	0	0.00	0	0.00	1,758
S0098	23	1.31	23	1.31	0	0.00	0	0.00	1,758
S0099	19	1.08	19	1.08	0	0.00	0	0.00	1,758
S0100	14	0.80	14	0.80	0	0.00	0	0.00	1,758
S0120	25	1.42	25	1.42	0	0.00	0	0.00	1,758

See notes at end of table.

**Table P-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2011–12—
Continued**

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0121	20	1.14	20	1.14	0	0.00	0	0.00	1,758
S0122	19	1.08	19	1.08	0	0.00	0	0.00	1,758
S0123	21	1.19	21	1.19	0	0.00	0	0.00	1,758
S0124	23	1.31	23	1.31	0	0.00	0	0.00	1,758
S0125	27	1.54	27	1.54	0	0.00	0	0.00	1,758
S0126	11	0.63	11	0.63	0	0.00	0	0.00	1,758
S0133	1	0.06	0	0.00	0	0.00	1	0.06	1,758
S0134	2	0.11	2	0.11	0	0.00	0	0.00	1,758
S0135	3	0.17	3	0.17	0	0.00	0	0.00	1,758
S0136	28	1.59	28	1.59	0	0.00	0	0.00	1,758
S0150	2	0.11	0	0.00	0	0.00	2	0.11	1,758
S0152	2	0.11	0	0.00	0	0.00	2	0.11	1,758
S0155	61	3.47	57	3.24	0	0.00	4	0.23	1,758
S0156	73	4.15	67	3.81	0	0.00	6	0.34	1,758
S0157	69	3.92	65	3.70	0	0.00	4	0.23	1,758
S0158	70	3.98	66	3.75	0	0.00	4	0.23	1,758
S0159	69	3.92	65	3.70	0	0.00	4	0.23	1,758
S0160	70	3.98	66	3.75	0	0.00	4	0.23	1,758
S0161	71	4.04	67	3.81	0	0.00	4	0.23	1,758
S0168	62	3.53	55	3.13	1	0.06	6	0.34	1,758
S0169	57	3.24	54	3.07	1	0.06	2	0.11	1,758
S0170	79	4.49	79	4.49	0	0.00	0	0.00	1,758
S0171	10	0.57	10	0.57	0	0.00	0	0.00	1,758
S0172	6	0.34	6	0.34	0	0.00	0	0.00	1,758
S0173	6	0.34	6	0.34	0	0.00	0	0.00	1,758
S0174	54	3.07	53	3.01	0	0.00	1	0.06	1,758
S0175	93	5.29	92	5.23	1	0.06	0	0.00	1,758
S0176	84	4.78	84	4.78	0	0.00	0	0.00	1,758
S0177	147	8.36	147	8.36	0	0.00	0	0.00	1,758
S0178	46	2.62	46	2.62	0	0.00	0	0.00	1,758
S0179	150	8.53	150	8.53	0	0.00	0	0.00	1,758
S0180	46	2.62	46	2.62	0	0.00	0	0.00	1,758
S0181	198	11.26	198	11.26	0	0.00	0	0.00	1,758
S0182	45	2.56	45	2.56	0	0.00	0	0.00	1,758
S0183	186	10.58	185	10.52	1	0.06	0	0.00	1,758
S0184	47	2.67	47	2.67	0	0.00	0	0.00	1,758
S0185	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0186	51	2.90	49	2.79	1	0.06	1	0.06	1,758
S0187	219	12.46	214	12.17	1	0.06	4	0.23	1,758
S0188	66	3.75	66	3.75	0	0.00	0	0.00	1,758

See notes at end of table.

**Table P-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2011–12—
Continued**

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0189	106	6.03	106	6.03	0	0.00	0	0.00	1,758
S0190	70	3.98	70	3.98	0	0.00	0	0.00	1,758
S0191	119	6.77	119	6.77	0	0.00	0	0.00	1,758
S0192	67	3.81	67	3.81	0	0.00	0	0.00	1,758
S0193	119	6.77	119	6.77	0	0.00	0	0.00	1,758
S0194	72	4.10	72	4.10	0	0.00	0	0.00	1,758
S0195	125	7.11	125	7.11	0	0.00	0	0.00	1,758
S0196	48	2.73	48	2.73	0	0.00	0	0.00	1,758
S0197	101	5.75	101	5.75	0	0.00	0	0.00	1,758
S0198	50	2.84	50	2.84	0	0.00	0	0.00	1,758
S0199	92	5.23	92	5.23	0	0.00	0	0.00	1,758
S0200	77	4.38	77	4.38	0	0.00	0	0.00	1,758
S0201	84	4.78	84	4.78	0	0.00	0	0.00	1,758
S0202	79	4.49	79	4.49	0	0.00	0	0.00	1,758
S0203	115	6.54	115	6.54	0	0.00	0	0.00	1,758
S0204	42	2.39	42	2.39	0	0.00	0	0.00	1,758
S0205	16	0.91	16	0.91	0	0.00	0	0.00	1,758
S0206	77	4.38	77	4.38	0	0.00	0	0.00	1,758
S0207	66	3.75	66	3.75	0	0.00	0	0.00	1,758
S0208	67	3.81	67	3.81	0	0.00	0	0.00	1,758
S0209	29	1.65	29	1.65	0	0.00	0	0.00	1,758
S0210	51	2.90	51	2.90	0	0.00	0	0.00	1,758
S0211	164	9.33	164	9.33	0	0.00	0	0.00	1,758
S0215	43	2.45	43	2.45	0	0.00	0	0.00	1,758
S0216	42	2.39	42	2.39	0	0.00	0	0.00	1,758
S0217	44	2.50	44	2.50	0	0.00	0	0.00	1,758
S0218	49	2.79	49	2.79	0	0.00	0	0.00	1,758
S0219	48	2.73	48	2.73	0	0.00	0	0.00	1,758
S0220	50	2.84	50	2.84	0	0.00	0	0.00	1,758
S0221	51	2.90	51	2.90	0	0.00	0	0.00	1,758
S0225	45	2.56	45	2.56	0	0.00	0	0.00	1,758
S0226	66	3.75	62	3.53	0	0.00	4	0.23	1,758
S0227	124	7.05	124	7.05	0	0.00	0	0.00	1,758
S0228	114	6.48	114	6.48	0	0.00	0	0.00	1,758
S0229	128	7.28	128	7.28	0	0.00	0	0.00	1,758
S0230	127	7.22	127	7.22	0	0.00	0	0.00	1,758
S0231	107	6.09	107	6.09	0	0.00	0	0.00	1,758
S0232	120	6.83	120	6.83	0	0.00	0	0.00	1,758
S0233	123	7.00	123	7.00	0	0.00	0	0.00	1,758
S0234	34	1.93	34	1.93	0	0.00	0	0.00	1,758

See notes at end of table.

**Table P-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2011–12—
Continued**

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0235	125	7.11	125	7.11	0	0.00	0	0.00	1,758
S0236	111	6.31	111	6.31	0	0.00	0	0.00	1,758
S0237	114	6.48	114	6.48	0	0.00	0	0.00	1,758
S0238	291	16.55	291	16.55	0	0.00	0	0.00	1,758
S0239	55	3.13	55	3.13	0	0.00	0	0.00	1,758
S0240	39	2.22	39	2.22	0	0.00	0	0.00	1,758
S0250	47	2.67	44	2.50	0	0.00	3	0.17	1,758
S0251	65	3.70	65	3.70	0	0.00	0	0.00	1,758
S0252	3	0.17	3	0.17	0	0.00	0	0.00	1,758
S0253	167	9.50	166	9.44	1	0.06	0	0.00	1,758
S0254	144	8.19	143	8.13	1	0.06	0	0.00	1,758
S0255	147	8.36	146	8.30	1	0.06	0	0.00	1,758
S0256	145	8.25	144	8.19	1	0.06	0	0.00	1,758
S0260	53	3.01	53	3.01	0	0.00	0	0.00	1,758
S0261	33	1.88	32	1.82	1	0.06	0	0.00	1,758
S0262	11	0.63	11	0.63	0	0.00	0	0.00	1,758
S0263	10	0.57	10	0.57	0	0.00	0	0.00	1,758
S0264	5	0.28	5	0.28	0	0.00	0	0.00	1,758
S0265	7	0.40	7	0.40	0	0.00	0	0.00	1,758
S0266	7	0.40	7	0.40	0	0.00	0	0.00	1,758
S0267	4	0.23	4	0.23	0	0.00	0	0.00	1,758
S0268	7	0.40	7	0.40	0	0.00	0	0.00	1,758
S0269	24	1.37	24	1.37	0	0.00	0	0.00	1,758
S0270	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0271	3	0.17	1	0.06	2	0.11	0	0.00	1,758
S0272	78	4.44	78	4.44	0	0.00	0	0.00	1,758
S0273	66	3.75	66	3.75	0	0.00	0	0.00	1,758
S0274	40	2.28	40	2.28	0	0.00	0	0.00	1,758
S0275	11	0.63	11	0.63	0	0.00	0	0.00	1,758
S0276	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0277	9	0.51	9	0.51	0	0.00	0	0.00	1,758
S0278	41	2.33	41	2.33	0	0.00	0	0.00	1,758
S0279	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0280	4	0.23	4	0.23	0	0.00	0	0.00	1,758
S0281	4	0.23	4	0.23	0	0.00	0	0.00	1,758
S0282	3	0.17	3	0.17	0	0.00	0	0.00	1,758
S0283	20	1.14	20	1.14	0	0.00	0	0.00	1,758
S0285	140	7.96	140	7.96	0	0.00	0	0.00	1,758
S0286	189	10.75	189	10.75	0	0.00	0	0.00	1,758
S0451	53	3.01	53	3.01	0	0.00	0	0.00	1,758

See notes at end of table.

**Table P-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2011–12—
Continued**

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0453	163	9.27	163	9.27	0	0.00	0	0.00	1,758
S0456	264	15.02	264	15.02	0	0.00	0	0.00	1,758
S0457	86	4.89	86	4.89	0	0.00	0	0.00	1,758
S0475	88	5.01	88	5.01	0	0.00	0	0.00	1,758
S0476	37	2.10	37	2.10	0	0.00	0	0.00	1,758
S0480	49	2.79	47	2.67	2	0.11	0	0.00	1,758
S0485	43	2.45	41	2.33	2	0.11	0	0.00	1,758
S0486	23	1.31	21	1.19	2	0.11	0	0.00	1,758
S0487	6	0.34	6	0.34	0	0.00	0	0.00	1,758
S0488	9	0.51	9	0.51	0	0.00	0	0.00	1,758
S0489	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0503	85	4.84	85	4.84	0	0.00	0	0.00	1,758
S0504	140	7.96	140	7.96	0	0.00	0	0.00	1,758
S0505	157	8.93	157	8.93	0	0.00	0	0.00	1,758
S0506	160	9.10	160	9.10	0	0.00	0	0.00	1,758
S0507	172	9.78	172	9.78	0	0.00	0	0.00	1,758
S0508	174	9.90	174	9.90	0	0.00	0	0.00	1,758
S0509	187	10.64	186	10.58	0	0.00	1	0.06	1,758
S0510	189	10.75	189	10.75	0	0.00	0	0.00	1,758
S0511	226	12.86	226	12.86	0	0.00	0	0.00	1,758
S0512	242	13.77	242	13.77	0	0.00	0	0.00	1,758
S0513	58	3.30	58	3.30	0	0.00	0	0.00	1,758
S0514	65	3.70	65	3.70	0	0.00	0	0.00	1,758
S0515	73	4.15	73	4.15	0	0.00	0	0.00	1,758
S0516	111	6.31	111	6.31	0	0.00	0	0.00	1,758
S0517	92	5.23	92	5.23	0	0.00	0	0.00	1,758
S0518	125	7.11	125	7.11	0	0.00	0	0.00	1,758
S0519	103	5.86	103	5.86	0	0.00	0	0.00	1,758
S0520	90	5.12	90	5.12	0	0.00	0	0.00	1,758
S0521	91	5.18	91	5.18	0	0.00	0	0.00	1,758
S0522	89	5.06	89	5.06	0	0.00	0	0.00	1,758
S0523	70	3.98	70	3.98	0	0.00	0	0.00	1,758
S0524	66	3.75	66	3.75	0	0.00	0	0.00	1,758
S0525	73	4.15	73	4.15	0	0.00	0	0.00	1,758
S0526	64	3.64	64	3.64	0	0.00	0	0.00	1,758
S0527	71	4.04	71	4.04	0	0.00	0	0.00	1,758
S0560	4	0.23	4	0.23	0	0.00	0	0.00	1,758
S0561	32	1.82	31	1.76	0	0.00	1	0.06	1,758
S0562	31	1.76	30	1.71	0	0.00	1	0.06	1,758
S0563	30	1.71	30	1.71	0	0.00	0	0.00	1,758

See notes at end of table.

**Table P-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2011–12—
Continued**

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0564	31	1.76	31	1.76	0	0.00	0	0.00	1,758
S0565	30	1.71	30	1.71	0	0.00	0	0.00	1,758
S0566	29	1.65	29	1.65	0	0.00	0	0.00	1,758
S0567	19	1.08	19	1.08	0	0.00	0	0.00	1,758
S0568	19	1.08	19	1.08	0	0.00	0	0.00	1,758
S0700	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0701	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0702	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0703	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0704	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0705	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0706	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0707	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0708	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0709	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0710	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0711	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0712	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0713	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0714	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0715	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0716	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0717	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0718	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0719	2	0.11	2	0.11	0	0.00	0	0.00	1,758
S0720	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0721	2	0.11	2	0.11	0	0.00	0	0.00	1,758
S0722	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0723	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0724	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0725	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0726	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0727	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0728	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0729	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0730	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0731	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0732	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0733	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0734	0	0.00	0	0.00	0	0.00	0	0.00	1,758

See notes at end of table.

**Table P-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2011–12—
Continued**

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0735	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0736	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0737	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0738	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0739	4	0.23	4	0.23	0	0.00	0	0.00	1,758
S0740	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0741	1	0.06	1	0.06	0	0.00	0	0.00	1,758
S0742	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0743	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0744	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0745	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0746	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0747	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0748	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0749	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0750	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0751	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0752	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0753	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0754	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0755	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0756	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0757	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0758	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0759	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0760	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0761	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0762	4	0.23	0	0.00	0	0.00	4	0.23	1,758
S0763	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0764	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0765	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0766	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0767	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0771	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0772	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0773	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0774	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0776	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0777	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0778	0	0.00	0	0.00	0	0.00	0	0.00	1,758

See notes at end of table.

**Table P-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2011–12—
Continued**

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0779	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0780	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0781	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0782	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0783	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0784	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0785	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0800	4	0.23	4	0.23	0	0.00	0	0.00	1,758
S0801	3	0.17	3	0.17	0	0.00	0	0.00	1,758
S0802	6	0.34	6	0.34	0	0.00	0	0.00	1,758
S0803	15	0.85	15	0.85	0	0.00	0	0.00	1,758
S0804	198	11.26	198	11.26	0	0.00	0	0.00	1,758
S0805	178	10.13	178	10.13	0	0.00	0	0.00	1,758
S0806	93	5.29	93	5.29	0	0.00	0	0.00	1,758
S0810	13	0.74	13	0.74	0	0.00	0	0.00	1,758
S0820	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0821	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0822	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0823	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S0825	9	0.51	8	0.46	1	0.06	0	0.00	1,758
S0826	3	0.17	3	0.17	0	0.00	0	0.00	1,758
S5055	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S5484	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S5740	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S5762	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S5778	0	0.00	0	0.00	0	0.00	0	0.00	1,758
S5785	0	0.00	0	0.00	0	0.00	0	0.00	1,758

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

Table P-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher, including public charter school teacher, data file, by variable: 2011–12

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
T0025	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0026	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0027	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0028	378	1.01	378	1.01	0	0.00	0	0.00	37,497
T0029	2,767	7.38	2,767	7.38	0	0.00	0	0.00	37,497
T0030	566	1.51	556	1.48	0	0.00	10	0.03	37,497
T0031	13	0.03	13	0.03	0	0.00	0	0.00	37,497
T0032	11	0.03	11	0.03	0	0.00	0	0.00	37,497
T0035	178	0.47	178	0.47	0	0.00	0	0.00	37,497
T0036	60	0.16	60	0.16	0	0.00	0	0.00	37,497
T0040	39	0.10	12	0.03	0	0.00	27	0.07	37,497
T0041	90	0.24	75	0.20	0	0.00	15	0.04	37,497
T0042	151	0.40	102	0.27	0	0.00	49	0.13	37,497
T0043	2,523	6.73	2,522	6.73	0	0.00	1	0.00	37,497
T0044	22	0.06	3	0.01	0	0.00	19	0.05	37,497
T0045	18	0.05	0	0.00	0	0.00	18	0.05	37,497
T0046	10	0.03	1	0.00	0	0.00	9	0.02	37,497
T0047	323	0.86	323	0.86	0	0.00	0	0.00	37,497
T0048	1	0.00	1	0.00	0	0.00	0	0.00	37,497
T0049	1	0.00	1	0.00	0	0.00	0	0.00	37,497
T0070	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0071	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0072	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0073	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0074	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0075	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0076	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0077	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0078	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0079	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0080	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0081	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0082	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0083	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0084	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0085	1,416	3.78	1,345	3.59	71	0.19	0	0.00	37,497
T0086	938	2.50	938	2.50	0	0.00	0	0.00	37,497
T0090	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0091	287	0.77	287	0.77	0	0.00	0	0.00	37,497
T0092	50	0.13	50	0.13	0	0.00	0	0.00	37,497

See notes at end of table.

Table P-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher, including public charter school teacher, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0093	50	0.13	50	0.13	0	0.00	0	0.00	37,497
T0094	241	0.64	240	0.64	0	0.00	1	0.00	37,497
T0095	33	0.09	30	0.08	3	0.01	0	0.00	37,497
T0096	318	0.85	296	0.79	22	0.06	0	0.00	37,497
T0097	1,160	3.09	1,138	3.03	22	0.06	0	0.00	37,497
T0098	372	0.99	350	0.93	22	0.06	0	0.00	37,497
T0099	462	1.23	440	1.17	22	0.06	0	0.00	37,497
T0100	480	1.28	458	1.22	22	0.06	0	0.00	37,497
T0105	138	0.37	138	0.37	0	0.00	0	0.00	37,497
T0110	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0111	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0112	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0113	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0114	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0115	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0116	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0117	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0118	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0119	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0120	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0121	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0122	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0123	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0124	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0125	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0126	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0127	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0128	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0129	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0130	1,236	3.30	1,225	3.27	11	0.03	0	0.00	37,497
T0131	1,088	2.90	1,081	2.88	7	0.02	0	0.00	37,497
T0132	1,035	2.76	1,027	2.74	8	0.02	0	0.00	37,497
T0133	919	2.45	894	2.38	25	0.07	0	0.00	37,497
T0134	807	2.15	758	2.02	49	0.13	0	0.00	37,497
T0135	598	1.59	512	1.37	86	0.23	0	0.00	37,497
T0136	318	0.85	205	0.55	113	0.30	0	0.00	37,497
T0137	236	0.63	115	0.31	121	0.32	0	0.00	37,497
T0138	207	0.55	84	0.22	123	0.33	0	0.00	37,497
T0139	193	0.51	66	0.18	127	0.34	0	0.00	37,497
T0160	0	0.00	0	0.00	0	0.00	0	0.00	37,497

See notes at end of table.

Table P-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher, including public charter school teacher, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0161	155	0.41	37	0.10	0	0.00	118	0.31	37,497
T0162	103	0.27	103	0.27	0	0.00	0	0.00	37,497
T0163	264	0.70	264	0.70	0	0.00	0	0.00	37,497
T0164	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0165	345	0.92	345	0.92	0	0.00	0	0.00	37,497
T0169	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0170	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0171	212	0.57	212	0.57	0	0.00	0	0.00	37,497
T0172	14	0.04	9	0.02	0	0.00	5	0.01	37,497
T0173	179	0.48	179	0.48	0	0.00	0	0.00	37,497
T0174	211	0.56	211	0.56	0	0.00	0	0.00	37,497
T0176	942	2.51	942	2.51	0	0.00	0	0.00	37,497
T0177	937	2.50	937	2.50	0	0.00	0	0.00	37,497
T0180	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0181	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0183	213	0.57	213	0.57	0	0.00	0	0.00	37,497
T0184	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0186	446	1.19	446	1.19	0	0.00	0	0.00	37,497
T0187	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0188	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0189	63	0.17	63	0.17	0	0.00	0	0.00	37,497
T0190	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0191	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0192	63	0.17	63	0.17	0	0.00	0	0.00	37,497
T0193	1	0.00	1	0.00	0	0.00	0	0.00	37,497
T0194	1	0.00	1	0.00	0	0.00	0	0.00	37,497
T0195	153	0.41	152	0.41	0	0.00	1	0.00	37,497
T0196	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0197	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0198	57	0.15	57	0.15	0	0.00	0	0.00	37,497
T0199	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0200	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0201	3	0.01	3	0.01	0	0.00	0	0.00	37,497
T0205	435	1.16	435	1.16	0	0.00	0	0.00	37,497
T0206	367	0.98	367	0.98	0	0.00	0	0.00	37,497
T0207	738	1.97	738	1.97	0	0.00	0	0.00	37,497
T0208	495	1.32	495	1.32	0	0.00	0	0.00	37,497
T0209	644	1.72	644	1.72	0	0.00	0	0.00	37,497
T0210	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0211	144	0.38	139	0.37	5	0.01	0	0.00	37,497

See notes at end of table.

Table P-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher, including public charter school teacher, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0212	156	0.42	151	0.40	5	0.01	0	0.00	37,497
T0213	156	0.42	151	0.40	5	0.01	0	0.00	37,497
T0214	162	0.43	157	0.42	5	0.01	0	0.00	37,497
T0215	168	0.45	163	0.43	5	0.01	0	0.00	37,497
T0216	174	0.46	169	0.45	5	0.01	0	0.00	37,497
T0217	169	0.45	164	0.44	5	0.01	0	0.00	37,497
T0218	162	0.43	157	0.42	5	0.01	0	0.00	37,497
T0220	139	0.37	134	0.36	5	0.01	0	0.00	37,497
T0221	133	0.35	128	0.34	5	0.01	0	0.00	37,497
T0222	133	0.35	128	0.34	5	0.01	0	0.00	37,497
T0223	133	0.35	128	0.34	5	0.01	0	0.00	37,497
T0224	138	0.37	133	0.35	5	0.01	0	0.00	37,497
T0225	139	0.37	134	0.36	5	0.01	0	0.00	37,497
T0230	144	0.38	139	0.37	5	0.01	0	0.00	37,497
T0231	130	0.35	125	0.33	5	0.01	0	0.00	37,497
T0232	144	0.38	139	0.37	5	0.01	0	0.00	37,497
T0233	134	0.36	129	0.34	5	0.01	0	0.00	37,497
T0250	427	1.14	427	1.14	0	0.00	0	0.00	37,497
T0251	1,148	3.06	1,148	3.06	0	0.00	0	0.00	37,497
T0252	836	2.23	836	2.23	0	0.00	0	0.00	37,497
T0253	1,150	3.07	1,150	3.07	0	0.00	0	0.00	37,497
T0254	1,050	2.80	1,050	2.80	0	0.00	0	0.00	37,497
T0255	306	0.82	306	0.82	0	0.00	0	0.00	37,497
T0256	1,026	2.74	1,026	2.74	0	0.00	0	0.00	37,497
T0257	660	1.76	660	1.76	0	0.00	0	0.00	37,497
T0258	1,111	2.96	1,111	2.96	0	0.00	0	0.00	37,497
T0259	921	2.46	921	2.46	0	0.00	0	0.00	37,497
T0260	51	0.14	51	0.14	0	0.00	0	0.00	37,497
T0261	136	0.36	136	0.36	0	0.00	0	0.00	37,497
T0262	304	0.81	304	0.81	0	0.00	0	0.00	37,497
T0263	280	0.75	280	0.75	0	0.00	0	0.00	37,497
T0264	23	0.06	23	0.06	0	0.00	0	0.00	37,497
T0265	83	0.22	83	0.22	0	0.00	0	0.00	37,497
T0266	202	0.54	202	0.54	0	0.00	0	0.00	37,497
T0267	191	0.51	191	0.51	0	0.00	0	0.00	37,497
T0268	26	0.07	26	0.07	0	0.00	0	0.00	37,497
T0269	60	0.16	60	0.16	0	0.00	0	0.00	37,497
T0270	135	0.36	135	0.36	0	0.00	0	0.00	37,497
T0271	125	0.33	125	0.33	0	0.00	0	0.00	37,497
T0275	304	0.81	304	0.81	0	0.00	0	0.00	37,497

See notes at end of table.

Table P-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher, including public charter school teacher, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0276	450	1.20	450	1.20	0	0.00	0	0.00	37,497
T0277	1,039	2.77	1,039	2.77	0	0.00	0	0.00	37,497
T0278	658	1.75	658	1.75	0	0.00	0	0.00	37,497
T0279	935	2.49	935	2.49	0	0.00	0	0.00	37,497
T0280	902	2.41	902	2.41	0	0.00	0	0.00	37,497
T0281	47	0.13	47	0.13	0	0.00	0	0.00	37,497
T0282	236	0.63	236	0.63	0	0.00	0	0.00	37,497
T0283	148	0.39	148	0.39	0	0.00	0	0.00	37,497
T0284	207	0.55	207	0.55	0	0.00	0	0.00	37,497
T0285	191	0.51	191	0.51	0	0.00	0	0.00	37,497
T0286	5	0.01	5	0.01	0	0.00	0	0.00	37,497
T0287	26	0.07	26	0.07	0	0.00	0	0.00	37,497
T0288	33	0.09	33	0.09	0	0.00	0	0.00	37,497
T0289	29	0.08	29	0.08	0	0.00	0	0.00	37,497
T0290	3	0.01	3	0.01	0	0.00	0	0.00	37,497
T0291	15	0.04	15	0.04	0	0.00	0	0.00	37,497
T0292	25	0.07	25	0.07	0	0.00	0	0.00	37,497
T0293	21	0.06	21	0.06	0	0.00	0	0.00	37,497
T0294	2	0.01	2	0.01	0	0.00	0	0.00	37,497
T0295	4	0.01	4	0.01	0	0.00	0	0.00	37,497
T0296	9	0.02	9	0.02	0	0.00	0	0.00	37,497
T0297	8	0.02	8	0.02	0	0.00	0	0.00	37,497
T0300	723	1.93	723	1.93	0	0.00	0	0.00	37,497
T0301	583	1.55	583	1.55	0	0.00	0	0.00	37,497
T0302	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0303	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0304	1,040	2.77	1,040	2.77	0	0.00	0	0.00	37,497
T0305	6,575	17.53	6,575	17.53	0	0.00	0	0.00	37,497
T0306	7,211	19.23	7,211	19.23	0	0.00	0	0.00	37,497
T0307	7,329	19.55	7,329	19.55	0	0.00	0	0.00	37,497
T0308	5,555	14.81	5,555	14.81	0	0.00	0	0.00	37,497
T0309	9,487	25.30	9,487	25.30	0	0.00	0	0.00	37,497
T0310	8,047	21.46	8,047	21.46	0	0.00	0	0.00	37,497
T0311	573	1.53	573	1.53	0	0.00	0	0.00	37,497
T0312	595	1.59	595	1.59	0	0.00	0	0.00	37,497
T0330	542	1.45	542	1.45	0	0.00	0	0.00	37,497
T0331	554	1.48	554	1.48	0	0.00	0	0.00	37,497
T0332	674	1.80	674	1.80	0	0.00	0	0.00	37,497
T0333	499	1.33	499	1.33	0	0.00	0	0.00	37,497
T0334	623	1.66	623	1.66	0	0.00	0	0.00	37,497

See notes at end of table.

Table P-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher, including public charter school teacher, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0335	623	1.66	623	1.66	0	0.00	0	0.00	37,497
T0336	498	1.33	498	1.33	0	0.00	0	0.00	37,497
T0337	2,009	5.36	2,009	5.36	0	0.00	0	0.00	37,497
T0338	500	1.33	500	1.33	0	0.00	0	0.00	37,497
T0339	756	2.02	756	2.02	0	0.00	0	0.00	37,497
T0340	746	1.99	746	1.99	0	0.00	0	0.00	37,497
T0341	511	1.36	511	1.36	0	0.00	0	0.00	37,497
T0342	469	1.25	469	1.25	0	0.00	0	0.00	37,497
T0343	521	1.39	521	1.39	0	0.00	0	0.00	37,497
T0344	539	1.44	539	1.44	0	0.00	0	0.00	37,497
T0345	392	1.05	392	1.05	0	0.00	0	0.00	37,497
T0346	421	1.12	421	1.12	0	0.00	0	0.00	37,497
T0347	572	1.53	572	1.53	0	0.00	0	0.00	37,497
T0348	334	0.89	334	0.89	0	0.00	0	0.00	37,497
T0349	401	1.07	401	1.07	0	0.00	0	0.00	37,497
T0350	570	1.52	570	1.52	0	0.00	0	0.00	37,497
T0351	274	0.73	274	0.73	0	0.00	0	0.00	37,497
T0352	354	0.94	354	0.94	0	0.00	0	0.00	37,497
T0353	529	1.41	529	1.41	0	0.00	0	0.00	37,497
T0354	171	0.46	171	0.46	0	0.00	0	0.00	37,497
T0355	210	0.56	210	0.56	0	0.00	0	0.00	37,497
T0356	833	2.22	833	2.22	0	0.00	0	0.00	37,497
T0357	1,119	2.98	1,119	2.98	0	0.00	0	0.00	37,497
T0358	592	1.58	592	1.58	0	0.00	0	0.00	37,497
T0359	617	1.65	617	1.65	0	0.00	0	0.00	37,497
T0360	594	1.58	594	1.58	0	0.00	0	0.00	37,497
T0361	606	1.62	606	1.62	0	0.00	0	0.00	37,497
T0362	602	1.61	602	1.61	0	0.00	0	0.00	37,497
T0363	598	1.59	598	1.59	0	0.00	0	0.00	37,497
T0364	657	1.75	657	1.75	0	0.00	0	0.00	37,497
T0365	623	1.66	623	1.66	0	0.00	0	0.00	37,497
T0366	612	1.63	612	1.63	0	0.00	0	0.00	37,497
T0390	3,709	9.89	3,288	8.77	421	1.12	0	0.00	37,497
T0391	3,942	10.51	2,836	7.56	1,106	2.95	0	0.00	37,497
T0392	2,863	7.64	2,808	7.49	55	0.15	0	0.00	37,497
T0393	530	1.41	530	1.41	0	0.00	0	0.00	37,497
T0394	558	1.49	558	1.49	0	0.00	0	0.00	37,497
T0395	566	1.51	566	1.51	0	0.00	0	0.00	37,497
T0396	592	1.58	592	1.58	0	0.00	0	0.00	37,497
T0397	579	1.54	579	1.54	0	0.00	0	0.00	37,497

See notes at end of table.

Table P-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher, including public charter school teacher, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0398	547	1.46	547	1.46	0	0.00	0	0.00	37,497
T0399	824	2.20	824	2.20	0	0.00	0	0.00	37,497
T0400	654	1.74	654	1.74	0	0.00	0	0.00	37,497
T0401	928	2.47	928	2.47	0	0.00	0	0.00	37,497
T0402	646	1.72	646	1.72	0	0.00	0	0.00	37,497
T0403	952	2.54	952	2.54	0	0.00	0	0.00	37,497
T0420	727	1.94	727	1.94	0	0.00	0	0.00	37,497
T0421	742	1.98	742	1.98	0	0.00	0	0.00	37,497
T0422	748	1.99	748	1.99	0	0.00	0	0.00	37,497
T0423	761	2.03	761	2.03	0	0.00	0	0.00	37,497
T0424	742	1.98	742	1.98	0	0.00	0	0.00	37,497
T0425	750	2.00	750	2.00	0	0.00	0	0.00	37,497
T0426	705	1.88	705	1.88	0	0.00	0	0.00	37,497
T0427	660	1.76	660	1.76	0	0.00	0	0.00	37,497
T0428	659	1.76	659	1.76	0	0.00	0	0.00	37,497
T0429	670	1.79	670	1.79	0	0.00	0	0.00	37,497
T0430	690	1.84	690	1.84	0	0.00	0	0.00	37,497
T0431	687	1.83	687	1.83	0	0.00	0	0.00	37,497
T0432	712	1.90	712	1.90	0	0.00	0	0.00	37,497
T0435	721	1.92	721	1.92	0	0.00	0	0.00	37,497
T0436	726	1.94	726	1.94	0	0.00	0	0.00	37,497
T0437	751	2.00	751	2.00	0	0.00	0	0.00	37,497
T0438	730	1.95	730	1.95	0	0.00	0	0.00	37,497
T0439	730	1.95	730	1.95	0	0.00	0	0.00	37,497
T0440	694	1.85	694	1.85	0	0.00	0	0.00	37,497
T0441	736	1.96	736	1.96	0	0.00	0	0.00	37,497
T0442	761	2.03	761	2.03	0	0.00	0	0.00	37,497
T0443	806	2.15	806	2.15	0	0.00	0	0.00	37,497
T0444	769	2.05	769	2.05	0	0.00	0	0.00	37,497
T0445	751	2.00	751	2.00	0	0.00	0	0.00	37,497
T0446	725	1.93	725	1.93	0	0.00	0	0.00	37,497
T0447	769	2.05	769	2.05	0	0.00	0	0.00	37,497
T0448	827	2.21	827	2.21	0	0.00	0	0.00	37,497
T0449	840	2.24	840	2.24	0	0.00	0	0.00	37,497
T0450	808	2.15	808	2.15	0	0.00	0	0.00	37,497
T0451	780	2.08	780	2.08	0	0.00	0	0.00	37,497
T0452	782	2.09	782	2.09	0	0.00	0	0.00	37,497
T0455	687	1.83	687	1.83	0	0.00	0	0.00	37,497
T0456	727	1.94	727	1.94	0	0.00	0	0.00	37,497
T0457	763	2.03	763	2.03	0	0.00	0	0.00	37,497

See notes at end of table.

Table P-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher, including public charter school teacher, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0458	763	2.03	763	2.03	0	0.00	0	0.00	37,497
T0459	825	2.20	825	2.20	0	0.00	0	0.00	37,497
T0460	886	2.36	886	2.36	0	0.00	0	0.00	37,497
T0461	728	1.94	728	1.94	0	0.00	0	0.00	37,497
T0462	811	2.16	811	2.16	0	0.00	0	0.00	37,497
T0463	706	1.88	706	1.88	0	0.00	0	0.00	37,497
T0464	790	2.11	790	2.11	0	0.00	0	0.00	37,497
T0465	886	2.36	886	2.36	0	0.00	0	0.00	37,497
T0466	747	1.99	747	1.99	0	0.00	0	0.00	37,497
T0467	826	2.20	826	2.20	0	0.00	0	0.00	37,497
T0468	787	2.10	787	2.10	0	0.00	0	0.00	37,497
T0469	822	2.19	822	2.19	0	0.00	0	0.00	37,497
T0470	782	2.09	782	2.09	0	0.00	0	0.00	37,497
T0471	782	2.09	782	2.09	0	0.00	0	0.00	37,497
T0472	698	1.86	698	1.86	0	0.00	0	0.00	37,497
T0473	664	1.77	664	1.77	0	0.00	0	0.00	37,497
T0475	642	1.71	642	1.71	0	0.00	0	0.00	37,497
T0476	217	0.58	217	0.58	0	0.00	0	0.00	37,497
T0477	152	0.41	152	0.41	0	0.00	0	0.00	37,497
T0478	880	2.35	880	2.35	0	0.00	0	0.00	37,497
T0479	100	0.27	100	0.27	0	0.00	0	0.00	37,497
T0480	87	0.23	87	0.23	0	0.00	0	0.00	37,497
T0500	842	2.25	842	2.25	0	0.00	0	0.00	37,497
T0501	322	0.86	322	0.86	0	0.00	0	0.00	37,497
T0502	355	0.95	355	0.95	0	0.00	0	0.00	37,497
T0503	1,312	3.50	1,312	3.50	0	0.00	0	0.00	37,497
T0504	239	0.64	239	0.64	0	0.00	0	0.00	37,497
T0505	450	1.20	450	1.20	0	0.00	0	0.00	37,497
T0506	1,455	3.88	1,455	3.88	0	0.00	0	0.00	37,497
T0507	637	1.70	637	1.70	0	0.00	0	0.00	37,497
T0508	2,754	7.34	2,734	7.29	0	0.00	20	0.05	37,497
T0509	865	2.31	865	2.31	0	0.00	0	0.00	37,497
T0510	997	2.66	997	2.66	0	0.00	0	0.00	37,497
T0511	991	2.64	991	2.64	0	0.00	0	0.00	37,497
T0512	304	0.81	304	0.81	0	0.00	0	0.00	37,497
T0513	945	2.52	945	2.52	0	0.00	0	0.00	37,497
T0514	224	0.60	221	0.59	3	0.01	0	0.00	37,497
T0515	1334	3.56	1334	3.56	0	0.00	0	0.00	37,497
T0516	632	1.69	632	1.69	0	0.00	0	0.00	37,497
T0517	632	1.69	632	1.69	0	0.00	0	0.00	37,497

See notes at end of table.

Table P-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher, including public charter school teacher, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0518	1,062	2.83	1,062	2.83	0	0.00	0	0.00	37,497
T0519	254	0.68	243	0.65	11	0.03	0	0.00	37,497
T0520	886	2.36	886	2.36	0	0.00	0	0.00	37,497
T0521	1,097	2.93	1,097	2.93	0	0.00	0	0.00	37,497
T0522	780	2.08	780	2.08	0	0.00	0	0.00	37,497
T0525	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T0526	814	2.17	814	2.17	0	0.00	0	0.00	37,497
T0527	836	2.23	836	2.23	0	0.00	0	0.00	37,497
T0528	1,173	3.13	1,173	3.13	0	0.00	0	0.00	37,497
T0529	104	0.28	104	0.28	0	0.00	0	0.00	37,497
T0530	30	0.08	30	0.08	0	0.00	0	0.00	37,497
T0531	8	0.02	8	0.02	0	0.00	0	0.00	37,497
T0532	38	0.10	38	0.10	0	0.00	0	0.00	37,497
T0533	40	0.11	40	0.11	0	0.00	0	0.00	37,497
T0534	206	0.55	198	0.53	0	0.00	8	0.02	37,497
T5031	1	0.00	1	0.00	0	0.00	0	0.00	37,497
T5033	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5034	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5036	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5090	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5110	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5111	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5112	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5113	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5114	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5115	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5116	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5117	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5118	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5119	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5163	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5165	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5166	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5167	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5168	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5174	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5177	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5181	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5184	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5187	0	0.00	0	0.00	0	0.00	0	0.00	37,497

See notes at end of table.

Table P-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher, including public charter school teacher, data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T5190	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5193	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5196	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5199	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5251	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5256	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5260	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5264	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5268	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5277	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5282	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5286	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5290	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5294	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5301	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5302	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5303	0	0.00	0	0.00	0	0.00	0	0.00	37,497
T5356	0	0.00	0	0.00	0	0.00	0	0.00	37,497

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

Table P-7. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2011–12

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
T0025	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0026	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0027	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0028	45	0.99	45	0.99	0	0.00	0	0.00	4,523
T0029	622	13.75	622	13.75	0	0.00	0	0.00	4,523
T0030	120	2.65	118	2.61	0	0.00	2	0.04	4,523
T0031	4	0.09	4	0.09	0	0.00	0	0.00	4,523
T0032	1	0.02	1	0.02	0	0.00	0	0.00	4,523
T0035	38	0.84	38	0.84	0	0.00	0	0.00	4,523
T0036	14	0.31	14	0.31	0	0.00	0	0.00	4,523
T0040	14	0.31	2	0.04	0	0.00	12	0.27	4,523
T0041	22	0.49	21	0.46	0	0.00	1	0.02	4,523
T0042	57	1.26	32	0.71	0	0.00	25	0.55	4,523
T0043	519	11.47	516	11.41	0	0.00	3	0.07	4,523
T0044	2	0.04	0	0.00	0	0.00	2	0.04	4,523
T0045	2	0.04	0	0.00	0	0.00	2	0.04	4,523
T0046	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0047	39	0.86	14	0.31	0	0.00	25	0.55	4,523
T0048	23	0.51	0	0.00	0	0.00	23	0.51	4,523
T0049	7	0.15	0	0.00	0	0.00	7	0.15	4,523
T0070	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0071	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0072	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0073	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0074	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0075	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0076	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0077	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0078	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0079	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0080	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0081	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0082	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0083	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0084	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0085	166	3.67	159	3.52	7	0.15	0	0.00	4,523
T0086	31	0.69	31	0.69	0	0.00	0	0.00	4,523
T0090	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0091	65	1.44	65	1.44	0	0.00	0	0.00	4,523
T0092	8	0.18	8	0.18	0	0.00	0	0.00	4,523
T0093	8	0.18	8	0.18	0	0.00	0	0.00	4,523

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0094	60	1.33	59	1.30	1	0.02	0	0.00	4,523
T0095	6	0.13	6	0.13	0	0.00	0	0.00	4,523
T0096	76	1.68	76	1.68	0	0.00	0	0.00	4,523
T0097	264	5.84	264	5.84	0	0.00	0	0.00	4,523
T0098	67	1.48	67	1.48	0	0.00	0	0.00	4,523
T0099	74	1.64	74	1.64	0	0.00	0	0.00	4,523
T0100	76	1.68	76	1.68	0	0.00	0	0.00	4,523
T0105	14	0.31	14	0.31	0	0.00	0	0.00	4,523
T0110	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0111	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0112	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0113	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0114	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0115	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0116	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0117	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0118	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0119	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0120	4	0.09	0	0.00	0	0.00	4	0.09	4,523
T0121	4	0.09	0	0.00	0	0.00	4	0.09	4,523
T0122	3	0.07	0	0.00	0	0.00	3	0.07	4,523
T0123	3	0.07	0	0.00	0	0.00	3	0.07	4,523
T0124	2	0.04	0	0.00	0	0.00	2	0.04	4,523
T0125	2	0.04	0	0.00	0	0.00	2	0.04	4,523
T0126	1	0.02	0	0.00	0	0.00	1	0.02	4,523
T0127	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0128	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0129	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0130	127	2.81	126	2.79	1	0.02	0	0.00	4,523
T0131	121	2.68	120	2.65	1	0.02	0	0.00	4,523
T0132	115	2.54	112	2.48	3	0.07	0	0.00	4,523
T0133	99	2.19	93	2.06	6	0.13	0	0.00	4,523
T0134	92	2.03	86	1.90	6	0.13	0	0.00	4,523
T0135	83	1.84	74	1.64	9	0.20	0	0.00	4,523
T0136	61	1.35	52	1.15	9	0.20	0	0.00	4,523
T0137	51	1.13	42	0.93	9	0.20	0	0.00	4,523
T0138	46	1.02	36	0.80	10	0.22	0	0.00	4,523
T0139	45	0.99	34	0.75	11	0.24	0	0.00	4,523
T0160	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0161	41	0.91	2	0.04	0	0.00	39	0.86	4,523

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0162	15	0.33	15	0.33	0	0.00	0	0.00	4,523
T0163	50	1.11	50	1.11	0	0.00	0	0.00	4,523
T0164	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0165	62	1.37	62	1.37	0	0.00	0	0.00	4,523
T0169	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0170	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0171	20	0.44	20	0.44	0	0.00	0	0.00	4,523
T0172	1	0.02	0	0.00	0	0.00	1	0.02	4,523
T0173	14	0.31	14	0.31	0	0.00	0	0.00	4,523
T0174	19	0.42	19	0.42	0	0.00	0	0.00	4,523
T0176	164	3.63	164	3.63	0	0.00	0	0.00	4,523
T0177	168	3.71	168	3.71	0	0.00	0	0.00	4,523
T0180	1	0.02	0	0.00	0	0.00	1	0.02	4,523
T0181	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0183	16	0.35	16	0.35	0	0.00	0	0.00	4,523
T0184	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0186	2	0.04	2	0.04	0	0.00	0	0.00	4,523
T0187	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0188	5	0.11	0	0.00	0	0.00	5	0.11	4,523
T0189	3	0.07	0	0.00	0	0.00	3	0.07	4,523
T0190	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0191	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0192	8	0.18	8	0.18	0	0.00	0	0.00	4,523
T0193	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0194	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0195	9	0.20	9	0.20	0	0.00	0	0.00	4,523
T0196	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0197	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0198	3	0.07	3	0.07	0	0.00	0	0.00	4,523
T0199	1	0.02	1	0.02	0	0.00	0	0.00	4,523
T0200	1	0.02	1	0.02	0	0.00	0	0.00	4,523
T0201	4	0.09	4	0.09	0	0.00	0	0.00	4,523
T0205	84	1.86	84	1.86	0	0.00	0	0.00	4,523
T0206	72	1.59	72	1.59	0	0.00	0	0.00	4,523
T0207	88	1.95	88	1.95	0	0.00	0	0.00	4,523
T0208	73	1.61	73	1.61	0	0.00	0	0.00	4,523
T0209	70	1.55	70	1.55	0	0.00	0	0.00	4,523
T0210	6	0.13	1	0.02	0	0.00	5	0.11	4,523
T0211	45	0.99	40	0.88	5	0.11	0	0.00	4,523
T0212	44	0.97	39	0.86	5	0.11	0	0.00	4,523

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0213	45	0.99	40	0.88	5	0.11	0	0.00	4,523
T0214	58	1.28	53	1.17	5	0.11	0	0.00	4,523
T0215	48	1.06	43	0.95	5	0.11	0	0.00	4,523
T0216	54	1.19	49	1.08	5	0.11	0	0.00	4,523
T0217	51	1.13	46	1.02	5	0.11	0	0.00	4,523
T0220	44	0.97	39	0.86	5	0.11	0	0.00	4,523
T0221	43	0.95	38	0.84	5	0.11	0	0.00	4,523
T0222	43	0.95	38	0.84	5	0.11	0	0.00	4,523
T0223	43	0.95	38	0.84	5	0.11	0	0.00	4,523
T0224	42	0.93	37	0.82	5	0.11	0	0.00	4,523
T0225	42	0.93	37	0.82	5	0.11	0	0.00	4,523
T0230	47	1.04	42	0.93	5	0.11	0	0.00	4,523
T0231	15	0.33	15	0.33	0	0.00	0	0.00	4,523
T0232	16	0.35	16	0.35	0	0.00	0	0.00	4,523
T0233	18	0.40	18	0.40	0	0.00	0	0.00	4,523
T0250	102	2.26	102	2.26	0	0.00	0	0.00	4,523
T0251	239	5.28	239	5.28	0	0.00	0	0.00	4,523
T0252	178	3.94	178	3.94	0	0.00	0	0.00	4,523
T0253	180	3.98	180	3.98	0	0.00	0	0.00	4,523
T0254	133	2.94	133	2.94	0	0.00	0	0.00	4,523
T0255	60	1.33	60	1.33	0	0.00	0	0.00	4,523
T0256	126	2.79	126	2.79	0	0.00	0	0.00	4,523
T0257	74	1.64	74	1.64	0	0.00	0	0.00	4,523
T0258	115	2.54	115	2.54	0	0.00	0	0.00	4,523
T0259	82	1.81	82	1.81	0	0.00	0	0.00	4,523
T0260	4	0.09	4	0.09	0	0.00	0	0.00	4,523
T0261	4	0.09	4	0.09	0	0.00	0	0.00	4,523
T0262	13	0.29	13	0.29	0	0.00	0	0.00	4,523
T0263	13	0.29	13	0.29	0	0.00	0	0.00	4,523
T0264	3	0.07	3	0.07	0	0.00	0	0.00	4,523
T0265	1	0.02	1	0.02	0	0.00	0	0.00	4,523
T0266	6	0.13	6	0.13	0	0.00	0	0.00	4,523
T0267	7	0.15	7	0.15	0	0.00	0	0.00	4,523
T0268	3	0.07	3	0.07	0	0.00	0	0.00	4,523
T0269	1	0.02	1	0.02	0	0.00	0	0.00	4,523
T0270	4	0.09	4	0.09	0	0.00	0	0.00	4,523
T0271	5	0.11	5	0.11	0	0.00	0	0.00	4,523
T0275	78	1.72	78	1.72	0	0.00	0	0.00	4,523
T0276	20	0.44	18	0.40	2	0.04	0	0.00	4,523
T0277	53	1.17	53	1.17	0	0.00	0	0.00	4,523

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
T0278	44	0.97	44	0.97	0	0.00	0	0.00	4,523
T0279	51	1.13	51	1.13	0	0.00	0	0.00	4,523
T0280	35	0.77	35	0.77	0	0.00	0	0.00	4,523
T0281	4	0.09	4	0.09	0	0.00	0	0.00	4,523
T0282	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0283	8	0.18	8	0.18	0	0.00	0	0.00	4,523
T0284	11	0.24	11	0.24	0	0.00	0	0.00	4,523
T0285	6	0.13	6	0.13	0	0.00	0	0.00	4,523
T0286	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0287	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0288	3	0.07	3	0.07	0	0.00	0	0.00	4,523
T0289	3	0.07	3	0.07	0	0.00	0	0.00	4,523
T0290	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0291	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0292	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0293	1	0.02	1	0.02	0	0.00	0	0.00	4,523
T0294	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0295	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0296	2	0.04	2	0.04	0	0.00	0	0.00	4,523
T0297	2	0.04	2	0.04	0	0.00	0	0.00	4,523
T0300	149	3.29	149	3.29	0	0.00	0	0.00	4,523
T0301	33	0.73	33	0.73	0	0.00	0	0.00	4,523
T0302	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0303	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0304	161	3.56	161	3.56	0	0.00	0	0.00	4,523
T0305	689	15.23	689	15.23	0	0.00	0	0.00	4,523
T0306	751	16.60	751	16.60	0	0.00	0	0.00	4,523
T0307	768	16.98	768	16.98	0	0.00	0	0.00	4,523
T0308	726	16.05	726	16.05	0	0.00	0	0.00	4,523
T0309	949	20.98	949	20.98	0	0.00	0	0.00	4,523
T0310	753	16.65	753	16.65	0	0.00	0	0.00	4,523
T0311	181	4.00	181	4.00	0	0.00	0	0.00	4,523
T0330	98	2.17	98	2.17	0	0.00	0	0.00	4,523
T0331	58	1.28	58	1.28	0	0.00	0	0.00	4,523
T0332	120	2.65	120	2.65	0	0.00	0	0.00	4,523
T0333	77	1.70	77	1.70	0	0.00	0	0.00	4,523
T0334	102	2.26	102	2.26	0	0.00	0	0.00	4,523
T0335	83	1.84	83	1.84	0	0.00	0	0.00	4,523
T0336	76	1.68	76	1.68	0	0.00	0	0.00	4,523
T0337	228	5.04	228	5.04	0	0.00	0	0.00	4,523

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
T0338	82	1.81	82	1.81	0	0.00	0	0.00	4,523
T0339	89	1.97	89	1.97	0	0.00	0	0.00	4,523
T0340	92	2.03	92	2.03	0	0.00	0	0.00	4,523
T0341	87	1.92	87	1.92	0	0.00	0	0.00	4,523
T0342	53	1.17	53	1.17	0	0.00	0	0.00	4,523
T0343	68	1.50	68	1.50	0	0.00	0	0.00	4,523
T0344	87	1.92	87	1.92	0	0.00	0	0.00	4,523
T0345	37	0.82	37	0.82	0	0.00	0	0.00	4,523
T0346	41	0.91	41	0.91	0	0.00	0	0.00	4,523
T0347	90	1.99	90	1.99	0	0.00	0	0.00	4,523
T0348	45	0.99	45	0.99	0	0.00	0	0.00	4,523
T0349	67	1.48	67	1.48	0	0.00	0	0.00	4,523
T0350	94	2.08	94	2.08	0	0.00	0	0.00	4,523
T0351	35	0.77	35	0.77	0	0.00	0	0.00	4,523
T0352	42	0.93	42	0.93	0	0.00	0	0.00	4,523
T0353	96	2.12	96	2.12	0	0.00	0	0.00	4,523
T0354	12	0.27	12	0.27	0	0.00	0	0.00	4,523
T0355	11	0.24	11	0.24	0	0.00	0	0.00	4,523
T0356	133	2.94	133	2.94	0	0.00	0	0.00	4,523
T0357	243	5.37	243	5.37	0	0.00	0	0.00	4,523
T0358	185	4.09	185	4.09	0	0.00	0	0.00	4,523
T0359	194	4.29	194	4.29	0	0.00	0	0.00	4,523
T0360	194	4.29	194	4.29	0	0.00	0	0.00	4,523
T0361	198	4.38	198	4.38	0	0.00	0	0.00	4,523
T0362	191	4.22	191	4.22	0	0.00	0	0.00	4,523
T0363	193	4.27	193	4.27	0	0.00	0	0.00	4,523
T0364	131	2.90	131	2.90	0	0.00	0	0.00	4,523
T0365	142	3.14	142	3.14	0	0.00	0	0.00	4,523
T0366	121	2.68	121	2.68	0	0.00	0	0.00	4,523
T0390	654	14.46	651	14.39	3	0.07	0	0.00	4,523
T0391	776	17.16	435	9.62	341	7.54	0	0.00	4,523
T0392	376	8.31	373	8.25	3	0.07	0	0.00	4,523
T0393	84	1.86	84	1.86	0	0.00	0	0.00	4,523
T0394	88	1.95	88	1.95	0	0.00	0	0.00	4,523
T0395	91	2.01	91	2.01	0	0.00	0	0.00	4,523
T0396	90	1.99	90	1.99	0	0.00	0	0.00	4,523
T0397	95	2.10	95	2.10	0	0.00	0	0.00	4,523
T0398	92	2.03	92	2.03	0	0.00	0	0.00	4,523
T0399	142	3.14	142	3.14	0	0.00	0	0.00	4,523
T0400	104	2.30	104	2.30	0	0.00	0	0.00	4,523

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
T0401	139	3.07	139	3.07	0	0.00	0	0.00	4,523
T0402	115	2.54	115	2.54	0	0.00	0	0.00	4,523
T0403	139	3.07	139	3.07	0	0.00	0	0.00	4,523
T0420	112	2.48	112	2.48	0	0.00	0	0.00	4,523
T0421	114	2.52	114	2.52	0	0.00	0	0.00	4,523
T0422	124	2.74	124	2.74	0	0.00	0	0.00	4,523
T0423	118	2.61	118	2.61	0	0.00	0	0.00	4,523
T0424	118	2.61	118	2.61	0	0.00	0	0.00	4,523
T0425	119	2.63	119	2.63	0	0.00	0	0.00	4,523
T0426	118	2.61	118	2.61	0	0.00	0	0.00	4,523
T0427	98	2.17	98	2.17	0	0.00	0	0.00	4,523
T0428	98	2.17	98	2.17	0	0.00	0	0.00	4,523
T0429	96	2.12	96	2.12	0	0.00	0	0.00	4,523
T0430	92	2.03	92	2.03	0	0.00	0	0.00	4,523
T0431	102	2.26	102	2.26	0	0.00	0	0.00	4,523
T0432	109	2.41	109	2.41	0	0.00	0	0.00	4,523
T0435	103	2.28	103	2.28	0	0.00	0	0.00	4,523
T0436	113	2.50	113	2.50	0	0.00	0	0.00	4,523
T0437	103	2.28	103	2.28	0	0.00	0	0.00	4,523
T0438	109	2.41	109	2.41	0	0.00	0	0.00	4,523
T0439	110	2.43	110	2.43	0	0.00	0	0.00	4,523
T0440	98	2.17	98	2.17	0	0.00	0	0.00	4,523
T0441	116	2.56	116	2.56	0	0.00	0	0.00	4,523
T0442	104	2.30	104	2.30	0	0.00	0	0.00	4,523
T0443	110	2.43	110	2.43	0	0.00	0	0.00	4,523
T0444	116	2.56	116	2.56	0	0.00	0	0.00	4,523
T0445	101	2.23	101	2.23	0	0.00	0	0.00	4,523
T0446	100	2.21	100	2.21	0	0.00	0	0.00	4,523
T0447	117	2.59	117	2.59	0	0.00	0	0.00	4,523
T0448	190	4.20	190	4.20	0	0.00	0	0.00	4,523
T0449	199	4.40	199	4.40	0	0.00	0	0.00	4,523
T0450	123	2.72	123	2.72	0	0.00	0	0.00	4,523
T0451	112	2.48	112	2.48	0	0.00	0	0.00	4,523
T0452	123	2.72	123	2.72	0	0.00	0	0.00	4,523
T0455	86	1.90	86	1.90	0	0.00	0	0.00	4,523
T0456	93	2.06	93	2.06	0	0.00	0	0.00	4,523
T0457	95	2.10	95	2.10	0	0.00	0	0.00	4,523
T0458	88	1.95	88	1.95	0	0.00	0	0.00	4,523
T0459	93	2.06	93	2.06	0	0.00	0	0.00	4,523
T0460	120	2.65	120	2.65	0	0.00	0	0.00	4,523

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0461	95	2.10	95	2.10	0	0.00	0	0.00	4,523
T0462	110	2.43	110	2.43	0	0.00	0	0.00	4,523
T0463	100	2.21	100	2.21	0	0.00	0	0.00	4,523
T0464	92	2.03	92	2.03	0	0.00	0	0.00	4,523
T0465	130	2.87	130	2.87	0	0.00	0	0.00	4,523
T0466	101	2.23	101	2.23	0	0.00	0	0.00	4,523
T0467	105	2.32	105	2.32	0	0.00	0	0.00	4,523
T0468	110	2.43	110	2.43	0	0.00	0	0.00	4,523
T0469	112	2.48	112	2.48	0	0.00	0	0.00	4,523
T0470	104	2.30	104	2.30	0	0.00	0	0.00	4,523
T0471	112	2.48	112	2.48	0	0.00	0	0.00	4,523
T0472	104	2.30	104	2.30	0	0.00	0	0.00	4,523
T0473	95	2.10	95	2.10	0	0.00	0	0.00	4,523
T0475	79	1.75	79	1.75	0	0.00	0	0.00	4,523
T0476	11	0.24	11	0.24	0	0.00	0	0.00	4,523
T0477	11	0.24	11	0.24	0	0.00	0	0.00	4,523
T0478	122	2.70	122	2.70	0	0.00	0	0.00	4,523
T0479	7	0.15	7	0.15	0	0.00	0	0.00	4,523
T0480	10	0.22	10	0.22	0	0.00	0	0.00	4,523
T0500	126	2.79	126	2.79	0	0.00	0	0.00	4,523
T0501	68	1.50	68	1.50	0	0.00	0	0.00	4,523
T0502	70	1.55	70	1.55	0	0.00	0	0.00	4,523
T0503	211	4.67	211	4.67	0	0.00	0	0.00	4,523
T0504	49	1.08	49	1.08	0	0.00	0	0.00	4,523
T0505	54	1.19	54	1.19	0	0.00	0	0.00	4,523
T0506	234	5.17	234	5.17	0	0.00	0	0.00	4,523
T0507	93	2.06	93	2.06	0	0.00	0	0.00	4,523
T0508	402	8.89	402	8.89	0	0.00	0	0.00	4,523
T0509	151	3.34	151	3.34	0	0.00	0	0.00	4,523
T0510	72	1.59	72	1.59	0	0.00	0	0.00	4,523
T0511	144	3.18	144	3.18	0	0.00	0	0.00	4,523
T0512	5	0.11	5	0.11	0	0.00	0	0.00	4,523
T0513	138	3.05	138	3.05	0	0.00	0	0.00	4,523
T0514	7	0.15	5	0.11	2	0.04	0	0.00	4,523
T0515	221	4.89	221	4.89	0	0.00	0	0.00	4,523
T0516	98	2.17	98	2.17	0	0.00	0	0.00	4,523
T0517	98	2.17	98	2.17	0	0.00	0	0.00	4,523
T0518	169	3.74	169	3.74	0	0.00	0	0.00	4,523
T0519	44	0.97	39	0.86	5	0.11	0	0.00	4,523
T0521	173	3.82	173	3.82	0	0.00	0	0.00	4,523

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
T0522	9	0.20	9	0.20	0	0.00	0	0.00	4,523
T0525	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0526	104	2.30	104	2.30	0	0.00	0	0.00	4,523
T0527	114	2.52	114	2.52	0	0.00	0	0.00	4,523
T0528	162	3.58	162	3.58	0	0.00	0	0.00	4,523
T0529	10	0.22	10	0.22	0	0.00	0	0.00	4,523
T0530	7	0.15	7	0.15	0	0.00	0	0.00	4,523
T0531	1	0.02	1	0.02	0	0.00	0	0.00	4,523
T0532	1	0.02	1	0.02	0	0.00	0	0.00	4,523
T0534	43	0.95	43	0.95	0	0.00	0	0.00	4,523
T0700	120	2.65	120	2.65	0	0.00	0	0.00	4,523
T0701	68	1.50	68	1.50	0	0.00	0	0.00	4,523
T0702	60	1.33	60	1.33	0	0.00	0	0.00	4,523
T0703	52	1.15	52	1.15	0	0.00	0	0.00	4,523
T0704	42	0.93	42	0.93	0	0.00	0	0.00	4,523
T0705	48	1.06	48	1.06	0	0.00	0	0.00	4,523
T0706	63	1.39	63	1.39	0	0.00	0	0.00	4,523
T0707	43	0.95	43	0.95	0	0.00	0	0.00	4,523
T0708	55	1.22	55	1.22	0	0.00	0	0.00	4,523
T0709	46	1.02	46	1.02	0	0.00	0	0.00	4,523
T0710	2	0.04	2	0.04	0	0.00	0	0.00	4,523
T0711	5	0.11	5	0.11	0	0.00	0	0.00	4,523
T0712	8	0.18	8	0.18	0	0.00	0	0.00	4,523
T0713	11	0.24	11	0.24	0	0.00	0	0.00	4,523
T0714	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0715	5	0.11	5	0.11	0	0.00	0	0.00	4,523
T0716	5	0.11	5	0.11	0	0.00	0	0.00	4,523
T0717	7	0.15	7	0.15	0	0.00	0	0.00	4,523
T0718	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T0719	4	0.09	4	0.09	0	0.00	0	0.00	4,523
T0720	3	0.07	3	0.07	0	0.00	0	0.00	4,523
T0721	3	0.07	3	0.07	0	0.00	0	0.00	4,523
T0725	82	1.81	82	1.81	0	0.00	0	0.00	4,523
T0730	253	5.59	253	5.59	0	0.00	0	0.00	4,523
T5031	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5033	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5034	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5036	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5090	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5110	0	0.00	0	0.00	0	0.00	0	0.00	4,523

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T5111	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5112	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5113	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5114	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5115	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5116	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5117	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5118	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5119	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5163	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5165	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5166	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5167	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5168	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5174	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5177	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5181	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5184	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5187	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5190	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5193	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5196	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5199	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5251	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5256	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5260	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5264	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5268	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5277	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5282	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5286	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5290	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5294	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5301	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5302	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5303	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5356	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5701	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5706	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5710	0	0.00	0	0.00	0	0.00	0	0.00	4,523

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records	
		Percent of records affected by imputation	Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes		Percent of records affected
T5714	0	0.00	0	0.00	0	0.00	0	0.00	4,523
T5718	0	0.00	0	0.00	0	0.00	0	0.00	4,523

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Teacher Restricted Use Data File,” 2007–08.

Table P-8. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school library media center, including public charter school library media center data file, by variable: 2011–12

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
M0025	0	0.00	0	0.00	0	0.00	0	0.00	7,003
M0026	28	0.40	28	0.40	0	0.00	0	0.00	7,003
M0027	77	1.10	77	1.10	0	0.00	0	0.00	7,003
M0028	77	1.10	77	1.10	0	0.00	0	0.00	7,003
M0029	77	1.10	77	1.10	0	0.00	0	0.00	7,003
M0030	50	0.71	50	0.71	0	0.00	0	0.00	7,003
M0031	63	0.90	63	0.90	0	0.00	0	0.00	7,003
M0033	22	0.31	22	0.31	0	0.00	0	0.00	7,003
M0035	18	0.26	18	0.26	0	0.00	0	0.00	7,003
M0036	18	0.26	18	0.26	0	0.00	0	0.00	7,003
M0037	18	0.26	18	0.26	0	0.00	0	0.00	7,003
M0038	191	2.73	191	2.73	0	0.00	0	0.00	7,003
M0039	199	2.84	199	2.84	0	0.00	0	0.00	7,003
M0040	83	1.19	83	1.19	0	0.00	0	0.00	7,003
M0041	83	1.19	83	1.19	0	0.00	0	0.00	7,003
M0042	33	0.47	33	0.47	0	0.00	0	0.00	7,003
M0043	33	0.47	33	0.47	0	0.00	0	0.00	7,003
M0044	33	0.47	33	0.47	0	0.00	0	0.00	7,003
M0051	69	0.99	69	0.99	0	0.00	0	0.00	7,003
M0052	201	2.87	201	2.87	0	0.00	0	0.00	7,003
M0055	96	1.37	96	1.37	0	0.00	0	0.00	7,003
M0056	217	3.10	217	3.10	0	0.00	0	0.00	7,003
M0059	4	0.06	4	0.06	0	0.00	0	0.00	7,003
M0060	305	4.36	305	4.36	0	0.00	0	0.00	7,003
M0062	0	0.00	0	0.00	0	0.00	0	0.00	7,003
M0063	224	3.20	224	3.20	0	0.00	0	0.00	7,003
M0064	218	3.11	218	3.11	0	0.00	0	0.00	7,003
M0065	25	0.36	25	0.36	0	0.00	0	0.00	7,003
M0066	208	2.97	208	2.97	0	0.00	0	0.00	7,003
M0067	208	2.97	208	2.97	0	0.00	0	0.00	7,003
M0068	4	0.06	4	0.06	0	0.00	0	0.00	7,003
M0075	32	0.46	32	0.46	0	0.00	0	0.00	7,003
M0076	30	0.43	30	0.43	0	0.00	0	0.00	7,003
M0077	33	0.47	33	0.47	0	0.00	0	0.00	7,003
M0078	71	1.01	71	1.01	0	0.00	0	0.00	7,003
M0079	71	1.01	71	1.01	0	0.00	0	0.00	7,003
M0080	25	0.36	25	0.36	0	0.00	0	0.00	7,003
M0081	25	0.36	25	0.36	0	0.00	0	0.00	7,003
M0082	25	0.36	25	0.36	0	0.00	0	0.00	7,003
M0083	25	0.36	25	0.36	0	0.00	0	0.00	7,003

See notes at end of table.

Table P-8. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school library media center, including public charter school library media center data file, by variable: 2011–12—Continued

Variable	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
			Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
M0084	25	0.36	25	0.36	0	0.00	0	0.00	7,003
M0085	25	0.36	25	0.36	0	0.00	0	0.00	7,003
M0086	25	0.36	25	0.36	0	0.00	0	0.00	7,003
M0087	71	1.01	71	1.01	0	0.00	0	0.00	7,003
M0096	110	1.57	110	1.57	0	0.00	0	0.00	7,003
M0097	97	1.39	97	1.39	0	0.00	0	0.00	7,003
M0105	0	0.00	0	0.00	0	0.00	0	0.00	7,003
M0106	597	8.52	597	8.52	0	0.00	0	0.00	7,003
M0107	716	10.22	716	10.22	0	0.00	0	0.00	7,003
M0108	522	7.45	522	7.45	0	0.00	0	0.00	7,003
M0109	724	10.34	713	10.18	0	0.00	11	0.16	7,003
M0110	721	10.30	721	10.30	0	0.00	0	0.00	7,003
M0111	636	9.08	636	9.08	0	0.00	0	0.00	7,003
M0112	389	5.55	389	5.55	0	0.00	0	0.00	7,003

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

Appendix Q. Weighting Adjustment Cells

A detailed listing of the weighting classes or cells are contained in this appendix. Presented first are the public school, principal, library, and teacher level adjustments. Next are the district level adjustments. Finally, the private school, principal and teacher level adjustments are presented. Refer to chapter 8 on weighting for a more general description of the weighting procedure.

Regular Public School and Public Charter School Noninterview Adjustment Cells

Table Q-1. Noninterview adjustment cells for regular public schools: 2011–12 SASS

Cell	Region	Locale ¹	Frl ²	Enrollment ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	Tlprg ⁸
1	Northeast	3,4	1						
2	Northeast	3,4	2,3,4						
3	Northeast	2		1,2	.,1,2,3,4,5				
4	Northeast	2		1,2	6				
5	Northeast	2		3					
6	Northeast	2		4,5	.,1,2,3				
7	Northeast	2		4,5	4,5,6				
8	Northeast	1				25,33,34,50			
9	Northeast	1				09,23,36,42,44			
10	Midwest	2,3,4		1,2					
11	Midwest	2,3,4		3,4,5					
12	Midwest	1			.,1,2				
13	Midwest	1			3				
14	Midwest	1			4,5				
15	Midwest	1			6				
16	South			1,2		01,05,10,21,28,40,54	1,2,3		
17	South			3		01,05,10,21,28,40,54	1,2,3		
18	South			4,5		01,05,10,21,28,40,54	1,2,3		
19	South				.,1,2,3,4	01,05,10,21,28,40,54	4,5		
20	South				5,6	01,05,10,21,28,40,54	4,5		
21	South	3				13,37,45,47,51			
22	South	4				13,37,45,47,51			
23	South	3,4			.,1,2,3	22,48	1,2,3		
24	South	3,4			4,5,6	22,48	1,2,3		
25	South	3,4				22,48	4,5		
26	South	3,4				12			
27	South	2			.,1,2,3,4	12,13,22,37,45,47,48,51			
28	South	2			5,6	12,13,22,37,45,47,48,51		1,2	2
29	South	2			5,6	12,13,22,37,45,47,48,51		3,4	2
30	South	2			5,6	12,13,22,37,45,47,48,51			1,3
31	South	1				12,13,22,37,45,47,48,51			
32	South					11,24			
33	West	4			.,1,2,3,4	04,16,30,32,49,56			
34	West	4			5,6	04,16,30,32,49,56			
35	West	3				04,16,30,32,49,56			1,2
36	West	1				30,49,56			1,2
37	West	1				04			1,2
38	West	1				16,32			1,2
39	West	1,3				04,16,30,32,49,56			3

See notes at end of table.

Table Q-1. Noninterview adjustment cells for regular public schools: 2011–12 SASS—Continued

Cell	Region	Locale ¹	FrI ²	Enrollment ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	Tlprg ⁸
40	West	2	1			04,16,30,32,49,56			
41	West	2	2,3,4			04,16,30,32,49,56			
42	West	3,4				02,06,08,35,41,53		1	
43	West	3,4				02,06,08,35,41,53		2,3,4	
44	West	2				02,06,08,35,41,53			
45	West	1				02,08,35			
46	West	1	1			06,41,53			
47	West	1	2,3,4			06,41,53			
48	West					15			

¹ First digit of SLOCP12—1: city, 2: suburban, 3: town, 4: rural.

² Percent of students enrolled in free or reduced price lunch—1: less than 35 percent, 2: 35–49 percent, 3: 50–74 percent, 4: 75 percent or more

³ Enrollment categories—1: less than 200, 2: 200–499, 3: 500–749, 4: 750–999, 5: 1000 or more.

⁴ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–10 percent non-White or Hispanic, 3: 10–19 percent non-White or Hispanic, 4: 20–29 percent non-White or Hispanic, 5: 30–49 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic

⁵ FIPS state code.

⁶ Number of teachers at the school—1: less than 10 FTEs, 2: 10–24 FTEs, 3: 25–49 FTEs, 4: 50–74 FTEs, 5: 75 or more FTEs.

⁷ Pupil/teacher ratio—1: less than 10, 2: 10–14, 3: 15–19, 4: 20 or more.

⁸ Title I program indicator—1: no Title I, 2: schoolwide Title I, 3: Title I but not schoolwide.

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

Table Q-2. Noninterview adjustment cells for public charter schools: 2011–12 SASS

Cell	Eth ¹	Grade level ²
1	.,1,2	1
2	.,1,2	2, 3
3	3,4,5	
4	6	

¹ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–10 percent non-White or Hispanic, 3: 10–20 percent non-White or Hispanic, 4: 20–30 percent non-White or Hispanic, 5: 30–50 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic.

² Grade level—1: elementary, 2: secondary, 3: combined.

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

Regular Public School and Public Charter School Principal Noninterview Adjustment Cells

Table Q-3. Noninterview adjustment cells for regular public school principals: 2011–12 SASS

Cell	Region	Locale ¹	Frl ²	Enrollment ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	Tlprg ⁸	Grade level ⁹	Type ¹⁰
1	Northeast	3,4	1		.,1						
2	Northeast	3,4	1		2,3,4,5,6						
3	Northeast	3,4	2,3,4								
4	Northeast	2		1,2	.,1,2,3,4,5						
5	Northeast	2		1,2	6						
6	Northeast	2		3							
7	Northeast	2		4,5							
8	Northeast	1				23,25,33,34,42,50					
9	Northeast	1				09,36,44					
10	Midwest	4			.,1,2,3,4		1,2,3	1,2	1,2		
11	Midwest	3			.,1,2,3,4		1,2,3	1,2	1,2		
12	Midwest	3,4			.,1,2,3,4		1,2,3	3,4	1,2		
13	Midwest	3,4			5,6		1,2,3		1,2		
14	Midwest	3,4					1,2,3		3		
15	Midwest	3,4					4,5				
16	Midwest	2								2,4	
17	Midwest	2								1,3	
18	Midwest	1			.,1,2						
19	Midwest	1			3						
20	Midwest	1			4,5						
21	Midwest	1			6	17,19,20,27,29,31,38,39,46,55					
22	Midwest	1			6	18,26					
23	South	3,4				01,05,10,21,28,40,54					
24	South	1,2				10,28,54					
25	South	1				01,05,40					
26	South	2				01,05,40					
27	South	1,2				21					
28	South	3,4				12,13,22,37,45,47,48,51	1,2,3				
29	South	3,4			.,1,2,3	12,13,22,37,45,47,48,51	4,5				
30	South	3,4			4,5,6	12,13,22,37,45,47,48,51	4,5				
31	South	1,2			.,1,2,3,4	12,13,22,37,45,47,48,51					
32	South	2			5,6	12,13,22,37,45,47,48,51		1,2	2		
33	South	2			5,6	12,13,22,37,45,47,48,51		3,4	2		
34	South	1			5,6	12,13,22,37,45,47,48,51			2		
35	South	1,2			5,6	12,13,22,37,45,47,48,51			1,3		
36	South					11,24					
37	West	3,4				04,16,30,32,49,56					
38	West	1,2				04,30,56					
39	West	1,2		1,2,3		16,32,49					
40	West	1,2		4,5		16,32,49					
41	West	3,4				06					
42	West	3,4		1,2,3		02,08,35,41,53					
43	West	3,4		4,5		02,08,35,41,53					

See notes at end of table.

Table Q-3. Noninterview adjustment cells for regular public school principals: 2011–12 SASS—Continued

Cell	Region	Locale ¹	Fr1 ²	Enrollment ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	T1prg ⁸	Grade level ⁹	Type ¹⁰
44	West	2				02,06,08,35,41,53					1
45	West	2				02,06,08,35,41,53					2
46	West	1				02,08,35					
47	West	1	1			06,41,53					
48	West	1	2,3,4			06,41,53					
49	West					15					

¹ First digit of SLOCP12—1: city, 2: suburban, 3: town, 4: rural.

² Percent of students enrolled in free or reduced price lunch—1: less than 35 percent, 2: 35–50 percent, 3: 50–75 percent, 4: 75 percent or more.

³ Enrollment categories—1: less than 200, 2: 200–499, 3: 500–749, 4: 750–999, 5: 1000 or more.

⁴ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–10 percent non-White or Hispanic, 3: 10–20 percent non-White or Hispanic, 4: 20–30 percent non-White or Hispanic, 5: 30–50 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic.

⁵ FIPS state code.

⁶ Number of teachers at the school—1: less than 10 FTEs, 2: 10–24 FTEs, 3: 25–49 FTEs, 4: 50–74 FTEs, 5: 75 or more FTEs.

⁷ Pupil/teacher ratio—1: less than 10, 2: 10–15, 3: 15–20, 4: 20 or more.

⁸ Title 1 program indicator—1: no Title I, 2: schoolwide Title I, 3: Title I but not schoolwide.

⁹ Grade—1: primary, 2: middle, 3: high school, 4: combined.

¹⁰ Type of school—1: regular school, 2: other than regular school.

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

Table Q-4: Noninterview adjustment cells for public charter school principals: 2011–12 SASS

Cell	Race/Eth ¹	Puptch ²
1	,1,2	
2	3,4,5	1,2
3	3,4,5	3,4
4	6	

¹ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–9 percent non-White or Hispanic, 3: 10–19 percent non-White or Hispanic, 4: 20–29 percent non-White or Hispanic, 5: 30–49 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic.

² Pupil/teacher ratio—1: less than 10, 2: 10–14, 3: 15–19, 4: 20 or more.

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

Regular Public School and Public Charter School Library Noninterview Adjustment Cells

Table Q-5. Noninterview adjustment cells for regular public school libraries—Factor A: 2011–12 SASS

Cell	Region	Locale ¹	FrI ²	Enrollment ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	Flprg ⁸
1	Northeast	3,4							
2	Northeast	2		1,2	.,1,2				
3	Northeast	2		1,2	3,4,5				
4	Northeast	2		1,2	6				
5	Northeast	2		3					
6	Northeast	2		4,5					
7	Northeast	1				23,25,33,34,50			
8	Northeast	1				09,36,42,44			
9	Midwest	2,3,4		1,2					
10	Midwest	2,3,4		3,4,5					
11	Midwest	1			.,1,2				
12	Midwest	1			3				
13	Midwest	1			4,5				
14	Midwest	1			6	17,19,20,27,29,31,38,39,46,55			
15	Midwest	1			6	18,26			
16	South		1	1,2,3		01,05,10,21,28,40,54			
17	South		2	1,2,3		01,05,10,21,28,40,54			
18	South		3,4	1,2,3		01,05,10,21,28,40,54			
19	South			4,5	.,1,2,3,4	01,05,10,21,28,40,54			
20	South			4,5	5,6	01,05,10,21,28,40,54			
21	South	3,4				11,12,13,22,37,45,47,48,51	1,2,3		
22	South	3,4			.,1,2,3	11,12,13,22,37,45,47,48,51	4,5		
23	South	3,4			4,5	11,12,13,22,37,45,47,48,51	4,5		
24	South	3,4			6	11,12,13,22,37,45,47,48,51	4,5		
25	South	2			.,1,2,3,4	11,12,13,22,37,45,47,48,51			
26	South	2			5,6	11,12,13,22,37,45,47,48,51		1,2	2
27	South	2			5,6	11,12,13,22,37,45,47,48,51		3,4	2
28	South	2			5,6	11,12,13,22,37,45,47,48,51			1,3
29	South	1				11,12,13,22,37,45,47,48,51			
30	South					24			
31	West	4				04,16,30,32,49,56			
32	West	1,3				04,16,30,32,49,56			1,2
33	West	1,3				04,16,30,32,49,56			3
34	West	2	1			04,16,30,32,49,56			
35	West	2	2,3,4			04,16,30,32,49,56			
36	West	3,4				06			
37	West	3,4				02,08,35,41,53			
38	West	2				02,06,08,35,41,53			

See notes at end of table.

Table Q-5. Noninterview adjustment cells for regular public school libraries—Factor A: 2011–12 SASS—Continued

Cell	Region	Locale ¹	Fr1 ²	Enrollment ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	T1prg ⁸
39	West	1				02,08,35			
40	West	1			.,1,2,3,4	06,41,53			
41	West	1			5,6	06,41,53			
42	West					15			

¹ First digit of SLOCP12—1: city, 2: suburban, 3: town, 4: rural.

² Percent of students enrolled in free or reduced price lunch—1: less than 35 percent, 2: 35–49 percent, 3: 50–74 percent, 4: 75 percent or more.

³ Enrollment categories—1: less than 200, 2: 200–499, 3: 500–749, 4: 750–999, 5: 1000 or more.

⁴ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–9 percent non-White or Hispanic, 3: 10–19 percent non-White or Hispanic, 4: 20–29 percent non-White or Hispanic, 5: 30–49 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic.

⁵ FIPS state code.

⁶ Number of teachers at the school—1: less than 10 FTEs, 2: 10–24 FTEs, 3: 25–49 FTEs, 4: 50–74 FTEs, 5: 75 or more FTEs.

⁷ Pupil/teacher ratio—1: less than 10, 2: 10–14, 3: 15–19, 4: 20 or more.

⁸ Title I program indicator—1: no Title I, 2: schoolwide Title I, 3: Title I but not schoolwide.

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

Table Q-6. Noninterview adjustment cells for public charter school libraries—Factor A: 2011–12 SASS

Cell	Race/eth ¹	Grade level
1	.,1,2	1
2	.,1,2	2, 3
3	3,4,5	
4	6	

¹ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–9 percent non-White or Hispanic, 3: 10–19 percent non-White or Hispanic, 4: 20–29 percent non-White or Hispanic, 5: 30–49 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic.

² Grade level—1: elementary, 2: secondary, 3: combined.

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

Table Q-7. Noninterview adjustment cells for regular public school libraries—Factor B for schools with libraries 2011–12 SASS

Cell	Region	Tch ¹	Locale ²	FRL ³	Race/Eth ⁴	State ⁵	Pup tch ⁶	Grade level ⁷
1	Northeast	1						
2	Northeast	2						
3	Northeast	3						
4	Northeast	4,5	1,2,4					
5	Northeast	4,5	3					
6	Midwest			1,2,3				
7	Midwest			4				
8	South				.,1,2,3,4,5	13,24,37,40,45,47,48,51		
9	South				.,1,2,3,4,5	05,21,22,54		
10	South				.,1,2,3,4,5	01,10,12,28		
11	South				6		1	
12	South	2	2,3		6		2,3,4	
13	South	3,4,5	2,3		6		2,3,4	
14	South		1,4		6		2,3,4	
15	West							1,4
16	West							2,3

¹ Number of teachers at the school—1: less than 10 FTEs, 2:10–24 FTEs, 3: 25–49 FTEs, 4: 50–74 FTEs, 5: 75 or more FTEs.

² First digit of SLOCP12—1: city, 2: suburban, 3: town, 4: rural.

³ Percent of students enrolled in free or reduced price lunch—1: less than 35 percent, 2: 35–49 percent, 3: 50–74 percent, 4: 75 percent or more.

⁴ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–9 percent non-White or Hispanic, 3: 10–19 percent non-White or Hispanic, 4: 20–29 percent non-White or Hispanic, 5: 30–49 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic.

⁵ FIPS state code.

⁶ Pupil/teacher ratio—1: less than 10, 2: 10–14, 3: 15–19, 4: 20 or more.

⁷ Grade level—1: primary, 2: middle, 3: high school, 4: combined.

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

Table Q-8. Noninterview adjustment cells for charter public school libraries—Factor B for schools with libraries: 2011–12 SASS

Cell	Race/eth ¹	Grade level
1	.,1,2	1
2	.,1,2	2, 3
3	3,4,5	
4	6	

¹ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–9 percent non-White or Hispanic, 3: 10–19 percent non-White or Hispanic, 4: 20–29 percent non-White or Hispanic, 5: 30–49 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic.

² Grade—1: elementary, 2: secondary, 3: combined.

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

Table Q-9. Noninterview adjustment cells for regular public school libraries—Factor B for schools without libraries: 2011–12 SASS

Cell	Locale ¹	Frl ²	Puptch ³
1	2,3,4		
2	1	1,2,3	1
3	1	1,2,3	2,3,4
4	1	4	

¹ First digit of SLOCP12—1: city, 2: suburban, 3: town, 4: rural.

² Percent of students enrolled in free or reduced price lunch—1: less than 35 percent, 2: 35–49 percent, 3: 50–74 percent, 4: 75 percent or more.

³ Pupil/teacher ratio—1: less than 10, 2: 10–14, 3: 15–20, 4: 20 or more.

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

Table Q-10. Noninterview adjustment cells for charter public school libraries—Factor B for schools without libraries: 2011–12 SASS

Cell	Race/eth ¹	Grade level
1	.,1,2	1
2	.,1,2	2, 3
3	3,4,5	
4	6	

¹ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–9 percent non-White or Hispanic, 3: 10–19 percent non-White or Hispanic, 4: 20–29 percent non-White or Hispanic, 5: 30–49 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic.

² Grade—1: elementary, 2: secondary, 3: combined.

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

Regular Public School and Public Charter School Teacher List (TLF) Nonresponse Adjustment Cells

Table Q-11. Teacher list nonresponse adjustment cells for teachers in regular public schools: 2011–12 SASS

Cell	Region	Locale ¹	Frl ²	Grade level ³	Race/eth ⁴	State ⁵	Puptch ⁶	Tlprg ⁷
1	Northeast	3, 4						
2	Northeast	2						2
3	Northeast	2				42, 50		1, 3
4	Northeast	2				23, 25, 36		1, 3
5	Northeast	2				09, 33, 34, 44		1, 3
6	Northeast	1				23, 25, 34, 42, 50		
7	Northeast	1				09, 33, 34, 44		
8	Midwest	3, 4	1					1
9	Midwest	2, 3, 4	1					2, 3
10	Midwest	2, 3, 4	2, 3, 4					
11	Midwest	1			.	1, 3, 3, 4, 5		
12	Midwest	1			6	17, 29, 39, 46		
13	Midwest	1			6	18, 19, 20, 26, 27, 31, 55		
14	South	1, 3, 4				05, 28, 40, 54		
15	South	1, 3, 4			.	1, 2, 3, 4	01, 10, 21, 45	
16	South	1, 3, 4			5	01, 10, 21, 45		
17	South	3, 4			6	01, 10, 21, 45		
18	South	1			6	01, 10, 21, 45		
19	South	2			.	1, 2, 3, 4	01, 05, 10, 21, 28, 40, 45, 54	
20	South	2			5, 6	01, 05, 10, 21, 28, 40, 45, 54		
21	South	3, 4				13, 37, 47, 51		2
22	South	3, 4		3, 4		13, 37, 47, 51		1, 3
23	South	3, 4		1, 2		13, 37, 47, 51		1, 3
24	South	3, 4				22, 48		
25	South	3, 4				12		
26	South	2	1, 2, 3			11, 12, 13, 22, 37, 47, 48, 51		2
27	South	2	4			11, 12, 13, 22, 37, 47, 48, 51		2
28	South	2			.	1, 2, 3, 4	11, 12, 13, 22, 37, 47, 48, 51	1, 3
29	South	2			5, 6	11, 12, 13, 22, 37, 47, 48, 51		1, 3
30	South	1				11, 12, 13, 22, 37, 47, 48, 51		
31	South					24		
32	West	4				04, 06, 15, 16, 30, 32, 49, 56		
33	West	4				02, 08, 35, 41, 53		
34	West	3				04, 16, 32, 49		
35	West	3				06, 08, 30, 35	1, 2	
36	West	3				06, 08, 30, 35	3, 4	
37	West	3				02, 15, 41, 53, 56		
38	West	2				04, 15, 16, 35, 56		

See notes at end of table.

Table Q-11. Teacher list nonresponse adjustment cells for teachers in regular public schools: 2011–12 SASS—Continued

Cell	Region	Locale ¹	Frl ²	Grade level ³	Race/eth ⁴	State ⁵	Puptch ⁶	T1prg ⁷
39	West	2				06, 32, 41, 53		
40	West	2			1, 2, 3, 4, 5, 6	02, 08, 30, 49		
41	West	1			., 1, 2, 3, 4	04, 08, 15, 30, 40, 56		
42	West	1			5, 6	04, 08, 15, 30, 40, 56		
43	West	1				32, 41		
44	West	1				06		
45	West	1				02, 16, 35, 53		

¹ First digit of SLOCP12—1: city, 2: suburban, 3: town, 4: rural.

² Percent of students enrolled in free or reduced price lunch—1: less than 35 percent, 2: 35–49 percent, 3: 50–74 percent, 4: 75 percent or more

³ Grade—1: primary, 2: middle, 3: high school, 4: combined.

⁴ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–9 percent non-White or Hispanic, 3: 10–19 percent non-White or Hispanic, 4: 20–29 percent non-White or Hispanic, 5: 30–49 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic.

⁵ FIPS state code.

⁶ Pupil/teacher ratio—1: less than 10, 2: 10–14, 3: 15–19, 4: 20 or more.

⁷ Title I program indicator—1: no Title I, 2: schoolwide Title I, 3: Title I but not schoolwide.

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

Table Q-12. Teacher list nonresponse adjustment cells for teachers in public charter schools: 2011–12 SASS

Cell	TYPE ¹	Grade level ²
1	2	1, 2
2	1	1, 2
3		3

¹ First digit of SLOCP12—1: regular school, 2: other than regular school.

² Grade—1: elementary 2: secondary, 3: combined.

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

Regular Public and Public Charter Teacher within School Noninterview Adjustment Cells

Table Q-13. Teacher within school noninterview adjustment cells for regular public school teachers in the Northeast: 2011–12 SASS

Cell	Locale ¹	FrI ²	Enrollment ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	T1prg ⁸	Grade level ⁹
1				.					
2			1, 2	1	09, 25, 33, 50	1, 2			
3			1	1	23, 34, 36, 42, 44	1, 2			
4			2	1	23, 34, 36, 42, 44	1, 2			
5			1, 2	1		3, 4			
6			3	1					1, 2, 4
7			3	1					3
8			4, 5	1				1	
9			4, 5	1				2, 3	
10		1	1, 2	2, 3, 4, 5				1, 2	1, 4
11		1	1, 2	2, 3, 4, 5				3	1, 4
12		2, 3, 4	1, 2	2, 3, 4, 5					1, 4
13	3, 4		3	2, 3, 4, 5					1, 4
14	1, 2		3	2, 3, 4, 5					1, 4
15			4, 5	2, 3, 4, 5					1, 4
16				2, 3, 4, 5		1, 2			2
17				2	09, 42, 50	3, 4			2
18				2	25, 33	3, 4			2
19				3, 4, 5	09, 25, 33, 42, 50	3, 4			2
20			2, 3	2, 3	23, 34, 36, 44	3, 4			2
21			4	2, 3	23, 34, 36, 44	3, 4			2
22				4, 5	23, 34, 36, 44	3, 4			2
23				2, 3, 4, 5	09, 33, 36, 44	5			2
24				2, 3, 4, 5	25, 34, 42	5			2
25		1		2	25, 33, 34, 36, 42, 50		1, 2	3	3
26		1		2	25, 33, 34, 36, 42, 50		1, 2	1	3
27		1		2	25, 33, 34, 36, 42, 50		3, 4		3
28		1		2	09, 23, 44				3
29	2, 3	1		3	25, 33, 34, 36, 44			3	3
30	2, 3	1		3	25, 33, 34, 36, 44			1	3
31	2, 3	1		3	09, 42				3
32	1, 4	1		3					3
33		1		4, 5			1, 2	1	3
34		1		4, 5			1, 2	3	3
35		1		4, 5			3		3
36		2, 3, 4		2, 3					3
37		2, 3, 4		4, 5					3
38				6	09, 25, 34, 42, 44			3	1, 2, 4
39				6	09, 25, 34, 42, 44			3	3
40		1, 2		6	09, 25, 34, 42, 44			1, 2	
41		3		6	25, 42, 44			1, 2	
42		3		6	09, 34			1, 2	
43		4		6	09, 25, 34, 42, 44			1, 2	
44				6	36	2, 3, 4			1, 4

See notes at end of table.

Table Q-13. Teacher within school noninterview adjustment cells for regular public school teachers in the Northeast: 2011–12 SASS—Continued

Cell	Locale ¹	Frl ²	Enrollment ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	T1prg ⁸	Grade level ⁹
45				6	36	2, 3, 4			1, 4
46				6	36	5			1, 2, 4
47				6	36				3

¹ First digit of SLOCP12—1: city, 2: suburban, 3: town, 4: rural.

² Percent of students enrolled in free or reduced price lunch—1: less than 35 percent, 2: 35–49 percent, 3: 50–74 percent, 4: 75 percent or more.

³ Enrollment categories—1: less than 200, 2: 200–499, 3: 500–749, 4: 750–999, 5: 1000 or more.

⁴ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–9 percent non-White or Hispanic, 3: 10–19 percent non-White or Hispanic, 4: 20–29 percent non-White or Hispanic, 5: 30–49 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic.

⁵ FIPS state code.

⁶ Number of teachers at the school—1: less than 10 FTEs, 2: 10–24 FTEs, 3: 25–49 FTEs, 4: 50–74 FTEs, 5: 75 or more FTEs.

⁷ Pupil/teacher ratio—1: less than 10, 2: 10–15, 3: 15–20, 4: 20 or more.

⁸ Title I program indicator—1: no Title I, 2: schoolwide Title I, 3: Title I but not schoolwide.

⁹ Grade level—1: primary, 2: middle, 3: high school, 4: combined.

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

Table Q-14. Teacher within school noninterview adjustment cells for regular public school teachers in the Midwest: 2011–12 SASS

Cell	Locale ¹	Frl ²	Enrollment ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	Plprg ⁸	Grade level ⁹	TSUBJECT ¹⁰	TSTRATUM ¹¹
48	4		1, 2, 3	., 1, 2, 3, 4	17, 20, 29, 46			2, 3		1, 2, 3, 4, 5	
49	4		1, 2, 3	., 1, 2, 3, 4	17, 20, 29, 46			1		1, 2, 3, 4, 5	
50	4		1, 2, 3	., 1, 2, 3, 4	18, 19, 27, 31, 55					1, 2, 3, 4, 5	
51	4		1, 2, 3	., 1, 2, 3, 4	26, 38, 39			1, 2		1, 2, 3, 4, 5	
52	4		1, 2, 3	., 1, 2, 3, 4	26, 38, 39			3	4	1, 2, 3, 4, 5	
53	4		1, 2, 3	., 1, 2, 3, 4	26, 38, 39			3	1, 2, 3	1, 2, 3, 4, 5	
54	4		1, 2, 3	., 1, 2, 3, 4						6, 7, 8, 9	
55	4		1, 2, 3	5, 6	17, 18, 26, 27, 31, 46						
56	4		1, 2, 3	5, 6	20, 29, 38						
57	2, 3	1	1, 2, 3			1, 2			1, 3		
58	2, 3	1	1, 2, 3			1, 2			2, 4		
59	2, 3	1	1, 2, 3			3, 4, 5					A, B, C
60	2, 3	1	1, 2, 3			3, 4, 5	1, 2				D
61	2, 3	1	1, 2, 3			3, 4, 5	3, 4				D
62	2, 3	2	1, 2, 3	., 1, 2	19, 38, 39, 46, 55						
63	2, 3	2	1, 2, 3	., 1, 2	18, 26, 31						
64	2, 3	2	1, 2, 3	., 1, 2	17, 20, 27, 29						
65	2, 3	2	1, 2, 3	3							
66	2, 3	2	1, 2, 3	4, 5, 6							
67	3	3, 4	1, 2						1, 4		
68	3	3, 4	1, 2						2, 3		
69	2	3, 4	1, 2			1, 2					
70	2	3, 4	1, 2			3					
71	2, 3	3, 4	3					1, 3			
72	2, 3	3, 4	3					2			
73	1		1, 2, 3		18, 19, 27, 31, 38, 39, 46			1, 3			
74	1		1, 2, 3		18, 19, 27, 31, 38, 39, 46			2			
75	1		1, 2, 3	1, 2, 3, 4, 5	17, 20, 26, 29, 55				1, 4		
76	1		1, 2, 3	1, 2, 3, 4, 5	17, 20, 26, 29, 55				2, 3		
77	1		1, 2, 3	6	17, 20, 26, 29, 55		1, 2				
78	1		1, 2, 3	6	17, 20, 26, 29, 55		3, 4				
79			4		17, 18, 19, 27, 38						A, B
80			4		17, 18, 19, 27, 38				1, 2, 4	1, 2, 3, 6, 8, 9	C
81			4		17, 18, 19, 27, 38				3	1, 2, 3, 6, 8, 9	C
82			4		17, 18, 19, 27, 38					4, 5, 7	C
83			4		17, 18, 19, 27, 38						D
84			4		26, 29				2		
85			4		26, 29	3			1, 3, 4		
86			4		26, 29	4			1, 3, 4		

See notes at end of table.

Table Q-14. Teacher within school noninterview adjustment cells for regular public school teachers in the Midwest: 2011–12 SASS—Continued

Cell	Locale ¹	Frl ²	Enrollment ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	Tlprg ⁸	Grade level ⁹	TSUBJECT ¹⁰	TSTRATUM ¹¹
87			4		20, 31, 39, 46, 55			3			
88			4	1, 2, 3	20, 31, 39, 46, 55			1, 2			
89			4	4, 5, 6	20, 31, 39, 46, 55			1, 2			
90			5		38, 55						
91	2, 4		5		17, 39, 46						
92	1, 3		5		17, 39, 46						
93			5		18, 19, 20, 26, 29, 31						
94		1	5		27				2, 4		
95		1	5		27		3		3		
96		1	5		27		4		3		
97		2, 3, 4	5		27						

¹ First digit of SLOCP12—1: city, 2: suburban, 3: town, 4: rural.

² Percent of students enrolled in free or reduced price lunch—1: less than 35 percent, 2: 35–49 percent, 3: 50–74 percent, 4: 75 percent or more.

³ Enrollment categories—1: less than 200, 2: 200–499, 3: 500–749, 4: 750–999, 5: 1000 or more.

⁴ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–9 percent non-White or Hispanic, 3: 10–19 percent non-White or Hispanic, 4: 20–29 percent non-White or Hispanic, 5: 30–49 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic.

⁵ FIPS state code.

⁶ Number of teachers at the school—1: less than 10 FTEs, 2: 10–24 FTEs, 3: 25–49 FTEs, 4: 50–74 FTEs, 5: 75 or more FTEs.

⁷ Pupil/teacher ratio—1: less than 10, 2: 10–14, 3: 15–19, 4: 20 or more.

⁸ Title I program indicator—1: no Title I, 2: schoolwide Title I, 3: Title I but not schoolwide.

⁹ Grade level—1: primary, 2: middle, 3: high school, 4: combined.

¹⁰ Teacher’s subject—1: special education, 2: general elementary, 3: math, 4: science, 5: English, 6: social Science, 7: voc. tech., 8: other, 9: not reported.

¹¹ Teacher’s stratum—A: 1 year experience, B: 2–3 years experience, C: 4–19 years experience, D: 20+ years experience.

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

Table Q-15. Teacher within school noninterview adjustment cells for regular public school teachers in the south: 2011–12 SASS *

Cell*	Locale ¹	Frl ²	Enr ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	Tlprg ⁸	Grade level ⁹	TSUBJECT ⁰	TSTRATUM ¹	TYPE ¹²
98				.								
99				.								
100				.								
101				1, 2, 3		1						
102				1, 2, 3	01, 12, 21, 28, 37	2, 3	1, 2					1
103				1, 2, 3	05, 13, 40, 48, 54	2	1, 2					1
104				1, 2, 3	05, 13, 40, 48, 54	3	1, 2					1
105				1, 2, 3	22, 24, 45, 47, 51	2, 3	1, 2		1, 4			1
106				1, 2, 3	22, 24, 45, 47, 51	2, 3	1, 2		2, 3			1
107				1, 2, 3		2, 3	3, 4				A, B	1
108				1		2, 3	3, 4				C, D	1
109				2		2, 3	3, 4		1, 2		C, D	1
110				2		2, 3	3, 4		3, 4		C, D	1
111				3	12, 21, 22, 28, 45	2, 3	3, 4				C, D	1
112				3	01, 51, 54	2, 3	3, 4				C, D	1
113				3	05, 13, 24, 37, 40, 47, 48	2, 3	3, 4				C, D	1
114				1, 2, 3		2, 3						2
115				1, 2, 3	05, 13, 24, 28, 37, 40, 45, 51	4	2					
116				1, 2, 3	05, 13, 24, 28, 37, 40, 45, 51	4	3, 4					
117		1, 2		1, 2, 3	01, 22, 47, 48, 54	4						
118		3		1, 2, 3	01, 22, 47, 48, 54	4						
119				1, 2, 3	10, 12, 21	4						
120				1, 2, 3	01, 13, 21, 24, 28, 40	5						
121				1, 2, 3	05, 22, 47, 48, 54	5						
122				1, 2, 3	12, 37, 45, 51	5						
123				4	13, 47							
124			1, 2, 3, 4	4	01							
125			1, 2, 3, 4	4	05, 37, 45							
126			5	4	01, 05, 37, 45							
127				5	01, 13, 45, 47			1, 3				
128				5	05, 37			1, 3				
129				5	05, 37, 45			2				
130				5	01, 13, 47			2				
131	4			4, 5	10, 21, 22, 24, 28, 40, 48		1, 2		1, 2			
132	3			4, 5	10, 21, 22, 24, 28, 40, 48		1, 2		1, 2			
133	3			4, 5	10, 21, 22, 24, 28, 40, 48		3, 4		1, 2			
134	4			4, 5	10, 21, 22, 24, 28, 40, 48		3, 4		1, 2			

See notes at end of table.

Table Q-15. Teacher within school noninterview adjustment cells for regular public school teachers in the south: 2011–12 SASS—Continued

Cell*	Locale ¹	Frl ²	Enr ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	Tlprg ⁸	Grade level ⁹	TSUBJECT ⁰	TSTRATUM ¹	TYPE ¹²
135	1, 2	1		4, 5	10, 21, 22, 24, 28, 40, 48				1, 2			
136	1, 2	2, 3, 4		4, 5	10, 21, 22, 24, 28, 40, 48				1, 2			
137	1			4, 5	10, 21, 22, 24, 28, 40, 48				3			
138	2, 3			4, 5	10, 21, 22, 24, 28, 40, 48				3	5, 9		
139	2, 3			4, 5	10, 21, 22, 24, 28, 40, 48			2, 3	3	1, 3, 4, 6, 7, 8		
140	2, 3			4, 5	10, 21, 22, 24, 28, 40, 48			1	3	1, 3, 4, 6, 7, 8		
141	4			4	10, 21, 22, 24, 28, 40, 48			1, 3	3			
142	4			5	10, 21, 22, 24, 28, 40, 48			1, 3	3			
143	4			4, 5	10, 21, 22, 24, 28, 40, 48			2	3			
144				4, 5	10, 21, 22, 24, 28, 40, 48	1, 2			4			
145				4, 5	10, 21, 22, 24, 28, 40, 48	3, 4, 5			4			
146		1, 2	1, 2, 3, 4	4, 5	12, 51, 54							
147		3, 4	1, 2, 3, 4	4, 5	12, 51, 54							
148		1	5	4	12, 51, 54							
149		1	5	5	12, 51, 54							
150		2, 3, 4	5	4, 5	12, 51, 54							
151	3, 4			6				1, 3	1, 2, 4			
152	4			6	01, 10, 21, 22, 28, 37, 47, 48, 51			2	1, 2, 4			
153	3		1, 2	6	01, 10, 21, 22, 28, 37, 47, 48, 51			2	1, 2, 4			
154	3		3, 4	6	01, 10, 21, 22, 28, 37, 47, 48, 51			2	1, 2, 4			
155	3, 4			6	05, 12, 13, 40, 45			2	1, 2, 4			
156	3, 4			6	05, 12, 21, 22, 24, 45, 51				3			
157	3, 4			6	01, 48				3			
158	3, 4			6	10, 13, 28, 37, 40, 47	1, 2, 3			3			
159	3, 4			6	10, 13, 28, 37, 40, 47	4, 5			3			
160	1, 2			6	05, 28, 37, 45							
161	1, 2			6	01, 10, 12, 13, 40, 48, 51	1, 2						

See notes at end of table.

Table Q-15. Teacher within school noninterview adjustment cells for regular public school teachers in the south: 2011–12 SASS—Continued

Cell*	Locale ¹	Frl ²	Enr ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	Tlprg ⁸	Grade level ⁹	TSUBJECT ¹⁰	TSTRATUM ¹¹	TYPE ¹²
162	1, 2	1, 2		6	01, 10, 12, 13, 40, 48, 51	3, 4				1, 3, 4, 7, 8		
163	1, 2	1, 2		6	01, 10, 12, 13, 40, 48, 51	3, 4				2, 5, 6, 9		
164	1, 2	3		6	01, 10, 40, 51	3, 4						
165	1, 2	3		6	12, 13, 48	3, 4			1, 4			
166	1, 2	3		6	12, 13, 48	3, 4			2, 3			
167	2	4		6	01, 10, 12, 13, 40, 48, 51	3, 4						
168	1	4		6	01, 10, 12, 13, 40, 48, 51	3, 4			2			
169	1	4		6	01, 10, 12, 13, 40, 48, 51	3, 4			1, 3			
170	1, 2			6	01, 10, 12, 13, 40, 48, 51	5						
171	1, 2			6	21, 22, 47				1, 2			
172	1, 2			6	21, 22, 47				3, 4			
173	1, 2		1, 2	6	11, 24							
174	1, 2		3, 4, 5	6	11, 24							

¹ First digit of SLOCP12—1: city, 2: suburban, 3: town, 4: rural.

² Percent of students enrolled in free or reduced price lunch—1: less than 35 percent, 2: 35–49 percent, 3: 50–74 percent, 4: 75 percent or more.

³ Enrollment categories—1: less than 200, 2: 200–499, 3: 500–749, 4: 750–999, 5: 1000 or more.

⁴ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–9 percent non-White or Hispanic, 3: 10–19 percent non-White or Hispanic, 4: 20–29 percent non-White or Hispanic, 5: 30–49 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic.

⁵ FIPS state code.

⁶ Number of teachers at the school—1: less than 10 FTEs, 2: 10–24 FTEs, 3: 25–49 FTEs, 4: 50–74 FTEs, 5: 75 or more FTEs.

⁷ Pupil/teacher ratio—1: less than 10, 2: 10–14, 3: 15–19, 4: 20 or more.

⁸ Title 1 program indicator—1: no Title I, 2: schoolwide Title I, 3: Title I but not schoolwide.

⁹ Grade level—1: primary, 2: middle, 3: high school, 4: combined.

¹⁰ Teacher’s subject—1: Special education, 2: General elementary, 3: Math, 4: Science, 5: English, 6: Social Science, 7: Voc. tech., 8: Other, 9: Not reported.

¹¹ Teacher’s stratum—A: 1 year experience, B: 2–3 years experience, C: 4–19 years experience, D: 20+ years experience.

¹² Type of school—1: regular school, 2: other than regular school.

NOTE: STATUS09 was also used in this table. It only made a difference in cells 98, 99 and 100. In cell 98, status was 1 or 3. In cell 99, status was 7. In cell 100, status was 2, 4, 6, or 8.

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

Table Q-16. Teacher within school noninterview adjustment cells for regular public school teachers in the West: 2011–12 SASS

Cell	Locale ¹	Frl ²	Enr ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	Tlprg ⁸	Grade level ⁹	TSUBJECT ¹⁰	TYPE ¹¹
175					16, 30	1					
176					04, 49	1					
177			1		04, 16, 30, 49	2					
178	1, 3		2, 3		04, 16, 30, 49	2					
179	2, 4		2, 3		04, 16, 30, 49	2					
180				., 1, 2, 3, 4	04, 49	3					
181	1, 3, 4			., 1, 2, 3, 4	04, 49	4					
182	2			., 1, 2, 3, 4	04, 49	4					
183				5	04, 49	3, 4					
184	1			6	04, 49	3, 4					
185	2, 3, 4			6	04, 49	3, 4					
186			1, 2		16, 30	3, 4					
187			3		16, 30	3, 4		2			
188			3		16, 30	3, 4		1, 3			
189			4, 5		16, 30	3, 4					
190				1, 2	04, 16, 30, 49	5					
191				3	04, 16, 30, 49	5					
192		1		4, 5, 6	04, 16, 30, 49	5					
193		2, 3, 4		4, 5, 6	04, 16, 30, 49	5					
194	3				32, 35, 53, 56				1, 2		
195	3		1, 2		32, 35, 53, 56				3, 4		
196	3		3, 4, 5		32, 35, 53, 56				3, 4		
197	2, 4				32, 35, 53, 56						2
198	2, 4				32, 35, 53, 56			3			1
199	2, 4				32, 35, 53, 56			1		1, 6, 9	1
200	2, 4				32, 35, 53, 56			2		1, 6, 9	1
201	2, 4				32, 35, 53, 56			1, 2		3, 4, 5, 7	1
202	2, 4				35, 53			1, 2		2, 8	1
203	2, 4				32, 56			1, 2		2, 8	1
204	1			., 1, 2, 3	32, 35, 53, 56						
205	1			4	32, 35, 53, 56						
206	1			5	32, 35, 53, 56						
207	1			6	32, 35, 53, 56				1, 2		
208	1			6	32, 35, 53, 56				3, 4		
209			1, 2, 3		02, 06, 08, 41					1	
210			4, 5		02, 06, 08, 41	3, 4				1	
211			4, 5		02, 06, 08, 41	5				1	
212					02, 06, 08, 41	1				2, 3, 5, 6	
213				1, 2	02, 06, 08, 41	2				2, 3, 5, 6	
214				3	02, 06, 08, 41	2				2, 3, 5, 6	
215				4, 5, 6	02, 06, 08, 41	2				2, 3, 5, 6	
216			1, 2, 3		02, 06, 08, 41	3, 4				2, 3, 5, 6	
217			4, 5		02, 06, 08, 41	3, 4	1			2, 3, 5, 6	
218			4, 5		02, 06, 08, 41	3, 4	2, 3			2, 3, 5, 6	

See notes at end of table.

Table Q-16. Teacher within school noninterview adjustment cells for regular public school teachers in the west: 2011–12 SASS—Continued

Cell	Locale ¹	Frl ²	Enr ³	Race/eth ⁴	State ⁵	Tch ⁶	Puptch ⁷	T1prg ⁸	Grade level ⁹	TSUBJECT ¹⁰	TYPE ¹¹
219			4, 5		06	3, 4	4			2, 3, 5, 6	
220			4, 5		08, 41	3, 4	4			2, 3, 5, 6	
221					02, 06, 08, 41	5	1			2, 3, 5, 6	
222					02, 06, 08, 41	5	3, 4			2, 3, 5, 6	
223	2, 3, 4		1, 2		02, 06, 08, 41					4, 7, 8	
224	2, 3, 4		3		02, 06, 08, 41					4, 7, 8	
225	2, 3, 4		4		02, 06, 08, 41					4, 7, 8	
226	2, 3, 4		5		02, 06, 08, 41					4, 7, 8	
227	1				02, 06, 08, 41		1			4, 7, 8	
228	1				02, 06, 08, 41		2, 3, 4			4, 7, 8	
229					02, 06, 08, 41	1, 2, 3, 4				9	
230					02, 06, 08, 41	5				9	
231					15						

¹ First digit of SLOCP12—1: city, 2: suburban, 3: town, 4: rural.
² Percent of students enrolled in free or reduced price lunch—1: less than 35 percent, 2: 35–49 percent, 3: 50–74 percent, 4: 75 percent or more
³ Enrollment categories—1: less than 200, 2: 200–499, 3: 500–749, 4: 750–999, 5: 1000 or more.
⁴ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–9 percent non-White or Hispanic, 3: 10–19 percent non-White or Hispanic, 4: 20–29 percent non-White or Hispanic, 5: 30–49 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic .
⁵ FIPS state code.
⁶ Number of teachers at the school—1: less than 10 FTEs, 2:10–24 FTEs, 3: 25–49 FTEs, 4: 50–74 FTEs, 5: 75 or more FTEs.
⁷ Pupil/teacher ratio—1: less than 10, 2: 10–14, 3: 15–19, 4: 20 or more.
⁸ Title 1 program indicator—1: no Title I, 2: schoolwide Title I, 3: Title I but not schoolwide.
⁹ Grade level—1: primary, 2: middle, 3: high school, 4: combined.
¹⁰ Teacher’s subject—1: special education, 2: general elementary, 3: math, 4: science, 5: English, 6: social science, 7: voc. tech., 8: other, 9: not reported.
¹¹ Type of school—1: regular school, 2: other than regular school.

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

Table Q-17. Teacher within school noninterview adjustment cells for public charter school teachers: 2011–12 SASS

Cell	State ¹	Locale ²	Tch ³	Race/eth ⁴	FrI ⁵	Puptch ⁶	Enr ⁷	Grade level ⁸	TSUBJECT ⁹
1	05, 09, 10, 18, 20, 27, 33, 35, 37, 40, 44, 56		1						
2	05, 09, 10, 18, 20, 27, 33, 35, 37, 40, 44, 56		2						1, 5, 6, 8
3	05, 09, 10, 18, 20, 27, 33, 35, 37, 40, 44, 56		2						2, 3, 4, 7
4	05, 09, 10, 18, 20, 27, 33, 35, 37, 40, 44, 56	2, 4	3, 4, 5						
5	05, 09, 10, 18, 20, 27, 33, 35, 37, 40, 44, 56	1	3, 4, 5						
6	08, 16, 32, 39, 49			1, 2					
7	08, 16, 32, 39, 49	1		3, 4, 5	1				
8	08, 16, 32, 39, 49	1		3, 4, 5	2, 3, 4				
9	08, 16, 32, 39, 49	2, 3, 4		3, 4, 5					
10	08, 16, 32, 39, 49		1	6					
11	08, 16, 32, 39, 49		2, 3	6					
12	04, 11, 12, 13, 25, 26, 29, 34, 42, 45, 48, 55			, 1, 2					
13	04, 11, 12, 13, 25, 26, 29, 34, 42, 45, 48, 55	1, 3, 4		3, 4, 5		1, 2			
14	04, 11, 12, 13, 25, 26, 29, 34, 42, 45, 48, 55	2		3, 4, 5		1, 2			
15	13, 26, 42, 55			3, 4, 5		3			
16	04, 12			3, 4, 5		3			
17	04, 11, 12, 13, 25, 26, 29, 34, 42, 45, 48, 55			3, 4, 5		4			
18	04, 11, 12, 13, 25, 26, 29, 34, 42, 45, 48, 55			6			1, 2, 3	3	
19	04, 11, 12, 13, 25, 26, 29, 34, 42, 45, 48, 55			6		1, 2	1, 2, 3	1	
20	04, 11, 12, 13, 25, 26, 29, 34, 42, 45, 48, 55			6		3, 4	1, 2, 3	1	
21	11, 13, 29, 55			6			1, 2, 3	2	
22	04, 12, 25, 26, 34, 42, 48			6		1, 2	1, 2, 3	2	
23	04, 42			6	1, 2, 3	3	1, 2, 3	2	
24	12, 48			6	1, 2, 3	3	1, 2, 3	2	
25	04, 12, 25, 26, 34, 42, 48			6	4	3	1, 2, 3	2	
26	04, 12, 25, 26, 34, 42, 48			6		4	1, 2, 3	2	
27	04, 11, 12, 13, 25, 26, 29, 34, 42, 45, 48, 55	1, 2, 4		6			4, 5		
28	02, 06, 15, 17, 22, 24, 36, 41, 47	2, 4			1				
29	02, 06, 15, 17, 22, 24, 36, 41, 47	1, 3		1, 2, 3	1				
30	02, 06, 15, 17, 22, 24, 36, 41, 47	1, 3		5, 6	1				
31	02, 06, 15, 17, 22, 24, 36, 41, 47	2, 4			2				
32	02, 06, 15, 17, 22, 24, 36, 41, 47	1			2				
33	02, 06, 15, 17, 22, 24, 36, 41, 47		1, 2		3, 4			3	
34	02, 06, 15, 17, 22, 24, 36, 41, 47		1, 2		3, 4		1	2	
35	02, 06, 15, 17, 22, 24, 36, 41, 47		1, 2		3, 4	1, 2	2, 3	2	

See notes at end of table.

Table Q-17. Teacher within school noninterview adjustment cells for public charter school teachers: 2011–12 SASS—Continued

Cell	State ¹	Locale ²	Tch ³	Race/eth ⁴	Frl ⁵	Puptch ⁶	Enr ⁷	Grade level ⁸	TSUBJECT ⁹
36	02, 06, 15, 17, 22, 24, 36, 41, 47		1, 2		3, 4	3, 4	2, 3	2	
37	02, 06, 15, 17, 22, 24, 36, 41, 47		1, 2		3, 4			1	
38	02, 06, 15, 17, 22, 24, 36, 41, 47		3, 4, 5		3, 4			1, 3	
39	02, 06, 15, 17, 22, 24, 36, 41, 47		3, 4, 5		3, 4			1, 3	

¹ FIPS state code.

² First digit of SLOCP12—1: city, 2: suburban, 3: town, 4: rural.

³ Number of teachers at the school—1: less than 10 FTEs, 2: 10–24 FTEs, 3: 25–49 FTEs, 4: 50–74 FTEs, 5: 75 or more FTEs.

⁴ Race/ethnic categories—1: less than 5 percent non-White or Hispanic, 2: 5–9 percent non-White or Hispanic, 3: 10–19 percent non-White or Hispanic, 4: 20–29 percent non-White or Hispanic, 5: 30–49 percent non-White or Hispanic, 6: 50 percent or more non-White or Hispanic.

⁵ Percent of students enrolled in free or reduced price lunch—1: less than 35 percent, 2: 35–49 percent, 3: 50–74 percent, 4: 75 percent or more.

⁶ Pupil/teacher ratio—1: less than 10, 2: 10–14, 3: 15–19, 4: 20 or more.

⁷ Enrollment categories—1: less than 200, 2: 200–499, 3: 500–749, 4: 750–999, 5: 1000 or more.

⁸ Grade level—1: elementary, 2: secondary, 3: combined.

⁹ Teacher’s subject—1: special education, 2: general elementary, 3: math, 4: science, 5: English, 6: social science, 7: voc. tech., 8: other, 9: not reported.

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

Charter and Regular Public Schools, Principals, Libraries, and Public Teacher First-Stage Ratio Adjustment Cells

Charter Schools:	State by Grade level	
Elementary:	no enrollment categories	
Combined:	no enrollment categories	
Secondary:	no enrollment categories	
Regular Public Schools:	Grade level by Enrollment by Locale	
Alabama:	Primary:	less than 475, 475 or more
	Middle:	less than 700, 700 or more
	High:	less than 500, 500 or more
	Combined:	no enrollment categories
Alaska:	Primary:	less than 300, 300 or more
	Middle:	less than 300, 300 or more
	High:	less than 500, 500 or more
	Combined:	no enrollment categories
Arizona:	Primary:	less than 600, 600 or more
	Middle:	less than 750, 750 or more
	High:	less than 1500, 1500 or more
	Combined:	no enrollment categories
Arkansas:	Primary:	less than 300, 300 or more
	Middle:	less than 600, 600 or more
	High:	less than 600, 600 or more
	Combined:	no enrollment categories
California:	Primary:	less than 567, 567–709, 710 or more
	Middle:	less than 800, 800–1199, 1200 or more
	High:	less than 748, 748–2099, 2100 or more
	Combined:	less than 300, 300 or more
Colorado:	Primary:	less than 500, 500 or more
	Middle:	less than 700, 700 or more
	High:	less than 1500, 1500 or more
	Combined:	no enrollment categories
Connecticut:	Primary:	less than 400, 400 or more
	Middle:	less than 700, 700 or more
	High:	less than 1200, 1200 or more
	Combined:	no enrollment categories
Delaware:	Primary:	less than 500, 500 or more
	Middle:	less than 900, 900 or more
	High:	less than 1200, 1200 or more
	Combined:	no enrollment categories

District of Columbia:	Primary:	less than 400, 400 or more
	Middle:	less than 700, 700 or more
	High:	less than 1000, 1000 or more
	Combined:	no enrollment categories
Florida:	Primary:	less than 750, 750 or more
	Middle:	less than 1000, 1000 or more
	High:	less than 1800, 1800 or more
	Combined:	no enrollment categories
Georgia:	Primary:	less than 575, 575 or more
	Middle:	less than 725, 725 or more
	High:	less than 1000, 1000 or more
	Combined:	no enrollment categories
Hawaii:	Primary:	less than 500, 500 or more
	Middle:	less than 750, 750 or more
	High:	less than 1500, 1500 or more
	Combined:	no enrollment categories
Idaho:	Primary:	less than 600, 600 or more
	Middle:	less than 600, 600 or more
	High:	less than 750, 750 or more
	Combined:	no enrollment categories
Illinois:	Primary:	less than 450, 450 or more
	Middle:	less than 600, 600 or more
	High:	less than 1600, 1600 or more
	Combined:	no enrollment categories
Indiana:	Primary:	less than 550, 550 or more
	Middle:	less than 700, 700 or more
	High:	less than 600, 600 or more
	Combined:	no enrollment categories
Iowa:	Primary:	less than 350, 350 or more
	Middle:	less than 700, 700 or more
	High:	less than 400, 400 or more
	Combined:	no enrollment categories
Kansas:	Primary:	less than 400, 400 or more
	Middle:	less than 500, 500 or more
	High:	less than 400, 400 or more
	Combined:	no enrollment categories
Kentucky:	Primary:	less than 475, 475 or more
	Middle:	less than 600, 600 or more
	High:	less than 600, 600 or more
	Combined:	no enrollment categories

Louisiana:	Primary:	less than 475, 475 or more
	Middle:	less than 600, 600 or more
	High:	less than 600, 600 or more
	Combined:	no enrollment categories
Maine:	Primary:	less than 300, 300 or more
	Middle:	less than 500, 500 or more
	High:	less than 600, 600 or more
	Combined:	no enrollment categories
Maryland:	Primary:	less than 500, 500 or more
	Middle:	less than 750, 750 or more
	High:	less than 1000, 1000 or more
	Combined:	no enrollment categories
Massachusetts:	Primary:	less than 475, 475 or more
	Middle:	less than 600, 600 or more
	High:	less than 1000, 1000 or more
	Combined:	no enrollment categories
Michigan:	Primary:	less than 450, 450 or more
	Middle:	less than 750, 750 or more
	High:	less than 1000, 1000 or more
	Combined:	no enrollment categories
Minnesota:	Primary:	less than 475, 475 or more
	Middle:	less than 750, 750 or more
	High:	less than 750, 750 or more
	Combined:	no enrollment categories
Mississippi:	Primary:	less than 500, 500 or more
	Middle:	less than 500, 500 or more
	High:	less than 500, 500 or more
	Combined:	no enrollment categories
Missouri:	Primary:	less than 375, 375 or more
	Middle:	less than 650, 650 or more
	High:	less than 650, 650 or more
	Combined:	no enrollment categories
Montana:	Primary:	less than 300, 300 or more
	Middle:	less than 500, 500 or more
	High:	less than 500, 500 or more
	Combined:	no enrollment categories
Nebraska:	Primary:	less than 300, 300 or more
	Middle:	less than 400, 400 or more
	High:	less than 400, 400 or more
	Combined:	no enrollment categories

Nevada:	Primary:	less than 640, 640 or more
	Middle:	less than 900, 900 or more
	High:	less than 1500, 1500 or more
	Combined:	no enrollment categories
New Hampshire:	Primary:	less than 350, 350 or more
	Middle:	less than 650, 650 or more
	High:	less than 900, 900 or more
	Combined:	no enrollment categories
New Jersey:	Primary:	less than 475, 475 or more
	Middle:	less than 800, 800 or more
	High:	less than 1100, 1100 or more
	Combined:	no enrollment categories
New Mexico:	Primary:	less than 375, 375 or more
	Middle:	less than 600, 600 or more
	High:	less than 800, 800 or more
	Combined:	no enrollment categories
New York:	Primary:	less than 450, 450 or more
	Middle:	less than 900, 900 or more
	High:	less than 1200, 1200 or more
	Combined:	no enrollment categories
North Carolina:	Primary:	less than 500, 500 or more
	Middle:	less than 600, 600 or more
	High:	less than 750, 750 or more
	Combined:	no enrollment categories
North Dakota:	Primary:	less than 300, 300 or more
	Middle:	less than 500, 500 or more
	High:	less than 500, 500 or more
	Combined:	no enrollment categories
Ohio:	Primary:	less than 450, 450 or more
	Middle:	less than 750, 750 or more
	High:	less than 900, 900 or more
	Combined:	no enrollment categories
Oklahoma:	Primary:	less than 450, 450 or more
	Middle:	less than 650, 650 or more
	High:	less than 650, 650 or more
	Combined:	no enrollment categories
Oregon:	Primary:	less than 450, 450 or more
	Middle:	less than 650, 650 or more
	High:	less than 700, 700 or more
	Combined:	no enrollment categories

Pennsylvania:	Primary:	less than 450, 450 or more
	Middle:	less than 700, 700 or more
	High:	less than 1100, 1100 or more
	Combined:	no enrollment categories
Rhode Island:	Primary:	less than 300, 300 or more
	Middle:	less than 600, 600 or more
	High:	less than 1000, 1000 or more
	Combined:	no enrollment categories
South Carolina:	Primary:	less than 550, 550 or more
	Middle:	less than 700, 700 or more
	High:	less than 750, 750 or more
	Combined:	no enrollment categories
South Dakota:	Primary:	less than 300, 300 or more
	Middle:	less than 400, 400 or more
	High:	less than 400, 400 or more
	Combined:	no enrollment categories
Tennessee:	Primary:	less than 450, 450 or more
	Middle:	less than 600, 600 or more
	High:	less than 600, 600 or more
	Combined:	no enrollment categories
Texas:	Primary:	less than 440, 440-639, 640 or more
	Middle:	less than 600, 600-899, 900 or more
	High:	less than 600, 600-1499, 1500 or more
	Combined:	less than 200, 200 or more
Utah:	Primary:	less than 600, 600 or more
	Middle:	less than 750, 750 or more
	High:	less than 1300, 1300 or more
	Combined:	no enrollment categories
Vermont:	Primary:	less than 200, 200 or more
	Middle:	less than 500, 500 or more
	High:	less than 700, 700 or more
	Combined:	no enrollment categories
Virginia:	Primary:	less than 500, 500 or more
	Middle:	less than 700, 700 or more
	High:	less than 1000, 1000 or more
	Combined:	no enrollment categories
Washington:	Primary:	less than 450, 450 or more
	Middle:	less than 700, 700 or more
	High:	less than 1100, 1100 or more
	Combined:	no enrollment categories

West Virginia:	Primary:	less than 300, 300 or more
	Middle:	less than 500, 500 or more
	High:	less than 800, 800 or more
	Combined:	no enrollment categories
Wisconsin:	Primary:	less than 350, 350 or more
	Middle:	less than 500, 500 or more
	High:	less than 700, 700 or more
	Combined:	no enrollment categories
Wyoming:	Primary:	less than 250, 250 or more
	Middle:	less than 400, 400 or more
	High:	less than 600, 600 or more
	Combined:	no enrollment categories

District Noninterview Adjustment Tables

Table Q-18: Noninterview adjustment cells for school districts: 2011–12 SASS

Cell	Region	Critical ¹	Pov ²	Sch ³	Enr ⁴	Locale ⁵	Agtype ⁶	State ⁷	Tch ⁸
1	Northeast	5,6							
2	Northeast	1,2,3,4	' ',1,2						
3	Northeast	1,2,3,4	3,4,5,6						
4	Midwest			1	1				
5	Midwest		' ',1,2,3,4	1	2,3,4,5,6				
6	Midwest		5,6	1	2,3,4,5,6				
7	Midwest			2,3,4		4			
8	Midwest			2,3,4		1,2,3	1,5		
9	Midwest			2,3,4		1,2,3	4,7		
10	Midwest	6		5,6					
11	Midwest	1,2,3,4,5		5,6					
12	South		' '						
13	South		1,2,3,4,5,6					01,05,21,22,37,40,45,54	
14	South		1,2,3,4,5,6					12,28,47,48,51	
15	South		1,2,3,4,5,6					10,11,13,24	
16	West		' ',1					08,16,30,32,35,56	
17	West		2,3,4,5,6					08,16,30,32,35,56	
18	West							02,04,49,53	1,2
19	West	6						02,04,49,53	3,4,5,6
20	West	1,2,3,4,5						02,04,49,53	3,4,5,6
21	West	6						06,15,41	
22	West	1,2,3,4,5						06,15,41	

¹ Critical—1: critical district; special procedures, 2: critical district; no special procedures, 3: not critical, larger district, special procedures, 4: not critical, larger district, no special procedures, 5: not critical, not large, special procedures, 6: not critical, not large, no special procedures.

² Pov—1: less than .08870523415977, 2: .08870523415977–.13112391930835, 3: .13112391930835–.171875, 4: .171875–.21779859484777, 5: .21779859484777–.28198140429624, 6: .28198140429624 or more.

³ Number of schools in the district—1: 1, 2: 2–3, 3: 4–5, 4: 6–9, 5: 10–19, 6: 20 or more.

⁴ Enrollment of the district—1: less than 250, 2: 250–999, 3: 1000–1999, 4: 2000–4999, 5: 5000–9999, 6: 10000 or more.

⁵ First digit of DLOCP12—1: city, 2: suburban, 3: town, 4: rural.

⁶ District type code—1: district that is not part of a supervisory union, 2: district that is part of a supervisory union, 3: supervisory union, 4: regional union administrative agency, 5: state operated, 6: federally operated, 7: other.

⁷ FIPS State Code.

⁸ Number of FTEs in the district—1: less than 16.67, 2: 16.67–66.67, 3: 66.67–133.33, 4: 133.33–333.33, 5: 333.33–666.67, 6: 666.67 or more.

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

District First-Stage Tables

Note: First Stage Factors not calculated for Florida, Hawaii, Maryland, Nevada, or West Virginia because all districts were in sample.

Alabama	less than 3090, 3090 or more
Alaska	no enrollment categories
Arizona	less than 220, 220–500, 501–1946, 1947 or more
Arkansas	less than 646, 646–953, 954–1646, 1647–1969, 1970 or more
California	less than 550, 550–1800, 1801–5000, 5001–8000, 8001–12,000, 12,001–18,000, 18,001 or more
Colorado	less than 500, 500 or more
Connecticut	less than 2689, 2689–4459, 4460 or more
Delaware	no enrollment categories
District of Columbia	no enrollment categories
Georgia	less than 5000, 5000 or more
Idaho	less than 435, 435–686, 687 or more
Illinois	less than 581, 581–1500, 1501–2533, 2534–4181, 4182–6896, 6897 or more
Indiana	less than 1496, 1496–2252, 2253–5000, 5001 or more
Iowa	less than 516, 516–680, 681–961, 962–1642, 1643 or more
Kansas	less than 342, 342–463, 464–654, 655–976, 977–1738, 1739 or more
Kentucky	less than 2457, 2458–4150, 4151 or more
Louisiana	no enrollment categories
Maine	less than 445, 445–808, 809–1238, 1239 or more
Massachusetts	less than 1269, 1269–2288, 2289–3318, 3319–4459, 4460–5262, 5263 or more
Michigan	less than 867, 867–1685, 1686–2982, 2983–4313, 4314–7002, 7003 or more
Minnesota	less than 340, 340–607, 608–743, 744–955, 956–1700, 1701 or more
Mississippi	less than 1850, 1851–2847, 2848 or more

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Missouri	less than 353, 354–491, 492–849, 850–1612, 1613–2432, 2433 or more
Montana	less than 60, 60–100, 101–180, 181–282, 283–569, 570 or more
Nebraska	less than 142, 143–223, 224–279, 280–388, 389–559, 560–1000, 1001 or more
New Hampshire	less than 1100, 1100 or more
New Jersey	less than 572, 572–1538, 1539–2202, 2203–3888, 3889–5359, 5360–7364, 7365 or more
New Mexico	less than 285, 285 or more
New York	less than 1311, 1312–2976, 2977–4212, 4213–6164, 6165 or more
North Carolina	less than 2621, 2621–7843, 7844 or more
North Dakota	less than 105, 106–165, 166–227, 228–297, 298–409, 410 or more
Ohio	less than 300, 301–1000, 1001–2000, 2001–5000, 5001 or more
Oklahoma	less than 153, 154–248, 249–308, 309–442, 443–537, 538–706, 707–1043, 1044–1350, 1351–1803, 1804 or more
Oregon	less than 503, 504–1072, 1073–2709, 2710 or more
Pennsylvania	less than 726, 726–1368, 1369–2722, 2723–3977, 3978–5541, 5542 or more
Rhode Island	no enrollment categories
South Carolina	no enrollment categories
South Dakota	less than 210, 211–315, 316–511, 512 or more
Tennessee	less than 4266, 4267 or more
Texas	less than 302, 302–660, 661–1327, 1328–3864, 3865–16,656, 16,657 or more
Utah	no enrollment categories
Vermont	less than 900, 900 or more
Virginia	less than 3637, 3637 or more
Washington	less than 836, 836–2686, 2687–6655, 6656 or more
Wisconsin	less than 564, 564–920, 921–1451, 1452–2532, 2533–4079, 4080 or more
Wyoming	no enrollment categories

Private School, Private Principal, Private School Teacher Listing Form (TLF), and Private Teacher within School Noninterview Adjustment Cells

Table Q-19: Private school noninterview adjustment cells: 2011–12 SASS

Cell	PSTRAFF ¹	TCH ²	ENR ³	PSTRGRD ⁴	LOCALE ⁵
1	01, 02, 06, 07, 11	1, 2			
2	01, 02, 06, 07, 11	3	1, 2		
3	01, 11	3	3, 4, 5		
4	02, 06, 07	3	3, 4, 5		
5	02	4, 5			
6	01, 06, 07, 11	4, 5			
7	03, 04, 08, 10	1, 2		1, 2	
8	03, 04	1, 2		3	
9	08, 10	1, 2		3	
10	03, 04, 08, 10	3, 4			
11	03, 04, 08, 10	5			1, 3
12	03, 04, 08, 10	5			2, 4
13	05, 09, 99	1, 2, 3		1	
14	05, 09, 99	1, 2, 3		2, 3	
15	05, 09, 99	4			
16	05, 09, 99	5			

¹ PSTRAFF—1: Catholic Parochial, 2: Catholic Diocesan, 3: Catholic Private, 4: Baptist, 5: Jewish, 6: Lutheran, 7: Seventh-Day Adventist, 8: other religious, 9: nonsectarian regular, 10: nonsectarian special emphasis, 11: nonsectarian special education, 99: area frame.

² Number of teachers—1: less than 5, 2: 5–14, 3: 15–29, 4: 30–49, 5: 50 or more.

³ School enrollment—1: less than 50, 2: 50–149, 3: 150–299, 4: 300–499, 5: 500–749, 6: 750 or more.

⁴ Grade level—1: elementary, 2: secondary, 3: combined.

⁵ 1st digit of SLOCP12—1: city, 2: suburban, 3: town, 4: rural.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School and Principal Sampling Specifications,” 2011–12.

Table Q-20: Private principal noninterview adjustment cells: 2011–12 SASS

Cell	PSTRAFF ¹	TCH ²	REGION ³	PSTRGRD ⁴	LOCALE ⁵
1	01, 06, 07, 11		1		
2	01, 06, 07, 11		2, 3, 4		
3	02, 03			1, 2	
4	02, 03			3	
5	04, 08, 10	1, 2			
6	04, 08, 10	3, 4			
7	04, 08, 10	5			
8	05, 09, 99	1, 2	4		
9	05, 09, 99	1, 2	1, 2, 3		
10	05, 09, 99	3			
11	05, 09, 99	4			
12	05, 09, 99	5			

¹ PSTRAFF—1: Catholic Parochial, 2: Catholic Diocesan, 3: Catholic Private, 4: Baptist, 5: Jewish, 6: Lutheran, 7: Seventh-Day Adventist, 8: other religious, 9: nonsectarian regular, 10: nonsectarian special emphasis, 11: nonsectarian special education, 99: area frame.

² Number of teachers—1: less than 5, 2: 5–14, 3: 15–29, 4: 30–49, 5: 50 or more.

³ Region—1: Northeast, 2: Midwest, 3: South, 4: West.

⁴ Grade level—1: elementary, 2: secondary, 3: combined.

⁵ 1st digit of SLOCP12—1: city, 2: suburban, 3: town, 4: rural.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School and Principal Sampling Specifications,” 2011–12.

Table Q-21: Private Teacher Listing Form (TLF) noninterview adjustment cells: 2011–12 SASS

Cell	PSTRAFF ¹	TCH ²	ENR ³	REGION ⁴	PSTRGRD ⁵
1	06, 07, 11				
2	01, 02, 99	1			
3	01, 02	2, 3, 4, 5	1, 2		
4	01, 02	2, 3, 4, 5	3, 4, 5, 6		
5	99	2, 3, 4, 5			
6	04, 08, 10	1, 2			1, 2
7	04, 08, 10	1, 2		2, 3	3
8	04, 08, 10	1, 2		1, 4	3
9	04, 08, 10	3, 4			
10	04, 08, 10	5			
11	03, 09	1, 2, 3			
12	03, 09	4, 5			
13	05				

¹ PSTRAFF—1: Catholic Parochial, 2: Catholic Diocesan, 3: Catholic Private, 4: Baptist, 5: Jewish, 6: Lutheran, 7: Seventh-Day Adventist, 8: other religious, 9: nonsectarian regular, 10: nonsectarian special emphasis, 11: nonsectarian special education, 99: area frame.

² Number of teachers—1: less than 5, 2: 5–14, 3: 15–29, 4: 30–49, 5: 50 or more.

³ School enrollment—1: less than 50, 2: 50–149, 3: 150–299, 4: 300–499, 5: 500–749, 6: 750 or more.

⁴ Region—1: Northeast, 2: Midwest, 3: South, 4: West.

⁵ Grade level—1: elementary, 2: secondary, 3: combined.

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

Table Q-22: Private teacher within school noninterview adjustment cells: 2011–12 SASS

Cell	PSTRAFF ¹	ENR ²	REGION ³	TCHSTAT ⁴	LOCALE ⁵	PSTGRD ⁶	TCH ⁷	TCHEXP ⁸
1	03	1, 2, 3, 4	3					
2	03	1, 2, 3, 4	1					
3	03	1, 2, 3, 4	2, 4					
4	03	5, 6						
5	01, 02, 06, 11		2	1	3			
6	01, 02, 06, 11		2	1	4			
7	01, 02, 06, 11		1, 3, 4	1	3, 4			
8	01, 02, 06, 11	1, 2, 3		1	1, 2	3		
9	01, 02, 06, 11	1, 2, 3		1	1, 2	1, 2		
10	01, 02, 06, 11	4, 5, 6		1	1, 2	1	2, 3	
11	01, 02, 06, 11	4, 5, 6		1	1, 2	2, 3	2, 3	
12	01, 02, 06, 11	4, 5, 6		1	1, 2		4	
13	06, 11	4, 5, 6		1	1, 2		5	
14	01, 02	4, 5, 6		1	1, 2		5	
15	01, 02, 06, 11			2				
16	01, 02, 06, 11			.				
17	04, 05, 07, 08, 09, 10	1		1	1, 3			
18	04, 05, 07, 08, 09, 10	1		1	2, 4	2		
19	07	1		1	2, 4	1, 3		
20	04, 08, 09, 10	1		1	2, 4	1, 3		
21	04, 05, 07, 08, 09, 10	2, 3		1				
22	04, 05, 07, 08, 09, 10	4, 5	3	1	2, 3, 4			
23	04, 05, 07, 08, 09, 10	4, 5	1, 2, 4	1	2, 3, 4	1		
24	04, 05, 07, 08, 09, 10	4, 5	1, 2, 4	1	2, 3, 4	2, 3		
25	04, 05, 09, 10	4, 5	2, 4	1	1			
26	07, 08	4, 5	2, 4	1	1			
27	04, 05, 07, 08, 09, 10	4, 5	1, 3	1	1			
28	04, 05, 07, 08, 09, 10	6		1				
29	04, 05, 07, 08, 09, 10			2				1, 2
30	04, 05, 07, 08, 09, 10		2, 4	2		3		3, 4
31	04, 05, 07, 08, 09, 10		2, 4	2		1, 2		3, 4
32	04, 07, 08	1, 2	1, 3	2				3, 4
33	04, 05, 07, 08, 09, 10	3, 4, 5, 6	1, 3	2				3, 4
34	05, 09, 10			2				3, 4
35	04, 05, 07, 08, 09, 10			.				
36	99							

¹ PSTRAFF—1: Catholic Parochial, 2: Catholic Diocesan, 3: Catholic Private, 4: Baptist, 5: Jewish, 6: Lutheran, 7: Seventh-Day Adventist, 8: other religious, 9: nonsectarian regular, 10: nonsectarian special emphasis, 11: nonsectarian special education, 99: area frame.

² School enrollment—1: less than 50, 2: 50–149, 3: 150–299, 4: 300–499, 5: 500–749, 6: 750 or more.

³ Region—1: Northeast, 2: Midwest, 3: South, 4: West.

⁴ Teacher’s Status—1: Full Time, 2: Part Time.

⁵ 1st digit of SLOCP12—1: city, 2: suburban, 3: town, 4: rural.

⁶ Grade level—1: elementary, 2: secondary, 3: combined.

⁷ Number of teachers—1: less than 5, 2: 5–14, 3: 15–29, 4: 30–49, 5: 50 or more.

⁸ Teacher’s Experience—1: 1 year, 2: 2–3 years, 3: 4–19 years, 4: 20 or more years.

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

Private School and Teacher First-Stage Cells (List Frame only)

All Affiliation Strata: Affiliation stratum by Grade Level

Private School Second-Stage Cells

Catholic—Parochial: Grade Level by Enrollment by Locale

Elementary by Locale: less than 100, 100–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–449, 450–549, 550 or more

Combined & Secondary: Same enrollment categories as elementary

Catholic—Diocesan: Grade Level by Enrollment by Locale

Elementary by Locale: less than 75, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–399, 400–449, 450–499, 500–549, 550–649, 650–749, 750–849, 850–949, 950–1149, 1150 or more

Combined & Secondary: Same enrollment categories as elementary

Catholic—Private: Grade Level by Enrollment by Locale

Elementary: less than 50, 50–99, 100–174, 175–249, 250–349, 350 or more

Combined: less than 200, 200–549, 550 or more

Secondary: less than 175, 175–274, 275–349, 350–449, 450–549, 550–749, 750–949, 950 or more

Baptist: Grade Level by Enrollment by Locale

Elementary: less than 25, 25–49, 50–99, 100–149, 150–224, 225 or more

Combined: less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–299, 300–349, 350–449, 450–549, 550 or more

Secondary: no enrollment categories

Jewish: Grade Level by Enrollment by Locale

Elementary: less than 50, 50–99, 100–149, 150–199, 200–274, 275–449, 450 or more

Combined: less than 225, 225–349, 350–649, 650 or more

Secondary: less than 50, 50–99, 100–199, 200 or more

Lutheran: Grade Level by Enrollment by Locale

Elementary: less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–249, 250–299, 300 or more

Combined:	no enrollment categories
Secondary:	less than 200, 200 or more
Seventh-Day Adventist:	Grade Level by Enrollment by Locale
Elementary:	less than 25, 25–49, 50–99, 100 or more
Combined:	less than 25, 25–49, 50–124, 125 or more
Secondary:	less than 125, 125 or more
Other Religious:	Grade Level by Enrollment by Locale
Elementary:	less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–274, 275–324, 325–374, 375–449, 450–549, 550–749, 750 or more
Combined:	same as Elementary
Secondary:	same as Elementary
Nonsectarian—Regular:	Grade Level by Enrollment by Locale
Elementary:	less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–184, 185–224, 225–274, 275–349, 350 or more
Combined:	less than 25, 25–49, 50–74, 75–174, 175–267, 268–449, 450–649, 650–849, 850 or more
Secondary:	less than 25, 25–49, 50–74, 75–124, 125–274, 275 or more
Nonsectarian—Special Emphasis:	Grade Level by Enrollment by Locale
Elementary:	less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–199, 200 or more
Combined:	same as Elementary
Secondary:	same as Elementary
Nonsectarian—Special Education:	Grade Level by Enrollment by Locale
Elementary:	no enrollment categories
Combined:	less than 25, 25–49, 50–99, 100 or more
Secondary:	no enrollment categories
Special Education:	no enrollment categories
Elementary:	less than 50, 50–149, 150 or more
Math:	no enrollment categories
Science:	no enrollment categories
English:	no enrollment categories
Social Studies:	no enrollment categories
Vocational/Technical:	no enrollment categories
Other:	no enrollment categories

Teacher Adjustment Factor Cells

Public Charter Teachers:	State/Region by Race/Ethnicity by Enrollment by Grade Level
Northeast by Asian/Pacific Islander, White, American Indian/Alaska Native, Hispanic, or Black:	no enrollment categories
Michigan by Asian/Pacific Islander, White, American Indian/Alaska Native, Hispanic, or Black:	no enrollment categories
Ohio by Asian/Pacific Islander, White, American Indian/Alaska Native, Hispanic, or Black:	no enrollment categories
Balance of Midwest by Asian/Pacific Islander, White, American Indian/Alaska Native, Hispanic, or Black:	no enrollment categories
Texas by Asian/Pacific Islander, White, American Indian/Alaska Native, Hispanic, or Black:	no enrollment categories
District of Columbia by Asian/Pacific Islander, White, American Indian/Alaska Native, Hispanic, or Black:	no enrollment categories
Florida by Asian/Pacific Islander, White, American Indian/Alaska Native, Hispanic, or Black:	no enrollment categories
Balance of South by Asian/Pacific Islander, White, American Indian/Alaska Native, Hispanic, or Black:	no enrollment categories
Arizona by Asian/Pacific Islander, White, American Indian/Alaska Native, Hispanic, or Black:	no enrollment categories
California by Asian/Pacific Islander, White, American Indian/Alaska Native, Hispanic, or Black:	no enrollment categories
Balance of West by Asian/Pacific Islander, White, American Indian/Alaska Native, Hispanic, or Black:	no enrollment categories

Regular Public School Teachers:

State by Race/Ethnicity by Enrollment by Grade Level

State = California or Georgia

Asian or Pacific Islander:	less than 500, 500–699, 700–899, 900–1199, 1200 or more
White:	same as Asian or Pacific Islander
American Indian or Alaska Native:	no enrollment categories
Hispanic:	same as Asian or Pacific Islander
Black:	same as Asian or Pacific Islander

State = Texas

Asian or Pacific Islander:	less than 500, 500–799, 800–1799, 1800–1999, 2000 or more
White:	same as Asian or Pacific Islander
American Indian or Alaska Native:	no enrollment categories
Hispanic:	same as Asian or Pacific Islander
Black:	same as Asian or Pacific Islander

State = Arizona, Colorado, Connecticut, New Mexico

Asian or Pacific Islander:	less than 100, 100–199, 200–299, 300 or more
White:	less than 349, 350–499, 500–599, 600 or more
American Indian or Alaska Native:	no enrollment categories
Hispanic:	less than 300, 300–449, 450–649, 650 or more
Black:	less than 350, 350–699, 700–899, 900 or more

State = Alabama, Arkansas, Delaware, DC, Florida, Louisiana, Maryland, Mississippi, New York, North Carolina, South Carolina, Tennessee, Virginia

Asian or Pacific Islander:	less than 100, 100–199, 200–299, 300 or more
White:	less than 400, 400–549, 550–749, 750 or more
American Indian or Alaska Native:	no enrollment categories
Hispanic:	less than 350, 350–699, 700–899, 900 or more
Black:	less than 450, 450–599, 600–799, 800 or more

State = All other states

Asian or Pacific Islander:	less than 100, 100–199, 200–299, 300 or more
White:	less than 200, 200–399, 400–599, 600 or more
American Indian or Alaska Native:	no enrollment categories
Hispanic:	less than 350, 350–699, 700–899, 900 or more
Black:	less than 350, 350–699, 700–899, 900 or more

Catholic—Parochial, Catholic—Diocesan, and Other Religious Private School Teachers: Level

Race/Ethnicity by Enrollment by Grade

Asian or Pacific Islander:	less than 300, 300 or more
White:	less than 150, 150–199, 200–249, 250–299, 300–349, 350–449, 450–549, 550–699, 700 or more
American Indian or Alaska Native:	no enrollment categories
Hispanic:	less than 230, 230–299, 300–399, 400–549, 550 or more
Black:	less than 225, 225–349, 350 or more

Baptist Private School Teachers:

Race/Ethnicity by Enrollment by Grade Level

Asian or Pacific Islander:	no enrollment categories
White:	less than 100, 100–299, 300 or more
American Indian or Alaska Native:	no enrollment categories
Hispanic:	no enrollment categories
Black:	no enrollment categories

Seventh-Day Adventist Private School Teachers:

Race/Ethnicity by Enrollment by Grade Level

Asian or Pacific Islander:	no enrollment categories
White:	less than 20, 20–69, 70 or more
American Indian or Alaska Native:	no enrollment categories
Hispanic:	no enrollment categories
Black:	no enrollment categories

Nonsectarian—Special Emphasis Private School Teachers:

Race/Ethnicity by Enrollment by Grade Level

Asian or Pacific Islander:	no enrollment categories
White:	less than 100, 100–299, 300 or more
American Indian or Alaska Native:	no enrollment categories
Hispanic:	no enrollment categories
Black:	no enrollment categories

Jewish Private School Teachers: Race/Ethnicity by Enrollment by Grade Level

Asian or Pacific Islander:	no enrollment categories
White:	less than 175, 175–349, 350 or more
American Indian or Alaska Native:	no enrollment categories
Hispanic:	no enrollment categories
Black:	no enrollment categories

Lutheran Private School Teachers: Race/Ethnicity by Enrollment by Grade Level

Asian or Pacific Islander:	no enrollment categories
White:	less than 125, 125–224, 225 or more
American Indian or Alaska Native:	no enrollment categories
Hispanic:	no enrollment categories
Black:	no enrollment categories

Nonsectarian—Special Education Private School Teachers: Race/Ethnicity by Enrollment by Grade Level

Asian or Pacific Islander:	no enrollment categories
White:	less than 40, 40–69, 70–99, 100–174, 175 or more
American Indian or Alaska Native:	no enrollment categories
Hispanic:	no enrollment categories
Black:	less than 100, 100 or more

Catholic—Private, Private School Teachers: Race/Ethnicity by Enrollment by Grade Level

Asian or Pacific Islander:	less than 700, 700 or more
White:	less than 188, 188–299, 300–499, 500–599, 600–799, 800 or more
American Indian or Alaska Native:	no enrollment categories
Hispanic:	less than 275, 275–549, 550–799, 800 or more
Black:	less than 500, 500–799, 800 or more

Nonsectarian—Regular Private School Teachers: Race/Ethnicity by Enrollment by Grade Level

Asian or Pacific Islander:	less than 750, 750 or more
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White:	less than 188, 188-299, 300-499, 500-599, 600-799, 800 or more
American Indian or Alaska Native:	no enrollment categories
Hispanic:	less than 275, 275-549, 550-799, 800 or more
Black:	less than 500, 500-799, 800 or more

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Appendix R. Crosswalk Among Items in the 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12 SASS and Crosswalk of Variables Across the 2011–12 SASS Questionnaires

Crosswalks linking items across questionnaires in each Schools and Staffing Survey (SASS) administration are presented in this appendix. The SASS variable crosswalks are presented in the following order:

SASS Variable Crosswalk—School District Questionnaire (SASS-1A): 1987–88 through 2011–12	R-1
SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for public school principals: 1987–88 through 2011–12	R-17
SASS Variable Crosswalk—Private School Principal Questionnaire (SASS-2B): 1987–88 through 2011–12	R-30
SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12.....	R-43
SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12	R-76
SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12.....	R-113
SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2011–12.....	R-130
SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2011–12	R-166
SASS Variable Crosswalk—School Library Media Center Questionnaire (LS-1A) for public school libraries: 1993–94 through 2011–12	R-208

Within each questionnaire crosswalk, variables are listed in 2011–12 item order. If there is a blank in the variable’s name for 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, or 2007–08, then that particular 2011–12 item did not have an equivalent item in earlier years. Variables from 2011–12 are categorized for how closely they “match” the corresponding variable in the 2007–08 questionnaire. The categories are:

- **New.** The question was added since the previous survey.
- **Exact.** The question wording and format are **exactly** the same except for changes in reference periods, changes in skip patterns, and item references.
- **Minor.** The question content is the same, but there have been minor changes to the question wording or format. Minor changes include addition or deletion of text in the question, instruction or answer categories, changes in the use of bold and capitalization, and a change in the length of a write-in response category.
- **Major.** The general content of or subject addressed by the item is the same, but the question wording or format has been changed significantly.

In addition, there are four crosswalks that compare similarities and differences across the 2011–12 SASS questionnaires given to each type of respondent (i.e., public school district, principal, school, or teacher). The first crosswalk presents items from the District Questionnaire that are also included on the Public School Questionnaire (with District Items) or the Private School Questionnaire (pages R-195 through R-199). The second crosswalk compares items found on the Principal and Private School Principal Questionnaires (pages R-200 through R-205), the third crosswalk compares items that are found on the three school questionnaires: School Questionnaire, Public School Questionnaire (with District Items), and Private School Questionnaire (pages R-206 through R-217), and the fourth crosswalk compares items found on the Teacher and Private School Teacher Questionnaires (pages R-218 through R-229). Comparisons are categorized on how well the item matches across surveys on the same scale as described above. Items that are found on only one questionnaire within a respondent set are noted as being “Unique.” For example, an item that appears on the Private School Teacher Questionnaire but not on the Teacher Questionnaire is marked as being unique for private school teachers.

SASS Variable Crosswalk—School District Questionnaire (SASS-1A): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
D0412	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	D0271	Exact		D0046												
D0413	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	D0272	Exact		D0047												
D0414	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	D0273	Exact		D0048												
D0415	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	D0274	Exact		D0049												
D0416	Exact		D0275	Exact		D0050	Exact		D0456									
D0418	Minor		D0276	Exact		D0051	Exact		D0457	Minor		D0255						

SASS Variable Crosswalk—School District Questionnaire (SASS-1A): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
D0420	Minor		D0277	Minor		D0052	Minor		D0458	Minor		D0415	Minor		HISPDI ST	Minor		DSC151
D0421	Minor		D0278	Minor		D0053	Exact		D0459	Minor		D0425	Minor		WHTDI ST	Minor		DSC153
D0422	Minor		D0279	Minor		D0054	Exact		D0460	Minor		D0420	Minor		BLKDI ST	Minor		DSC152
D0423	Major	11–12 Asian or Pacific Islander is separated into two questions.	D0280	Minor		D0055	Minor		D0462	Minor		D0410	Minor		ASIADI ST	Minor		DSC150
D0424	Major	11–12 Asian or Pacific Islander is separated into two questions.																
D0425	Minor		D0281	Minor		D0056	Minor		D0461	Minor		D0405	Minor		AMIND ST	Minor		DSC149
D0426	New																	
D0427	Minor		D0282	Exact		D0057	Minor		D0463									
D0430	Minor		D0283	Exact		D0058												
D0431	Exact		D0284	Exact		D0059												
D0432	Exact		D0285	Exact		D0060	Exact		D0467	Exact		D1645						
D0433	Minor		D0287	Minor		D0062	Minor		D0469	Exact		D1660	Major	Combines two questions into one.				DSC148
D0434	Exact		D0286	Minor		D0061	Minor		D0468	Exact		D1655	Major	Combines two questions into one.				DSC148
D0435	Exact		D0288	Minor		D0063	Exact		D0470	Exact		D0465						

SASS Variable Crosswalk—School District Questionnaire (SASS-1A): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
D0452	Minor		D0296	Minor		D0094	Major	03–04 combined D0497 & D0498 from the 99–00 into one item.	D0497 & D0498	Minor		D2085 & D2090						
D0453	Minor		D0297	Major	07–08 asks for days in teacher’s contract year; 03–04 asks for months.	D0095	Exact		D0499	Exact		D2080	Exact		LNNGTH YR	Major	Asks for days or months.	DSC080, DSC081
D0454	Minor		D0298	Exact		D0070												
D0455	Minor		D0299	New														
D0456	Minor		D0300	New														
D0457	Exact		D0301	New														
D0458	Exact		D0302	Exact		D0071												
D0459	Exact		D0303	Exact		D0072												
D0470	Exact		D0310	Minor		D0077	Exact		D0487	Major	Does not use name of test—Praxis	D1050	Major	Combines two questions into one. Does not use name of test—Praxis.	NEWHI RES	Major	Combines two questions into one. Does not use name of test—Praxis.	DSC053
D0471	Exact		D0311	Exact		D0087												
D0472	Exact		D0312	Minor		D0088												
D0473	Exact		D0313	Exact		D0089												
D0474	Exact		D0314	Minor		D0090												
D0476	Minor		D0316	Minor		D0096												
D0475	New																	
D0477	Exact		D0317	Minor		D0292	Exact		D0587	Minor		D2350	Minor		ADMIN RGM			

SASS Variable Crosswalk—School District Questionnaire (SASS-1A): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
D0480	New																	
D0481	New																	
D0482	Minor		D0318	Major	07–08 asks for number of non-tenured teachers; 03–04 asks for teachers with 3 or fewer years of experience.	D0091	Minor		D0495									
D0483	Minor		D0319	Major	07–08 asks for number of tenured teachers; 03–04 asks for teachers with more than 3 years of experience.	D0092	Minor		D0496									
D5484	New																	
D0485	New																	
D0487	New																	
D0486	New																	
D0489	New																	
D0488	New																	
D0500	Exact		D0325	New														
D0501	Minor		D0326	New														
D0502	Minor		D0327	New														
D0503	Exact		D0328	Exact		D0113	Exact		D0500	Exact		D2095	Exact		SALSC HED			
D0504	Minor		D0329	New														
D0505	Minor		D0330	Minor		D0114	Exact		D0501	Exact		D2100	Exact		MINBA CH	Exact		DSC082

SASS Variable Crosswalk—School District Questionnaire (SASS-1A): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
D0517	Exact		D0341	Major	07–08 separated into two questions asking separately about Defined-benefit and Defined-contribution retirement plans; 03–04 only asked about Retirement plans.													
D0518	Minor		D0342	New														
D0519	Exact		D0343	Minor		D0128												
D0520	Exact		D0344	Minor		D0129	Minor		D0520									
D0521	Exact		D0345	Minor		D0130	Minor		D0521									
D0522	Exact		D0346	Minor		D0131	Minor		D0522									
D0523	Exact		D0315	Exact		D0332	Minor		D0628	Minor		D2300	Minor		RETR ING	Minor		DSC107
D0524	Exact		D0347	Exact		D0315	Exact		D0611	Major	Asks about pay incentives for “other” purposes.	D2295						
D0525	Exact		D0348	Exact		D0316	Exact		D0612	Major	Asks about pay incentives for “other” purposes.	D2295						

SASS Variable Crosswalk—School District Questionnaire (SASS-1A): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
D0526	Exact		D0349	Exact		D0318	Exact		D0614	Minor		D2190	Minor		NCEN TIV	Major	Includes to recruit or retain teachers to teach in less desirable locations OR in the fields of shortage.	DSC090
D0527	Exact		D0350	Major	07–08 item is included with the previous question (item 66 from 03–04); 03–04 asks as a separate question.	D0319												
D0540	Exact		D0355	Exact		D0241	Exact		D0555	Major	Specifies no justification is needed for choice. Only asked of those with a choice program.	D1710						

SASS Variable Crosswalk—School District Questionnaire (SASS-1A): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
D0541	Exact		D0357	Minor		D0242	Exact		D0557	Major	Specifies no justification is needed for choice. Only asked of those with a choice program. Does not specify no tuition cost.	D1720						
D0542	Exact		D0358	Exact		D0243												
D0543	Exact		D0359	Exact		D0244	Minor		D0559	Major	Specifies no justification is needed for choice. Only asked of those with a choice program. Does not specify no tuition cost.	D1730						

SASS Variable Crosswalk—School District Questionnaire (SASS-1A): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
D0584	Exact		D0394	Minor		D0357	Major	03–04 asks for the total cumulative enrollment of migrant students during the summer session; 1999–2000 asks for the combined total enrollment of migrant students during the regular school year & the summer session.	D0643									
D0585	Exact		D0395	Minor		D0358	Exact		D0657									
D0595	Exact		D0385	New														
D0596	Exact		D0386	New														
D0006	Exact		D0397	Exact		D0360	Minor		D0669	Minor		D2365						
D0007	Exact		D0398	Exact		D0361	Minor		D0669	Minor		D2365						
D0008	Exact		D0399	Exact		D0362	Minor		D0669	Minor		D2365						
D0009	Minor		D0396	Exact		D0359	Minor		D0668	Minor		D2360	Minor		SRVY MINS			

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for public school principals: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0055	Minor		A0033	New														
A0056	New																	
A0057	New																	
A5057	New																	
A0058	Minor		A0032	Minor		A0039	Exact		A0225	Major	Asks a set of questions about degrees earned.	A060–A190	Major	Asks a set of questions about degrees earned.	ASC012–ASC027	Major	Asks a set of questions about degrees earned.	ASC012–ASC030, ASC033
A0059	Exact		A0034	New														
A0060	New																	
A0061	New																	
A0062	New																	
A0063	New																	
A0064	New																	
A0065	New																	
A0066	New																	
A0080	Minor		A0040	Exact		A0056	Minor		A0067	Minor		A875	Minor		ASC115			
A0081	Minor		A0041	Exact		A0057	Minor		A0068	Minor		A880	Minor		ASC116			
A0082	Minor		A0042	Exact		A0058	Minor		A0069	Minor		A885	Minor		ASC117			

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for public school principals: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0083	Major	11–12 asks a series about principal influence on activities; 07–08 asks a series about group/person influence on activities.	A0046	Minor		A0062	Minor		A0079									
A0084	Major	11–12 asks a series about principal influence on activities; 07–08 asks a series about group/person influence on activities.	A0053	Exact		A0069	Minor		A0087	Major	Rated on a 6-point scale.	A695	Major	Rated on a 6-point scale.	PRNCU RRC	Major	Rated on a 6-point scale.	ASC103

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for public school principals: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0085	Major	11–12 asks a series about principal influence on activities; 07–08 asks a series about group/ person influence on activities.	A0060	Minor		A0076	Minor		A0095	Major	Rated on a 6-point scale.	A830						
A0086	Major	11–12 asks a series about principal influence on activities; 07–08 asks a series about group/ person influence on activities.	A0068	Minor		A0084	Minor		A0104	Major	Rated on a 6-point scale.	A860						

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for public school principals: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0087	Major	11–12 asks a series about principal influence on activities; 07–08 asks a series about group/person influence on activities.	A0075	Minor		A0091	Minor		A0111	Major	Rated on a 6-point scale.	A735	Major	Rated on a 6-point scale.	PRNHIR NG	Major	Rated on a 6-point scale.	ASC106
A0088	Major	11–12 asks a series about principal influence on activities; 07–08 asks a series about group/person influence on activities.	A0082	Exact		A0098	Minor		A0118	Major	Rated on a 6-point scale.	A765	Major	Rated on a 6-point scale.	PRNDIS PL	Major	Rated on a 6-point scale.	ASC109

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for public school principals: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0136	Exact		A0131	Major	07–08 states a closed campus for students; 03–04 states to require students to stay on campus.	A0195												
A0137	Exact		A0132	Minor		A0196												
A0138	Exact		A0133	Minor		A0197												
A0139	Exact		A0134	Exact		A0198												
A0140	Exact		A0135	Exact		A0199												
A0141	Exact		A0136	Exact		A0200												
A0142	Exact		A0137	Exact		A0201												
A0143	Exact		A0138	Exact		A0202												
A0144	Exact		A0139	Exact		A0203												
A0145	New																	
A0146	New																	
A0147	New																	
A0148	New																	
A0149	Exact		A0140	Minor		A0204	Major	4-point rating scale; question phrased differently.	A0134	Major	4-point rating scale; question phrased differently.	A580	Major	4-point rating scale; question phrased differently.	ASC073	Major	4-point rating scale; question phrased differently.	ASC091
A0150	Exact		A0141	Minor		A0205	Major	4-point rating scale; question phrased differently.	A0135	Major	4-point rating scale; question phrased differently.	A585	Major	4-point rating scale; question phrased differently.	ASC074	Major	4-point rating scale; question phrased differently.	ASC092

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for public school principals: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0271	New																	
A0272	New																	
A0273	New																	
A0274	New																	
A0275	New																	
A0276	New																	
A0277	New																	
A0278	New																	
A0279	New																	
A0280	New																	
A0281	New																	
A0282	New																	
A0283	New																	
A0284	New																	
A0285	New																	
A0286	New																	
A0287	New																	
A0288	New																	
A0289	New																	
A0290	New																	
A0291	New																	
A5291	New																	
A0292	New																	
A0293	Exact		A0216	New														
A0294	Exact		A0217	New														
A0320	Exact		A0240	Exact		A0254	Exact		A0227	Exact		A890	Exact		ASC121	Exact		ASC072
A0321	Exact		A0241	Exact		A0255	Minor		A0230	Exact		A905	Exact		ASC124	Exact		ASC074
A0322	Exact		A0242	Exact		A0256	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0323	Exact		A0243	Exact		A0257	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0324	Exact		A0244	Exact		A0258	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0325	Exact		A0245	Exact		A0259	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0326	Exact		A0246	Exact		A0260	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0327	Minor		A0247	Exact		A0261	Exact		A0229	Exact		A900	Exact		ASC123			
A0330	Exact		A0248	Exact		A0262	Exact		A0231	Exact		A910	Exact		ASC125	Exact		ASC075
A0335	Exact		A0249	Minor		A0263	Minor		A0226	Minor		A495	Minor		ASC055	Minor		ASC060

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for public school principals: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0006	Exact		A0251	Exact		A0265	Minor		A0233									
A0007	Exact		A0252	Exact		A0266	Minor		A0233									
A0008	Exact		A0253	Exact		A0267	Minor		A0233									
A0009	Minor		A0250	Exact		A0264	Exact		A0232	Minor		A915						

12 SASS Variable Crosswalk—Private School Principal Questionnaire (SASS-2B): 1987–88 through 2011–																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0055	Major	11–12 asks only about a master’s degree; 07–08 asks about a master’s degree or higher in Education Administration.	A0033	New														
A0056	New																	
A0057	New																	
A5057	New																	
A0058	Minor		A0032	Minor		A0039	Exact		A0225	Major	Asks a set of questions about degrees earned.	A060–A0190	Major	Asks a set of questions about degrees earned.	ASC012–ASC027	Major	Asks a set of questions about degrees earned.	ASC012–ASC030, ASC033
A0059	Exact		A0034	New														
A0060	New																	
A0061	New																	
A0062	New																	
A0063	New																	
A0064	New																	
A0065	New																	
A0066	New																	
A0080	Major	11–12 has an additional response option.	A0040	Exact		A0056	Minor		A0067	Minor		A875	Minor		ASC115			

12 SASS Variable Crosswalk—Private School Principal Questionnaire (SASS-2B): 1987–88 through 2011–																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0084	Major	11–12 asks about influence the principal has on certain activities; 07–08 asks about influence different groups have on certain activities.	A0053	Minor		A0069	Minor		A0087	Major	Rated on a 6 point scale.	A695	Major	Rated on a 6 point scale.	PRNCU RRC	Major	Rated on a 6 point scale.	ASC103
A0085	Major	11–12 asks about influence the principal has on certain activities; 07–08 asks about influence different groups have on certain activities.	A0060	Minor		A0076	Minor		A0095	Major	Rated on a 6 point scale.	A830						

12 SASS Variable Crosswalk—Private School Principal Questionnaire (SASS-2B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0086	Major	11–12 asks about influence the principal has on certain activities; 07–08 asks about influence different groups have on certain activities.	A0068	Minor		A0084	Minor		A0104	Major	Rated on a 6 point scale.	A860						
A0087	Major	11–12 asks about influence the principal has on certain activities; 07–08 asks about influence different groups have on certain activities.	A0075	Minor		A0091	Minor		A0111	Major	Rated on a 6 point scale.	A735	Major	Rated on a 6 point scale.	PRNHIR NG	Major	Rated on a 6 point scale.	ASC106

SASS Variable Crosswalk—Private School Principal Questionnaire (SASS-2B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0134	Exact		A0129	Exact		A0193												
A0135	Exact		A0130	Minor		A0194												
A0136	Exact		A0131	Major	07–08 states a closed campus for students; 03–04 states to require students to stay on campus.	A0195												
A0137	Exact		A0132	Minor		A0196												
A0138	Exact		A0133	Minor		A0197												
A0139	Exact		A0134	Exact		A0198												
A0140	Exact		A0135	Exact		A0199												
A0141	Exact		A0136	Exact		A0200												
A0142	Exact		A0137	Exact		A0201												
A0143	Exact		A0138	Exact		A0202												
A0144	Exact		A0139	Exact		A0203												
A0145	New																	
A0146	New																	
A0147	New																	
A0148	New																	
A0149	Exact		A0140	Exact		A0204	Major	4-point rating scale; question phrased differently.	A0134	Major	4-point rating scale; question phrased differently.	A580	Major	4-point rating scale; question phrased differently.	ASC073	Major	4-point rating scale; question phrased differently.	ASC091

SASS Variable Crosswalk—Private School Principal Questionnaire (SASS-2B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0290	New																	
A0291	New																	
A5291	New																	
A0292	New																	
A0320	Exact		A0240	Exact		A0254	Exact		A0227	Exact		A890	Exact		ASC121	Exact		ASC072
A0321	Exact		A0241	Exact		A0255	Minor		A0230	Exact		A905	Exact		ASC124	Exact		ASC074
A0322	Exact		A0242	Exact		A0256	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0323	Exact		A0243	Exact		A0257	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0324	Exact		A0244	Exact		A0258	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0325	Exact		A0245	Exact		A0259	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0326	Exact		A0246	Exact		A0260	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0330	Exact		A0248	Exact		A0262	Exact		A0231	Exact		A910	Exact		ASC125	Exact		ASC075
A0335	Major	11–12 has an additional response option.	A0249	Minor		A0263	Minor		A0226	Minor		A495	Minor		ASC055	Minor		ASC060
A0006	Exact		A0251	Minor		A0265	Minor		A0233									
A0007	Exact		A0252	Minor		A0266	Minor		A0233									
A0008	Exact		A0253	Minor		A0267	Minor		A0233									
A0009	Minor		A0250	Exact		A0264	Exact		A0232	Minor		A915						

**SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools:
1987–88 through 2011–12**

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0024	New																	
S0025	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0025	Exact		S0400	Minor		S0060	Exact		S0125	Exact		OFFERK G	Exact		SSC102
S0026	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0026	Exact		S0401	Minor		S0066	Minor		S0135	Minor		OFFER1	Minor		SSC104
S0027	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0027	Exact		S0402	Minor		S0068	Minor		S0145	Minor		OFFER2	Minor		SSC106

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0028	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0028	Exact		S0403	Minor		S0070	Minor		S0155	Minor		OFFER3	Minor		SSC108
S0029	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0029	Exact		S0404	Minor		S0072	Minor		S0165	Minor		OFFER4	Minor		SSC110
S0030	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0030	Exact		S0405	Minor		S0074	Minor		S0175	Minor		OFFER5	Minor		SSC112
S0031	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0031	Exact		S0406	Minor		S0076	Minor		S0185	Minor		OFFER6	Minor		SSC114

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0032	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0032	Exact		S0407	Minor		S0078	Minor		S0195	Minor		OFFER7	Minor		SSC116
S0033	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0033	Exact		S0408	Minor		S0080	Minor		S0205	Minor		OFFER8	Minor		SSC118
S0034	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0034	Exact		S0409	Minor		S0082	Minor		S0215	Minor		OFFER9	Minor		SSC120
S0035	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0035	Exact		S0410	Minor		S0084	Minor		S0225	Minor		OFFER10	Minor		SSC122

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0036	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0036	Exact		S0411	Minor		S0086	Minor		S0235	Minor		OFFER11	Minor		SSC124
S0037	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0037	Exact		S0412	Minor		S0088	Minor		S0245	Minor		OFFER12	Minor		SSC126
S0038	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0038	Exact		S0413	Minor		S0090	Minor		S0115	Minor		OFFERUG	Minor		SSC132
S0039	Minor		S0039	Exact		S0414	Minor		S0092	Minor		S0255	Minor		ENRK12UG			
S0040	Exact		S0040	Minor		S0415	Minor		S0093									
S0041	Exact		S0041	Minor		S0416	Minor		S0095	Minor		S0455	Major	Asks for percentage instead of number.	PCTMALE	Major	Asks for percentage instead of number.	SSC016
S0045	Minor		S0042	Minor		S0417	Minor		S0096	Minor		S0415	Minor		HISPNS TU	Minor		SSC054
S0046	Minor		S0043	Minor		S0418	Minor		S0097	Minor		S0425	Minor		WHITES TU	Minor		SSC056

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0135	Major	11–12 asks for the number that graduated with a diploma; 07–08 asks for percentage that graduated with a diploma.	S0113	Minor		S0504	Exact		S0164									
S0136	Minor		S0114	Minor		S0505	Minor		S0165									
S0150	Exact		S0120	Minor		S0513	Minor		S0228	Minor		S0910	Minor		FULTEACH	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC157
S0151	Exact		S0121	Minor		S0514	Minor		S0227	Minor		S0850	Minor		PARTEACH	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC157

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0152	New																	
S0155	Minor		S0122	Minor		S0515	Minor		S0249	Minor		S0975	Minor		HISPNTCH	Minor		SSC059
S0156	Minor		S0123	Minor		S0516	Exact		S0250	Minor		S0985	Minor		WHITETCH	Minor		SSC061
S0157	Minor		S0124	Minor		S0517	Exact		S0251	Minor		S0980	Minor		BLACKTCH	Minor		SSC060
S0158 S0159	Major	11–12 Asian or Pacific Islander is separated into 2 questions.	S0125	Minor		S0518	Minor		S0253	Minor		S0970	Minor		ASIAN TCH	Minor		SSC058
S0160	Minor		S0126	Minor		S0519	Exact		S0252	Minor		S0965	Minor		AMIND TCH	Minor		SSC057
S0161	New																	
S0168	Minor		S0128	Minor		S0521	Minor		S0206	Minor		S0875	Minor		FTHEA DS	Major	Includes both principals & assistant principals. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91 & 93–94.	SSC156

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0169	Minor		S0129	Minor		S0522	Minor		S0205	Minor		S0815	Minor		PTHEADS	Major	Includes both principals & assistant principals. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91 & 93–94.	SSC156
S0170	Minor		S0130	Minor		S0523	Minor		S0208	Minor		S0880	Minor		FTASSIST			
S0171	Minor		S0131	Minor		S0524	Minor		S0207	Minor		S0820	Minor		PTASSIST			
S0172	Minor		S0132	Minor		S0525	Minor		S0212	Minor		S0890	Minor		FTPROS TF	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0173	Minor		S0133	Minor		S0526	Minor		S0211	Minor		S0830	Minor		PTPROS IF	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
S0174	Minor		S0134	Minor		S0527	Minor		S0214	Minor		S0900	Minor		FTLIBR NS	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC161
S0175	Minor		S0135	Minor		S0528	Minor		S0213	Minor		S0840	Minor		PTLIBR NS	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC161

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0176	Minor		S0136	Minor		S0529	Minor		S0216	Minor		S0895	Minor		FTGUIDES, FTVTCOUN	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC160
S0177	Minor		S0137	Minor		S0530	Minor		S0215	Minor		S0835	Minor		PTGUIDES, PTVTCOUN	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC160
S0178	Minor		S0138	Minor		S0531	Minor		S0218	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0179	Minor		S0139	Minor		S0532	Minor		S0217	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
S0180	Minor		S0140	Minor		S0533	Minor		S0220	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0181	Minor		S0141	Minor		S0534	Minor		S0219	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
S0182	Minor		S0142	Minor		S0535	Minor		S0222	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0183	Minor		S0143	Minor		S0536	Minor		S0221	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
S0184	Minor		S0144	Minor		S0537	Minor		S0224	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0185	Minor		S0145	Minor		S0538	Minor		S0223	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
S0186	Minor		S0146	Minor		S0539	Minor		S0226	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0187	Minor		S0147	Minor		S0540	Minor		S0225	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
S0188	Minor		S0148	Minor		S0541	Minor		S0234	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0189	Minor		S0149	Minor		S0542	Minor		S0233	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0190	Minor		S0150	Minor		S0543	Minor		S0236	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0191	Minor		S0151	Minor		S0544	Minor		S0235	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0192	Minor		S0152	Minor		S0545	Major	99–2000 shows the general category “Special education aides,” while 03–04 differentiates between “Special education instructional aides” & “Special education noninstructional aides.”	S0232	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0193	Minor		S0153	Minor		S0546	Major	99–2000 shows the general category “Special education aides,” while 03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides.”	S0231	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0194	Minor		S0154	Minor		S0547	Major	99–2000 shows the general category “Special education aides,” while 03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides.”	S0232	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0195	Minor		S0155	Minor		S0548	Major	99–2000 shows the general category “Special education aides,” while 03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides.”	S0231	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0196	Minor		S0156	Minor		S0549	Major	99–2000 shows the general category “Library media center aides,” while 03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides.”	S0230	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0197	Minor		S0157	Minor		S0550	Major	99–2000 shows the general category “Library media center aides,” while 03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides.”	S0229	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0198	Minor		S0158	Minor		S0551	Major	99–2000 shows the general category “Library media center aides,” while 03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides.”	S0230	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0199	Minor		S0159	Minor		S0552	Major	99–2000 shows the general category “Library media center aides,” while 03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides.”	S0229	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0200	Minor		S0160	Minor		S0553	Major	99–2000 shows the category “Other teacher aides such as kindergarten aides,” while 03–04 shows “Other classroom instructional aides.”	S0238	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0201	Minor		S0161	Minor		S0554	Major	99–2000 shows the category “Other teacher aides such as kindergarten aides,” while 03–04 shows “Other classroom instructional aides.”	S0237	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0202	Minor		S0162	Minor		S0555	Minor		S0240	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0203	Minor		S0163	Minor		S0556	Minor		S0239	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0204	Minor		S0164	Minor		S0557	Minor		S0242	Minor		S0925	Minor		FTALLO TH	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
S0205	Minor		S0165	Minor		S0558	Minor		S0241	Minor		S0865	Minor		PTALLO TH	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0206	Minor		S0166	Minor		S0559	Minor		S0244	Major	Options collapsed into one category.	S0930	Major	Options collapsed into one category.	FTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
S0207	Minor		S0167	Minor		S0560	Minor		S0243	Major	Options collapsed into one category.	S0870	Major	Options collapsed into one category.	PTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0208	Minor		S0168	Minor		S0561	Minor		S0246	Major	Options collapsed into one category.	S0930	Major	Options collapsed into one category.	FTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
S0209	Minor		S0169	Minor		S0562	Minor		S0245	Major	Options collapsed into one category.	S0870	Major	Options collapsed into one category.	PTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0286	Exact		S0212	Major	07–08 includes two “No” options.	S0628	Exact		S0340									
S0270	Exact		S0213	Exact		S0630												
S0271	Exact		S0214	Exact		S0631												
S0272	Exact		S0215	Exact		S0632	Minor		S0285	Exact		S1645	Exact		NOLUNCH	Exact		SSC087
S0273	Minor		S0217	Minor		S0634	Minor		S0287	Exact		S1660	Exact			Major	Asks how many students are eligible.	SSC085
S0274	Exact		S0216	Minor		S0633	Minor		S0286	Exact		S1655	Exact			Major	Asks how many students are eligible.	SSC085
S0275	Exact		S0218	Exact		S0635	Exact		S0288	Minor		S1600	Minor		CHPTR ONE	Minor		SSC081
S0276	Minor		S0221	New														
S0277	Minor		S0222	Minor		S0637	Major	03–04 asks for separate counts for prekindergarten and other students (kindergarten and higher); 99–00 asks for one count regardless of grade level.	S0290	Minor		S1605, S1610	Minor		ONESV PK, ONESV K12	Minor		SSC083
S0279	Exact		S0220	Minor		S0636	Major											
S0278	Minor		S0219	New														
S0280	Exact		S0223	Minor		S0653	Exact		S0306									
S0281	Exact		S0224	Exact		S0654	Exact		S0307									
S0282	Exact		S0225	Exact		S0655	Exact		S0308									
S0283	Minor		S0226	Minor		S0656	Exact		S0309	Minor		S1625	Minor		ONETE ACH			

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0290	Exact		S0230	Exact		S0661												
S0291	Exact		S0231	Exact		S0662												
S0292	New																	
S0293	New																	
S5293	New																	
S0294	New																	
S5294	New																	
S0295	Exact		S0232	Minor		S0665												
S0006	Exact		S0236	Exact		S0669	Minor		S0350	Minor	Year reported as two digits.	S2365						
S0007	Exact		S0237	Exact		S0670	Minor		S0350	Minor	Year reported as two digits.	S2365						
S0008	Exact		S0238	Exact		S0671	Minor		S0350	Minor	Year reported as two digits.	S2365						
S0009	Minor		S0235	Exact		S0668	Exact		S0349	Major	Hours & minutes reported separately	S2355, S2360						

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0700	Minor		S0400	Exact		S0700	Minor		S0090	Minor		S0115	Minor		OFFERUG	Minor		SSC132
S0701	Minor		S0401	Exact		S0701	Minor		S0091	Minor		S0120	Minor		NUMBRUG	Minor		SSC133
S0702	Exact		S0402	Exact		S0702	Minor		S0058									
S0703	Exact		S0403	Exact		S0703	Minor		S0059									
S0704	Minor		S0404	Exact		S0704	Minor		S0060	Exact		S0125	Exact		OFFERKG	Exact		SSC102
S0705	Minor		S0405	Exact		S0705	Minor		S0061	Exact		S0130	Exact		NUMBRKG	Exact		SSC103
S0706	Minor		S0406	Exact		S0706	Minor		S0062									
S0707	Minor		S0407	Exact		S0707	Minor		S0063									
S0708	Minor		S0408	Exact		S0708	Minor		S0064									
S0709	Minor		S0409	Exact		S0709	Minor		S0065									
S0710	Exact		S0410	Exact		S0710	Minor		S0066	Minor		S0135	Minor		OFFER1	Minor		SSC104
S0711	Exact		S0411	Exact		S0711	Minor		S0067	Minor		S0140	Minor		NUMBR1	Minor		SSC105
S0712	Exact		S0412	Exact		S0712	Minor		S0068	Minor		S0145	Minor		OFFER2	Minor		SSC106
S0713	Exact		S0413	Exact		S0713	Minor		S0069	Minor		S0150	Minor		NUMBR2	Minor		SSC107
S0714	Exact		S0414	Exact		S0714	Minor		S0070	Minor		S0155	Minor		OFFER3	Minor		SSC108
S0715	Exact		S0415	Exact		S0715	Minor		S0071	Minor		S0160	Minor		NUMBR3	Minor		SSC109
S0716	Exact		S0416	Exact		S0716	Minor		S0072	Minor		S0165	Minor		OFFER4	Minor		SSC110
S0717	Exact		S0417	Exact		S0717	Minor		S0073	Minor		S0170	Minor		NUMBR4	Minor		SSC111
S0718	Exact		S0418	Exact		S0718	Minor		S0074	Minor		S0175	Minor		OFFER5	Minor		SSC112
S0719	Exact		S0419	Exact		S0719	Minor		S0075	Minor		S0180	Minor		NUMBR5	Minor		SSC113
S0720	Exact		S0420	Exact		S0720	Minor		S0076	Minor		S0185	Minor		OFFER6	Minor		SSC114

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0721	Exact		S0421	Exact		S0721	Minor		S0077	Minor		S0190	Minor		NUMBR6	Minor		SSC115
S0722	Exact		S0422	Exact		S0722	Minor		S0078	Minor		S0195	Minor		OFFER7	Minor		SSC116
S0723	Exact		S0423	Exact		S0723	Minor		S0079	Minor		S0200	Minor		NUMBR7	Minor		SSC117
S0724	Exact		S0424	Exact		S0724	Minor		S0080	Minor		S0205	Minor		OFFER8	Minor		SSC118
S0725	Exact		S0425	Exact		S0725	Minor		S0081	Minor		S0210	Minor		NUMBR8	Minor		SSC119
S0726	Exact		S0426	Exact		S0726	Minor		S0082	Minor		S0215	Minor		OFFER9	Minor		SSC120
S0727	Exact		S0427	Exact		S0727	Minor		S0083	Minor		S0220	Minor		NUMBR9	Minor		SSC121
S0728	Exact		S0428	Exact		S0728	Minor		S0084	Minor		S0225	Minor		OFFER10	Minor		SSC122
S0729	Exact		S0429	Exact		S0729	Minor		S0085	Minor		S0230	Minor		NUMBR10	Minor		SSC123
S0730	Exact		S0430	Exact		S0730	Minor		S0086	Minor		S0235	Minor		OFFER11	Minor		SSC124
S0731	Exact		S0431	Exact		S0731	Minor		S0087	Minor		S0240	Minor		NUMBR11	Minor		SSC125
S0732	Exact		S0432	Exact		S0732	Minor		S0088	Minor		S0245	Minor		OFFER12	Minor		SSC126
S0733	Exact		S0433	Exact		S0733	Minor		S0089	Minor		S0250	Minor		NUMBR12	Minor		SSC127
S0734	Minor		S0434	Exact		S0734	Minor		S0900									
S0039	New																	
S0735	Exact		S0435	Exact		S0735	Exact		S0901	Exact		S0450	Exact		COEDSCL	Exact		SSC015
S0041	Exact		S0041	Minor		S0416	Minor		S0095	Minor		S0455	Major	Question asks for percentage instead of number.	PCTMALE	Major	Question asks for percentage instead of number.	SSC016
S0045	Minor		S0042	Minor		S0417	Minor		S0096	Minor		S0415	Minor		HISPNS TU	Minor		SSC054

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0065	Major	11–12 includes transitional K or transitional 1 st grade students.	S0058	Exact		S0428	Minor		S0904									
S0066	Exact		S0062	Minor		S0434	Exact		S0798	Minor		S1440	Minor		OWNLIBRY			
S0055	Exact		S0048	Minor		S0441	Minor		S0110	Minor		S0760	Minor		PGMTYPE	Major	Response options differ.	SSC014
S5055	Exact		S5048	Exact		S5441	Exact		S5110									
S0736	Exact		S0436	Exact		S0736	Exact		S0905	Major	Asked only of alternative schools.	S0765						
S0737	Exact		S0437	Exact		S0737	Exact		S0906	Exact		S0775	Minor		FAMILYRES	Exact		SSC019
S0738	Exact		S0438	Exact		S0738	Exact		S0907	Minor		S0485	Minor		AFFILPUR	Major	Combines orientation, purpose, or affiliation; & religious denomination.	SSC020*
S0739	Exact		S0439	Exact		S0739	Exact		S0908	Minor		S0490	Minor		RELIGDEN	Major	Combines orientation, purpose, or affiliation; & religious denomination.	SSC020*

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0740	Exact		S0440	Major	07–08 includes Church of the Nazarene as an option.	S0740	Exact		S0909	Minor		S0495	Minor		AFFILIATION	Major	Response options differ.	SSC021*
S5740	Exact		S5440	Exact		S5740	Exact		S5909									
S0741	Exact		S0441	Exact		S0741	Minor		S0910	Minor		S0500			CATH TYPE	Minor		SSC022
S0742	Exact		S0442	Exact		S0742	Exact		S0911									
S0743	Exact		S0443	Exact		S0743	Exact		S0912	Minor		S0505	Minor		ACE	Minor		SSC023
S0744	Exact		S0444	Exact		S0744	Exact		S0913	Minor		S0520	Minor		AACS	Minor		SSC024
S0745	Exact		S0445	Exact		S0745	Exact		S0914	Minor		S0535	Minor		ACSI	Minor		SSC026
S0746	Exact		S0446	Exact		S0746	Exact		S0915									
S0747	Exact		S0447	New														
S0748	Exact		S0448	Exact		S0747	Exact		S0916	Minor		S0560	Minor		CSI	Minor		SSC029
S0749	Exact		S0449	Exact		S0749	Exact		S0918									
S0750	Exact		S0450	Exact		S0750	Exact		S0919	Minor		S0605	Minor		FRIENDS	Minor		SSC031
S0751	Exact		S0451	Exact		S0751	Exact		S0920	Minor		S0610	Minor		SVNTH DAY	Minor		SSC032
S0752	Exact		S0452	Minor		S0752												
S0753	Exact		S0453	Exact		S0753	Exact		S0921	Minor		S0645	Minor		JESUITS	Minor		SSC033
S0754	Exact		S0454	Exact		S0754	Exact		S0922	Minor		S0615	Minor		EPISCPLS	Minor		SSC035
S0755	Exact		S0455	Exact		S0755	Exact		S0923	Minor		S0640	Minor		NCEA	Minor		SSC038
S0756	Exact		S0456	Exact		S0756	Exact		S0924									
S0757	Exact		S0457	Minor		S0757	Exact		S0925	Minor		S0660	Minor		HBREW DAY	Minor		SSC043
S0758	Exact		S0458	Exact		S0758	Exact		S0926	Minor		S0675	Minor		ORALR BTS	Minor		SSC044
S0759	Exact		S0459	New														
S0760	Exact		S0460	Minor		S0759	Exact		S0927	Minor		S0665	Minor		SCHECHTR	Minor		SSC045

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0761	Exact		S0461	Exact		S0760	Exact		S0928									
S0762	Exact		S0462	Minor		S0761	Exact		S0929									
S5762	Exact		S5462	Exact		S5761	Exact		S5929									
S0763	Exact		S0463	Exact		S0762	Exact		S0930	Minor		S0525	Minor		AMONT SRI	Minor		SSC025
S0764	Exact		S0464	New														
S0765	Exact		S0465	Exact		S0763	Exact		S0931	Minor		S0530	Minor		OTHMT SRI			
S0766	Exact		S0466	Exact		S0764	Exact		S0932	Minor		S0540	Minor		MLTRY SCH	Minor		SSC027
S0767	Exact		S0467	Exact		S0765	Exact		S0933									
S0771	Exact		S0471	Exact		S0769	Exact		S0937	Minor		S0570	Minor		NAPEC	Minor		SSC037
S0772	Exact		S0472	Exact		S0770	Exact		S0938	Minor		S0575	Minor		OTHXP CHL			
S0773	Exact		S0473	Exact		S0771	Exact		S0939	Minor		S0595	Minor		ECIS			
S0774	Exact		S0474	Exact		S0772	Exact		S0940									
S0776	Exact		S0476	Exact		S0774	Exact		S0942	Minor		S0635	Minor		LABSCH LS			
S0777	Exact		S0477	Minor		S0775	Exact		S0943									
S0778	Exact		S0478	Minor		S0776	Exact		S0944									
S5778	Exact		S5478	Exact		S5776	Exact		S5944									
S0779	Exact		S0479	Exact		S0777	Exact		S0945	Minor		S0510	Minor		ASN			
S0780	Exact		S0480	Exact		S0779	Exact		S0947	Minor		S0620	Minor		NAIS	Minor		SSC036
S0781	Exact		S0481	Exact		S0780	Exact		S0948									
S0782	Exact		S0482	Exact		S0781	Exact		S0949	Minor		S0515	Minor		NCACS	Minor		SSC040
S0783	Exact		S0483	Exact		S0782	Exact		S0950	Minor		S0625	Minor		NIPSA	Minor		SSC042
S0784	Exact		S0484	Exact		S0783	Exact		S0951									
S0785	Exact		S0485	Minor		S0784	Exact		S0952									
S5785	Exact		S5485	Exact		S5784	Exact		S5952									
S0800	Exact		S0500	Exact		S0800	Exact		S0965	Exact		S0780						
S0801	Exact		S0501	Minor		S0801	Exact		S0966	Minor		S0785	Minor		ALLBO ARD			

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0125	Exact		S0105	Exact		S0496	Minor		S0151									
S0126	Exact		S0106	Exact		S0497	Minor		S0152									
S0560	Minor		S0370	Exact		S0276	Exact		S0574	Minor		S1760						
S0561	Exact		S0371	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable option.”	S0277	Minor		S0575	Minor		S1765	Minor		YRSENGL			
S0562	Exact		S0372	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable option.”	S0278	Minor		S0576	Minor		S1770	Minor		YRSMATH			
S0563	Exact		S0373	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable option.”	S0279	Minor		S0577	Minor		S1775	Minor		YRSCOMP			

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0564	Exact		S0374	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable option.”	S0280	Minor		S0578	Minor		S1780	Minor		YRSSOC			
S0565	Minor		S0375	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable option.”	S0281	Minor		S0579	Minor		S1785	Minor		YRSSCI			
S0566	Exact		S0376	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable option.”	S0282	Minor		S0580	Minor		S1790	Minor		YRSLA NG			
S0567	Exact		S0377	Exact		S0283	Minor		S0583	Minor		S1805						
S0568	Exact		S0378	Major	07–08 asks for the minimum number of hours; 03–04 asks “How many hours.”	S0285												
S0133	Exact		S0112	Minor		S0503	Exact		S0161	Minor		S1820						

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0168	Minor		S0128	Minor		S0521	Minor		S0206	Minor		S0875	Minor		FTHEAD S	Minor	Includes both principals & assistant principals. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC156
S0169	Minor		S0129	Minor		S0522	Minor		S0205	Minor		S0815	Minor		PTHEAD S	Minor	Includes both principals & assistant principals. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC156
S0170	Minor		S0130	Minor		S0523	Minor		S0208	Minor		S0880	Minor		FTASSIS T			
S0171	Minor		S0131	Minor		S0524	Minor		S0207	Minor		S0820	Minor		PTASSIS T			
S0825	Minor		S0525	Minor		S0796	Minor		S0210	Minor		S0885						
S0826	Minor		S0526	Minor		S0797	Minor		S0209	Minor		S0825						

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0172	Minor		S0132	Minor		S0525	Minor		S0212	Minor		S0890	Minor		FTPROS TF	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
S0173	Minor		S0133	Minor		S0526	Minor		S0211	Minor		S0830	Minor		PTPROS TF	Major	Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
S0174	Minor		S0134	Minor		S0527	Minor		S0214	Minor		S0900	Minor		FTLIBR NS	Major	Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC161

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0175	Minor		S0135	Minor		S0528	Minor		S0213	Minor		S0840	Minor		PTLIBRNS	Major	Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC161
S0176	Minor		S0136	Minor		S0529	Minor		S0216	Minor		S0895	Minor		FTGUIDES, FTVTCOUN	Major	Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC160
S0177	Minor		S0137	Minor		S0530	Minor		S0215	Minor		S0835	Minor		PTGUIDES, PTVTCOUN	Major	Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC160

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0178	Minor		S0138	Minor		S0531	Minor		S0218	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
S0179	Minor		S0139	Minor		S0532	Minor		S0217	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0180	Minor		S0140	Minor		S0533	Minor		S0220	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
S0181	Minor		S0141	Minor		S0534	Minor		S0219	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0182	Minor		S0142	Minor		S0535	Minor		S0222	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
S0183	Minor		S0143	Minor		S0536	Minor		S0221	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0184	Minor		S0144	Minor		S0537	Minor		S0224	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
S0185	Minor		S0145	Minor		S0538	Minor		S0223	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0186	Minor		S0146	Minor		S0539	Minor		S0226	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
S0187	Minor		S0147	Minor		S0540	Minor		S0225	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROS TF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0188	Minor		S0148	Minor		S0541	Minor		S0234	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0189	Minor		S0149	Minor		S0542	Minor		S0233	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0190	Minor		S0150	Minor		S0543	Minor		S0236	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0191	Minor		S0151	Minor		S0544	Minor		S0235	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0192	Minor		S0152	Minor		S0545	Major	03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides,” while 99–2000 shows the general category “Special education aides.”	S0232	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0193	Minor		S0153	Minor		S0546	Major	03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides,” while 99–2000 shows the general category “Special education aides.”	S0231	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0194	Minor		S0154	Minor		S0547	Major	03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides.” 99–2000 shows the general category “Special education aides.”	S0232	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0195	Minor		S0155	Minor		S0548	Major	03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides.” 99–00 shows the general category “Special education aides.”	S0231	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0196	Minor		S0156	Minor		S0549	Major	03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides;” 99–00 shows the general category “Library media center aides.”	S0230	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0197	Minor		S0157	Minor		S0550	Major	03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides;” 99–00 shows the general category “Library media center aides.”	S0229	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0198	Minor		S0158	Minor		S0551	Major	03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides;” 99–00 shows the general category “Library media center aides.”	S0230	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0199	Minor		S0159	Minor		S0552	Major	03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides;” 99–00 shows the general category “Library media center aides.”	S0229	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0200	Minor		S0160	Minor		S0553	Major	03–04 shows “Other classroom instructional aides;” 99–00 shows the category “Other teacher aides such as kindergarten aides.”	S0238	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0201	Minor		S0161	Minor		S0554	Major	03–04 shows “Other classroom instructional aides;” 99–00 shows the category “Other teacher aides such as kindergarten aides.”	S0237	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0202	Minor		S0162	Minor		S0555	Minor		S0240	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0203	Minor		S0163	Minor		S0556	Minor		S0239	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDE S	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
S0204	Minor		S0164	Minor		S0557	Minor		S0242	Minor		S0925	Minor		FTALLO TH	Major	Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0205	Minor		S0165	Minor		S0558	Minor		S0241	Minor		S0865	Minor		PTALLOTH	Major	Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
S0206	Minor		S0166	Minor		S0559	Minor		S0244	Major	Options collapsed into one category.	S0930	Major	Options collapsed into one category.	FTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
S0207	Minor		S0167	Minor		S0560	Minor		S0243	Major	Options collapsed into one category.	S0870	Major	Options collapsed into one category.	PTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0208	Minor		S0168	Minor		S0561	Minor		S0246	Major	Options collapsed into one category.	S0930	Major	Options collapsed into one category.	FTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
S0209	Minor		S0169	Minor		S0562	Minor		S0245	Major	Options collapsed into one category.	S0870	Major	Options collapsed into one category.	PTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0480	Major	11–12 combines into one question: asks the total teachers dismissed or did not have contracts renewed; 07–08 asks the number teachers dismissed or did not have contracts renewed as a result of poor performance by nontenured and tenured teachers.	S0318	Major	07–08 asks for number of nontenured teachers; 03–04 asks for teachers with 3 or fewer years of experience.	S0091	Minor		S0495									
			S0319	Major	07–08 asks for number of tenured teachers; 03–04 asks for teachers with more than 3 years of experience.	S0092	Minor		S0496									
S5484	New																	
S0485	New																	
S0487	New																	
S0486	New																	
S0489	New																	
S0488	New																	
S0503	Minor		S0328	Exact		S0113	Exact		S0500	Minor		S2095	Minor		SALSCH ED			
S0504	Exact		S0329	New														
S0505	Minor		S0330	Minor		S0114	Exact		S0501	Exact		S2100	Exact		MINBA CH			

**SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y):
1993–94 through 2011–12**

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0024	New											
S0025	Major	11–12 says mark Yes or No for each grade level; 07–08 says mark all grades offered.	S0025	Exact		S0400	Minor		S0060	Exact		S0125
S0026	Major	11–12 says mark Yes or No for each grade level; 07–08 says mark all grades offered.	S0026	Exact		S0401	Minor		S0066	Minor		S0135
S0027	Major	11–12 says mark Yes or No for each grade level; 07–08 says mark all grades offered.	S0027	Exact		S0402	Minor		S0068	Minor		S0145
S0028	Major	11–12 says mark Yes or No for each grade level; 07–08 says mark all grades offered.	S0028	Exact		S0403	Minor		S0070	Minor		S0155
S0029	Major	11–12 says mark Yes or No for each grade level; 07–08 says mark all grades offered.	S0029	Exact		S0404	Minor		S0072	Minor		S0165
S0030	Major	11–12 says mark Yes or No for each grade level; 07–08 says mark all grades offered.	S0030	Exact		S0405	Minor		S0074	Minor		S0175

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0031	Major	11–12 says mark Yes or No for each grade level; 07–08 says mark all grades offered.	S0031	Exact		S0406	Minor		S0076	Minor		S0185
S0032	Major	11–12 says mark Yes or No for each grade level; 07–08 says mark all grades offered.	S0032	Exact		S0407	Minor		S0078	Minor		S0195
S0033	Major	11–12 says mark Yes or No for each grade level; 07–08 says mark all grades offered.	S0033	Exact		S0408	Minor		S0080	Minor		S0205
S0034	Major	11–12 says mark Yes or No for each grade level; 07–08 says mark all grades offered.	S0034	Exact		S0409	Minor		S0082	Minor		S0215
S0035	Major	11–12 says mark Yes or No for each grade level; 07–08 says mark all grades offered.	S0035	Exact		S0410	Minor		S0084	Minor		S0225
S0036	Major	11–12 says mark Yes or No for each grade level; 07–08 says mark all grades offered.	S0036	Exact		S0411	Minor		S0086	Minor		S0235
S0037	Major	11–12 says mark Yes or No for each grade level; 07–08 says mark all grades offered.	S0037	Exact		S0412	Minor		S0088	Minor		S0245

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0038	Major	11–12 says mark Yes or No for each grade level; 07–08 says mark all grades offered.	S0038	Exact		S0413	Minor		S0090	Minor		S0115
S0039	Minor		S0039	Exact		S0414	Minor		S0092	Minor		S0255
S0040	Exact		S0040	Minor		S0415	Minor		S0093			
S0041	Exact		S0041	Minor		S0416	Minor		S0095	Minor		S0455
S0045	Minor		S0042	Minor		S0417	Minor		S0096	Minor		S0415
S0046	Minor		S0043	Minor		S0418	Exact		S0097	Minor		S0425
S0047	Minor		S0044	Minor		S0419	Exact		S0098	Minor		S0420
S0048	Major	11–12 is separated into two questions.	S0045	Minor		S0420	Minor		S0100	Minor		S0410
S0049												
S0050	Minor		S0046	Minor		S0421	Minor		S0099	Minor		S0405
S0051	New											
S0052	Minor		S0047	Minor		S0422	Minor		S0101			
S0055	Exact		S0048	Minor		S0441			S0110	Minor		S0760
S5055	Exact		S5048	Exact		S5441			S5110			
S0056	Exact		S0049	Exact		S0443	Exact		S0111			
S0057	Minor		S0050	Exact		S0423	Minor		S0107			
S0058	Minor		S0051	Minor		S0424	Exact		S0102	Exact		S0470
S0059	Minor		S0052	Minor		S0425	Exact		S0103	Exact		S0475
S0060	Exact		S0053	New								
S0061	Exact		S0054	New								
S0062	Minor		S0055	Exact		S0063						
S0063	Minor		S0056	Minor		S0426						
S0064	Major	11–12 includes kindergarten, transitional kindergarten, or transitional first grade; 07–08 includes only kindergarten.	S0057	Exact		S0427						

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0065	Major	11–12 includes kindergarten, transitional kindergarten, or transitional first grade; 07–08 includes only kindergarten.	S0058	Exact		S0428						
S0066	Exact		S0062	Minor		S0434						
S0080	Minor		S0070	Exact		S0447	Exact		S0115	Exact		S0700
S0081	Minor		S0071	Exact		S0448	Exact		S0116	Major	Options are mark all that apply.	S0705
S0082	Minor		S0072	Exact		S0449	Exact		S0117	Major	Options are mark all that apply.	S0710
S0083	Minor		S0073	Exact		S0450	Exact		S0118	Major	Options are mark all that apply.	S0715
S0084	Minor		S0074	Exact		S0451	Exact		S0119	Major	Options are mark all that apply.	S0720
S0085	Minor		S0075	Exact		S0452	Exact		S0120	Major	Options are mark all that apply.	S0725
S0086	Minor		S0076	Exact		S0453	Exact		S0121	Major	Options are mark all that apply.	S0730
S0087	Minor		S0077	Exact		S0454	Exact		S0122	Major	Options are mark all that apply.	S0735
S0088	New											
S0105	Minor		S0095	Minor		S0950	Exact		S0124			
S0089	New											
S0090	Exact		S0078	Exact		S0444						
S0091	Exact		S0079	Exact		S0445						
S0092	Minor		S0081	Exact		S0462	Exact		S0125			
S0093	Exact		S0082	Minor		S0463	Minor		S0126	Major	Does not specify that students need to be identified as gifted/talented.	S1390
S0094	Exact		S0083	Exact		S0464	Minor		S0127			
S0095	Exact		S0084	Exact		S0465	Minor		S0128			

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0096	Exact		S0085	Exact		S0466	Minor		S0129			
S0097	Exact		S0086	Exact		S0468						
S0098	Minor		S0087	Exact		S0477	Minor		S0134	Major	Asks about programs inside & outside of regular school hours.	S1400
S0099	New											
S0100	Exact		S0088	Exact		S0478						
S0101	Exact		S0089	Minor		S0479	Minor		S0148			
S0102	Exact		S0091	Minor		S0481	Minor		S0149			
S0120	Exact		S0100	Minor		S0489	Minor		S0141			
S0121	Exact		S0101	Minor		S0490	Minor		S0142			
S0122	Exact		S0102	Minor		S0491	Minor		S0143			
S0123	Exact		S0103	New								
S0124	Exact		S0104	Major	07–08 moved item into a series.	S0494						
S0125	Exact		S0105	Exact		S0496						
S0126	Exact		S0106	Exact		S0497						
S0127	Exact		S0107	Exact		S0498	Exact		S0155			
S0128	Major	11–12 is separated into two questions.	S0108	New								
S0129												
S0130	Exact		S0109	New								
S0131	Exact		S0110	Minor		S0500	Minor		S0158			
S0132	Minor		S0111	Major	07–08 asks if the following is an opportunity offered in the school for grades 9–12; 03–04 asks if the school offers the program.	S0467	Minor		S0130			
S0150	Exact		S0120	Minor		S0513	Minor		S0228	Minor		S0910
S0151	Exact		S0121	Minor		S0514	Minor		S0227	Minor		S0850
S0152	New											
S0155	Minor		S0122	Minor		S0515	Minor		S0249	Minor		S0975
S0156	Minor		S0123	Minor		S0516	Exact		S0250	Minor		S0985

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0157	Minor		S0124	Minor		S0517	Exact		S0251	Minor		S0980
S0158	Major	11–12 is separated into two questions.	S0125	Minor		S0518	Minor		S0253	Minor		S0970
S0159												
S0160	Minor		S0126	Minor		S0519	Minor		S0252	Minor		S0965
S0161	New											
S0168	Minor		S0128	Minor		S0521	Minor		S0206	Minor		S0875
S0169	Minor		S0129	Minor		S0522	Minor		S0205	Minor		S0815
S0170	Minor		S0130	Minor		S0523	Minor		S0208	Minor		S0880
S0171	Minor		S0131	Minor		S0524	Minor		S0207	Minor		S0820
S0172	Minor		S0132	Minor		S0525	Minor		S0212	Minor		S0890
S0173	Minor		S0133	Minor		S0526	Minor		S0211	Minor		S0830
S0174	Minor		S0134	Minor		S0527	Minor		S0214	Minor		S0900
S0175	Minor		S0135	Minor		S0528	Minor		S0213	Minor		S0840
S0176	Minor		S0136	Minor		S0529	Minor		S0216	Minor		S0895
S0177	Minor		S0137	Minor		S0530	Minor		S0215	Minor		S0835
S0178	Minor		S0138	Minor		S0531	Minor		S0218	Major	Options collapsed into one category.	S0905
S0179	Minor		S0139	Minor		S0532	Minor		S0217	Major	Options collapsed into one category.	S0845
S0180	Minor		S0140	Minor		S0533	Minor		S0220	Major	Options collapsed into one category.	S0905
S0181	Minor		S0141	Minor		S0534	Minor		S0219	Major	Options collapsed into one category.	S0845
S0182	Minor		S0142	Minor		S0535	Minor		S0222	Major	Options collapsed into one category.	S0905
S0183	Minor		S0143	Minor		S0536	Minor		S0221	Major	Options collapsed into one category.	S0845
S0184	Minor		S0144	Minor		S0537	Minor		S0224	Major	Options collapsed into one category.	S0905
S0185	Minor		S0145	Minor		S0538	Minor		S0223	Major	Options collapsed into one category.	S0845
S0186	Minor		S0146	Minor		S0539	Minor		S0226	Major	Options collapsed into one category.	S0905

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0187	Minor		S0147	Minor		S0540	Minor		S0225	Major	Options collapsed into one category.	S0845
S0188	Minor		S0148	Minor		S0541	Minor		S0234	Major	Options collapsed into one category.	S0920
S0189	Minor		S0149	Minor		S0542	Minor		S0233	Major	Options collapsed into one category.	S0860
S0190	Minor		S0150	Minor		S0543	Minor		S0236	Major	Options collapsed into one category.	S0920
S0191	Minor		S0151	Minor		S0544	Minor		S0235	Major	Options collapsed into one category.	S0860
S0192	Minor		S0152	Minor		S0545	Major	99–00 shows the general category “Special education aides,” while 03–04 differentiates between “Special education instructional aides” & “Special education noninstructional aides.”	S0232	Major	Options collapsed into one category.	S0920
S0193	Minor		S0153	Minor		S0546	Major	99–00 shows the general category “Special education aides,” while 03–04 differentiates between “Special education instructional aides” & “Special education noninstructional aides.”	S0231	Major	Options collapsed into one category.	S0860

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0194	Minor		S0154	Minor		S0547	Major	99–00 shows the general category “Special education aides,” while 03–04 differentiates between “Special education instructional aides” & “Special education noninstructional aides.”	S0232	Major	Options collapsed into one category.	S0920
S0195	Minor		S0155	Minor		S0548	Major	99–00 shows the general category “Special education aides,” while 03–04 differentiates between “Special education instructional aides” & “Special education noninstructional aides.”	S0231	Major	Options collapsed into one category.	S0860
S0196	Minor		S0156	Minor		S0549	Major	99–00 shows the general category “Library media center aides,” while 03–04 differentiates between “Library media center instructional aides” & “Library media center noninstructional aides.”	S0230	Major	Options collapsed into one category.	S0920

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0197	Minor		S0157	Minor		S0550	Major	99–00 shows the general category “Library media center aides,” while 03–04 differentiates between “Library media center instructional aides” & “Library media center noninstructional aides.”	S0229	Major	Options collapsed into one category.	S0860
S0198	Minor		S0158	Minor		S0551	Major	99–00 shows the general category “Library media center aides,” while 03–04 differentiates between “Library media center instructional aides” & “Library media center noninstructional aides.”	S0230	Major	Options collapsed into one category.	S0920
S0199	Minor		S0159	Minor		S0552	Major	99–00 shows the general category “Library media center aides,” while 03–04 differentiates between “Library media center instructional aides” & “Library media center noninstructional aides.”	S0229	Major	Options collapsed into one category.	S0860

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0220	Exact		S0177	New								
S0221	New											
S0450	Major	11–12 asks the number of short-term substitute teachers available to teach around the first of October; 07–08 asks the number of short-term substitutes teaching on the most recent school day.	S0178	Major	07–08 limits the questions to grades K–12.	S0565						
S0451	New											
S0225	Minor		S0179	Exact		S0566	Minor		S0256	Minor		S1100
S0226	Minor		S0180	Minor		S0567	Minor		S0265	Exact		S1150
S0227	Minor		S0181	Minor		S0568	Minor		S0266	Exact		S1155
S0228	Minor		S0182	Minor		S0569	Minor		S0267	Exact		S1160
S0229	Minor		S0183	Minor		S0570	Minor		S0268			
S0230	Minor		S0184	Minor		S0571	Minor		S0269			
S0231	Minor		S0185	Minor		S0572	Minor		S0270	Exact		S1165
S0232	Minor		S0186	Minor		S0573	Minor		S0271	Exact		S1175
S0233	Minor		S0187	Minor		S0574	Minor		S0272	Exact		S1170
S0234	Minor		S0188	Minor		S0575	Minor		S0273	Exact		S1180
S0235	Minor		S0189	Minor		S0576	Minor		S0274	Exact		S1185
S0236	Minor		S0190	Minor		S0577	Minor		S0275	Exact		S1190
S0237	Minor		S0191	Minor		S0578	Minor		S0276	Major	Options not collapsed into one category.	S1210, S1200
S0238	New											
S0239	Exact		S0192	Minor		S0077						
S0240	Exact		S0193	New								
S0471	Exact		S0311	Exact		S0087						
S0472	Exact		S0312	Minor		S0088						
S0473	Exact		S0313	Exact		S0089						
S0474	Exact		S0314	Minor		S0090						

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0480	New											
S0481	New											
S0482	Minor		S0318	Major	07–08 asks for number of nontenured teachers; 03–04 asks for teachers with 3 or fewer years of experience.	S0091						
S0483	Minor		S0319	Major	07–08 asks for number of tenured teachers; 03–04 asks for teachers with more than 3 years of experience.	S0092						
S5484	New											
S0485	New											
S0487	New											
S0486	New											
S0489	New											
S0488	New											
S0476	New											
S0475	New											
S0477	New											
S0503	Minor		S0328	Exact		S0113	Exact		S0500	Minor		S2095
S0504	Exact		S0329	New								
S0505	Minor		S0330	Minor		S0114	Exact		S0501	Exact		S2100
S0506	Minor		S0331	Minor		S0115	Exact		S0502			
S0507	Minor		S0332	Minor		S0117	Exact		S0503	Exact		S2105
S0508	Minor		S0333	Minor		S0119	Minor		S0505	Exact		S2115
S0509	New											
S0510	Minor		S0334	Minor		S0121	Exact		S0506	Exact		S2120

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0511	Minor		S0335	Major	07–08 is separated into two questions; 03–04 asks as one question.	S0122						
S0512	Minor		S0336	Major	07–08 is separated into two questions; 03–04 asks as one question.	S0123						
S0513	Exact		S0337	Minor		S0124	Minor		S0517			
S0514	Exact		S0338	Minor		S0125	Minor		S0518			
S0515	Exact		S0339	Minor		S0126	Minor		S0519			
S0516	Exact		S0340	Major	07–08 is specified as “Defined-benefit and Defined-contribution retirement plan”; 03–04 option is “Retirement Plan.”	S0127						
S0517	Minor		S0341									
S0518	Minor		S0342	New								
S0519	Exact		S0343	Minor		S0128						
S0520	Exact		S0344	Minor		S0129	Minor		S0520			
S0521	Exact		S0345	Minor		S0130	Minor		S0521			
S0522	Exact		S0346	Minor		S0131	Minor		S0522			
S0523	Exact		S0315	Exact		S0332						
S0524	Minor		S0347	Exact		S0315	Exact		S0611	Minor		S1815
S0525	Minor		S0348	Exact		S0316	Exact		S0612			
S0526	Minor		S0349	New								
S0527	Minor		S0350	Minor		S0319	Exact		S0615	Major	Specifies pay incentives as cash bonuses, different step on salary scale, or other salary increase. Asks about organization school is affiliated with, as well as school.	S2210
S0452	Minor		S0296	Minor		S0094						

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0453	Minor		S0297	Major	07–08 asks for the number of days in the contract year; 03–04 asks for the number of months in the contract year.	S0095						
S0455	New											
S0456	New											
S0457	New											
S0560	Minor		S0370	Exact		S0276						
S0561	Exact		S0371	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable” option.	S0277	Minor		S0575	Minor		S1765
S0562	Exact		S0372	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable” option.	S0278	Minor		S0576	Minor		S1770
S0563	Exact		S0373	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable” option.	S0279	Minor		S0577	Minor		S1775
S0564	Exact		S0374	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable” option.	S0280	Minor		S0578	Minor		S1780
S0565	Minor		S0375	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable” option.	S0281	Minor		S0579	Minor		S1785

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0566	Exact		S0376	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable” option.	S0282	Minor		S0580	Minor		S1790
S0567	Exact		S0377	Exact		S0283	Minor		S0583	Minor		S1795
S0568	Exact		S0378	Major	07–08 asks for the minimum number of hours; 03–04 asks “How many hours.”	S0285						
S0569	Exact		S0379	Minor		S0286	Minor		S0586	Minor		S1810
S0133	Exact		S0112	Exact		S0503	Exact		S0161	Minor		S1820
S0134	New											
S0135	Major	11–12 asks for the number that graduated with a diploma; 07–08 asks the percentage that graduated with a diploma.	S0113	Minor		S0504	Minor		S0164			
S0136	Minor		S0114	Minor		S0505	Minor		S0165	Minor		
S0250	Minor		S0200	New								
S0251	Minor		S0201	Major	07–08 has a previous filter question asking if the school has IEP students; 03–04 reports the number of IEP students.	S0604	Minor		S0315			
S0252	Exact		S0202	Minor		S0605						
S0253	Exact		S0203	Minor		S0606	Minor		S0316			
S0254	Exact		S0204	Minor		S0607	Minor		S0317			
S0255	Exact		S0205	Minor		S0608	Minor		S0318			
S0256	Exact		S0206	Minor		S0609	Minor		S0319			
S0260	Minor		S0207	Minor		S0610	Exact		S0320	Minor		S1290
S0261	Minor		S0208	Exact		S0611	Exact		S0321	Major	Asks for number identified as LEP around 10/1.	S1295

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0262	New											
S0263	New											
S0264	New											
S0265	New											
S0266	New											
S0267	New											
S0268	Minor		S0209	Exact		S0625						
S0269	Minor		S0210	Exact		S0626						
S0285	Exact		S0211	Major	07–08 includes two “No” options.	S0627	Exact		S0339			
S0286	Exact		S0212	Major	07–08 includes two “No” options.	S0628	Exact		S0340			
S0270	Minor		S0213	Exact		S0630						
S0271	Exact		S0214	Exact		S0631						
S0272	Exact		S0215	Exact		S0632	Minor		S0285	Exact		S1645
S0273	Minor		S0217	Major	07–08 is limited to K–12.	S0634	Minor		S0287	Exact		S1660
S0274	Exact		S0216	Minor		S0633	Minor		S0286	Exact		S1655
S0275	Exact		S0218	Exact		S0635	Exact		S0288	Minor		S1600
S0276	Minor		S0221	New								
S0277	Exact		S0222	Minor		S0637	Major	03–04 asks for separate counts for prekindergarten and other students (kindergarten and higher); 99–00 asks for one count regardless of grade level.	S0290	Minor		S1605, S1610
S0279	Minor		S0220	Minor		S0636	Major					
S0278	Minor		S0219	New								
S0280	Exact		S0223	Minor		S0653	Exact		S0306			
S0281	Exact		S0224	Exact		S0654	Exact		S0307			
S0282	Exact		S0225	Exact		S0655	Exact		S0308			
S0283	Minor		S0226	Minor		S0656	Exact		S0309	Minor		S1625
S0290	Exact		S0230	Exact		S0661						

SASS Variable Crosswalk—Public School Questionnaire (With District Items) (SASS-3Y): 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			1993–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
S0291	Exact		S0231	Exact		S0662						
S0292	New											
S0293	New											
S5293	New											
S0294	New											
S5294	New											
S0295	Exact		S0232	Minor		S0665						
S0595	New											
S0596	New											
S0006	Exact		S0236	Exact		S0669			S0350	Major	Year reported as two digits.	S2365
S0007	Exact		S0237	Exact		S0670			S0350	Major	Year reported as two digits.	S2365
S0008	Exact		S0238	Exact		S0671			S0350	Major	Year reported as two digits.	S2365
S0009	Minor		S0235	Exact		S0668	Exact		S0349	Major	Hours & minutes reported separately.	S2355, S2360

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2011–12

2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0049	Major	number of FT and PT years in a series; 07–08 asks as one question.	T0042	Minor		T0040	Exact		T0069	Minor		T0100	Minor		PTPVT	Minor		TSC026
T0070	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0050	Minor		T0051	Minor		T0192	Exact		T0715	Exact		TSC113	Exact		TSC140
T0071	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0051	Minor		T0052	Minor		T0193	Exact		T0720	Exact		TSC114	Exact		TSC141
T0072	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0052	Minor		T0053	Minor		T0194	Exact		T0725	Exact		TSC115	Exact		TSC142

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0073	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0053	Minor		T0054	Minor		T0195	Exact		T0730	Exact		TSC116	Exact		TSC143
T0074	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0054	Minor		T0055	Minor		T0196	Exact		T0735	Exact		TSC117	Exact		TSC144
T0075	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0055	Minor		T0056	Minor		T0197	Exact		T0740	Exact		TSC118	Exact		TSC145
T0076	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0056	Minor		T0057	Minor		T0198	Exact		T0745	Exact		TSC119	Exact		TSC146

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0077	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0057	Minor		T0058	Minor		T0199	Exact		T0750	Exact		TSC120	Exact		TSC147
T0078	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0058	Minor		T0059	Minor		T0200	Exact		T0755	Exact		TSC121	Exact		TSC148
T0079	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0059	Minor		T0060	Minor		T0201	Exact		T0760	Exact		TSC122	Exact		TSC149
T0080	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0060	Minor		T0061	Minor		T0202	Exact		T0765	Exact		TSC123	Exact		TSC150

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0216	New		T0219	Exact		T0215	Exact		T0135									
T0217	New																	
T0218	New																	
T0220	Minor		T0220	Exact		T0216	Exact		T0136	Major	Specifies to not include student teaching & asks about a formal program.	T0700	Major	Specifies to not include student teaching & asks about a formal program.	TSC110			
T0221	Exact		T0221	Major	07–08 combines teaching schedule & number of preparations into one question.	T0217, T0218	Exact		T0137									
T0222	Exact		T0222	Exact		T0219	Exact		T0139									
T0223	Exact		T0223	Exact		T0220	Exact		T0140									
T0224	Exact		T0224	Exact		T0221	Exact		T0141									
T0225	Exact		T0225	Exact		T0222	Exact		T0142									
T0230	New																	
T0231	New																	
T0232	New																	
T0233	New																	
T0250	Minor		T0160	Major	07–08 response options differ.	T0166	Minor		T0104	Minor		T0340	Major	Response options differ.	TSC102	Major	Response options differ.	TSC132

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0308	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0148	Minor		T0148												
T0309	New																	
T0310	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0149	Exact		T0150												
T0311	Exact		T0153	New														
T0312	Major	11–12 combines into 1 question.	T0211	New														
			T0212	New														
T0330	New																	
T0331	New																	
T0332	New																	
T0333	New																	
T0334	New																	
T0335	New																	
T0336	New																	
T0337	New																	
T0338	Exact		T0234	Exact		T0243	Minor		T0159	Major	Different time frame.	T0610						

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0350	Exact		T0246	Major	07–08 asked about professional development on teaching students with disabilities in the past 12 months; 03–04 asked about 8 hours or more of professional development on teaching special education students in the past three years.	T0283	Exact		T0248									
T0351	Major	11–12 asks for the past 12 months; 07–08 asks for the last 3 years.	T0247	New														
T0352	Exact		T0248	New														
T0353	Minor		T0249	Major	07–08 specified in the past 12 months; 03–04 specified in the past three years 8 hours or more.	T0285	Exact		T0250	Major	Only of those who teach LEP students.	T1580						

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0396	Exact		T0266	Exact		T0303												
T0397	Exact		T0267	Exact		T0304												
T0398	New																	
T0399	Exact		T0268	New														
T0400	New																	
T0401	New																	
T0402	New																	
T0403	New																	
T0420	New																	
T0421	New																	
T0422	New																	
T0423	New																	
T0424	New																	
T0425	New																	
T0426	New																	
T0427	Exact		T0280	Minor		T0318	Minor		T0293	Minor		T1045	Minor		TSC248	Minor		TSC279
T0428	Exact		T0281	Minor		T0319	Minor		T0294	Minor		T1050	Minor		TSC249	Minor		TSC280
T0429	Exact		T0282	Minor		T0320	Minor		T0295	Minor		T1055	Minor		TSC250	Minor		TSC281
T0430	Exact		T0283	Minor		T0321	Minor		T0296	Minor		T1060	Minor		TSC251			
T0431	Exact		T0284	Minor		T0322	Minor		T0297	Minor		T1065	Minor		TSC252	Minor		TSC282
T0432	Exact		T0285	Minor		T0323	Minor		T0298	Minor		T1070	Minor		TSC253	Minor		TSC283
T0435	Exact		T0286	Minor		T0331	Minor		T0300	Minor		T1205				Minor		TSC240
T0436	Exact		T0287	Minor		T0332	Minor		T0301	Minor		T1210				Minor		TSC241
T0437	Exact		T0288	Minor		T0333	Minor		T0302	Minor		T1215	Minor		TSC226	Minor		TSC242
T0438	Exact		T0289	Minor		T0334	Minor		T0303	Minor		T1225				Minor		TSC244

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2011–12

2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0439	Exact		T0290	Minor		T0335	Minor		T0304	Minor		T1230				Minor		TSC245
T0440	Exact		T0291	Minor		T0336	Minor		T0305	Minor		T1240				Minor		TSC247
T0441	Exact		T0292	Minor		T0337	Minor		T0306	Minor		T1245	Minor		TSC227	Minor		TSC248
T0442	Exact		T0293	Minor		T0338	Minor		T0308	Minor		T1255	Minor		TSC228	Minor		TSC250
T0443	Exact		T0294	Minor		T0339	Minor		T0309	Minor		T1260				Minor		TSC251
T0444	Exact		T0295	Minor		T0340	Minor		T0310									
T0445	Exact		T0296	Minor		T0341	Minor		T0311	Minor		T1270				Minor		TSC253
T0446	Exact		T0297	Minor		T0342	Minor		T0312	Minor		T1275				Minor		TSC254
T0447	Exact		T0298	Minor		T0343	Minor		T0313									
T0448	Exact		T0299	Minor		T0344												
T0449	Exact		T0300	Minor		T0346	Minor		T0314									
T0450	Exact		T0301	Minor		T0348	Minor		T0317	Minor		T1300				Minor		TSC259
T0451	Exact		T0302	Minor		T0350	Minor		T0320	Minor		T1310	Exact		TSC234			
T0452	New																	
T0455	Exact		T0303	Minor		T0364	Minor		T0321	Minor		T1075	Minor		TSC254	Minor		TSC262
T0456	Exact		T0304	Minor		T0365	Minor		T0322	Minor		T1080	Minor		TSC255	Minor		TSC263

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0457	Exact		T0305	Minor		T0366	Minor		T0324	Minor		T1090	Minor		TSC257	Minor		TSC265
T0458	Exact		T0306	Minor		T0367	Minor		T0323	Minor		T1085	Minor		TSC256	Minor		TSC264
T0459	Exact		T0307	Minor		T0369	Minor		T0333	Minor		T1140	Minor		TSC268			
T0460	Exact		T0308	Minor		T0370	Minor		T0334	Minor		T1145	Minor		TSC269			
T0461	Exact		T0309	Minor		T0371	Minor		T0335	Minor		T1155	Minor		TSC271			
T0462	Exact		T0310	Minor		T0372	Minor		T0336	Minor		T1165	Minor		TSC273			
T0463	Exact		T0311	Minor		T0373	Minor		T0337	Minor		T1175						
T0464	Exact		T0312	Minor		T0374	Minor		T0338	Minor		T1185						
T0465	Exact		T0313	Minor		T0375												
T0466	Exact		T0314	Minor		T0376												
T0467	Exact		T0315	Minor		T0377												
T0468	Exact		T0316	Minor		T0378												
T0469	Exact		T0317	Minor		T0379												
T0470	Exact		T0318	Minor		T0380												
T0471	Exact		T0319	Minor		T0381												
T0472	Exact		T0320	Exact		T0382	Exact		T0339	Exact		T1320	Exact		TSC236	Exact		TSC261
T0473	Exact		T0321	Major	07–08 has additional options.	T0383	Exact		T0340	Exact		T1370	Exact		TSC276	Exact		TSC288
T0475	Exact		T0322	Exact		T0384	Exact		T0280	Exact		T1325						
T0476	Exact		T0323	Exact		T0385	Minor		T0281	Minor		T1330						
T0477	Exact		T0324	Exact		T0386	Minor		T0282	Minor		T1335						
T0478	Exact		T0325	Exact		T0387	Exact		T0283	Exact		T1340						
T0479	Exact		T0326	Exact		T0388	Minor		T0284	Minor		T1345						
T0480	Exact		T0327	Exact		T0389	Minor		T0285	Minor		T1350						

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2011–12

2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0500	Exact		T0335	Exact		T0393	Exact		T0341	Exact		T1390	Exact		TSC286			
T0501	Exact		T0336	Exact		T0394	Exact		T0342	Exact		T1395	Exact		TSC287	Exact		TSC304
T0502	Minor		T0337	New														
T0503	Exact		T0338	Exact		T0395	Exact		T0343	Exact		T1400	Exact		TSC288			
T0504	Exact		T0339	Exact		T0396	Exact		T0344	Exact		T1405	Exact		TSC289	Exact		TSC305
T0505	Minor		T0340	New														
T0506	Exact		T0341	Exact		T0397	Exact		T0345	Exact		T1410	Exact		TSC290			
T0507	Exact		T0342	Exact		T0398	Exact		T0346	Exact		T1415	Exact		TSC291	Exact		TSC306
T0508	Minor		T0343	Exact		T0399	Minor		T0347	Minor		T1420	Minor		TSC292	Minor		TSC307
T0509	Minor		T0344	Minor		T0400	Minor		T0348	Minor		T1425	Minor		TSC293			
T0510	Exact		T0345	Minor		T0401	Minor		T0349	Minor		T1430	Minor		TSC294	Minor		TSC308
T0511	New																	
T0512	New																	
T0513	Minor		T0346	Minor		T0402	Minor		T0350	Minor		T1450	Minor		TSC298			
T0514	Exact		T0347	Minor		T0403	Minor		T0351	Minor		T1455	Minor		TSC299			
T0515	Exact		T0348	Exact		T0404	Minor		T0352	Exact		T1435	Exact		TSC295			
T0516	Exact		T0349	Minor		T0405	Minor		T0353	Minor		T1440	Minor		TSC296	Minor		TSC309
T0517	Exact		T0350	Exact		T0406	Exact		T0354	Exact		T1445	Exact		TSC297			
T0518	New																	
T0519	New																	
T0520	Exact		T0351	Exact		T0407	Exact		T0355	Exact		T0695						
T0521	New																	
T0522	New																	
T0525	Exact		T0352	Exact		T0408	Exact		T0356	Exact		T1525	Exact		SEX	Exact		TSC319
T0526	New																	
T0527	Exact		T0353	Exact		T0409	Minor		T0359	Minor		T1540	Minor		HISPANIC	Minor		TSC321
T0528	Exact		T0354	Exact		T0410	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T0529	Exact		T0355	Exact		T0411	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T0530	Exact		T0356	Exact		T0412	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T0531	Exact		T0357	Exact		T0413	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T0532	Exact		T0358	Exact		T0414	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0533	Exact		T0359	Exact		T0415	Exact		T0358	Exact		T1535	Exact		TRIBE			
T0534	Exact		T0360	Exact		T0416	Exact		T0360	Exact		T1545	Exact		BIRTHY R	Exact		TSC322
T0006	Exact		T0362	Minor		T0418	Minor		T0362									
T0007	Exact		T0363	Minor		T0419	Minor		T0362									
T0008	Exact		T0364	Minor		T0420	Minor		T0362									
T0009	Exact		T0361	Exact		T0417	Exact		T0361	Minor		T1610	Minor		SURVM INS			

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0041	New																	
T0042	New																	
T0043	New																	
T0044	New																	
T0045	Minor		T0038	Minor		T0039												
T0046	Minor		T0039	Minor		T0040												
T0047	New																	
T0048	Minor		T0041	Exact		T0036												
T0049	Minor		T0042	Exact		T0037												
T0070	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0050	Minor		T0051	Minor		T0192	Exact		T0715	Exact		TSC113	Exact		TSC140
T0071	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0051	Minor		T0052	Minor		T0193	Exact		T0720	Exact		TSC114	Exact		TSC141
T0072	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0052	Minor		T0053	Minor		T0194	Exact		T0725	Exact		TSC115	Exact		TSC142

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0073	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0053	Minor		T0054	Minor		T0195	Exact		T0730	Exact		TSC116	Exact		TSC143
T0074	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0054	Minor		T0055	Minor		T0196	Exact		T0735	Exact		TSC117	Exact		TSC144
T0075	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0055	Minor		T0056	Minor		T0197	Exact		T0740	Exact		TSC118	Exact		TSC145
T0076	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0056	Minor		T0057	Minor		T0198	Exact		T0745	Exact		TSC119	Exact		TSC146

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0077	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0057	Minor		T0058	Minor		T0199	Exact		T0750	Exact		TSC120	Exact		TSC147
T0078	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0058	Minor		T0059	Minor		T0200	Exact		T0755	Exact		TSC121	Exact		TSC148
T0079	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0059	Minor		T0060	Minor		T0201	Exact		T0760	Exact		TSC122	Exact		TSC149
T0080	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0060	Minor		T0061	Minor		T0202	Exact		T0765	Exact		TSC123	Exact		TSC150

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0081	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0061	Minor		T0062	Minor		T0203	Exact		T0770	Exact		TSC124	Exact		TSC151
T0082	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0062	Minor		T0063	Minor		T0204	Exact		T0775	Exact		TSC125	Exact		TSC152
T0083	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0063	Minor		T0064	Minor		T0205	Exact		T0780	Exact		TSC126	Exact		TSC153
T0084	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0064	Minor		T0065	Minor		T0191	Minor		T0710	Minor		TSC112	Minor		TSC156

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T5111	Exact		T5081	Minor		T5080												
T5112	Exact		T5084	Minor		T5083	Minor		T0113	Minor		T0365						
T5113	Exact		T5087	Minor		T5086												
T5114	Exact		T5090	Minor		T5089			T5059									
T5115	Exact		T5093	Minor		T5092	Minor		T5061									
T5116	Exact		T5096	Minor		T5095	Minor		T9061									
T5117	Exact		T5099	Minor		T5098	Exact		T5063									
T5118	Exact		T5102	Minor		T5101												
T5119	Exact		T5105	Minor		T5104												
T0110, T0111, T0112, T0113, T0114, T0115, T0116, T0117, T0118, T0119	Exact		T0078, T0081, T0084, T0087, T0090, T0093, T0096, T0099, T0102, T0105	Minor		T0077, T0080, T0083, T0086, T0089, T0092, T0095, T0098, T0101, T0104	Major	Allowed for 15 responses.	T0214, T0216, T0218, T0220, T0222, T0224, T0226, T0228, T0230, T0232, T0234, T0236, T0238, T0240, T0242	Major	Allowed for 15 responses.	T0825, T0835, T0845, T0855, T0865, T0875, T0885, T0895, T0905, T0915, T0925, T0935, T0945, T0955, T0965	Minor	Allowed for 10 responses.	TSC137, TSC145, TSC153, TSC161, TSC169, TSC177, TSC185, TSC193, TSC201, TSC209	Major	Allowed for 9 responses.	TSC166, TSC173, TSC180, TSC187, TSC194, TSC201, TSC208, TSC215, TSC222

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0215	Exact		T0218	Minor		T0214												
T0216	Minor		T0219	Minor		T0215												
T0217	New																	
T0220	Minor		T0220	Exact		T0216												
T0221	Exact		T0221	Major	07–08 combines teaching schedule & number of preparations into one question.	T0217												
						T0218												
T0222	Exact		T0222	Exact		T0219	Minor		T0123									
T0223	Exact		T0223	Exact		T0220	Exact		T0129									
T0224	Exact		T0224	Exact		T0221	Exact		T0130									
T0225	Exact		T0225	Exact		T0222	Exact		T0131									
T0230	New																	
T0231	New																	
T0232	New																	
T0233	New																	
T0700	Exact		T0405	Exact		T0421	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T0701	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0406	Minor		T0422	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T5701	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5406	Minor		T5422												
T0702	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0407	Major	07–08 states “Early childhood, preschool, and any of grades K–5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0423	Exact		T0358	Exact		T1535	Exact		TRIBE			
T0703	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0408	Major	07–08 states two options “Any of grades 6–8” & “Any of grades 9–12”; 03–04 states “Secondary grades (including middle school).”	T0424	Exact		T0360	Exact		T1545	Exact		BIRTHY R	Exact		

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0707	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0412	Major	07–08 states “Early childhood, preschool, and any of grades K–5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0427												
T0708	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0413	Major	07–08 states two options “Any of grades 6–8” & “Any of grades 9–12”; 03–04 states “Secondary grades (including middle school).”	T0428	Exact		T0067	Exact		T0090	Exact		TSC028			

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0343	Exact		T0239	Exact		T0248	Exact		T0147									
T0344	Exact		T0240	Exact		T0249	Minor		T0188									
T0345	Exact		T0241	Exact		T0250	Minor		T0189									
T0346	Exact		T0242	Exact		T0251	Minor		T0190									
T0347	Exact		T0243	Exact		T0252	Minor		T0159	Major	Different time frame.	T0610						
T0348	Exact		T0244	Exact		T0253	Minor		T0160	Major	Different time frame; different scale.	T0615						
T0349	Exact		T0245	Exact		T0254	Minor		T0161									
T0350	Exact		T0246	Major	07–08 asked about professional development on teaching students with disabilities in the past 12 months; 03–04 asked about 8 hours or more of professional development on teaching special education students in the past three years.	T0283	Exact		T0168	Major	Different time frame.	T0590						
T0351	Major	11–12 asks for the past 12 months; 07–08 asks for the last 3 years.	T0247	New					T0169	Exact		T0595	Major	Different time frame. Different scale.				

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0393	Exact		T0263	Exact		T0300												
T0394	Exact		T0264	Exact		T0301												
T0395	Exact		T0265	Exact		T0302	Exact		T0250	Major	Only of those who teach LEP students.	T1580						
T0396	Exact		T0266	Exact		T0303												
T0397	Exact		T0267	Exact		T0304												
T0398	New																	
T0399	Exact		T0268	New		T0177	Exact											
T0400	New																	
T0401	New																	
T0402	New																	
T0403	New																	
T0420	New																	
T0421	New																	
T0422	New																	
T0423	New																	
T0424	New																	
T0425	New																	
T0426	New																	
T0427	Exact		T0280	Exact		T0318												
T0428	Exact		T0281	Exact		T0319												
T0429	Exact		T0282	Exact		T0320												
T0430	Exact		T0283	Exact		T0321												
T0431	Exact		T0284	Exact		T0322												
T0432	Exact		T0285	Exact		T0323												
T0435	Exact		T0286	Exact		T0331												
T0436	Exact		T0287	Exact		T0332												
T0437	Exact		T0288	Exact		T0333												
T0438	Exact		T0289	Exact		T0334	Minor		T0293	Minor		T1045	Minor		TSC248	Minor		TSC279
T0439	Exact		T0290	Exact		T0335	Minor		T0294	Minor		T1050	Minor		TSC249	Minor		TSC280
T0440	Exact		T0291	Exact		T0336	Minor		T0295	Minor		T1055	Minor		TSC250	Minor		TSC281

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0441	Exact		T0292	Exact		T0337	Minor		T0296	Minor		T1060	Minor		TSC251			
T0442	Exact		T0293	Exact		T0338	Minor		T0297	Minor		T1065	Minor		TSC252	Minor		TSC282
T0443	Exact		T0294	Exact		T0339	Minor		T0298	Minor		T1070	Minor		TSC253	Minor		TSC283
T0444	Exact		T0295	Minor		T0340	Minor		T0300	Minor		T1205				Minor		TSC240
T0445	Exact		T0296	Exact		T0341	Minor		T0301	Minor		T1210				Minor		TSC241
T0446	Exact		T0297	Exact		T0342	Minor		T0302	Minor		T1215	Minor		TSC226	Minor		TSC242
T0447	Minor		T0298	Exact		T0343	Minor		T0303	Minor		T1225				Minor		TSC244
T0448	Exact		T0299	Exact		T0344	Minor		T0304	Minor		T1230				Minor		TSC245
T0449	Exact		T0300	Exact		T0346	Minor		T0305	Minor		T1240				Minor		TSC247
T0450	Exact		T0301	Exact		T0348	Minor		T0306	Minor		T1245	Minor		TSC227	Minor		TSC248
T0451	Exact		T0302	Exact		T0350	Minor		T0308	Minor		T1255	Minor		TSC228	Minor		TSC250
T0452	New																	
T0455	Exact		T0303	Exact		T0364	Minor		T0309	Minor		T1260				Minor		TSC251
T0456	Exact		T0304	Exact		T0365	Minor		T0310									
T0457	Exact		T0305	Exact		T0366	Minor		T0311	Minor		T1270				Minor		TSC253
T0458	Exact		T0306	Exact		T0367	Minor		T0312	Minor		T1275				Minor		TSC254
T0459	Exact		T0307	Exact		T0369	Minor		T0313									
T0460	Exact		T0308	Exact		T0370												
T0461	Exact		T0309	Exact		T0371	Minor		T0314									
T0462	Exact		T0310	Exact		T0372	Minor		T0317	Minor		T1300				Minor		TSC259
T0463	Exact		T0311	Exact		T0373	Minor		T0320	Minor		T1310	Exact		TSC234			
T0464	Exact		T0312	Exact		T0374	Minor		T0321	Minor		T1075	Minor		TSC254	Minor		TSC262
T0465	Exact		T0313	Minor		T0375	Minor		T0322	Minor		T1080	Minor		TSC255	Minor		TSC263
T0466	Exact		T0314	Minor		T0376	Minor		T0324	Minor		T1090	Minor		TSC257	Minor		TSC265
T0467	Exact		T0315	Minor		T0377	Minor		T0323	Minor		T1085	Minor		TSC256	Minor		TSC264
T0468	Exact		T0316	Minor		T0378	Minor		T0333	Minor		T1140	Minor		TSC268			
T0469	Exact		T0317	Minor		T0379	Minor		T0334	Minor		T1145	Minor		TSC269			
T0470	Exact		T0318	Minor		T0380	Minor		T0335	Minor		T1155	Minor		TSC271			
T0471	Exact		T0319	Minor		T0381	Minor		T0336	Minor		T1165	Minor		TSC273			
T0472	Exact		T0320	Exact		T0382	Minor		T0337	Minor		T1175						
T0473	Exact		T0321	Major	07–08 has additional options.	T0383	Minor		T0338	Minor		T1185						

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0475	Exact		T0322	Exact		T0384												
T0476	Exact		T0323	Exact		T0385												
T0477	Exact		T0324	Exact		T0386												
T0478	Exact		T0325	Exact		T0387												
T0479	Exact		T0326	Exact		T0388												
T0480	Exact		T0327	Exact		T0389												
T0500	Exact		T0335	Minor		T0393												
T0501	Minor		T0336	Minor		T0394	Exact		T0339	Exact		T1320	Exact		TSC236	Exact		TSC261
T0502	New																	
T0503	Exact		T0338	Minor		T0395	Exact		T0340	Exact		T1370	Exact		TSC276	Exact		TSC288
T0504	Minor		T0339	Minor		T0396	Exact		T0280	Exact		T1325						
T0505	New																	
T0506	Exact		T0341	Minor		T0397	Minor		T0281	Minor		T1330						
T0507	Exact		T0342	Minor		T0398	Minor		T0282	Minor		T1335						
T0508	Minor		T0343	Minor		T0399	Exact		T0283	Exact		T1340						
T0509	Minor		T0344	Minor		T0400	Minor		T0284	Minor		T1345						
T0510	Exact		T0345	Minor		T0401	Minor		T0285	Minor		T1350						
T0511	New																	
T0512	New																	
T0513	Minor		T0346	Minor		T0402	Exact		T0341	Exact		T1390	Exact		TSC286			
T0514	Exact		T0347	Minor		T0403	Exact		T0342	Exact		T1395	Exact		TSC287	Exact		TSC304
T0515	Minor		T0348	Minor		T0404	Exact		T0343	Exact		T1400	Exact		TSC288			
T0516	Exact		T0349	Minor		T0405	Exact		T0344	Exact		T1405	Exact		TSC289	Exact		TSC305
T0517	Minor		T0350	Exact		T0406	Exact		T0345	Exact		T1410	Exact		TSC290			
T0518	New																	
T0519	New																	
T0730	Minor		T0450	Exact		T0464												
T0521	New																	
T0522	New																	
T0525	Exact		T0352	Exact		T0408	Minor		T0347	Minor		T1420	Minor		TSC292	Minor		TSC307
T0526	New																	
T0527	Exact		T0353	Exact		T0409	Minor		T0348	Minor		T1425	Minor		TSC293			

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2011–12																		
2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0528	Exact		T0354	Exact		T0410	Minor		T0349	Minor		T1430	Minor		TSC294	Minor		TSC308
T0529	Exact		T0355	Exact		T0411	Minor		T0350	Minor		T1450	Minor		TSC298			
T0530	Exact		T0356	Exact		T0412	Minor		T0351	Minor		T1455	Minor		TSC299			
T0531	Exact		T0357	Exact		T0413	Minor		T0352	Exact		T1435	Exact		TSC295			
T0532	Exact		T0358	Exact		T0414	Minor		T0353	Minor		T1440	Minor		TSC296	Minor		TSC309
T0534	Exact		T0360	Exact		T0416	Exact		T0355	Exact		T0695						
T0006	Exact		T0362	Minor		T0418	Minor		T0359	Minor		T1540	Minor		HISPANIC	Minor		TSC321
T0007	Exact		T0363	Minor		T0419	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T0008	Exact		T0364	Minor		T0420	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T0009	Exact		T0361	Exact		T0417	Exact		T0356	Exact		T1525	Exact		SEX	Exact		TSC319

SASS Variable Crosswalk—School Library Media Center Questionnaire (LS-1A) for public school libraries: 1993–94 through 2011–12

SASS Variable Crosswalk—School Library Media Center Questionnaire (LS-1A) for public school libraries: 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			93–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
M0025	Exact		M0025	New								
M0033	Minor		M0033	Major	07–08 is general scheduling; 03–04 is class scheduling specific.	M0113	Exact		M0176	Exact		M143
M0035	Exact		M0035	Minor		M0120	Major	Before or after school is a single option.	M0185			
M0036	Exact		M0036	Minor		M0121	Major	Before or after school is a single option.	M0185			
M0037	Exact		M0037	Minor		M0122	Major	Question asked about different parts of regular day.	M0186, M0187, & M0188			
M0026	New											
M0027	New											
M0028	New											
M0029	New											
M0030	New											
M0031	New											
M0038	Exact		M0038	New								
M0039	Exact		M0039	New								
M0040	Minor		M0040	New								
M0041	Major	11–12 asks about programs that encourage students to read, including book clubs; 07–08 asks about book clubs only.	M0041	New								
M0042	Exact		M0042	Exact		M0135	Minor		M0218			
M0043	Exact		M0043	Exact		M0136	Minor		M0220			

SASS Variable Crosswalk—School Library Media Center Questionnaire (LS-1A) for public school libraries: 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			93–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
M0044	Exact		M0044	Exact		M0137						
M0051	Major	11–12 asks the number of full- and part-time staff; 07–08 includes a filter question.	M0051	Minor		M0041	Exact		M0083	Minor		M012
M0052	Major	11–12 asks the number of full- and part-time staff; 07–08 includes a filter question.	M0052	Minor		M0042	Major	Questions differentiated 3/4-, 1/2-, & less than 1/2-time.	M0084, M0085, & M0086	Major	M015 & M016 ask different questions for 1/4-, 1/2-, & less than 1/4 time.	M013, M014, M015, M016
M0055	Major	11–12 asks the number of full- and part-time staff; 07–08 includes a filter question.	M0055	Minor		M0045	Exact		M0077	Minor		M019
M0056	Major	11–12 asks the number of full- and part-time staff; 07–08 includes a filter question.	M0056	Minor		M0046	Major	Questions differentiated 3/4-, 1/2-, & less than 1/2-time.	M0078, M0079, & M0080	Major	M022 & M023 ask different questions for 1/4-, 1/2-, & less than 1/4 time.	M020, M021, M022, M023
M0059	Major	11–12 asks the number of full- and part-time staff; 07–08 includes a filter question.	M0059	Minor		M0049	Exact		M0071			
M0060	Major	11–12 asks the number of full- and part-time staff; 07–08 includes a filter question.	M0060	Minor		M0050	Major	Questions differentiated 3/4-, 1/2-, & less than 1/2-time.	M0072, M0073, & M0074			
M0062	Minor		M0062	Minor		M0052	Minor		M0088			

SASS Variable Crosswalk—School Library Media Center Questionnaire (LS-1A) for public school libraries: 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			93–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
M0063	Exact		M0063	Major	07–08 specifies to record “Head Counts, not FTE,” & wording is slightly different.	M0057	Major	Differentiated type & number of master’s degree.	M0091, M0092, & M0093	Major	Asked only if they reported staff members with master’s or doctoral degrees.	M044, M0045
M0064	Exact		M0064	New								
M0065	Exact		M0065	Minor		M0058	Minor		M0096	Minor		M047
M0066	Exact		M0066	Major	07–08 specifies to record “Head Counts, not FTE.”	M0059	Exact		M0097	Minor		M048
M0067	Exact		M0067	Major	07–08 specifies to record “Head Counts, not FTE.”	M0060	Minor		M0098	Minor		M049
M0068	Exact		M0068	Minor		M0061	Exact		M0099			
M0075	Minor		M0075	Minor		M0075						
M0076	Minor		M0076	Minor		M0076						
M0077	Minor		M0077	New								
M0078	Minor		M0078	New								
M0087	New											
M0079	Minor		M0079	New								
M0080	Exact		M0080	Exact		M0070	Exact		M0104	Minor		M112
M0081	Exact		M0081	Minor		M0071	Major	Also asked for types of networks configurations.	M0107, M0108, M0109, M0110, & M0111			
M0082	Minor		M0082	Major	07–08 combined DVD & VCR availability into one question & changed to “and/or” staff use.	M0072, M0073	Minor		M0105	Major	Asks only of video laser disc.	M116

SASS Variable Crosswalk—School Library Media Center Questionnaire (LS-1A) for public school libraries: 1993–94 through 2011–12												
2011–12			2007–08			2003–04			1999–2000			93–94
Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–2000	Comments	Variable name	Match type to 93–94	Comments	Variable name
M0083	Exact		M0083	New								
M0084	Exact		M0084	New								
M0085	Exact		M0085	New								
M0086	Exact		M0086	Minor		M0074	Minor		M0106			
M0096	Exact		M0096	Major	07–08 is generalized; 03–04 is specific to State or School Level.	M0148, M0149						
M0097	Exact		M0097	New								
M0105	Exact		M0105	Minor		M0088						
M0106	Exact		M0106	Minor		M0089	Minor		M0149	Minor		M051
M0107	Exact		M0107	Minor		M0090	Minor		M0150	Minor		M050
M0108	Exact		M0108	Major	07–08 does not include rented materials.	M0091	Minor		M0151	Major	Includes only locally budgeted expenditures.	M052
M0109	Minor		M0109	Major	07–08 combines video materials & CD-ROM titles categories.	M0092, M0095	Major	Excluded duplicate copies.	M0152	Major	Does not include DVD.	M057
M0110	Minor		M0110	Major	07–08 combines video materials & CD-ROM titles categories.	M0093, M0096	Major	Excluded duplicate copies.	M0153	Major	Does not include DVD.	M056
M0111	Minor		M0111	Major	07–08 combines video materials & CD-ROM titles categories & does not include rented materials.	M0094, M0097	Major	Excluded duplicate copies.	M0154	Major	Includes only locally budgeted expenditures. Does not include DVD.	M058
M0112	Exact		M0112	Minor		M0104	Minor		M0164	Minor		M068
M0009	Exact		M0113	Exact		M0152	Minor		M0222	Minor		M167

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the School District Questionnaire that are also included on the
Public School Questionnaire (With District Items) or the Private School Questionnaire**

SASS variable crosswalk across 2011–12 questionnaires: Items appearing on the School District Questionnaire that are also included on the Public School Questionnaire (With District Items) or the Private School Questionnaire						
School District Questionnaire variable name	School Questionnaire (with District Items) variable name	School (with District Items)/district match type	Comments	Private School Questionnaire variable name	Private school/district match type	Comments
D0402	S0025	Exact			No match	
D0403	S0026	Exact			No match	
D0404	S0027	Exact			No match	
D0405	S0028	Exact			No match	
D0406	S0029	Exact			No match	
D0407	S0030	Exact			No match	
D0408	S0031	Exact			No match	
D0409	S0032	Exact			No match	
D0410	S0033	Exact			No match	
D0411	S0034	Exact			No match	
D0412	S0035	Exact			No match	
D0413	S0036	Exact			No match	
D0414	S0037	Exact			No match	
D0415	S0038	Exact			No match	
D0416		No match		S0734	Minor	
D0418	S0039	Minor		S0039	Minor	
D0420	S0045	Minor		S0045	Minor	
D0421	S0046	Minor		S0046	Minor	
D0422	S0047	Minor		S0047	Minor	
D0423	S0048	Minor		S0048	Minor	
D0424	S0049	Minor		S0049	Minor	
D0425	S0050	Minor		S0050	Minor	
D0426	S0051	Minor		S0051	Minor	
D0427	S0052	Minor		S0052	Minor	
D0430	S0270	Minor		S0270	Minor	
D0431	S0271	Exact		S0271	Exact	
D0432	S0272	Minor		S0272	Minor	
D0433	S0273	Exact		S0273	Minor	

SASS variable crosswalk across 2011–12 questionnaires: Items appearing on the School District Questionnaire that are also included on the Public School Questionnaire (With District Items) or the Private School Questionnaire						
School District Questionnaire variable name	School Questionnaire (with District Items) variable name	School (with District Items)/district match type	Comments	Private School Questionnaire variable name	Private school/district match type	Comments
D0434	S0274	Exact		S0274	Minor	
D0435	S0062	Minor		S0062	Minor	
D0440	S0150	Major	District asks for the number of FTE teachers; School with district items asks for the number of full-time teachers in a series format.	S0150	Major	District asks for the number of FTE teachers; Private school asks for the number of persons teaching in time categories in a series format.
D0441	S0155	Minor		S0155	Minor	
D0442	S0156	Minor		S0156	Minor	
D0443	S0157	Minor		S0157	Minor	
D0444	S0158	Minor		S0158	Minor	
D0445	S0159	Minor		S0159	Minor	
D0446	S0160	Minor		S0160	Minor	
D0447	S0161	Minor		S0161	Minor	
D0450	S0450	Exact			No match	
D0451	S0451	Exact		S0451	Exact	
D0452	S0452	Exact			No match	
D0453	S0453	Exact		S0453	Exact	
D0455	S0455	Exact			No match	
D0456	S0456	Exact		S0456	Exact	
D0457	S0457	Exact		S0457	Exact	
D0470	S0239	Minor		S0239	Minor	
D0471	S0471	Exact			No match	
D0472	S0472	Exact			No match	
D0473	S0473	Exact			No match	
D0474	S0474	Exact			No match	

SASS variable crosswalk across 2011–12 questionnaires: Items appearing on the School District Questionnaire that are also included on the Public School Questionnaire (With District Items) or the Private School Questionnaire						
School District Questionnaire variable name	School Questionnaire (with District Items) variable name	School (with District Items)/district match type	Comments	Private School Questionnaire variable name	Private school/district match type	Comments
D0476	S0476	Major	District asks for how many principals were newly hired for district; School with district items asks if the principal was newly hired for the school.	S0476	Major	District asks for how many principals were newly hired for district; Private school asks if the principal was newly hired for the school.
D0475	S0475	Major	District asks about current use of incentives; School with district items asks about incentives used for last newly principal hired.	S0475	Major	District asks about current use of incentives; Private school asks about incentives used for last newly principal hired.
D0477	S0477	Exact			No match	
D0480	S0480	Exact		S0480	Major	District asks for the number of teacher types of dismissed in a series; Private school only asks for the number of total teachers dismissed.
D0481	S0481	Exact			No match	
D0482	S0482	Exact			No match	
D0483	S0483	Exact			No match	
D5484	S5484	Exact		S5484	Exact	
D0485	S0485	Exact		S0485	Exact	
D0487	S0487	Exact		S0487	Exact	
D0486	S0486	Exact		S0486	Exact	
D0489	S0489	Exact		S0489	Exact	
D0488	S0488	Exact		S0488	Exact	
D0503	S0503	Exact		S0503	Exact	
D0504	S0504	Exact		S0504	Exact	
D0505	S0505	Exact		S0505	Exact	
D0506	S0506	Exact		S0506	Exact	
D0507	S0507	Exact		S0507	Exact	
D0508	S0508	Exact		S0508	Exact	

SASS variable crosswalk across 2011–12 questionnaires: Items appearing on the School District Questionnaire that are also included on the Public School Questionnaire (With District Items) or the Private School Questionnaire						
School District Questionnaire variable name	School Questionnaire (with District Items) variable name	School (with District Items)/district match type	Comments	Private School Questionnaire variable name	Private school/district match type	Comments
D0509	S0509	Exact		S0509	Exact	
D0510	S0510	Exact		S0510	Exact	
D0511	S0511	Exact		S0511	Exact	
D0512	S0512	Exact		S0512	Exact	
D0513	S0513	Exact		S0513	Exact	
D0514	S0514	Exact		S0514	Exact	
D0515	S0515	Exact		S0515	Exact	
D0516	S0516	Exact		S0516	Minor	
D0517	S0517	Exact		S0517	Exact	
D0518	S0518	Exact		S0518	Exact	
D0519	S0519	Exact		S0519	Exact	
D0520	S0520	Exact		S0520	Exact	
D0521	S0521	Exact		S0521	Exact	
D0522	S0522	Exact		S0522	Exact	
D0523	S0523	Exact		S0523	Exact	
D0524	S0524	Minor		S0524	Exact	
D0525	S0525	Minor		S0525	Exact	
D0526	S0526	Minor		S0526	Exact	
D0527	S0527	Minor		S0527	Exact	
D0546	S0090	Exact			No match	
D0547	S0295	Major	District asks if district is required to monitor progress of homeschooled students; School with district items asks if school provides support or monitors homeschooling.	S0736	Major	District asks if district is required to monitor progress of homeschooled students; Private school asks if a major role of this school is to support homeschooling.
D0560	S0560	Exact		S0560	Exact	
D0561	S0561	Exact		S0561	Exact	
D0562	S0562	Exact		S0562	Exact	

SASS variable crosswalk across 2011–12 questionnaires: Items appearing on the School District Questionnaire that are also included on the Public School Questionnaire (With District Items) or the Private School Questionnaire						
School District Questionnaire variable name	School Questionnaire (with District Items) variable name	School (with District Items)/district match type	Comments	Private School Questionnaire variable name	Private school/district match type	Comments
D0563	S0563	Exact		S0563	Exact	
D0564	S0564	Exact		S0564	Exact	
D0565	S0565	Exact		S0565	Exact	
D0566	S0566	Exact		S0566	Exact	
D0567	S0567	Exact		S0567	Exact	
D0568	S0568	Exact		S0568	Exact	
D0569	S0569	Exact			No match	
D0595	S0595	Exact			No match	
D0596	S0596	Exact			No match	
D0006	S0006	Minor		S0006	Minor	
D0007	S0007	Minor		S0007	Minor	
D0008	S0008	Minor		S0008	Minor	
D0009	S0009	Exact		S0009	Exact	

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the Private School Principal Questionnaire and the Principal Questionnaire**

SASS variable crosswalk across 2011–12 questionnaires: Items appearing on the Private School Principal Questionnaire and the Principal Questionnaire		
2011–12 variable name	Private School Principal/Principal match type	Comments
A0025	Exact	
A0026	Exact	
A0027	Exact	
A0028	Exact	
A0029	Exact	
A0030	Exact	
A0031	Exact	
A0032	Exact	
A0033	Exact	
A0034	Exact	
A0035	Exact	
A0036	Exact	
A0037	Exact	
A0038	Exact	
A0039	Exact	
A0050	Exact	
A0051	Exact	
A0052	Exact	
A5052	Exact	
A0053	Exact	
A0054	Exact	
A5054	Exact	
A0055	Exact	
A0056	Exact	
A0057	Exact	
A5057	Exact	
A0058	Exact	
A0059	Exact	
A0060	Exact	
A0061	Exact	

SASS variable crosswalk across 2011–12 questionnaires: Items appearing on the Private School Principal Questionnaire and the Principal Questionnaire		
2011–12 variable name	Private School Principal/Principal match type	Comments
A0062	Exact	
A0063	Exact	
A0064	Exact	
A0065	Exact	
A0066	Exact	
A0080	Exact	
A0081	Exact	
A0082	Exact	
A0083	Exact	
A0084	Exact	
A0085	Exact	
A0086	Exact	
A0087	Exact	
A0088	Exact	
A0089	Exact	
A0100	Exact	
A0101	Exact	
A0102	Exact	
A0103	Exact	
A0104	Exact	
A0105	Exact	
A0106	Exact	
A0107	Exact	
A0108	Exact	
A0109	Unique	Appears only on the Principal Questionnaire.
A0110	Minor	
A0111	Exact	
A0112	Exact	
A0113	Exact	
A0114	Exact	
A0115	Exact	
A0116	Exact	
A0130	Exact	
A0131	Exact	

SASS variable crosswalk across 2011–12 questionnaires: Items appearing on the Private School Principal Questionnaire and the Principal Questionnaire		
2011–12 variable name	Private School Principal/Principal match type	Comments
A0132	Exact	
A0133	Exact	
A0134	Exact	
A0135	Exact	
A0136	Exact	
A0137	Exact	
A0138	Exact	
A0139	Exact	
A0140	Exact	
A0141	Exact	
A0142	Exact	
A0143	Exact	
A0144	Exact	
A0145	Exact	
A0146	Exact	
A0147	Exact	
A0148	Exact	
A0149	Exact	
A0150	Exact	
A0151	Exact	
A0152	Exact	
A0153	Exact	
A0154	Exact	
A0155	Exact	
A0156	Exact	
A0157	Exact	
A0158	Exact	
A0159	Exact	
A0160	Exact	
A0161	Exact	
A0180	Exact	
A0181	Exact	
A0182	Exact	
A0183	Exact	

SASS variable crosswalk across 2011–12 questionnaires: Items appearing on the Private School Principal Questionnaire and the Principal Questionnaire		
2011–12 variable name	Private School Principal/Principal match type	Comments
A0184	Exact	
A0185	Exact	
A0186	Exact	
A0187	Exact	
A0188	Exact	
A0189	Exact	
A0190	Exact	
A0191	Exact	
A0192	Exact	
A0210	Exact	
A0211	Exact	
A0212	Exact	
A0213	Exact	
A0214	Exact	
A0215	Exact	
A0216	Exact	
A0217	Exact	
A0218	Exact	
A0219	Exact	
A0220	Exact	
A0221	Exact	
A0222	Exact	
A0223	Exact	
A0224	Exact	
A0225	Exact	
A0226	Exact	
A0227	Minor	
A0228	Exact	
A0229	Exact	
A0230	Exact	
A0240	Exact	
A0241	Exact	
A0242	Exact	
A0243	Exact	

SASS variable crosswalk across 2011–12 questionnaires: Items appearing on the Private School Principal Questionnaire and the Principal Questionnaire		
2011–12 variable name	Private School Principal/Principal match type	Comments
A0244	Exact	
A0245	Exact	
A0246	Exact	
A0247	Exact	
A0248	Unique	Appears only on the Principal Questionnaire.
A0249	Exact	
A0250	Exact	
A0251	Exact	
A0252	Exact	
A0260	Exact	
A0261	Exact	
A0262	Exact	
A0263	Exact	
A0264	Exact	
A0265	Exact	
A0266	Exact	
A0267	Exact	
A0268	Exact	
A0269	Exact	
A0270	Exact	
A0271	Exact	
A0272	Exact	
A0273	Exact	
A0274	Exact	
A0275	Exact	
A0276	Exact	
A0277	Exact	
A0278	Exact	
A0279	Exact	
A0280	Exact	
A0281	Exact	
A0282	Exact	
A0283	Exact	
A0284	Exact	

SASS variable crosswalk across 2011–12 questionnaires: Items appearing on the Private School Principal Questionnaire and the Principal Questionnaire		
2011–12 variable name	Private School Principal/Principal match type	Comments
A0285	Exact	
A0286	Exact	
A0287	Exact	
A0288	Exact	
A0289	Exact	
A0290	Exact	
A0291	Exact	
A5291	Exact	
A0292	Exact	
A0293	Unique	Appears only on the Principal Questionnaire.
A0294	Unique	Appears only on the Principal Questionnaire.
A0320	Exact	
A0321	Exact	
A0322	Exact	
A0323	Exact	
A0324	Exact	
A0325	Exact	
A0326	Exact	
A0327	Unique	Appears only on the Principal Questionnaire.
A0330	Exact	
A0335	Major	Private School Principal Questionnaire includes an additional response option.
A0006	Exact	
A0007	Exact	
A0008	Exact	
A0009	Exact	

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the three School Questionnaires: School Questionnaire,
Public School Questionnaire (with District Items), and Private School Questionnaire**

SASS Variable Crosswalk Across 2011–12 Questionnaires: Items appearing on the three School Questionnaires: School Questionnaire, Public School Questionnaire (with District Items), and Private School Questionnaire				
2011–12 variable name	Private school/school match	School with district/school match	School with district/private school match	School with district/private school comments
S0006	Exact	Exact	Exact	
S0007	Exact	Exact	Exact	
S0008	Exact	Exact	Exact	
S0009	Exact	Exact	Exact	
S0024	No match	Exact	No match	
S0025	No match	Exact	No match	
S0026	No match	Exact	No match	
S0027	No match	Exact	No match	
S0028	No match	Exact	No match	
S0029	No match	Exact	No match	
S0030	No match	Exact	No match	
S0031	No match	Exact	No match	
S0032	No match	Exact	No match	
S0033	No match	Exact	No match	
S0034	No match	Exact	No match	
S0035	No match	Exact	No match	
S0036	No match	Exact	No match	
S0037	No match	Exact	No match	
S0038	No match	Exact	No match	
S0039	Minor	Exact	Minor	
S0040	No match	Exact	No match	
S0041	Exact	Exact	Exact	
S0045	Exact	Exact	Exact	
S0046	Exact	Exact	Exact	
S0047	Exact	Exact	Exact	
S0048	Exact	Exact	Exact	
S0049	Exact	Exact	Exact	
S0050	Exact	Exact	Exact	

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the three School Questionnaires: School Questionnaire,
Public School Questionnaire (with District Items), and Private School Questionnaire**

2011–12 variable name	Private school/school match	School with district/school match	School with district/private school match	School with district/private school comments
S0051	Exact	Exact	Exact	
S0052	Exact	Exact	Exact	
S0055	Major	Exact	Major	The Private School Questionnaire includes two additional response categories.
S0056	No match	Exact	No match	
S0057	Exact	Exact	Exact	
S0058	Exact	Exact	Exact	
S0059	Exact	Exact	Exact	
S0060	Exact	Exact	Exact	
S0061	Exact	Exact	Exact	
S0062	Minor	Exact	Minor	
S0063	Minor	Exact	Minor	
S0064	Exact	Exact	Exact	
S0065	Exact	Exact	Exact	
S0066	Exact	Exact	Exact	
S0080	Exact	Exact	Exact	
S0081	Exact	Exact	Exact	
S0082	Exact	Exact	Exact	
S0083	Exact	Exact	Exact	
S0084	Exact	Exact	Exact	
S0085	Exact	Exact	Exact	
S0086	Exact	Exact	Exact	
S0087	Exact	Exact	Exact	
S0088	Exact	Exact	Exact	
S0089	Exact	Exact	Exact	
S0090	No match	Exact	No match	
S0091	No match	Exact	No match	
S0092	Exact	Exact	Exact	
S0093	Exact	Exact	Exact	
S0094	Exact	Exact	Exact	
S0095	Exact	Exact	Exact	
S0096	Exact	Exact	Exact	
S0097	Exact	Exact	Exact	
S0098	Exact	Exact	Exact	

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the three School Questionnaires: School Questionnaire,
Public School Questionnaire (with District Items), and Private School Questionnaire**

2011–12 variable name	Private school/school match	School with district/school match	School with district/private school match	School with district/private school comments
S0099	Exact	Exact	Exact	
S0100	Exact	Exact	Exact	
S0101	No match	Exact	No match	
S0102	No match	Exact	No match	
S0105	No match	No match	No match	Appears on the Public School Questionnaire (with District items) only.
S0120	Exact	Exact	Exact	
S0121	Exact	Exact	Exact	
S0122	Exact	Exact	Exact	
S0123	Exact	Exact	Exact	
S0124	Exact	Exact	Exact	
S0125	Exact	Exact	Exact	
S0126	Exact	Exact	Exact	
S0127	No match	Exact	No match	
S0128	No match	Exact	No match	
S0129	No match	Exact	No match	
S0130	No match	Exact	No match	
S0131	No match	Exact	No match	
S0132	No match	Exact	No match	
S0133	Exact	Exact	Exact	
S0134	Exact	Exact	Exact	
S0135	Minor	Exact	Minor	
S0136	Exact	Exact	Exact	
S0150	Major	Exact	Major	The Public School Questionnaire and the Public School Questionnaire (with District Items) asks for the number of FT, PT, and Total teachers. The Private School Questionnaire asks for FT and PT teachers by time categories.
S0151	No match	Exact	No match	
S0152	Minor	Exact	Minor	
S0155	Exact	Minor	Minor	
S0156	Exact	Minor	Minor	
S0157	Exact	Minor	Minor	
S0158	Exact	Minor	Minor	
S0159	Exact	Minor	Minor	
S0160	Exact	Minor	Minor	

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the three School Questionnaires: School Questionnaire,
Public School Questionnaire (with District Items), and Private School Questionnaire**

2011–12 variable name	Private school/school match	School with district/school match	School with district/private school match	School with district/private school comments
S0161	Exact	Minor	Minor	
S0168	Exact	Exact	Minor	
S0169	Exact	Exact	Minor	
S0170	Exact	Exact	Exact	
S0171	Exact	Exact	Exact	
S0172	Exact	Exact	Exact	
S0173	Exact	Exact	Exact	
S0174	Exact	Exact	Exact	
S0175	Exact	Exact	Exact	
S0176	Exact	Exact	Exact	
S0177	Exact	Exact	Exact	
S0178	Exact	Exact	Exact	
S0179	Exact	Exact	Exact	
S0180	Exact	Exact	Exact	
S0181	Exact	Exact	Exact	
S0182	Exact	Exact	Exact	
S0183	Exact	Exact	Exact	
S0184	Exact	Exact	Exact	
S0185	Exact	Exact	Exact	
S0186	Exact	Exact	Exact	
S0187	Exact	Exact	Exact	
S0188	Exact	Exact	Exact	
S0189	Exact	Exact	Exact	
S0190	Exact	Exact	Exact	
S0191	Exact	Exact	Exact	
S0192	Exact	Exact	Exact	
S0193	Exact	Exact	Exact	
S0194	Exact	Exact	Exact	
S0195	Exact	Exact	Exact	
S0196	Exact	Exact	Exact	
S0197	Exact	Exact	Exact	
S0198	Exact	Exact	Exact	
S0199	Exact	Exact	Exact	

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the three School Questionnaires: School Questionnaire,
Public School Questionnaire (with District Items), and Private School Questionnaire**

2011–12 variable name	Private school/school match	School with district/school match	School with district/private school match	School with district/private school comments
S0200	Exact	Exact	Exact	
S0201	Exact	Exact	Exact	
S0202	Exact	Exact	Exact	
S0203	Exact	Exact	Exact	
S0204	Exact	Exact	Exact	
S0205	Exact	Exact	Exact	
S0206	Exact	Exact	Exact	
S0207	Exact	Exact	Exact	
S0208	Exact	Exact	Exact	
S0209	Exact	Exact	Exact	
S0210	Exact	Exact	Exact	
S0211	Exact	Exact	Exact	
S0215	Exact	Exact	Exact	
S0216	Exact	Exact	Exact	
S0217	Exact	Exact	Exact	
S0218	Exact	Exact	Exact	
S0219	Exact	Exact	Exact	
S0220	Exact	Exact	Exact	
S0221	Exact	Exact	Exact	
S0225	Exact	Exact	Exact	
S0226	Exact	Exact	Exact	
S0227	Exact	Exact	Exact	
S0228	Exact	Exact	Exact	
S0229	Exact	Exact	Exact	
S0230	Exact	Exact	Exact	
S0231	Exact	Exact	Exact	
S0232	Exact	Exact	Exact	
S0233	Exact	Exact	Exact	
S0234	Exact	Exact	Exact	
S0235	Exact	Exact	Exact	
S0236	Exact	Exact	Exact	
S0237	Exact	Exact	Exact	
S0238	Exact	Exact	Exact	

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the three School Questionnaires: School Questionnaire,
Public School Questionnaire (with District Items), and Private School Questionnaire**

2011–12 variable name	Private school/school match	School with district/school match	School with district/private school match	School with district/private school comments
S0239	Exact	Exact	Exact	
S0240	Exact	Exact	Exact	
S0250	Major	Exact	Major	The Public School Questionnaire and the Public School Questionnaire (with District Items) asks if any students have an IEP because of special needs, and the Private School Questionnaire asks if any students have a formally identified disability.
S0251	Major	Exact	Major	The Public School Questionnaire and the Public School Questionnaire (with District Items) asks how many students have an IEP, and the Private School Questionnaire asks how many students have a formally identified disability.
S0252	Exact	Exact	Exact	
S0253	Exact	Exact	Exact	
S0254	Exact	Exact	Exact	
S0255	Exact	Exact	Exact	
S0256	Exact	Exact	Exact	
S0260	Exact	Exact	Exact	
S0261	Exact	Exact	Exact	
S0262	Exact	Exact	Exact	
S0263	Exact	Exact	Exact	
S0264	Exact	Exact	Exact	
S0265	Exact	Exact	Exact	
S0266	Exact	Exact	Exact	
S0267	Exact	Exact	Exact	
S0268	Exact	Exact	Exact	
S0269	Exact	Exact	Exact	
S0270	Exact	Exact	Exact	
S0271	Exact	Exact	Exact	
S0272	Exact	Exact	Exact	
S0273	Minor	Exact	Minor	
S0274	Minor	Exact	Minor	
S0275	Exact	Exact	Exact	
S0276	Exact	Exact	Exact	
S0277	Exact	Exact	Exact	
S0278	Exact	Exact	Exact	
S0279	Exact	Exact	Exact	

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the three School Questionnaires: School Questionnaire,
Public School Questionnaire (with District Items), and Private School Questionnaire**

2011–12 variable name	Private school/school match	School with district/school match	School with district/private school match	School with district/private school comments
S0280	Exact	Exact	Exact	
S0281	Exact	Exact	Exact	
S0282	Exact	Exact	Exact	
S0283	Exact	Exact	Exact	
S0285	Exact	Exact	Exact	
S0286	Exact	Exact	Exact	
S0290	No match	Exact	No match	
S0291	No match	Exact	No match	
S0292	No match	Exact	No match	
S0293	No match	Exact	No match	
S0294	No match	Exact	No match	
S0295	No match	Exact	No match	
S0450	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.
S0451	No match	No match	Exact	
S0452	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.
S0453	No match	No match	Exact	
S0455	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.
S0456	No match	No match	Exact	
S0457	No match	No match	Exact	
S0471	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.
S0472	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.
S0473	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.
S0474	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.
S0475	No match	No match	Exact	
S0476	No match	No match	Exact	
S0477	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the three School Questionnaires: School Questionnaire,
Public School Questionnaire (with District Items), and Private School Questionnaire**

2011–12 variable name	Private school/school match	School with district/school match	School with district/private school match	School with district/private school comments
S0480	No match	No match	Major	The Unified School Questionnaire asks for number of teachers by type that were dismissed. The Private School Questionnaire asks for the total number of teacher dismissed.
S0481	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.
S0482	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.
S0483	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.
S0485	No match	No match	Exact	
S0486	No match	No match	Exact	
S0487	No match	No match	Exact	
S0488	No match	No match	Exact	
S0489	No match	No match	Exact	
S0503	No match	No match	Exact	
S0504	No match	No match	Exact	
S0505	No match	No match	Exact	
S0506	No match	No match	Exact	
S0507	No match	No match	Exact	
S0508	No match	No match	Exact	
S0509	No match	No match	Exact	
S0510	No match	No match	Exact	
S0511	No match	No match	Exact	
S0512	No match	No match	Exact	
S0513	No match	No match	Exact	
S0514	No match	No match	Exact	
S0515	No match	No match	Exact	
S0516	No match	No match	Exact	
S0517	No match	No match	Exact	
S0518	No match	No match	Exact	
S0519	No match	No match	Exact	
S0520	No match	No match	Exact	
S0521	No match	No match	Exact	
S0522	No match	No match	Exact	

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the three School Questionnaires: School Questionnaire,
Public School Questionnaire (with District Items), and Private School Questionnaire**

2011–12 variable name	Private school/school match	School with district/school match	School with district/private school match	School with district/private school comments
S0523	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.
S0524	No match	No match	Exact	
S0525	No match	No match	Exact	
S0526	No match	No match	Exact	
S0527	No match	No match	Exact	
S0560	No match	No match	Exact	
S0561	No match	No match	Exact	
S0562	No match	No match	Exact	
S0563	No match	No match	Exact	
S0564	No match	No match	Exact	
S0565	No match	No match	Exact	
S0566	No match	No match	Exact	
S0567	No match	No match	Exact	
S0568	No match	No match	Exact	
S0569	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.
S0595	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.
S0596	No match	No match	No match	Appears on the Public School Questionnaire (with District Items) Questionnaire only.
S0700	No match	No match	No match	Appears on the Private School Questionnaire only.
S0701	No match	No match	No match	Appears on the Private School Questionnaire only.
S0702	No match	No match	No match	Appears on the Private School Questionnaire only.
S0703	No match	No match	No match	Appears on the Private School Questionnaire only.
S0704	No match	No match	No match	Appears on the Private School Questionnaire only.
S0705	No match	No match	No match	Appears on the Private School Questionnaire only.
S0706	No match	No match	No match	Appears on the Private School Questionnaire only.
S0707	No match	No match	No match	Appears on the Private School Questionnaire only.
S0708	No match	No match	No match	Appears on the Private School Questionnaire only.
S0709	No match	No match	No match	Appears on the Private School Questionnaire only.
S0710	No match	No match	No match	Appears on the Private School Questionnaire only.
S0711	No match	No match	No match	Appears on the Private School Questionnaire only.
S0712	No match	No match	No match	Appears on the Private School Questionnaire only.

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the three School Questionnaires: School Questionnaire,
Public School Questionnaire (with District Items), and Private School Questionnaire**

2011–12 variable name	Private school/school match	School with district/school match	School with district/private school match	School with district/private school comments
S0713	No match	No match	No match	Appears on the Private School Questionnaire only.
S0714	No match	No match	No match	Appears on the Private School Questionnaire only.
S0715	No match	No match	No match	Appears on the Private School Questionnaire only.
S0716	No match	No match	No match	Appears on the Private School Questionnaire only.
S0717	No match	No match	No match	Appears on the Private School Questionnaire only.
S0718	No match	No match	No match	Appears on the Private School Questionnaire only.
S0719	No match	No match	No match	Appears on the Private School Questionnaire only.
S0720	No match	No match	No match	Appears on the Private School Questionnaire only.
S0721	No match	No match	No match	Appears on the Private School Questionnaire only.
S0722	No match	No match	No match	Appears on the Private School Questionnaire only.
S0723	No match	No match	No match	Appears on the Private School Questionnaire only.
S0724	No match	No match	No match	Appears on the Private School Questionnaire only.
S0725	No match	No match	No match	Appears on the Private School Questionnaire only.
S0726	No match	No match	No match	Appears on the Private School Questionnaire only.
S0727	No match	No match	No match	Appears on the Private School Questionnaire only.
S0728	No match	No match	No match	Appears on the Private School Questionnaire only.
S0729	No match	No match	No match	Appears on the Private School Questionnaire only.
S0730	No match	No match	No match	Appears on the Private School Questionnaire only.
S0731	No match	No match	No match	Appears on the Private School Questionnaire only.
S0732	No match	No match	No match	Appears on the Private School Questionnaire only.
S0733	No match	No match	No match	Appears on the Private School Questionnaire only.
S0734	No match	No match	No match	Appears on the Private School Questionnaire only.
S0735	No match	No match	No match	Appears on the Private School Questionnaire only.
S0736	No match	No match	No match	Appears on the Private School Questionnaire only.
S0737	No match	No match	No match	Appears on the Private School Questionnaire only.
S0738	No match	No match	No match	Appears on the Private School Questionnaire only.
S0739	No match	No match	No match	Appears on the Private School Questionnaire only.
S0740	No match	No match	No match	Appears on the Private School Questionnaire only.
S0741	No match	No match	No match	Appears on the Private School Questionnaire only.
S0742	No match	No match	No match	Appears on the Private School Questionnaire only.
S0743	No match	No match	No match	Appears on the Private School Questionnaire only.
S0744	No match	No match	No match	Appears on the Private School Questionnaire only.
S0745	No match	No match	No match	Appears on the Private School Questionnaire only.

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the three School Questionnaires: School Questionnaire,
Public School Questionnaire (with District Items), and Private School Questionnaire**

2011–12 variable name	Private school/school match	School with district/school match	School with district/private school match	School with district/private school comments
S0746	No match	No match	No match	Appears on the Private School Questionnaire only.
S0747	No match	No match	No match	Appears on the Private School Questionnaire only.
S0748	No match	No match	No match	Appears on the Private School Questionnaire only.
S0749	No match	No match	No match	Appears on the Private School Questionnaire only.
S0750	No match	No match	No match	Appears on the Private School Questionnaire only.
S0751	No match	No match	No match	Appears on the Private School Questionnaire only.
S0752	No match	No match	No match	Appears on the Private School Questionnaire only.
S0753	No match	No match	No match	Appears on the Private School Questionnaire only.
S0754	No match	No match	No match	Appears on the Private School Questionnaire only.
S0755	No match	No match	No match	Appears on the Private School Questionnaire only.
S0756	No match	No match	No match	Appears on the Private School Questionnaire only.
S0757	No match	No match	No match	Appears on the Private School Questionnaire only.
S0758	No match	No match	No match	Appears on the Private School Questionnaire only.
S0759	No match	No match	No match	Appears on the Private School Questionnaire only.
S0760	No match	No match	No match	Appears on the Private School Questionnaire only.
S0761	No match	No match	No match	Appears on the Private School Questionnaire only.
S0762	No match	No match	No match	Appears on the Private School Questionnaire only.
S0763	No match	No match	No match	Appears on the Private School Questionnaire only.
S0764	No match	No match	No match	Appears on the Private School Questionnaire only.
S0765	No match	No match	No match	Appears on the Private School Questionnaire only.
S0766	No match	No match	No match	Appears on the Private School Questionnaire only.
S0767	No match	No match	No match	Appears on the Private School Questionnaire only.
S0771	No match	No match	No match	Appears on the Private School Questionnaire only.
S0772	No match	No match	No match	Appears on the Private School Questionnaire only.
S0773	No match	No match	No match	Appears on the Private School Questionnaire only.
S0774	No match	No match	No match	Appears on the Private School Questionnaire only.
S0776	No match	No match	No match	Appears on the Private School Questionnaire only.
S0777	No match	No match	No match	Appears on the Private School Questionnaire only.
S0778	No match	No match	No match	Appears on the Private School Questionnaire only.
S5778	No match	No match	No match	Appears on the Private School Questionnaire only.
S0779	No match	No match	No match	Appears on the Private School Questionnaire only.
S0780	No match	No match	No match	Appears on the Private School Questionnaire only.
S0781	No match	No match	No match	Appears on the Private School Questionnaire only.

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the three School Questionnaires: School Questionnaire,
Public School Questionnaire (with District Items), and Private School Questionnaire**

2011–12 variable name	Private school/school match	School with district/school match	School with district/private school match	School with district/private school comments
S0782	No match	No match	No match	Appears on the Private School Questionnaire only.
S0783	No match	No match	No match	Appears on the Private School Questionnaire only.
S0784	No match	No match	No match	Appears on the Private School Questionnaire only.
S0785	No match	No match	No match	Appears on the Private School Questionnaire only.
S0800	No match	No match	No match	Appears on the Private School Questionnaire only.
S0801	No match	No match	No match	Appears on the Private School Questionnaire only.
S0802	No match	No match	No match	Appears on the Private School Questionnaire only.
S0803	No match	No match	No match	Appears on the Private School Questionnaire only.
S0804	No match	No match	No match	Appears on the Private School Questionnaire only.
S0805	No match	No match	No match	Appears on the Private School Questionnaire only.
S0806	No match	No match	No match	Appears on the Private School Questionnaire only.
S0810	No match	No match	No match	Appears on the Private School Questionnaire only.
S0820	No match	No match	No match	Appears on the Private School Questionnaire only.
S0821	No match	No match	No match	Appears on the Private School Questionnaire only.
S0822	No match	No match	No match	Appears on the Private School Questionnaire only.
S0823	No match	No match	No match	Appears on the Private School Questionnaire only.
S0825	No match	No match	No match	Appears on the Private School Questionnaire only.
S0826	No match	No match	No match	Appears on the Private School Questionnaire only.
S5055	Exact	Exact	Exact	
S5293	No match	Exact	No match	
S5294	No match	Exact	No match	
S5484	No match	No match	Exact	
S5740	No match	No match	No match	Appears on the Private School Questionnaire only.
S5762	No match	No match	No match	Appears on the Private School Questionnaire only.
S5785	No match	No match	No match	Appears on the Private School Questionnaire only.

**SASS Variable Crosswalk Across 2011–12 Questionnaires:
Items appearing on the Private School Teacher Questionnaire and the Teacher Questionnaire**

SASS Variable Crosswalk Across 2011–12 Questionnaires: Items appearing on the Private School Teacher Questionnaire and the Teacher Questionnaire		
2011–12 variable name	Private School Teacher/Teacher match type	Comments
T0025	Exact	
T0026	Exact	
T0027	Exact	
T0028	Exact	
T0029	Exact	
T0030	Exact	
T0031	Major	The Teacher Questionnaire has an additional response option.
T5031	Exact	
T0032	Exact	
T5033	Exact	
T5034	Exact	
T0035	Exact	
T0036	Exact	
T5036	Exact	
T0040	Exact	
T0041	Exact	
T0042	Exact	
T0043	Exact	
T0044	Exact	
T0045	Exact	
T0046	Exact	
T0047	Exact	
T0048	Exact	
T0049	Exact	
T0070	Exact	
T0071	Exact	
T0072	Exact	
T0073	Exact	
T0074	Exact	
T0075	Exact	

SASS Variable Crosswalk Across 2011–12 Questionnaires: Items appearing on the Private School Teacher Questionnaire and the Teacher Questionnaire		
2011–12 variable name	Private School Teacher/Teacher match type	Comments
T0076	Exact	
T0077	Exact	
T0078	Exact	
T0079	Exact	
T0080	Exact	
T0081	Exact	
T0082	Exact	
T0083	Exact	
T0084	Exact	
T0085	Exact	
T0086	Exact	
T0090	Exact	
T5090	Exact	
T0091	Exact	
T0092	Exact	
T0093	Exact	
T0094	Exact	
T0095	Exact	
T0096	Exact	
T0097	Exact	
T0098	Exact	
T0099	Exact	
T0100	Exact	
T0105	Exact	
T5110	Exact	
T0110	Exact	
T0120	Exact	
T0130	Exact	
T5111	Exact	
T0111	Exact	
T0121	Exact	
T0131	Exact	
T5112	Exact	
T0112	Exact	

SASS Variable Crosswalk Across 2011–12 Questionnaires: Items appearing on the Private School Teacher Questionnaire and the Teacher Questionnaire		
2011–12 variable name	Private School Teacher/Teacher match type	Comments
T0122	Exact	
T0132	Exact	
T5113	Exact	
T0113	Exact	
T0123	Exact	
T0133	Exact	
T5114	Exact	
T0114	Exact	
T0124	Exact	
T0134	Exact	
T5115	Exact	
T0115	Exact	
T0125	Exact	
T0135	Exact	
T5116	Exact	
T0116	Exact	
T0126	Exact	
T0136	Exact	
T5117	Exact	
T0117	Exact	
T0127	Exact	
T0137	Exact	
T5118	Exact	
T0118	Exact	
T0128	Exact	
T0138	Exact	
T5119	Exact	
T0119	Exact	
T0129	Exact	
T0139	Exact	
T0160	Exact	
T0161	Exact	
T0162	Exact	
T0163	Exact	

SASS Variable Crosswalk Across 2011–12 Questionnaires: Items appearing on the Private School Teacher Questionnaire and the Teacher Questionnaire		
2011–12 variable name	Private School Teacher/Teacher match type	Comments
T5163	Exact	
T0164	Exact	
T0165	Exact	
T5165	Exact	
T0176	Exact	
T0177	Exact	
T5177	Exact	
T5166	Exact	
T5167	Exact	
T5168	Exact	
T0169	Exact	
T0170	Exact	
T0171	Exact	
T0172	Exact	
T0173	Exact	
T0174	Exact	
T5174	Exact	
T0180	Exact	
T0181	Exact	
T5181	Exact	
T0183	Exact	
T0184	Exact	
T5184	Exact	
T0186	Exact	
T0187	Exact	
T5187	Exact	
T0188	Exact	
T0189	Exact	
T0190	Exact	
T5190	Exact	
T0191	Exact	
T0192	Exact	
T0193	Exact	
T5193	Exact	

SASS Variable Crosswalk Across 2011–12 Questionnaires: Items appearing on the Private School Teacher Questionnaire and the Teacher Questionnaire		
2011–12 variable name	Private School Teacher/Teacher match type	Comments
T0194	Exact	
T0195	Exact	
T0196	Exact	
T5196	Exact	
T0197	Exact	
T0198	Exact	
T0199	Exact	
T5199	Exact	
T0200	Exact	
T0201	Exact	
T0205	Exact	
T0206	Exact	
T0207	Exact	
T0208	Exact	
T0209	Exact	
T0210	Exact	
T0211	Exact	
T0212	Exact	
T0213	Exact	
T0214	Exact	
T0215	Exact	
T0216	Exact	
T0217	Exact	
T0218	Unique	Appears only on the Teacher Questionnaire.
T0220	Exact	
T0221	Exact	
T0222	Exact	
T0223	Exact	
T0224	Exact	
T0225	Exact	
T0230	Exact	
T0231	Exact	
T0232	Exact	
T0233	Exact	

SASS Variable Crosswalk Across 2011–12 Questionnaires: Items appearing on the Private School Teacher Questionnaire and the Teacher Questionnaire		
2011–12 variable name	Private School Teacher/Teacher match type	Comments
T0700	Unique	Appears only on the Private School Teacher Questionnaire.
T0701	Unique	Appears only on the Private School Teacher Questionnaire.
T5701	Unique	Appears only on the Private School Teacher Questionnaire.
T0702	Unique	Appears only on the Private School Teacher Questionnaire.
T0703	Unique	Appears only on the Private School Teacher Questionnaire.
T0704	Unique	Appears only on the Private School Teacher Questionnaire.
T0705	Unique	Appears only on the Private School Teacher Questionnaire.
T0706	Unique	Appears only on the Private School Teacher Questionnaire.
T5706	Unique	Appears only on the Private School Teacher Questionnaire.
T0707	Unique	Appears only on the Private School Teacher Questionnaire.
T0708	Unique	Appears only on the Private School Teacher Questionnaire.
T0709	Unique	Appears only on the Private School Teacher Questionnaire.
T0710	Unique	Appears only on the Private School Teacher Questionnaire.
T5710	Unique	Appears only on the Private School Teacher Questionnaire.
T0711	Unique	Appears only on the Private School Teacher Questionnaire.
T0712	Unique	Appears only on the Private School Teacher Questionnaire.
T0713	Unique	Appears only on the Private School Teacher Questionnaire.
T0714	Unique	Appears only on the Private School Teacher Questionnaire.
T5714	Unique	Appears only on the Private School Teacher Questionnaire.
T0715	Unique	Appears only on the Private School Teacher Questionnaire.
T0716	Unique	Appears only on the Private School Teacher Questionnaire.
T0717	Unique	Appears only on the Private School Teacher Questionnaire.
T0718	Unique	Appears only on the Private School Teacher Questionnaire.
T5718	Unique	Appears only on the Private School Teacher Questionnaire.
T0719	Unique	Appears only on the Private School Teacher Questionnaire.
T0720	Unique	Appears only on the Private School Teacher Questionnaire.
T0721	Unique	Appears only on the Private School Teacher Questionnaire.
T0725	Unique	Appears only on the Private School Teacher Questionnaire.
T0250	Exact	
T0251	Exact	
T5251	Exact	
T0252	Exact	
T0253	Exact	
T0254	Exact	

SASS Variable Crosswalk Across 2011–12 Questionnaires: Items appearing on the Private School Teacher Questionnaire and the Teacher Questionnaire		
2011–12 variable name	Private School Teacher/Teacher match type	Comments
T0255	Exact	
T0256	Exact	
T5256	Exact	
T0257	Exact	
T0258	Exact	
T0259	Exact	
T0260	Exact	
T5260	Exact	
T0261	Exact	
T0262	Exact	
T0263	Exact	
T0264	Exact	
T5264	Exact	
T0265	Exact	
T0266	Exact	
T0267	Exact	
T0268	Exact	
T5268	Exact	
T0269	Exact	
T0270	Exact	
T0271	Exact	
T0275	Exact	
T0276	Exact	
T0277	Exact	
T5277	Exact	
T0278	Exact	
T0279	Exact	
T0280	Exact	
T0281	Exact	
T0282	Exact	
T5282	Exact	
T0283	Exact	
T0284	Exact	
T0285	Exact	

SASS Variable Crosswalk Across 2011–12 Questionnaires: Items appearing on the Private School Teacher Questionnaire and the Teacher Questionnaire		
2011–12 variable name	Private School Teacher/Teacher match type	Comments
T0286	Exact	
T5286	Exact	
T0287	Exact	
T0288	Exact	
T0289	Exact	
T0290	Exact	
T5290	Exact	
T0291	Exact	
T0292	Exact	
T0293	Exact	
T0294	Exact	
T5294	Exact	
T0295	Exact	
T0296	Exact	
T0297	Exact	
T0300	Exact	
T5301	Exact	
T0301	Exact	
T5302	Exact	
T0302	Exact	
T5303	Exact	
T0303	Exact	
T0304	Exact	
T0305	Exact	
T0306	Exact	
T0307	Exact	
T0308	Exact	
T0309	Exact	
T0310	Exact	
T0311	Exact	
T0312	Unique	Appears only on the Teacher Questionnaire.
T0330	Exact	
T0331	Exact	
T0332	Exact	

SASS Variable Crosswalk Across 2011–12 Questionnaires: Items appearing on the Private School Teacher Questionnaire and the Teacher Questionnaire		
2011–12 variable name	Private School Teacher/Teacher match type	Comments
T0333	Exact	
T0334	Exact	
T0335	Exact	
T0336	Exact	
T0337	Exact	
T0338	Exact	
T0339	Exact	
T0340	Exact	
T0341	Exact	
T0342	Exact	
T0343	Exact	
T0344	Exact	
T0345	Exact	
T0346	Exact	
T0347	Exact	
T0348	Exact	
T0349	Exact	
T0350	Exact	
T0351	Exact	
T0352	Exact	
T0353	Exact	
T0354	Exact	
T0355	Exact	
T0356	Exact	
T5356	Exact	
T0357	Exact	
T0358	Exact	
T0359	Exact	
T0360	Exact	
T0361	Exact	
T0362	Exact	
T0363	Exact	
T0364	Exact	
T0365	Exact	

SASS Variable Crosswalk Across 2011–12 Questionnaires: Items appearing on the Private School Teacher Questionnaire and the Teacher Questionnaire		
2011–12 variable name	Private School Teacher/Teacher match type	Comments
T0366	Exact	
T0390	Exact	
T0391	Exact	
T0392	Exact	
T0393	Exact	
T0394	Exact	
T0395	Exact	
T0396	Exact	
T0397	Minor	
T0398	Minor	
T0399	Exact	
T0400	Exact	
T0401	Exact	
T0402	Exact	
T0403	Exact	
T0420	Exact	
T0421	Exact	
T0422	Exact	
T0423	Exact	
T0424	Exact	
T0425	Exact	
T0426	Exact	
T0427	Exact	
T0428	Exact	
T0429	Exact	
T0430	Exact	
T0431	Exact	
T0432	Exact	
T0435	Exact	
T0436	Exact	
T0437	Exact	
T0438	Exact	
T0439	Exact	
T0440	Exact	

SASS Variable Crosswalk Across 2011–12 Questionnaires: Items appearing on the Private School Teacher Questionnaire and the Teacher Questionnaire		
2011–12 variable name	Private School Teacher/Teacher match type	Comments
T0441	Exact	
T0442	Exact	
T0443	Exact	
T0444	Exact	
T0445	Exact	
T0446	Exact	
T0447	Exact	
T0448	Minor	
T0449	Exact	
T0450	Exact	
T0451	Exact	
T0452	Exact	
T0455	Exact	
T0456	Exact	
T0457	Exact	
T0458	Exact	
T0459	Exact	
T0460	Exact	
T0461	Exact	
T0462	Exact	
T0463	Exact	
T0464	Exact	
T0465	Exact	
T0466	Exact	
T0467	Exact	
T0468	Exact	
T0469	Exact	
T0470	Exact	
T0471	Exact	
T0472	Exact	
T0473	Exact	
T0475	Exact	
T0476	Exact	
T0477	Exact	

SASS Variable Crosswalk Across 2011–12 Questionnaires: Items appearing on the Private School Teacher Questionnaire and the Teacher Questionnaire		
2011–12 variable name	Private School Teacher/Teacher match type	Comments
T0478	Exact	
T0479	Exact	
T0480	Exact	
T0500	Exact	
T0501	Exact	
T0502	Exact	
T0503	Exact	
T0504	Exact	
T0505	Exact	
T0506	Exact	
T0507	Exact	
T0508	Exact	
T0509	Exact	
T0510	Exact	
T0511	Exact	
T0512	Exact	
T0513	Exact	
T0514	Exact	
T0515	Exact	
T0516	Exact	
T0517	Exact	
T0518	Exact	
T0519	Exact	
T0730	Unique	Appears only on the Private School Teacher Questionnaire.
T0520	Unique	Appears only on the Teacher Questionnaire.
T0521	Minor	
T0522	Exact	
T0525	Exact	
T0526	Exact	
T0527	Exact	
T0528	Exact	
T0529	Exact	
T0530	Exact	
T0531	Exact	

SASS Variable Crosswalk Across 2011–12 Questionnaires: Items appearing on the Private School Teacher Questionnaire and the Teacher Questionnaire		
2011–12 variable name	Private School Teacher/Teacher match type	Comments
T0532	Exact	
T0533	Unique	Appears only on the Teacher Questionnaire.
T0534	Exact	
T0006	Exact	
T0007	Exact	
T0008	Exact	
T0009	Exact	