

Appendix A: Standard Error Tables

Table A-1. Standard errors for Table 1: Number of students, teachers, schools, principals, school libraries, and districts, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Students	Teachers ¹	Schools	Principals ¹	Libraries	Districts
Total	494,015.7	29,534.6	361.6	699.1	548.2	269.6
All public schools	497,798.0	29,182.9	282.8	306.6	548.2	†
School classification						
Traditional public	507,180.7	29,587.1	284.7	308.6	540.5	†
Charter school	42,084.0	2,414.5	41.9	41.8	87.7	†
Community type						
Central city	351,650.9	22,844.4	425.4	416.9	389.6	240.3
Urban fringe/large town	432,486.8	23,987.3	530.9	535.3	600.4	274
Rural/small town	184,145.2	13,699.1	386.1	375.4	409.1	248.4
School level						
Elementary	307,714.7	20,531.4	387.9	360.6	439.8	†
Secondary	443,330.8	23,013.0	305.4	272.0	313.4	†
Combined	124,511.9	9,544.6	292.3	263.3	201.4	†
Student enrollment						
Less than 100	21,810.8	3,957.7	399.5	390.5	345.0	†
100-199	61,110.5	6,510.2	394.1	391.2	384.7	†
200-499	231,284.8	19,048.9	611.2	628.5	627.7	†
500-749	341,558.5	26,869.5	561.3	553.3	598.4	†
750-999	360,854.8	23,644.9	417.8	416.5	387.0	†
1,000 or more	520,677.7	27,127.4	330.3	333.5	298.7	†
All BIA schools	1,687.0	158.9	4.5	4.5	4.4	†

See notes at end of table.

Table A-1. Standard errors for Table 1: Number of students, teachers, schools, principals, school libraries, and districts, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Students	Teachers ¹	Schools	Principals ¹	Libraries	Districts
All private schools	104,286.8	10,287.6	262.0	676.5	†	†
School classification						
Catholic	49,155.8	3,514.9	34.9	149.5	†	†
Other religious	63,089.4	5,759.5	203.3	419.7	†	†
Nonsectarian	71,518.5	7,716.7	136.0	230.3	†	†
Community type						
Central city	84,459.9	10,369.7	293.1	373.8	†	†
Urban fringe/large town	75,325.4	11,353.9	378.3	427.3	†	†
Rural/small town	37,584.4	20,141.5	264.8	306.4	†	†
School level						
Elementary	55,713.8	13,879.1	261.6	327.3	†	†
Secondary	54,050.9	4,490.6	205.7	364.1	†	†
Combined	82,058.4	13,759.2	217.3	281.2	†	†
Student enrollment						
Less than 100	19,538.0	38,010.4	345.3	476.5	†	†
100-199	41,449.8	10,119.8	281.8	316.5	†	†
200-499	63,247.4	17,589.4	216.1	243.6	†	†
500-749	58,119.8	6,221.2	97.9	122.5	†	†
750 or more	79,873.6	6,284.3	74.5	67.5	†	†

† Not applicable.

¹ Includes full- and part-time head counts.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding. Community type for students, teachers, schools, principals, and libraries is based on the locale of the related school. Community type for district is based upon the locale of the majority of the schools located in the district and may differ from the community type of a school sampled from the district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, Private School, Public School Teacher, BIA School Teacher, Private School Teacher, Public School Principal, BIA School Principal, Private School Principal, Public School Library Media Center, BIA School Library Media Center, and District Data Files.

Table A-2. Standard errors for Table 2: Percentage distribution of students, by sex, race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04

School type and selected school characteristic	Sex		Race/ethnicity					Minority ¹
	Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic, regardless of race	American Indian/Alaska Native	Asian/Pacific Islander	
All schools	0.13	0.13	0.46	0.33	0.45	0.03	0.18	0.46
All public schools	0.14	0.14	0.48	0.35	0.49	0.04	0.19	0.48
School classification								
Traditional public	0.14	0.14	0.49	0.35	0.49	0.04	0.19	0.49
Charter school	1.32	1.32	3.24	3.06	2.29	0.24	0.81	3.24
Community type								
Central city	0.39	0.39	0.89	0.96	1.23	0.04	0.49	0.89
Urban fringe/large town	0.16	0.16	0.66	0.34	0.59	0.04	0.18	0.66
Rural/small town	0.21	0.21	0.73	0.56	0.64	0.13	0.06	0.73
School level								
Elementary	0.20	0.20	0.63	0.46	0.69	0.05	0.14	0.63
Secondary	0.23	0.23	1.00	0.52	0.81	0.06	0.43	1.00
Combined	0.40	0.40	1.57	1.12	1.10	0.29	0.30	1.57
Student enrollment								
Less than 100	1.41	1.41	2.48	1.42	2.87	0.60	0.13	2.48
100-199	0.52	0.52	1.57	1.46	0.99	0.41	0.14	1.57
200-499	0.17	0.17	0.80	0.66	0.45	0.10	0.17	0.80
500-749	0.21	0.21	1.13	0.68	1.10	0.07	0.24	1.13
750-999	0.72	0.72	1.68	1.30	1.38	0.07	0.32	1.68
1,000 or more	0.29	0.29	1.16	0.68	1.03	0.07	0.52	1.16
All BIA schools	0.24²	0.24²	0.24	0.27	0.22	0.69	0.05	0.24

See notes at end of table.

Table A-2. Standard errors for Table 2: Percentage distribution of students, by sex, race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Sex		Race/ethnicity					Minority ¹
	Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic, regardless of race	American Indian/Alaska Native	Asian/Pacific Islander	
All private schools	0.42	0.42	0.63	0.41	0.38	0.12	0.32	0.63
School classification								
Catholic	0.66	0.66	1.10	0.69	0.72	0.21	0.38	1.10
Other religious	0.58	0.58	0.89	0.80	0.46	0.14	0.30	0.89
Nonsectarian	0.92	0.92	1.33	0.84	0.85	0.21	1.24	1.33
Community type								
Central city	0.84	0.84	1.24	0.87	0.73	0.09	0.68	1.24
Urban fringe/large town	0.61	0.61	0.82	0.44	0.59	0.15	0.29	0.82
Rural/small town	1.02	1.02	1.35	0.45	1.07	0.93	0.34	1.35
School level								
Elementary	0.34	0.34	0.99	0.72	0.52	0.21	0.38	0.99
Secondary	1.74	1.74	1.84	0.82	1.21	0.20	0.61	1.84
Combined	0.80	0.80	1.15	0.63	0.79	0.13	0.88	1.15
Student enrollment								
Less than 100	0.61	0.61	1.18	1.04	0.63	0.22	0.50	1.18
100-199	0.54	0.54	1.54	1.19	0.73	0.59	0.42	1.54
200-499	0.44	0.44	1.12	0.79	0.61	0.14	0.35	1.12
500-749	1.39	1.39	1.75	1.13	1.05	0.05	1.01	1.75
750 or more	1.92	1.92	2.38	0.87	1.30	0.08	1.68	2.38

¹ Minority includes Black, non-Hispanic; Hispanic, regardless of race; American Indian/Alaska Native; and Asian/Pacific Islander.

² For the item that measured male student enrollment in grades K-12 and comparable ungraded levels, the response rate was below 70 percent on the BIA School Data File. This item was also used to calculate female student enrollment.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-3. Standard errors for Table 3: Number and percentage of schools that had students with an Individual Education Plan (IEP), percentage of enrolled students who had an IEP, and percentage of IEP students who spent varying amounts of time in regular classrooms, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Number of schools that had any students with an IEP	Percent of all schools that had any students with an IEP	Percent of enrolled students who had an IEP	Among IEP students in schools that had any students with an IEP, percent who spent varying amounts of time in regular classrooms			
				All day	Most of the day	Some of the day	Little or none of the day
All schools	487.0	0.37	0.18	0.59	0.58	0.46	0.32
All public schools	412.4	0.31	0.19	0.61	0.59	0.47	0.33
School classification							
Traditional public	403.3	0.30	0.20	0.61	0.59	0.48	0.33
Charter school	84.9	3.44	0.82	4.30	3.77	2.09	0.84
Community type							
Central city	432.3	0.57	0.44	1.17	1.06	0.92	0.61
Urban fringe/large town	523.8	0.31	0.21	0.79	0.81	0.63	0.47
Rural/small town	413.5	0.87	0.28	1.05	1.33	0.74	0.52
School level							
Elementary	425.6	0.27	0.26	0.85	0.84	0.61	0.47
Secondary	309.9	1.02	0.20	0.84	0.74	0.67	0.46
Combined	276.8	1.05	1.08	2.40	1.93	1.20	1.17
Student enrollment							
Less than 100	386.5	3.17	1.44	4.64	4.23	3.61	0.94
100-199	385.6	0.83	0.85	3.06	2.69	1.82	1.56
200-499	608.9	0.24	0.16	1.04	1.06	0.79	0.57
500-749	562.4	0.19	0.32	1.48	1.30	0.94	0.75
750-999	402.6	0.84	0.74	1.59	1.58	1.11	0.94
1,000 or more	325.2	0.48	0.28	0.92	1.11	1.03	0.65
All BIA schools	4.5	0.00	0.35	1.74	1.31	0.92	0.62

See notes at end of table.

Table A-3. Standard errors for Table 3: Number and percentage of schools that had students with an Individual Education Plan (IEP), percentage of enrolled students who had an IEP, and percentage of IEP students who spent varying amounts of time in regular classrooms, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Number of schools that had any students with an IEP	Percent of all schools that had any students with an IEP	Percent of enrolled students who had an IEP	Among IEP students in schools that had any students with an IEP, percent who spent varying amounts of time in regular classrooms			
				All day	Most of the day	Some of the day	Little or none of the day
All private schools	313.0	1.04	0.19	2.28	2.41	0.78	0.64
School classification							
Catholic	124.6	1.52	0.19	2.75	3.09	1.52	0.39
Other religious	219.4	1.52	0.36	4.69	4.53	0.43	0.82
Nonsectarian	183.4	2.44	0.91	7.65	6.44	1.32	2.97
Community type							
Central city	203.7	1.91	0.27	4.06	3.85	1.30	1.81
Urban fringe/large town	282.0	1.60	0.39	3.34	3.65	1.02	0.17
Rural/small town	158.4	3.00	0.68	7.60	7.00	2.05	1.05
School level							
Elementary	223.2	1.20	0.21	2.46	2.63	1.15	0.47
Secondary	158.1	3.82	0.59	7.69	7.10	1.49	0.70
Combined	175.3	1.85	0.53	6.67	6.91	0.41	2.86
Student enrollment							
Less than 100	251.5	1.74	0.95	6.12	6.13	1.11	1.40
100-199	193.6	2.17	0.68	4.41	4.46	1.87	0.37
200-499	144.9	2.07	0.25	3.35	3.52	1.28	1.36
500-749	71.1	4.22	0.70	9.07	8.45	1.88	1.08
750 or more	47.5	4.85	0.32	12.36	12.20	3.17	0.94

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-4. Standard errors for Table 4: Participation in Title I and the National School Lunch Program, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Title I services			National School Lunch Program		
	Number of schools receiving service ¹	Percent of all schools receiving service ¹	Percent of K-12 students participating	Number of participating schools	Percent of all schools	Percent of K-12 students in participating schools approved for free or reduced-price lunches
All schools	763.4	0.66	0.60	445.4	0.36	0.47
All public schools	759.5	0.85	0.66	410.9	0.34	0.48
School classification						
Traditional public	747.7	0.86	0.66	400.7	0.33	0.48
Charter school	72.8	3.27	2.98	102.9	4.40	3.32
Community type						
Central city	429.2	1.58	1.47	424.1	0.65	0.97
Urban fringe/large town	608.3	1.24	0.85	557.8	0.50	0.65
Rural/small town	426.0	1.38	1.07	391.8	0.56	0.87
School level						
Elementary	685.9	0.99	0.86	412.9	0.24	0.66
Secondary	302.5	1.45	1.17	292.3	0.88	0.75
Combined	198.9	2.62	1.66	271.3	1.84	1.67
Student enrollment						
Less than 100	268.2	3.51	2.69	365.5	2.43	2.20
100-199	326.4	2.54	1.99	392.2	1.38	1.33
200-499	554.0	1.12	1.02	621.8	0.33	0.72
500-749	496.4	1.68	1.45	543.9	0.42	1.16
750-999	328.2	2.29	2.13	416.4	0.97	1.39
1,000 or more	212.3	1.77	1.49	328.9	0.36	1.03
All BIA schools	—	—	—	4.6	0.27	0.74

See notes at end of table.

Table A-4. Standard errors for Table 4: Participation in Title I and the National School Lunch Program, by school type and selected school characteristics: 2003-04
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School type and selected school characteristic	Title I services			National School Lunch Program		
	Number of schools receiving service ¹	Percent of all schools receiving service ¹	Percent of K-12 students participating	Number of participating schools	Percent of all schools	Percent of K-12 students in participating schools approved for free or reduced-price lunches
All private schools	202.1	0.71	0.23	235.4	0.84	1.50
School classification						
Catholic	140.8	1.78	0.43	119.2	1.52	1.54
Other religious	105.8	0.78	0.20	142.1	1.02	3.40
Nonsectarian	99.4	1.47	0.47	103.8	1.54	6.97
Community type						
Central city	159.4	1.61	0.42	165.8	1.57	2.76
Urban fringe/large town	133.0	0.90	0.25	173.6	1.17	1.55
Rural/small town	98.0	1.87	1.02	94.9	2.09	2.48
School level						
Elementary	173.6	1.05	0.37	196.2	1.11	1.65
Secondary	60.1	2.17	0.38	76.4	2.94	3.41
Combined	90.5	1.07	0.30	92.1	1.08	4.11
Student enrollment						
Less than 100	139.6	1.04	0.51	174.4	1.26	3.77
100-199	120.8	2.01	0.71	142.7	2.12	2.06
200-499	115.5	1.59	0.39	115.3	1.59	2.18
500-749	46.3	3.44	0.73	54.9	3.95	4.23
750 or more	11.1	1.48	0.15	28.7	3.52	6.27

— Not available.

¹ These services are received at the school or any other location.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-5. Standard errors for Table 5: Number and percentage of schools that had limited-English-proficient (LEP) students, percentage of enrolled students who were LEP, and percentage of schools with LEP students that used various ways of determining LEP status, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Number of schools that had any LEP students	Percent of all schools that had any LEP students	Percent of enrolled students who were LEP	Percent of schools with LEP students that used various ways of determining LEP status						
				Information provided by parent	Teacher observation or referral	Home language survey	Student interview	Student records	Achievement test	Language proficiency test
All schools	635.2	0.54	0.36	0.50	0.82	0.62	0.97	0.44	0.98	0.65
All public schools	622.9	0.66	0.37	0.53	0.88	0.63	1.00	0.49	1.06	0.60
School classification										
Traditional public	613.2	0.66	0.37	0.53	0.89	0.63	1.02	0.50	1.09	0.59
Charter school	84.8	3.65	2.56	2.85	5.29	4.14	6.15	4.81	6.16	3.51
Community type										
Central city	411.0	1.36	0.85	1.21	1.63	1.10	1.69	0.76	2.04	1.11
Urban fringe/large town	556.0	1.04	0.48	0.63	1.20	0.95	1.45	0.69	1.49	0.71
Rural/small town	344.0	1.27	0.44	1.32	1.77	1.37	2.14	1.52	2.37	1.47
School level										
Elementary	609.7	0.85	0.53	0.67	1.00	0.77	1.20	0.66	1.35	0.60
Secondary	293.7	1.20	0.47	1.22	1.78	0.96	1.80	0.65	1.73	1.14
Combined	195.6	2.35	0.82	2.41	2.45	3.29	3.74	2.52	4.00	3.75
Student enrollment										
Less than 100	315.9	3.59	4.69	4.58	9.18	3.70	8.87	2.98	7.32	5.32
100-199	252.4	2.72	1.48	2.19	3.19	2.45	4.01	2.00	4.50	2.65
200-499	510.0	1.01	0.54	0.85	1.52	1.31	1.89	0.95	2.06	0.98
500-749	518.2	1.25	0.70	1.14	1.78	0.96	1.79	1.33	1.81	1.21
750-999	388.1	1.74	1.14	1.94	1.91	1.79	2.57	1.59	2.73	1.40
1,000 or more	320.4	0.92	0.63	0.89	1.73	1.13	2.14	0.76	2.04	1.02
All BIA schools	3.7	1.42	1.70	1.26	1.71	1.37	1.72	1.58	1.54	0.99

See notes at end of table.

Table A-5. Standard errors for Table 5: Number and percentage of schools that had limited-English-proficient (LEP) students, percentage of enrolled students who were LEP, and percentage of schools with LEP students that used various ways of determining LEP status, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Number of schools that had any LEP students	Percent of all schools that had any LEP students	Percent of enrolled students who were LEP	Percent of schools with LEP students that used various ways of determining LEP status						
				Information provided by parent	Teacher observation or referral	Home language survey	Student interview	Student records	Achievement test	Language proficiency test
All private schools	198.5	0.70	1.04	1.75	1.49	2.95	2.46	2.52	2.77	2.84
School classification										
Catholic	121.2	1.52	0.76	2.48	1.72	4.26	2.89	3.89	4.55	3.90
Other religious	130.1	1.00	2.75	2.47	1.91	4.14	4.21	3.90	4.39	4.07
Nonsectarian	115.3	1.60	1.05	4.26	4.41	5.94	6.31	5.46	6.08	6.94
Community type										
Central city	141.2	1.47	1.79	2.21	1.02	4.56	3.15	3.58	3.99	3.50
Urban fringe/large town	135.7	0.99	0.68	2.38	2.39	3.93	3.80	4.71	4.51	4.50
Rural/small town	79.4	1.61	2.97	9.42	9.51	9.34	13.01	8.12	11.19	11.59
School level										
Elementary	170.7	0.97	1.78	2.11	1.26	3.62	3.30	3.62	3.77	3.08
Secondary	80.8	2.63	0.91	6.66	6.48	8.09	6.46	5.72	8.26	8.55
Combined	95.9	1.15	2.04	3.03	2.35	5.11	4.52	4.83	5.51	5.02
Student enrollment										
Less than 100	139.6	1.03	1.29	3.31	3.27	4.82	5.68	4.80	6.14	4.74
100-199	118.4	1.62	1.32	2.97	1.96	6.74	5.34	4.88	6.19	5.82
200-499	100.1	1.38	0.97	2.71	2.74	4.82	3.33	3.45	4.67	4.78
500-749	44.8	3.14	2.15	3.95	6.18	9.92	8.73	10.54	10.41	11.31
750 or more	36.4	4.31	4.96	5.37	8.37	6.77	5.39	6.42	9.73	10.07

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-6. Standard errors for Table 6: Of schools that had limited-English-proficient (LEP) students, types of LEP programs, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Schools with LEP instructional programs							Percent that required these students to pass a test of English language proficiency to complete an LEP Program
	Methods used in LEP instructional programs							
	Teaching English			Teaching other subjects				
	Percent of all schools with LEP instructional programs	Percent using ESL, bilingual, or immersion techniques	Percent using regular English-speaking classrooms	Percent using their native language	Percent using ESL, bilingual, or immersion techniques	Percent using regular English-speaking classrooms		
All schools	0.77	0.53	0.76	0.90	0.83	0.67	0.96	
All public schools	0.75	0.54	0.78	0.93	0.79	0.69	0.99	
School classification								
Traditional public	0.76	0.53	0.78	0.94	0.78	0.69	0.99	
Charter school	5.08	6.43	3.70	3.80	6.35	4.11	5.42	
Community type								
Central city	1.01	1.04	1.59	1.48	1.38	1.43	1.70	
Urban fringe/large town	1.06	0.72	1.12	1.11	1.02	1.01	1.38	
Rural/small town	1.41	1.37	1.35	2.36	2.11	1.01	2.14	
School level								
Elementary	0.78	0.64	0.98	1.19	0.91	0.87	1.20	
Secondary	2.18	1.18	1.04	0.90	1.31	0.93	1.78	
Combined	4.97	3.62	2.20	1.91	3.63	2.00	4.77	
Student enrollment								
Less than 100	9.78	6.08	1.55	8.01	8.88	3.60	9.28	
100-199	4.36	3.08	1.13	1.23	4.23	1.34	5.83	
200-499	1.21	0.75	1.62	1.44	1.37	1.39	1.90	
500-749	1.21	1.11	1.68	1.79	1.68	1.63	1.54	
750-999	1.13	1.18	2.92	2.10	1.66	2.52	2.55	
1,000 or more	1.01	0.95	1.66	1.71	1.24	1.19	1.72	
All BIA schools	1.52	1.66	0.71	1.47	1.60	0.56	1.63	

See notes at end of table.

Table A-6. Standard errors for Table 6: Of schools that had limited-English-proficient (LEP) students, types of LEP programs, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Schools with LEP instructional programs							Percent that required these students to pass a test of English language proficiency to complete an LEP Program
	Methods used in LEP instructional programs							
	Percent of all schools with LEP instructional programs	Teaching English			Teaching other subjects			
		Percent using ESL, bilingual, or immersion techniques	Percent using regular English-speaking classrooms	Percent using their native language	Percent using ESL, bilingual, or immersion techniques	Percent using regular English-speaking classrooms		
All private schools	2.97	3.40	3.35	2.80	4.68	1.30	4.22	
School classification								
Catholic	4.81	6.15	5.54	3.97	8.25	0.00	7.43	
Other religious	4.53	6.24	2.23	3.08	7.46	1.38	7.27	
Nonsectarian	6.57	7.28	8.34	7.44	9.09	3.86	8.95	
Community type								
Central city	4.20	6.08	4.14	4.23	6.75	1.74	6.30	
Urban fringe/large town	4.11	5.51	4.22	3.02	7.51	2.50	6.55	
Rural/small town	10.41	8.73	13.33	13.16	13.97	0.70	13.74	
School level								
Elementary	3.72	4.42	3.46	3.96	6.47	0.00	5.31	
Secondary	8.65	7.58	8.95	6.77	8.99	0.69	9.67	
Combined	5.70	8.20	5.73	4.88	8.70	4.71	8.35	
Student enrollment								
Less than 100	5.57	8.07	7.66	7.54	9.90	0.00	7.15	
100-199	5.62	4.88	5.26	3.06	8.75	3.53	8.32	
200-499	4.40	8.07	4.75	5.22	8.46	2.25	7.26	
500-749	13.11	11.03	12.70	7.79	17.67	0.00	13.94	
750 or more	9.63	12.75	9.62	†	13.55	9.62	15.74	

† Not applicable.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-7. Standard errors for Table 7: Percentage of schools that used various methods to organize classes or student groups and percentage of schools that used a year-round calendar, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Percent of schools that used various methods to organize classes or student groups						Percent of schools that used a year-round calendar
	Traditional grades or academic discipline-based departments	Grades subdivided into small groups such as "houses" or "families"	Student groups that remain 2 or more years with the same teacher (e.g., looping)	Interdisciplinary teaching	Paired or team teaching	Block scheduling	
All schools	0.55	0.46	0.52	0.71	0.61	0.56	0.31
All public schools	0.59	0.62	0.64	0.82	0.74	0.66	0.38
School classification							
Traditional public	0.60	0.62	0.66	0.84	0.74	0.66	0.38
Charter school	3.86	3.01	4.24	4.21	3.92	4.61	2.81
Community type							
Central city	1.18	1.18	1.40	1.41	1.55	1.65	0.82
Urban fringe/large town	0.77	0.88	1.05	1.03	1.15	1.04	0.52
Rural/small town	1.20	0.82	1.25	1.26	1.30	1.24	0.81
School level							
Elementary	0.77	0.75	0.84	0.99	0.88	0.83	0.38
Secondary	0.88	0.90	1.44	1.17	1.50	1.58	1.01
Combined	2.55	1.72	2.32	2.32	2.12	2.22	1.83
Student enrollment							
Less than 100	3.31	2.05	3.63	3.39	3.25	3.90	2.88
100-199	1.63	1.88	2.58	3.08	2.53	2.21	1.21
200-499	0.90	0.71	1.09	1.32	1.19	1.19	0.40
500-749	1.08	1.15	1.26	1.64	1.39	1.55	0.75
750-999	1.67	2.24	1.83	2.52	2.11	2.23	1.61
1,000 or more	1.15	1.45	1.36	1.75	1.96	2.04	0.77
All BIA schools	0.91	0.89	1.16	1.34	1.39	1.47	0.35

See notes at end of table.

Table A-7. Standard errors for Table 7: Percentage of schools that used various methods to organize classes or student groups and percentage of schools that used a year-round calendar, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Percent of schools that used various methods to organize classes or student groups						Percent of schools that used a year-round calendar
	Traditional grades or academic discipline-based departments	Grades subdivided into small groups such as "houses" or "families"	Student groups that remain 2 or more years with the same teacher (e.g., looping)	Interdisciplinary teaching	Paired or team teaching	Block scheduling	
All private schools	1.06	0.53	0.98	1.07	0.89	0.90	0.62
School classification							
Catholic	1.10	1.02	1.14	1.89	1.37	1.51	0.64
Other religious	1.55	0.63	1.39	1.35	1.28	1.36	0.84
Nonsectarian	2.59	1.74	2.18	2.58	2.42	2.31	2.05
Community type							
Central city	1.67	1.07	1.86	1.52	1.75	1.63	1.18
Urban fringe/large town	1.55	0.80	1.60	1.52	1.31	1.37	1.01
Rural/small town	3.41	1.50	2.71	2.68	2.25	1.96	1.76
School level							
Elementary	1.12	0.78	1.26	1.28	1.09	1.25	0.70
Secondary	3.06	1.78	2.23	3.41	3.92	3.53	2.49
Combined	2.49	0.99	1.98	1.85	1.79	1.60	1.15
Student enrollment							
Less than 100	1.90	1.09	1.75	1.58	1.54	1.56	1.26
100-199	1.54	0.91	1.83	2.15	1.51	2.08	0.81
200-499	1.06	1.12	1.08	1.65	1.59	1.67	0.72
500-749	2.44	1.78	1.72	4.14	2.65	3.32	1.85
750 or more	1.29	2.26	1.85	5.19	4.64	4.08	1.03

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-8. Standard errors for Table 8: Percentage of schools that had various special requirements for admission other than proof of immunization, age, or residence, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Percent of schools that had special requirements for admission	Of schools that had special requirements for admission, percent of schools that used various requirements						
		Admission test	Standardized achievement test	Academic record	Special student needs	Special student aptitudes, skills, or talents	Personal interview	Recommendations
All schools	0.46	1.00	1.06	1.01	1.36	0.87	1.12	1.19
All public schools	0.49	1.32	1.58	2.37	2.80	1.74	1.98	2.38
School classification								
Traditional public	0.48	1.35	1.68	2.44	2.93	1.83	2.00	2.44
Charter school	3.93	5.06	4.42	10.64	10.78	3.64	8.05	11.22
Community type								
Central city	1.16	1.80	2.45	3.77	4.64	2.52	3.78	4.07
Urban fringe/large town	0.87	1.97	2.74	3.70	4.46	2.70	3.70	4.20
Rural/small town	0.89	2.92	3.40	4.50	4.83	3.39	3.67	4.36
School level								
Elementary	0.56	2.31	3.02	3.82	3.60	2.95	2.68	2.83
Secondary	1.32	1.77	2.10	3.57	5.18	2.49	3.86	3.78
Combined	2.48	2.60	2.33	3.83	3.59	1.96	4.32	4.59
Student enrollment								
Less than 100	3.22	2.06	1.91	5.59	7.32	2.79	5.62	5.27
100-199	1.93	2.41	4.03	6.65	5.59	3.78	5.09	6.73
200-499	0.69	3.11	3.79	3.88	3.76	3.46	3.27	3.44
500-749	0.89	1.88	2.76	5.62	6.05	3.68	3.75	3.55
750-999	1.57	4.74	6.84	7.75	7.48	6.57	6.52	6.35
1,000 or more	1.11	4.82	5.82	5.81	5.88	6.00	4.98	5.24
All BIA schools	1.30	0.46	1.02	1.61	1.41	0.95	1.26	1.30

See notes at end of table.

Table A-8. Standard errors for Table 8: Percentage of schools that had various special requirements for admission other than proof of immunization, age, or residence, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Percent of schools that had special requirements for admission	Of schools that had special requirements for admission, percent of schools that used various requirements						
		Admission test	Standardized achievement test	Academic record	Special student needs	Special student aptitudes, skills, or talents	Personal interview	Recommendations
All private schools	1.12	1.41	1.30	1.07	1.24	0.97	0.83	1.36
School classification								
Catholic	1.68	2.45	2.13	1.35	2.10	1.79	1.70	2.24
Other religious	1.60	1.94	1.86	1.69	1.69	1.29	1.09	2.04
Nonsectarian	2.73	2.67	2.59	2.75	2.49	1.91	2.26	3.17
Community type								
Central city	1.73	2.15	2.33	1.74	2.07	1.79	1.70	2.23
Urban fringe/large town	1.78	1.75	1.53	1.63	1.67	1.43	1.20	1.94
Rural/small town	2.60	4.09	3.68	3.84	3.75	2.85	2.31	4.05
School level								
Elementary	1.41	1.88	1.74	1.50	1.64	1.39	1.25	1.71
Secondary	2.47	3.10	3.57	3.94	3.37	2.92	3.13	3.61
Combined	1.58	2.21	2.00	1.94	1.80	1.90	1.30	2.36
Student enrollment								
Less than 100	1.65	2.42	2.25	2.30	2.03	1.56	1.58	2.52
100-199	2.12	2.56	2.41	2.10	2.61	2.34	1.73	2.26
200-499	1.38	2.27	2.05	1.21	1.93	1.88	1.48	2.03
500-749	2.52	4.62	4.20	2.67	4.01	3.93	4.16	3.75
750 or more	1.43	4.15	3.65	1.00	4.50	5.01	4.04	3.41

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-9. Standard errors for Table 9: Number and percentage of schools that had any 12th-grade students, graduation status and college participation, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Number of schools with students enrolled in the 12th grade during the previous year (2002-03)	Percent of all schools with students enrolled in the 12th grade during the previous year (2002-03)	Among schools that had any 12th-grade students:			
			Percent of schools in which 90 percent or more of the 12th-grade students graduated with a diploma during the previous year (2002-03)	Percent of schools in which 50 percent or more of the graduates from the previous year (2002-03) attended a 4-year college	Percent of schools in which 50 percent or more of the graduates from the previous year (2002-03) attended a 2-year college	Percent of schools in which 50 percent or more of the graduates from the previous year (2002-03) attended either a 4- or 2-year college ¹
All schools	490.7	0.42	1.02	0.89	0.79	1.02
All public schools	401.1	0.46	1.18	0.93	0.90	1.31
School classification						
Traditional public	390.8	0.46	1.20	0.94	0.88	1.34
Charter school	81.3	3.74	7.48	4.09	5.19	8.02
Community type						
Central city	259.2	1.08	2.92	2.09	2.04	3.19
Urban fringe/large town	304.6	0.71	1.89	1.49	1.66	2.62
Rural/small town	291.9	1.15	1.98	1.66	1.19	2.21
School level						
Elementary	60.8	0.10	7.47	17.39	†	8.25
Secondary	369.4	1.22	1.35	0.95	1.15	1.55
Combined	245.7	2.07	2.48	2.21	1.83	2.49
Student enrollment						
Less than 100	336.1	3.92	4.76	1.87	2.95	3.96
100-199	170.3	2.12	3.41	2.55	3.52	3.73
200-499	240.3	0.61	1.89	2.28	1.61	2.10
500-749	155.1	0.65	2.22	2.39	2.08	2.52
750-999	144.2	1.77	3.70	3.25	2.41	3.04
1,000 or more	206.6	1.59	1.28	1.99	1.76	0.96
All BIA schools	4.1	1.84	3.58	1.83	2.31	3.85

See notes at end of table.

Table A-9. Standard errors for Table 9: Number and percentage of schools that had any 12th-grade students, graduation status and college participation, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Number of schools with students enrolled in the 12th grade during the previous year (2002-03)	Percent of all schools with students enrolled in the 12th grade during the previous year (2002-03)	Among schools that had any 12th-grade students:			
			Percent of schools in which 90 percent or more of the 12th-grade students graduated with a diploma during the previous year (2002-03)	Percent of schools in which 50 percent or more of the graduates from the previous year (2002-03) attended a 4-year college	Percent of schools in which 50 percent or more of the graduates from the previous year (2002-03) attended a 2-year college	Percent of schools in which 50 percent or more of the graduates from the previous year (2002-03) attended either a 4- or 2-year college ¹
All private schools	261.5	0.90	1.38	1.97	1.77	1.80
School classification						
Catholic	43.0	0.54	0.97	3.05	1.15	1.52
Other religious	202.1	1.46	1.70	2.65	2.91	2.77
Nonsectarian	152.7	2.10	3.05	3.78	2.99	3.58
Community type						
Central city	181.5	1.71	2.92	3.43	2.55	2.91
Urban fringe/large town	220.8	1.42	1.94	3.29	2.72	2.96
Rural/small town	150.2	2.60	2.60	5.41	3.53	5.13
School level						
Elementary	24.6	0.14	17.56	20.83	24.67	21.26
Secondary	201.7	2.54	2.49	3.53	2.77	2.82
Combined	203.2	1.90	1.58	2.40	2.36	2.38
Student enrollment						
Less than 100	212.9	1.47	3.20	3.60	3.50	3.96
100-199	148.4	2.07	2.64	5.27	4.23	3.13
200-499	171.0	1.91	1.54	3.28	2.06	1.87
500-749	70.1	3.73	0.71	3.04	2.16	0.00
750 or more	66.9	3.39	1.61	1.64	0.98	0.00

† Not applicable.

¹ The percent of schools in this column exceeds the sum of the previous two columns because it also includes schools in which the sum of students attending a 4- or 2-year college exceeds 50 percent.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-10. Standard errors for Table 10: Percentage of schools that offered various programs, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Programs with special instructional approaches	Talented/Gifted program or honors courses	A program in which at least half of the core subjects are taught in a foreign language	Advanced placement (AP) courses for college credit	International Baccalaureate (IB)	Specialized career academy	Distance learning course(s)
All schools	0.58	0.58	0.32	0.36	0.09	0.23	0.29
All public schools	0.65	0.67	0.40	0.40	0.11	0.30	0.36
School classification							
Traditional public	0.67	0.68	0.40	0.41	0.11	0.31	0.36
Charter school	3.90	4.15	1.04	1.78	0.67	1.48	3.42
Community type							
Central city	1.25	1.57	1.09	0.69	0.28	0.53	0.71
Urban fringe/large town	0.95	1.13	0.49	0.58	0.18	0.42	0.51
Rural/small town	1.39	1.35	0.23	0.73	0.05	0.58	0.71
School level							
Elementary	0.74	0.86	0.55	0.32	0.13	0.17	0.31
Secondary	1.62	1.47	0.41	1.28	0.25	1.08	1.15
Combined	2.69	2.53	0.29	2.00	0.21	1.18	2.25
Student enrollment							
Less than 100	3.68	3.40	0.31	1.34	†	1.40	2.07
100-199	2.46	2.79	0.23	1.33	0.13	0.90	1.31
200-499	1.21	1.26	0.50	0.53	0.06	0.39	0.73
500-749	1.30	1.33	1.16	0.77	0.32	0.57	0.55
750-999	2.15	1.88	1.24	1.56	0.61	0.87	1.19
1,000 or more	1.25	1.23	1.11	1.54	0.48	1.39	1.00
All BIA schools	1.55	0.83	0.58	0.75	0.21	0.67	1.41

See notes at end of table.

Table A-10. Standard errors for Table 10: Percentage of schools that offered various programs, by school type and selected school characteristics: 2003-04
—Continued

School type and selected school characteristic	Programs with special instructional approaches	Talented/Gifted program or honors courses	A program in which at least half of the core subjects are taught in a foreign language	Advanced placement (AP) courses for college credit	International Baccalaureate (IB)	Specialized career academy	Distance learning course(s)
All private schools	1.18	1.04	0.37	0.75	0.11	0.20	0.53
School classification							
Catholic	1.00	1.34	0.37	0.53	0.15	†	0.50
Other religious	1.57	1.47	0.45	1.27	0.04	0.33	0.97
Nonsectarian	2.68	2.25	0.92	1.37	0.37	0.60	1.04
Community type							
Central city	1.88	1.70	0.62	1.28	0.18	0.44	0.70
Urban fringe/large town	1.65	1.37	0.46	1.01	0.11	0.27	0.78
Rural/small town	3.52	2.82	0.46	2.72	0.35	0.51	1.96
School level							
Elementary	1.20	0.94	0.49	0.36	0.10	†	0.46
Secondary	3.37	3.31	1.30	3.65	0.64	0.81	2.48
Combined	2.40	2.33	0.38	2.01	0.16	0.65	1.53
Student enrollment							
Less than 100	2.14	1.59	0.58	1.09	†	0.37	0.99
100-199	1.78	2.08	0.71	1.53	0.23	0.40	0.95
200-499	1.57	1.98	0.62	1.57	0.14	†	0.98
500-749	1.87	4.12	1.87	3.80	1.56	1.30	3.20
750 or more	2.65	2.83	1.15	3.30	1.57	1.21	2.29

† Not applicable.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-11. Standard errors for Table 11: Percentage of schools that offered particular programs or services at the school for students, regardless of funding source, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Programs or services available during the 2003-04 school year				Summer school activities or academic intersessions available during the summer of 2003 or the previous school year (2002-03)	
	A separate, self-contained program for students with discipline or adjustment problems	Medical health care services beyond those provided by a school nurse	Extended day program providing instruction beyond the normal school day for students who need academic assistance	Before-school or after-school day care programs	Providing academic assistance for enrolled students	Providing academic advancement or enrichment for enrolled students
All schools	0.59	0.34	0.57	0.66	0.53	0.52
All public schools	0.78	0.46	0.72	0.81	0.59	0.65
School classification						
Traditional public	0.80	0.47	0.76	0.83	0.61	0.64
Charter school	3.71	2.48	3.98	3.38	3.39	3.76
Community type						
Central city	1.67	1.17	1.39	1.51	1.05	1.32
Urban fringe/large town	1.18	0.69	1.08	1.22	0.86	1.06
Rural/small town	1.42	0.80	1.40	0.98	1.16	1.27
School level						
Elementary	0.86	0.60	0.83	1.07	0.74	0.87
Secondary	1.80	0.74	1.33	0.54	1.10	1.25
Combined	2.56	2.07	2.30	1.90	2.51	2.20
Student enrollment						
Less than 100	3.96	1.55	3.46	2.24	3.14	2.94
100-199	2.23	1.75	2.82	2.44	2.42	2.41
200-499	1.00	0.77	1.29	1.25	1.12	1.02
500-749	1.49	0.89	1.55	1.60	1.37	1.59
750-999	2.21	1.97	2.34	3.15	1.62	2.25
1,000 or more	2.06	1.14	1.89	1.26	1.21	1.76
All BIA schools	1.58	1.41	1.30	1.44	1.68	1.60

See notes at end of table.

Table A-11. Standard errors for Table 11: Percentage of schools that offered particular programs or services at the school for students, regardless of funding source, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Programs or services available during the 2003-04 school year				Summer school activities or academic intersessions available during the summer of 2003 or the previous school year (2002-03)	
	A separate, self-contained program for students with discipline or adjustment problems	Medical health care services beyond those provided by a school nurse	Extended day program providing instruction beyond the normal school day for students who need academic assistance	Before-school or after-school day care programs	Providing academic assistance for enrolled students	Providing academic advancement or enrichment for enrolled students
All private schools	0.53	0.38	0.95	1.01	1.01	1.00
School classification						
Catholic	0.39	0.57	1.50	1.42	1.66	1.33
Other religious	0.66	0.39	1.31	1.62	1.60	1.57
Nonsectarian	1.79	1.24	2.18	2.24	2.31	2.33
Community type						
Central city	1.06	0.74	1.60	1.62	1.86	1.70
Urban fringe/large town	0.89	0.60	1.18	1.41	1.51	1.45
Rural/small town	1.57	1.45	2.41	3.43	2.82	2.45
School level						
Elementary	0.56	0.43	1.27	1.27	1.28	1.20
Secondary	2.62	2.40	3.28	1.72	3.56	3.69
Combined	1.22	0.64	2.08	2.19	2.32	2.24
Student enrollment						
Less than 100	1.08	0.62	1.57	1.76	1.72	1.74
100-199	0.88	0.93	2.11	2.10	2.14	2.00
200-499	0.67	0.75	1.65	1.61	1.98	1.56
500-749	1.12	2.17	3.19	4.13	3.78	3.47
750 or more	1.66	2.08	3.49	4.06	4.79	4.46

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-12. Standard errors for Table 12: Number of various school staff, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Vice principals and assistant principals/school heads ¹	Instructional coordinators and supervisors, such as curriculum specialists ¹	Library media specialists/librarians ¹	School counselors, excluding psychologists and social workers ¹	Student support services professional staff ¹⁻²
All schools	1,069.9	1,582.2	853.1	1,637.9	4,655.8
All public schools	1,016.1	1,654.9	758.0	1,494.2	4,366.7
School classification					
Traditional public	1,035.1	1,645.4	759.5	1,476.2	4,303.3
Charter school	139.2	183.3	92.6	138.5	458.6
Community type					
Central city	737.4	1,033.2	464.3	1,050.4	2,660.1
Urban fringe/large town	756.1	1,209.4	732.4	1,063.4	3,332.5
Rural/small town	327.0	387.9	427.1	592.6	2,051.2
School level					
Elementary	796.3	1,498.0	701.8	908.8	3,601.0
Secondary	669.1	629.0	485.4	1,191.5	1,463.3
Combined	195.0	274.1	250.4	375.0	1,620.5
Student enrollment					
Less than 100	200.3	265.5	268.1	365.4	917.9
100-199	183.2	217.4	364.0	389.4	1,821.1
200-499	525.1	1,043.3	759.9	713.9	3,264.9
500-749	558.2	785.7	640.3	792.7	3,066.0
750-999	580.2	841.3	436.5	781.0	2,136.7
1,000 or more	816.3	683.2	431.5	1,251.6	2,180.9
All BIA schools	4.9	7.9	5.5	12.0	20.4

See notes at end of table.

Table A-12. Standard errors for Table 12: Number of various school staff, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Vice principals and assistant principals/school heads ¹	Instructional coordinators and supervisors, such as curriculum specialists ¹	Library media specialists/librarians ¹	School counselors, excluding psychologists and social workers ¹	Student support services professional staff ¹⁻²
All private schools	515.2	455.1	436.7	643.0	1,860.5
School classification					
Catholic	201.4	231.4	191.0	253.1	456.7
Other religious	372.4	311.5	267.7	234.1	491.8
Nonsectarian	256.4	318.7	302.9	565.7	1,785.8
Community type					
Central city	333.4	306.7	309.9	592.8	1,072.7
Urban fringe/large town	349.3	314.9	280.6	349.9	1,996.0
Rural/small town	160.1	174.7	215.8	265.5	496.6
School level					
Elementary	252.9	248.4	243.2	266.6	1,124.4
Secondary	217.0	229.6	185.4	358.3	1,513.3
Combined	389.8	326.3	341.7	569.9	994.8
Student enrollment					
Less than 100	261.8	241.7	188.3	539.9	1,767.4
100-199	248.9	167.8	229.4	288.6	750.0
200-499	270.6	234.0	273.0	258.9	732.0
500-749	188.8	139.2	130.8	211.7	338.5
750 or more	173.7	246.7	228.2	266.2	471.8

¹ Includes full- and part-time head counts.

² Student support services professional staff includes nurses, social workers, psychologists, speech therapists or pathologists, and other professional staff.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Estimates of the number of principals and teachers are provided in Table 1. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, Private School Teacher, Public School Principal, BIA School Principal, Private School Principal, Public School, BIA School, and Private School Data Files.

Table A-13. Standard errors for Table 13: Number of school instructional and noninstructional aides, secretaries and other clerical support staff, food service personnel, and custodial maintenance and security personnel, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Instructional aides ^{1,2}	Noninstructional aides ^{1,3}	Secretaries and other clerical support staff ¹	Food service personnel ¹	Custodial maintenance and security personnel ¹
All schools	8,838.4	3,508.4	3,248.3	4,543.6	4,448.6
All public schools	8,717.4	3,273.8	2,997.0	4,562.4	4,317.3
School classification					
Traditional public	8,469.2	3,322.3	3,009.1	4,561.3	4,334.2
Charter school	1,377.1	309.8	260.6	258.3	317.0
Community type					
Central city	4,903.0	2,102.3	2,193.8	2,566.7	2,674.4
Urban fringe/large town	7,300.6	3,027.3	2,032.0	3,735.8	3,423.1
Rural/small town	4,052.4	1,679.1	1,058.6	2,274.0	1,562.4
School level					
Elementary	8,196.7	3,237.8	2,077.7	3,347.9	2,682.9
Secondary	3,788.0	1,158.6	2,616.1	2,511.4	3,448.7
Combined	2,302.7	1,395.1	1,068.7	1,096.3	1,516.2
Student enrollment					
Less than 100	1,210.2	384.6	585.0	582.3	964.3
100-199	2,619.7	867.9	1,181.4	1,301.9	1,443.6
200-499	6,137.8	2,854.9	1,426.7	2,786.1	2,280.9
500-749	7,019.1	2,726.3	1,701.6	3,557.2	2,701.6
750-999	5,426.2	1,999.8	1,633.0	2,591.9	2,216.4
1,000 or more	4,291.6	1,818.3	2,979.0	3,325.2	3,747.5
All BIA schools	64.9	9.2	19.8	22.3	46.6

See notes at end of table.

Table A-13. Standard errors for Table 13: Number of school instructional and noninstructional aides, secretaries and other clerical support staff, food service personnel, and custodial maintenance and security personnel, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Instructional aides ^{1,2}	Noninstructional aides ^{1,3}	Secretaries and other clerical support staff ¹	Food service personnel ¹	Custodial maintenance and security personnel ¹
All private schools	1,930.1	1,220.7	1,430.7	1,426.3	1,429.9
School classification					
Catholic	821.0	520.6	455.7	518.5	396.8
Other religious	936.2	719.8	795.2	694.1	623.8
Nonsectarian	1,509.6	722.6	1,033.2	1,156.3	1,134.8
Community type					
Central city	1,454.0	604.1	1,169.1	751.3	1,075.9
Urban fringe/large town	1,659.1	988.7	938.7	1,167.8	975.1
Rural/small town	633.4	190.7	510.1	803.7	625.8
School level					
Elementary	1,326.4	698.7	592.1	601.1	599.3
Secondary	512.5	249.7	772.8	1,091.7	846.8
Combined	1,516.7	1,011.1	1,138.4	857.7	1,158.1
Student enrollment					
Less than 100	1,383.5	868.1	414.9	559.5	527.7
100-199	1,282.2	403.9	611.9	463.8	596.3
200-499	1,085.4	494.4	890.0	770.0	958.6
500-749	678.7	294.1	579.9	458.9	504.6
750 or more	544.5	257.8	742.0	1,068.4	898.4

¹ Includes full- and part-time head counts.

² Instructional aides include regular Title I aides, ESL/Bilingual aides, special education instructional aides, library media center instructional aides, and other classroom instructional aides.

³ Noninstructional aides include special education noninstructional aides, library media center noninstructional aides, and other noninstructional aides.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-14. Standard errors for Table 14. Number and percentage of schools that had teaching vacancies for the current school year, by methods used for covering teaching vacancies at the school, school type, and selected school characteristics: 2003-04

School type and selected school characteristic	Number	Percent	Of schools that had teaching vacancies for the current school year, percent of schools that used various methods for covering vacancies							
			Hired a fully qualified teacher	Hired a less than fully qualified teacher	Used long-term or short-term substitutes	Cancelled planned course offerings	Expanded some class sizes	Added sections to other teachers' normal teaching loads	Assigned a teacher of another subject or grade level to cover vacancy	Assigned an administrator or counselor to teach those classes
All schools	768.5	0.66	0.41	0.56	0.62	0.19	0.46	0.43	0.49	0.28
All public schools	713.2	0.78	0.44	0.69	0.79	0.25	0.55	0.50	0.51	0.23
School classification										
Traditional public	706.4	0.79	0.44	0.69	0.79	0.25	0.56	0.51	0.52	0.22
Charter school	95.3	4.04	3.81	3.71	4.59	2.04	2.74	2.63	2.97	3.39
Community type										
Central city	463.9	1.45	0.95	1.68	1.68	0.49	1.39	1.01	1.12	0.44
Urban fringe/large town	620.8	1.20	0.69	0.84	1.29	0.36	0.74	0.65	0.78	0.26
Rural/small town	387.4	1.11	0.92	1.03	1.13	0.51	0.86	0.72	0.70	0.50
School level										
Elementary	659.0	0.94	0.60	0.80	0.98	0.29	0.67	0.49	0.69	0.26
Secondary	318.0	1.29	0.76	1.06	1.15	0.68	1.09	1.13	0.86	0.41
Combined	219.9	2.41	1.60	2.16	2.51	1.46	2.00	2.15	1.58	1.32
Student enrollment										
Less than 100	221.0	3.21	4.00	3.48	3.58	1.73	1.64	1.97	1.76	1.93
100-199	285.5	2.63	2.67	2.32	2.93	1.52	1.77	1.79	2.03	1.40
200-499	626.3	1.02	0.91	1.03	1.26	0.46	0.82	0.68	0.76	0.38
500-749	505.5	1.41	0.81	1.28	1.49	0.33	1.01	0.70	0.95	0.32
750-999	374.3	1.99	1.28	1.97	2.54	1.15	1.87	1.87	1.93	0.38
1,000 or more	298.8	1.13	0.88	1.83	1.94	0.79	1.50	1.68	1.36	0.65
All BIA schools	4.4	1.21	1.13	1.74	1.64	0.76	1.19	1.47	1.51	0.88

See notes at end of table.

Table A-14. Standard errors for Table 14. Number and percentage of schools that had teaching vacancies for the current school year, by methods used for covering teaching vacancies at the school, school type, and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Number	Percent	Of schools that had teaching vacancies for the current school year, percent of schools that used various methods for covering vacancies							
			Hired a fully qualified teacher	Hired a less than fully qualified teacher	Used long-term or short-term substitutes	Cancelled planned course offerings	Expanded some class sizes	Added sections to other teachers' normal teaching loads	Assigned a teacher of another subject or grade level to cover vacancy	Assigned an administrator or counselor to teach those classes
All private schools	322.8	1.10	0.90	0.96	0.87	0.39	0.74	0.81	1.06	1.07
School classification										
Catholic	119.0	1.47	1.20	1.39	1.24	0.51	0.80	1.02	1.31	0.93
Other religious	260.9	1.71	1.20	1.71	1.33	0.77	1.48	1.29	1.86	1.93
Nonsectarian	183.4	2.36	2.07	2.48	2.02	0.78	1.66	1.82	1.93	1.97
Community type										
Central city	258.2	1.82	1.46	1.79	1.52	0.60	1.22	1.41	1.65	1.57
Urban fringe/large town	309.8	1.65	1.32	1.30	1.15	0.62	1.18	1.15	1.47	1.34
Rural/small town	201.4	3.22	2.99	3.66	2.94	1.00	2.41	2.99	3.00	3.48
School level										
Elementary	270.9	1.25	1.16	1.23	1.03	0.35	0.89	0.83	1.19	0.98
Secondary	204.9	3.50	2.39	3.24	2.41	1.70	2.65	2.65	3.03	2.66
Combined	207.3	2.19	1.67	2.21	1.93	0.96	1.71	2.05	2.29	2.53
Student enrollment										
Less than 100	306.8	1.97	2.06	2.19	1.68	0.83	1.39	1.69	2.25	2.26
100-199	238.3	2.06	1.26	1.93	1.41	0.52	1.99	1.93	1.98	1.92
200-499	204.8	1.53	1.22	1.59	1.29	0.67	1.18	1.31	1.39	1.37
500-749	88.1	2.48	1.91	3.58	3.05	0.97	2.88	2.51	1.95	1.98
750 or more	65.3	2.57	1.56	3.01	4.03	1.38	3.01	3.21	2.37	2.54

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-15. Standard errors for Table 15: Of schools that had teaching vacancies for the current school year, percentage with vacancies in various fields, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	General elementary	Special education	English/language arts	Social studies	Computer science	Mathematics	Biology or life sciences	Physical sciences	English as a Second Language (ESL) ¹	Foreign languages	Music or art	Vocational or technical education
All schools	0.58	0.93	0.83	0.97	0.86	0.93	0.89	0.91	1.32	0.97	1.03	0.98
All public schools	0.71	0.98	0.96	1.20	0.94	1.12	1.11	0.98	1.43	1.17	1.16	1.12
School classification												
Traditional public	0.71	0.99	0.98	1.18	0.97	1.12	1.12	0.97	1.44	1.16	1.17	1.10
Charter school	3.35	5.35	5.10	5.68	6.68	5.41	5.40	5.62	8.08	8.20	5.45	8.01
Community type												
Central city	1.58	1.90	2.33	2.50	2.13	2.46	2.40	2.29	2.53	2.69	2.40	2.37
Urban fringe/large town	1.10	1.43	1.59	1.74	1.59	1.68	1.78	1.71	1.78	1.66	1.71	1.71
Rural/small town	1.47	1.82	1.67	2.04	1.54	1.74	1.69	1.60	2.22	1.70	1.83	1.87
School level												
Elementary	0.72	1.26	1.49	1.75	1.46	1.83	1.58	1.40	1.92	1.73	1.52	1.37
Secondary	3.25	1.42	1.24	1.46	1.53	1.12	1.60	1.54	1.73	1.40	1.53	1.64
Combined	3.24	3.24	3.18	3.54	3.35	3.19	3.24	3.11	3.62	3.78	3.64	4.07
Student enrollment												
Less than 100	5.46	5.12	5.26	6.10	4.91	5.02	5.27	5.90	4.39	6.81	4.61	8.29
100-199	3.67	4.59	4.61	4.92	5.19	4.61	3.88	3.25	4.35	4.33	4.44	4.94
200-499	1.02	1.75	1.87	2.29	2.03	2.23	1.83	1.58	2.58	2.24	2.04	1.92
500-749	1.32	1.89	2.27	2.27	2.05	2.11	2.42	2.06	2.44	2.46	1.96	2.38
750-999	1.98	2.71	3.18	3.34	2.90	3.56	3.59	3.29	3.87	4.23	3.07	3.12
1,000 or more	4.03	1.46	1.70	1.73	2.28	1.44	2.03	2.20	2.35	2.08	2.27	2.51
All BIA schools	1.93	1.96	2.39	2.27	2.36	2.07	2.41	2.24	2.08	2.05	2.40	2.95

See notes at end of table.

Table A-15. Standard errors for Table 15: Of schools that had teaching vacancies for the current school year, percentage with vacancies in various fields, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	General elementary	Special education	English/language arts	Social studies	Computer science	Mathematics	Biology or life sciences	Physical sciences	English as a Second Language (ESL) ¹	Foreign languages	Music or art	Vocational or technical education
All private schools	1.09	2.68	1.48	1.51	1.89	1.57	1.46	1.72	1.83	1.66	1.80	2.31
School classification												
Catholic	1.38	4.24	2.44	2.69	2.51	2.53	2.67	2.59	2.78	3.15	2.51	2.47
Other religious	1.78	3.54	2.56	2.13	3.13	2.73	2.67	2.91	3.05	2.55	2.54	3.74
Nonsectarian	2.83	4.97	4.34	4.46	4.40	3.94	4.58	3.96	4.44	3.77	4.06	5.96
Community type												
Central city	1.65	4.65	2.75	2.72	2.87	2.77	2.90	3.01	3.15	2.90	3.18	3.63
Urban fringe/large town	1.74	3.66	1.88	1.98	2.57	2.32	2.16	2.36	2.29	2.33	2.55	3.44
Rural/small town	3.09	8.02	5.14	4.75	5.39	5.99	5.31	5.73	7.22	5.13	6.01	7.49
School level												
Elementary	1.17	3.83	2.05	2.05	2.41	2.23	2.14	2.35	2.67	2.28	2.39	1.85
Secondary	14.41	9.35	4.29	4.53	3.83	4.03	4.91	4.35	4.87	5.43	4.79	6.33
Combined	2.24	4.15	2.92	2.57	3.31	2.82	2.78	3.13	3.33	2.64	2.91	4.15
Student enrollment												
Less than 100	2.39	4.75	3.74	3.07	4.05	3.44	4.10	4.25	5.06	3.84	3.40	5.25
100-199	1.70	5.81	2.95	3.33	3.70	3.41	3.70	3.69	3.85	3.59	3.22	5.11
200-499	1.49	4.17	2.71	2.63	2.70	2.60	2.63	2.44	2.43	3.06	2.31	2.88
500-749	3.71	8.17	5.33	5.83	5.24	4.91	5.30	5.16	8.13	4.85	4.26	5.62
750 or more	4.28	9.84	4.30	4.85	5.73	4.59	4.75	5.83	6.13	4.51	4.96	5.40

¹ English as a Second Language (ESL) also includes English for Speakers of Other Languages (ESOL) and/or bilingual education.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-16. Standard errors for Table 16: Of schools that had teaching vacancies in various fields for the current school year, percentage that found it very difficult or were not able to fill the vacancies in these fields, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	General elementary	Special education	English/language arts	Social studies	Computer science	Mathematics	Biology or life sciences	Physical sciences	English as a Second Language (ESL) ¹	Foreign languages	Music or art	Vocational or technical education
All schools	0.38	1.16	0.66	0.46	1.47	0.99	1.04	1.46	1.93	1.37	1.06	2.03
All public schools	0.48	1.21	0.81	0.54	1.73	1.20	1.18	1.56	2.00	1.83	1.24	2.01
School classification												
Traditional public	0.47	1.23	0.83	0.53	1.77	1.18	1.25	1.58	2.00	1.87	1.26	2.01
Charter school	4.70	6.09	1.40	6.85	7.91	7.84	8.55	6.53	12.13	6.00	7.56	19.10
Community type												
Central city	1.21	2.26	1.77	1.25	2.93	2.36	2.62	2.85	3.38	3.88	2.40	3.49
Urban fringe/large town	0.66	1.58	1.19	0.66	1.94	1.40	1.68	2.12	3.61	2.03	1.74	2.84
Rural/small town	1.09	2.31	1.70	1.28	3.57	2.01	2.44	3.25	4.88	3.84	2.47	3.36
School level												
Elementary	0.51	1.61	1.44	0.90	2.08	2.17	2.18	3.06	2.61	3.75	1.62	4.84
Secondary	2.64	1.42	1.04	0.65	2.22	1.59	1.38	1.76	2.89	1.78	1.93	2.13
Combined	0.81	3.37	2.97	3.51	7.59	3.81	3.57	4.42	7.58	5.94	4.34	6.30
Student enrollment												
Less than 100	3.59	6.72	6.05	5.57	15.24	7.79	6.32	9.12	27.93	20.48	9.80	12.14
100-199	1.44	4.61	5.67	3.59	7.33	7.39	6.92	9.69	12.02	11.06	3.91	8.31
200-499	0.72	2.21	2.22	1.20	2.60	2.84	2.44	3.61	4.62	5.08	2.39	3.44
500-749	0.90	2.18	1.11	0.92	2.66	2.89	3.03	3.87	3.65	3.81	2.19	5.06
750-999	1.05	2.91	0.48	1.52	3.58	2.82	3.51	3.97	5.23	3.94	3.73	5.39
1,000 or more	0.97	2.08	1.25	0.74	3.10	2.02	1.80	2.10	3.01	1.82	2.26	2.62
All BIA schools	1.70	2.19	2.88	2.18	3.73	3.76	5.12	3.98	2.60	6.43	3.65	6.50

See notes at end of table.

Table A-16. Standard errors for Table 16: Of schools that had teaching vacancies in various fields for the current school year, percentage that found it very difficult or were not able to fill the vacancies in these fields, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	General elementary	Special education	English/language arts	Social studies	Computer science	Mathematics	Biology or life sciences	Physical sciences	English as a Second Language (ESL) ¹	Foreign languages	Music or art	Vocational or technical education
All private schools	0.70	4.31	1.14	0.90	2.49	1.92	2.05	2.56	6.41	1.88	1.68	7.64
School classification												
Catholic	1.30	6.41	1.91	0.33	4.54	3.54	3.94	4.46	†	3.70	2.95	27.16
Other religious	1.04	5.03	2.00	1.84	4.42	2.75	3.33	3.74	10.59	2.92	2.86	6.58
Nonsectarian	1.69	6.47	1.79	1.30	4.65	3.91	3.51	4.94	14.14	4.04	2.85	14.61
Community type												
Central city	0.82	7.24	1.45	1.24	4.51	3.36	3.50	4.19	12.58	3.38	2.26	9.50
Urban fringe/large town	1.05	5.10	1.78	1.01	3.46	2.77	3.00	3.53	10.92	2.53	2.72	13.49
Rural/small town	2.87	17.84	3.43	3.54	9.68	4.87	5.65	6.97	14.70	7.97	5.93	15.74
School level												
Elementary	0.81	7.47	2.13	0.67	3.74	3.09	3.25	4.10	13.58	3.45	1.92	9.81
Secondary	†	10.96	2.43	2.59	5.38	4.51	4.74	5.73	†	5.38	5.20	20.87
Combined	1.30	4.71	1.42	1.52	4.36	3.21	3.20	3.94	8.67	2.80	3.80	8.96
Student enrollment												
Less than 100	1.55	7.22	3.04	2.76	5.28	4.51	4.78	5.56	17.31	4.14	3.37	12.78
100-199	1.23	7.69	1.98	1.28	5.00	3.92	4.34	4.90	5.34	4.71	3.57	12.26
200-499	0.99	5.16	1.63	1.48	5.18	3.44	3.25	4.05	5.64	3.27	2.90	15.27
500-749	1.90	12.30	2.48	2.20	4.25	4.03	5.43	6.80	†	3.98	4.90	37.54
750 or more	2.20	8.54	1.55	†	6.07	4.69	4.58	7.01	†	4.57	4.24	27.99

† Not applicable.

¹ English as a Second Language (ESL) also includes English for Speakers of Other Languages (ESOL) and/or bilingual education.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-17. Standard errors for Table 17: Percentage of schools with physical space limitations, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Percent of schools with enrollment that exceeded permanent and temporary building capacity	Percent of schools that had one or more temporary buildings	Average student capacity of temporary buildings	Percent of schools that routinely used common areas for instructional purposes	Percent of schools in which some teachers did not have their own classrooms due to lack of space
All schools	0.32	0.46	5.85	0.50	0.59
All public schools	0.41	0.59	6.68	0.58	0.71
School classification					
Traditional public	0.42	0.60	6.77	0.59	0.73
Charter school	1.92	3.19	18.00	3.88	3.35
Community type					
Central city	0.69	1.25	14.67	1.34	1.39
Urban fringe/large town	0.65	1.10	9.44	0.90	1.08
Rural/small town	0.56	1.06	6.64	1.06	1.13
School level					
Elementary	0.52	0.78	6.58	0.74	0.81
Secondary	0.72	0.94	20.64	0.77	1.36
Combined	0.92	2.13	16.77	2.17	1.89
Student enrollment					
Less than 100	0.86	3.67	6.01	2.30	3.35
100-199	0.76	2.35	10.40	2.74	2.13
200-499	0.55	0.89	7.50	0.93	1.18
500-749	0.80	1.43	11.25	1.39	1.46
750-999	1.60	2.41	21.33	1.91	2.05
1,000 or more	1.77	1.98	19.73	1.59	1.85
All BIA schools	0.28	1.53	3.77	1.36	1.35

See notes at end of table.

Table A-17. Standard errors for Table 17: Percentage of schools with physical space limitations, by school type and selected school characteristics: 2003-04

—Continued

School type and selected school characteristic	Percent of schools with enrollment that exceeded permanent and temporary building capacity	Percent of schools that had one or more temporary buildings	Average student capacity of temporary buildings	Percent of schools that routinely used common areas for instructional purposes	Percent of schools in which some teachers did not have their own classrooms due to lack of space
All private schools	0.36	0.82	8.86	0.83	0.78
School classification					
Catholic	0.38	1.11	22.31	1.20	1.55
Other religious	0.52	1.12	12.53	1.31	1.27
Nonsectarian	1.04	1.96	10.27	1.51	1.47
Community type					
Central city	0.77	1.35	16.94	1.37	1.49
Urban fringe/large town	0.30	1.25	5.84	1.09	1.16
Rural/small town	0.90	1.99	45.87	2.57	2.17
School level					
Elementary	0.45	1.07	13.38	1.08	0.77
Secondary	0.60	2.03	10.55	2.48	3.29
Combined	0.66	1.44	11.81	1.51	1.54
Student enrollment					
Less than 100	0.58	1.36	21.87	1.48	1.14
100-199	0.47	1.79	23.54	1.72	1.59
200-499	0.51	1.51	7.09	1.17	1.66
500-749	1.60	3.64	26.22	3.30	4.25
750 or more	2.53	3.42	33.85	2.43	4.65

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

Table A-18. Standard errors for Table 18: Percentage distribution of school teachers by race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04

School type and selected school characteristic	Race/ethnicity							Minority ²
	White, non-Hispanic	Black, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Asian, non-Hispanic	Native Hawaiian or other Pacific Islander, non-Hispanic	Hispanic, single or multiple races	Multiple races, non-Hispanic ¹	
All schools	0.54	0.35	0.06	0.07	0.02	0.34	0.07	0.54
All public schools	0.53	0.34	0.04	0.08	0.03	0.34	0.07	0.53
School classification								
Traditional public	0.53	0.34	0.04	0.08	0.03	0.34	0.07	0.53
Charter school	2.72	2.20	0.20	0.53	0.19	1.40	0.42	2.72
Community type								
Central city	1.12	0.90	0.07	0.21	0.04	0.82	0.19	1.12
Urban fringe/large town	0.53	0.30	0.05	0.08	0.04	0.40	0.07	0.53
Rural/small town	0.67	0.36	0.09	0.13	0.03	0.74	0.05	0.67
School level								
Elementary	0.59	0.44	0.05	0.10	0.03	0.43	0.10	0.59
Secondary	0.93	0.41	0.05	0.13	0.04	0.57	0.07	0.93
Combined	0.79	0.63	0.25	0.20	0.07	0.49	0.16	0.79
Student enrollment								
Less than 100	3.26	1.70	0.46	0.19	0.34	2.82	0.39	3.26
100-199	1.39	1.24	0.17	0.09	†	0.87	1.02	1.39
200-499	0.77	0.57	0.10	0.14	0.05	0.41	0.11	0.77
500-749	1.03	0.68	0.08	0.15	0.04	0.87	0.13	1.03
750-999	1.72	1.13	0.07	0.29	0.07	1.17	0.24	1.72
1,000 or more	1.05	0.66	0.07	0.18	0.04	0.72	0.10	1.05
All BIA schools	2.01	0.28	1.90	0.80	0.43	0.90	0.85	2.01

See notes at end of table.

Table A-18. Standard errors for Table 18: Percentage distribution of school teachers by race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Race/ethnicity							Minority ²
	White, non-Hispanic	Black, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Asian, non-Hispanic	Native Hawaiian or other Pacific Islander, non-Hispanic	Hispanic, single or multiple races	Multiple races, non-Hispanic ¹	
All private schools	0.99	0.65	0.38	0.20	0.07	0.71	0.28	0.99
School classification								
Catholic	0.97	0.66	0.16	0.33	0.12	0.70	0.32	0.97
Other religious	2.33	1.18	0.72	0.34	0.04	1.19	0.18	2.33
Nonsectarian	1.29	0.72	0.49	0.55	0.21	0.89	0.94	1.29
Community type								
Central city	1.18	0.98	0.29	0.35	0.21	0.75	0.70	1.18
Urban fringe/large town	1.00	0.58	0.15	0.35	0.04	0.73	0.24	1.00
Rural/small town	2.32	1.44	2.09	0.28	0.14	1.11	0.23	2.32
School level								
Elementary	1.79	1.39	0.13	0.29	0.07	0.69	0.65	1.79
Secondary	1.21	0.72	0.39	0.72	0.14	1.25	0.18	1.21
Combined	1.24	0.66	1.04	0.38	0.18	0.93	0.25	1.24
Student enrollment								
Less than 100	5.24	2.94	1.34	1.24	0.19	2.19	0.93	5.24
100-199	1.27	0.92	0.40	0.43	0.22	0.65	0.22	1.27
200-499	0.95	0.56	0.17	0.30	0.06	0.55	0.33	0.95
500-749	1.66	0.75	0.35	0.73	0.22	1.16	0.55	1.66
750 or more	1.62	0.50	0.22	0.99	0.47	1.57	0.19	1.62

† Not applicable.

¹ Multiple races, non-Hispanic includes all non-Hispanic respondents who selected more than one race.

² Minority includes Black, non-Hispanic; American Indian/Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or other Pacific Islander, non-Hispanic; Hispanic, single or multiple races; and multiple races, non-Hispanic.

NOTE: Teachers include both full-time and part-time teachers. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

Table A-19. Standard errors for Table 19: Average age of school teachers and percentage distribution of teachers by sex, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Average age of teachers	Sex	
		Male	Female
All schools	0.25	0.39	0.39
All public schools	0.24	0.32	0.32
School classification			
Traditional public	0.24	0.33	0.33
Charter school	0.52	2.12	2.12
Community type			
Central city	0.26	0.67	0.67
Urban fringe/large town	0.25	0.50	0.50
Rural/small town	0.35	0.67	0.67
School level			
Elementary	0.33	0.44	0.44
Secondary	0.14	0.50	0.50
Combined	0.29	1.09	1.09
Student enrollment			
Less than 100	0.57	2.53	2.53
100-199	0.46	1.38	1.38
200-499	0.39	0.59	0.59
500-749	0.34	0.66	0.66
750-999	0.32	1.09	1.09
1,000 or more	0.22	0.86	0.86
All BIA schools	0.58	2.19	2.19

See notes at end of table.

Table A-19. Standard errors for Table 19: Average age of school teachers and percentage distribution of teachers by sex, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Average age of teachers	Sex	
		Male	Female
All private schools	0.47	1.93	1.93
School classification			
Catholic	0.58	1.09	1.09
Other religious	1.60	3.53	3.53
Nonsectarian	0.49	2.79	2.79
Community type			
Central city	0.62	1.32	1.32
Urban fringe/large town	0.56	2.34	2.34
Rural/small town	2.73	7.37	7.37
School level			
Elementary	0.44	1.58	1.58
Secondary	0.59	2.04	2.04
Combined	1.36	3.28	3.28
Student enrollment			
Less than 100	2.93	7.15	7.15
100-199	0.51	1.48	1.48
200-499	0.44	1.31	1.31
500-749	0.62	2.17	2.17
750 or more	0.84	2.91	2.91

NOTE: Teachers include both full-time and part-time teachers. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

Table A-20. Standard errors for Table 20: Percentage distribution of school teachers by highest degree earned, school type, and selected school characteristics: 2003-04

School type and selected school characteristic	Less than bachelor's	Bachelor's degree	Master's degree	Higher than a master's degree
All schools	0.55	0.74	0.41	0.18
All public schools	0.08	0.56	0.56	0.20
School classification				
Traditional public	0.08	0.56	0.56	0.20
Charter school	0.87	2.16	1.90	0.89
Community type				
Central city	0.17	1.06	0.98	0.47
Urban fringe/large town	0.10	0.68	0.67	0.24
Rural/small town	0.13	0.84	0.85	0.27
School level				
Elementary	0.06	0.75	0.71	0.29
Secondary	0.20	0.57	0.64	0.26
Combined	0.23	1.82	1.77	0.53
Student enrollment				
Less than 100	0.39	2.61	2.61	0.99
100-199	0.24	1.54	1.41	0.67
200-499	0.16	0.95	0.98	0.30
500-749	0.16	1.04	1.01	0.44
750-999	0.17	1.55	1.27	0.66
1,000 or more	0.16	0.97	1.00	0.40
All BIA schools	0.72	2.08	1.82	0.94

See notes at end of table.

**Table A-20. Standard errors for Table 20: Percentage distribution of school teachers by highest degree earned, school type, and selected school characteristics:
2003-04—Continued**

School type and selected school characteristic	Less than bachelor's	Bachelor's degree	Master's degree	Higher than a master's degree
All private schools	4.41	2.90	1.35	0.65
School classification				
Catholic	0.40	1.65	1.48	0.51
Other religious	11.45	8.51	2.79	0.78
Nonsectarian	0.77	1.86	2.01	1.51
Community type				
Central city	1.00	1.32	1.52	0.83
Urban fringe/large town	0.95	1.15	1.15	0.62
Rural/small town	27.43	19.33	7.47	1.05
School level				
Elementary	1.00	1.21	1.33	0.68
Secondary	1.31	2.71	2.98	1.05
Combined	11.83	8.53	3.05	1.03
Student enrollment				
Less than 100	13.66	10.90	3.04	1.51
100-199	0.91	1.67	1.36	0.78
200-499	0.95	1.42	1.41	0.73
500-749	1.36	2.51	2.64	1.22
750 or more	1.80	2.70	2.89	1.32

¹ For the item that measured degrees earned, the final weighted response rate for Ph.D. was less than 70 percent on the BIA School Teacher Data File.

NOTE: Teachers include both full-time and part-time teachers. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

Table A-21. Standard errors for Table 21: Percentage distribution of school teachers by total years of full-time teaching experience, years teaching at current school, school type, and selected school characteristics: 2003-04

School type and selected school characteristic	Full-time teaching experience		Years teaching at current school	
	3 or fewer years	4 or more years	3 or fewer years	4 or more years
All schools	1.01	1.01	0.99	0.99
All public schools	1.50	1.50	1.51	1.51
School classification				
Traditional public	1.51	1.51	1.52	1.52
Charter school	2.31	2.31	2.16	2.16
Community type				
Central city	1.52	1.52	1.54	1.54
Urban fringe/large town	1.40	1.40	1.48	1.48
Rural/small town	1.99	1.99	2.10	2.10
School level				
Elementary	1.97	1.97	2.08	2.08
Secondary	0.66	0.66	0.66	0.66
Combined	1.54	1.54	1.72	1.72
Student enrollment				
Less than 100	2.32	2.32	2.94	2.94
100-199	2.59	2.59	2.55	2.55
200-499	2.34	2.34	2.22	2.22
500-749	1.84	1.84	2.11	2.11
750-999	1.35	1.35	1.51	1.51
1,000 or more	0.63	0.63	0.96	0.96
All BIA schools	2.77	2.77	2.47	2.47

See notes at end of table.

Table A-21. Standard errors for Table 21: Percentage distribution of school teachers by total years of full-time teaching experience, years teaching at current school, school type, and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Full-time teaching experience		Years teaching at current school	
	3 or fewer years	4 or more years	3 or fewer years	4 or more years
All private schools	2.88	2.88	3.18	3.18
School classification				
Catholic	2.18	2.18	2.14	2.14
Other religious	6.18	6.18	5.27	5.27
Nonsectarian	2.46	2.46	3.06	3.06
Community type				
Central city	2.16	2.16	2.33	2.33
Urban fringe/large town	1.51	1.51	2.13	2.13
Rural/small town	13.04	13.04	10.99	10.99
School level				
Elementary	1.79	1.79	2.41	2.41
Secondary	2.99	2.99	3.45	3.45
Combined	5.97	5.97	5.51	5.51
Student enrollment				
Less than 100	6.20	6.20	6.22	6.22
100-199	1.86	1.86	2.01	2.01
200-499	1.76	1.76	1.86	1.86
500-749	2.87	2.87	2.46	2.46
750 or more	3.47	3.47	3.30	3.30

NOTE: Teachers include both full-time and part-time teachers. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

Table A-22. Standard errors for Table 22: Percentage of school teachers who took and passed various tests, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Praxis I Pre-Professional Skills Test (PPST) in Reading	Praxis I Pre-Professional Skills Test (PPST) in Mathematics	Praxis I Pre-Professional Skills Test (PPST) in Writing	The Praxis II: Subject Assessment in a specific content area	An exam for National Board for Professional Teaching Standards certification	Other test of basic skills or subject knowledge, required by certain states, districts, or schools
All schools	0.44	0.39	0.43	0.44	0.35	0.53
All public schools	0.43	0.38	0.44	0.40	0.35	0.53
School classification						
Traditional public	0.43	0.38	0.44	0.40	0.36	0.53
Charter school	2.47	2.34	2.28	2.34	1.24	2.27
Community type						
Central city	0.92	0.80	0.82	0.78	0.77	1.08
Urban fringe/large town	0.58	0.54	0.57	0.53	0.45	0.66
Rural/small town	0.75	0.70	0.76	0.87	0.54	0.75
School level						
Elementary	0.55	0.48	0.57	0.58	0.51	0.75
Secondary	0.54	0.53	0.51	0.46	0.36	0.75
Combined	1.10	0.98	0.93	1.28	0.95	1.53
Student enrollment						
Less than 100	2.28	2.31	2.32	2.08	2.09	3.47
100-199	1.68	1.61	1.58	1.81	1.29	2.07
200-499	0.80	0.75	0.80	0.77	0.47	0.70
500-749	0.83	0.79	0.78	0.86	0.67	1.23
750-999	1.02	1.02	1.01	1.14	1.22	1.54
1,000 or more	0.90	0.80	0.88	0.85	0.64	1.12
All BIA schools	1.82	1.80	1.81	2.03	1.73	2.47

See notes at end of table.

Table A-22. Standard errors for Table 22: Percentage of school teachers who took and passed various tests, by school type and selected school characteristics: 2003-04
—Continued

School type and selected school characteristic	Praxis I Pre-Professional Skills Test (PPST) in Reading	Praxis I Pre-Professional Skills Test (PPST) in Mathematics	Praxis I Pre-Professional Skills Test (PPST) in Writing	The Praxis II: Subject Assessment in a specific content area	An exam for National Board for Professional Teaching Standards certification	Other test of basic skills or subject knowledge, required by certain states, districts, or schools
All private schools	0.97	1.00	1.35	1.34	1.33	1.21
School classification						
Catholic	1.00	0.95	0.99	1.10	0.98	1.10
Other religious	3.14	2.79	2.92	3.07	2.39	2.41
Nonsectarian	2.84	3.03	6.17	2.53	6.27	2.46
Community type						
Central city	1.64	1.30	1.47	1.30	1.10	1.97
Urban fringe/large town	1.37	1.32	2.66	1.45	2.98	1.70
Rural/small town	8.25	7.23	7.22	6.67	3.64	4.10
School level						
Elementary	1.32	1.36	2.61	1.46	2.55	1.55
Secondary	1.72	1.53	1.64	1.43	1.43	1.98
Combined	3.05	2.48	2.45	2.87	1.77	2.50
Student enrollment						
Less than 100	3.27	3.24	4.70	3.59	4.99	4.69
100-199	1.48	1.30	1.34	1.75	1.36	1.85
200-499	0.98	0.93	0.98	1.06	0.86	1.09
500-749	2.29	2.50	2.37	1.94	1.82	2.03
750 or more	2.55	2.23	2.28	2.27	1.49	2.26

NOTE: Teachers include both full-time and part-time teachers. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Estimates include teachers who did not take the test as part of the denominator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

Table A-23. Standard errors for Table 23: Average base salary and earnings from salary supplements during the current school year for regular full-time school teachers, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Average academic year base teaching salary of regular full-time teachers	Salary Supplements					
		Extracurricular activities in same school system		Other school sources (merit pay bonus, state supplement, other)		Job outside the school system	
		Percent	Average amount	Percent	Average amount	Percent	Average amount
All schools	131.6	0.45	58.9	0.28	78.7	0.37	129.6
All public schools	244.8	0.50	62.4	0.31	83.3	0.34	154.0
School classification							
Traditional public	247.1	0.51	63.0	0.31	84.2	0.34	154.2
Charter school	625.3	2.43	247.2	1.66	393.5	1.99	901.0
Community type							
Central city	303.8	1.05	167.0	0.67	86.5	0.61	313.9
Urban fringe/large town	343.5	0.63	81.1	0.41	157.6	0.49	227.9
Rural/small town	283.6	0.99	117.6	0.68	125.0	0.47	214.1
School level							
Elementary	297.0	0.73	104.3	0.47	112.3	0.50	243.0
Secondary	273.2	0.61	60.2	0.38	88.1	0.40	160.8
Combined	648.1	1.70	149.7	0.85	161.9	0.96	406.9
Student enrollment							
Less than 100	645.0	2.86	250.4	2.60	237.2	1.76	882.7
100-199	573.2	2.19	225.3	1.58	280.1	1.36	506.3
200-499	323.0	0.95	117.0	0.65	124.4	0.65	270.2
500-749	414.2	1.10	164.9	0.70	171.8	0.62	351.6
750-999	489.7	1.48	156.1	1.34	182.5	0.88	442.5
1,000 or more	386.4	1.11	95.0	0.62	203.8	0.66	290.0
All BIA schools	367.7	2.40	430.3	1.14	1,643.9	1.44	887.2

See notes at end of table.

Table A-23. Standard errors for Table 23: Average base salary and earnings from salary supplements during the current school year for regular full-time school teachers, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Average academic year base teaching salary of regular full-time teachers	Salary Supplements					
		Extracurricular activities in same school system		Other school sources (merit pay bonus, state supplement, other)		Job outside the school system	
		Percent	Average amount	Percent	Average amount	Percent	Average amount
All private schools	1,632.7	2.16	135.0	0.70	234.3	1.35	290.2
School classification							
Catholic	362.1	1.24	136.6	0.63	525.2	0.93	352.7
Other religious	2,894.2	3.92	268.0	1.59	320.6	2.71	694.0
Nonsectarian	2,108.5	2.81	298.0	1.14	418.0	2.07	408.2
Community type							
Central city	733.2	1.65	253.6	0.88	546.8	1.35	488.6
Urban fringe/large town	1,252.9	1.43	145.7	0.78	230.5	1.26	346.0
Rural/small town	4,183.3	7.17	472.5	2.42	1,001.2	6.04	1,039.9
School level							
Elementary	1,399.9	1.55	225.6	0.62	288.3	1.23	380.5
Secondary	560.2	2.86	147.7	1.14	669.7	1.86	738.3
Combined	3,018.7	4.23	290.2	1.52	451.3	2.54	616.6
Student enrollment							
Less than 100	4,168.8	3.38	307.2	1.57	654.3	4.66	773.7
100-199	398.8	1.61	317.3	0.92	340.4	1.51	667.8
200-499	480.8	1.21	175.6	0.94	442.2	1.57	596.8
500-749	847.1	3.63	194.9	1.66	312.1	2.10	590.3
750 or more	970.0	3.29	350.8	1.32	749.9	2.43	714.7

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. A regular full-time teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or a part-time teacher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

Table A-24. Standard errors for Table 24: Average base salary and earnings from salary supplements during the summer of 2003 for regular full-time school teachers, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Average academic year base teaching salary of regular full-time teachers	Summer salary supplements					
		Summer School		Non-teaching job in a school		Nonschool job	
		Percent	Average amount	Percent	Average amount	Percent	Average amount
All schools	131.6	0.34	56.0	0.21	99.9	0.41	141.0
All public schools	244.8	0.38	49.5	0.19	100.7	0.37	148.9
School classification							
Traditional public	247.1	0.38	49.3	0.19	101.6	0.39	150.7
Charter school	625.3	1.52	268.4	1.03	329.3	1.96	640.5
Community type							
Central city	303.8	0.92	98.4	0.36	238.3	0.49	219.2
Urban fringe/large town	343.5	0.45	56.4	0.27	130.6	0.54	249.1
Rural/small town	283.6	0.68	52.5	0.29	177.7	0.61	258.1
School level							
Elementary	297.0	0.51	46.8	0.28	157.1	0.54	259.8
Secondary	273.2	0.50	65.3	0.28	100.8	0.34	158.3
Combined	648.1	1.31	417.9	0.72	352.2	1.15	260.1
Student enrollment							
Less than 100	645.0	2.76	171.2	1.46	400.1	1.88	613.0
100-199	573.2	1.42	247.6	0.61	358.4	1.62	355.7
200-499	323.0	0.65	79.2	0.33	148.4	0.78	399.3
500-749	414.2	0.78	108.8	0.36	210.0	0.63	182.1
750-999	489.7	1.23	100.2	0.50	205.9	0.82	441.6
1,000 or more	386.4	0.77	118.9	0.41	181.3	0.60	307.4
All BIA schools	367.7	2.18	136.4	1.14	543.0	1.53	594.5

See notes at end of table.

Table A-24. Standard errors for Table 24: Average base salary and earnings from salary supplements during the summer of 2003 for regular full-time school teachers, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Average academic year base teaching salary of regular full-time teachers	Summer salary supplements					
		Summer School		Non-teaching job in a school		Nonschool job	
		Percent	Average amount	Percent	Average amount	Percent	Average amount
All private schools	1,632.7	1.13	273.3	0.67	281.4	1.42	355.0
School classification							
Catholic	362.1	0.79	166.0	0.65	382.1	0.95	293.5
Other religious	2,894.2	2.36	330.7	1.57	665.2	3.38	712.5
Nonsectarian	2,108.5	3.85	546.0	1.26	330.8	1.98	334.8
Community type							
Central city	733.2	1.23	168.5	0.83	500.5	1.13	406.9
Urban fringe/large town	1,252.9	2.05	549.4	0.84	312.7	1.26	405.5
Rural/small town	4,183.3	2.61	1,225.0	1.97	417.2	7.15	698.1
School level							
Elementary	1,399.9	1.76	494.5	0.63	455.2	1.17	329.1
Secondary	560.2	2.00	422.7	1.45	723.3	1.71	583.0
Combined	3,018.7	2.27	302.4	1.46	340.2	2.70	613.9
Student enrollment							
Less than 100	4,168.8	5.18	926.6	2.29	668.3	6.96	683.4
100-199	398.8	1.44	408.1	0.78	665.2	1.27	351.2
200-499	480.8	0.73	185.5	0.96	571.5	1.48	480.5
500-749	847.1	1.83	318.9	1.52	763.3	1.92	817.4
750 or more	970.0	1.97	241.7	1.53	451.1	1.92	603.7

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

Table A-25. Standard errors for Table 25: Percentage of school teachers by main activity in school, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Regular full-time teacher	Regular part-time teacher	Itinerant teacher	Long-term substitute	Administrator	Library media specialist or librarian	Other professional staff (e.g., counselor, curriculum coordinator, social worker)	Support staff (e.g., secretary)
All schools	0.31	0.17	0.16	0.09	0.10	0.02	0.09	†
All public schools	0.28	0.13	0.18	0.11	0.05	0.02	0.10	†
School classification								
Traditional public	0.29	0.13	0.18	0.11	0.05	0.02	0.10	†
Charter school	1.75	1.40	0.51	0.46	0.46	†	0.56	†
Community type								
Central city	0.47	0.24	0.26	0.25	0.09	0.04	0.17	0.04
Urban fringe/large town	0.36	0.20	0.26	0.10	0.07	0.03	0.15	†
Rural/small town	0.49	0.25	0.28	0.05	0.05	0.08	0.09	†
School level								
Elementary	0.42	0.19	0.26	0.13	0.07	0.03	0.14	†
Secondary	0.22	0.21	0.09	0.10	0.06	0.03	0.09	†
Combined	0.67	0.47	0.33	0.17	0.10	0.08	0.24	†
Student enrollment								
Less than 100	1.83	1.20	1.11	0.31	0.28	0.14	0.36	0.11
100-199	1.02	0.62	0.97	0.24	0.14	0.21	0.35	†
200-499	0.72	0.28	0.43	0.18	0.09	0.05	0.20	†
500-749	0.48	0.26	0.29	0.16	0.04	0.05	0.23	0.04
750-999	0.55	0.37	0.26	0.15	0.20	0.03	0.20	†
1,000 or more	0.32	0.26	0.13	0.12	0.05	†	0.15	†
All BIA schools	1.22	0.44	0.23	0.28	0.36	0.56	0.80	0.22

See notes at end of table.

Table A-25. Standard errors for Table 25: Percentage of school teachers by main activity in school, by school type and selected school characteristics: 2003-04
—Continued

School type and selected school characteristic	Regular full-time teacher	Regular part-time teacher	Itinerant teacher	Long-term substitute	Administrator	Library media specialist or librarian	Other professional staff (e.g., counselor, curriculum coordinator, social worker)	Support staff (e.g., secretary)
All private schools	1.35	1.07	0.12	0.10	0.76	0.07	0.22	0.04
School classification								
Catholic	1.18	0.95	0.22	0.30	0.28	0.17	0.32	0.04
Other religious	3.06	2.49	0.15	0.10	0.76	0.15	0.30	0.08
Nonsectarian	2.30	1.53	0.17	0.17	3.00	†	0.43	0.08
Community type								
Central city	1.20	1.04	0.21	0.14	0.46	0.10	0.29	0.07
Urban fringe/large town	2.50	1.71	0.13	0.23	1.59	0.11	0.25	0.06
Rural/small town	8.39	6.28	0.40	0.31	1.35	0.07	0.31	0.06
School level								
Elementary	2.25	1.52	0.19	0.11	1.80	0.07	0.23	0.06
Secondary	1.51	1.15	0.32	0.32	0.77	0.28	0.54	0.10
Combined	3.74	2.70	0.13	0.27	1.12	0.14	0.33	0.07
Student enrollment								
Less than 100	4.39	4.05	0.21	0.27	2.73	0.14	0.39	0.08
100-199	1.70	1.54	0.28	0.47	0.60	0.30	0.53	0.15
200-499	1.62	1.41	0.22	0.17	0.40	0.14	0.31	†
500-749	2.35	2.12	0.20	†	1.14	0.24	0.71	†
750 or more	2.40	2.16	0.25	0.31	1.05	0.10	0.63	0.07

† Not applicable.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. A regular full-time teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or a part-time teacher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

Table A-26. Standard errors for Table 26: Average number of hours per week that regular full-time school teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Average hours per week		
	Required to work to receive base pay during a typical full week	Spent delivering instruction to a class of students	Total hours spent on all teaching and other school-related activities during a typical full week
All schools	0.04	0.05	0.11
All public schools	0.03	0.04	0.09
School classification			
Traditional public	0.03	0.04	0.09
Charter school	0.18	0.28	0.43
Community type			
Central city	0.08	0.11	0.16
Urban fringe/large town	0.05	0.08	0.13
Rural/small town	0.05	0.08	0.13
School level			
Elementary	0.05	0.07	0.13
Secondary	0.05	0.07	0.11
Combined	0.14	0.15	0.27
Student enrollment			
Less than 100	0.16	0.41	0.65
100-199	0.24	0.21	0.32
200-499	0.07	0.10	0.18
500-749	0.08	0.12	0.21
750-999	0.14	0.15	0.26
1,000 or more	0.10	0.10	0.18
All BIA schools	0.10	0.28	0.46

See notes at end of table.

Table A-26. Standard errors for Table 26: Average number of hours per week that regular full-time school teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Average hours per week		
	Required to work to receive base pay during a typical full week	Spent delivering instruction to a class of students	Total hours spent on all teaching and other school-related activities during a typical full week
All private schools	0.21	0.23	0.78
School classification			
Catholic	0.11	0.22	0.26
Other religious	0.23	0.68	1.40
Nonsectarian	0.67	0.38	1.33
Community type			
Central city	0.30	0.23	0.53
Urban fringe/large town	0.31	0.25	0.74
Rural/small town	0.58	0.96	2.72
School level			
Elementary	0.31	0.23	0.81
Secondary	0.49	0.45	0.54
Combined	0.25	0.54	1.40
Student enrollment			
Less than 100	0.68	0.73	2.08
100-199	0.27	0.28	0.42
200-499	0.19	0.25	0.35
500-749	0.23	0.40	0.70
750 or more	0.23	0.36	0.50

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. A regular full-time teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or a part-time teacher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

Table A-27. Standard errors for Table 27: Percentage distribution of school principals by race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04

School type and selected school characteristic	Race/ethnicity							Minority ²
	White, non-Hispanic	Black, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Asian, non-Hispanic	Native Hawaiian or other Pacific Islander, non-Hispanic	Hispanic, single or multiple races	Multiple races, non-Hispanic ¹	
All schools	0.46	0.38	0.10	0.09	0.02	0.32	0.07	0.46
All public schools	0.52	0.43	0.09	0.10	0.02	0.40	0.09	0.52
School classification								
Traditional public	0.54	0.43	0.09	0.10	0.02	0.41	0.09	0.54
Charter school	3.07	2.74	0.93	0.44	0.39	1.54	0.45	3.07
Community type								
Central city	1.22	1.23	0.09	0.35	0.05	1.18	0.11	1.22
Urban fringe/large town	0.72	0.50	0.13	0.13	0.03	0.42	0.18	0.72
Rural/small town	0.88	0.54	0.26	0.04	0.04	0.77	0.09	0.88
School level								
Elementary	0.67	0.55	0.11	0.14	0.02	0.50	0.12	0.67
Secondary	0.99	0.55	0.10	0.14	0.04	0.93	0.15	0.99
Combined	1.08	0.92	0.58	0.08	0.18	0.55	0.18	1.08
Student enrollment								
Less than 100	3.27	1.44	0.34	0.06	†	2.96	0.26	3.27
100-199	1.56	1.65	0.40	0.09	0.08	1.09	0.28	1.56
200-499	0.97	0.86	0.16	0.19	0.03	0.47	0.16	0.97
500-749	1.28	1.15	0.14	0.24	0.03	0.81	0.15	1.28
750-999	2.17	1.61	0.30	0.22	0.04	1.52	0.16	2.17
1,000 or more	1.57	1.22	0.13	0.33	0.14	1.04	0.40	1.57
All BIA schools	1.59	0.47	1.74	†	0.45	0.64	0.22	1.59

See notes at end of table.

Table A-27. Standard errors for Table 27: Percentage distribution of school principals by race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Race/ethnicity							Minority ²
	White, non-Hispanic	Black, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Asian, non-Hispanic	Native Hawaiian or other Pacific Islander, non-Hispanic	Hispanic, single or multiple races	Multiple races, non-Hispanic ¹	
All private schools	0.88	0.57	0.27	0.29	0.06	0.41	0.10	0.88
School classification								
Catholic	1.05	0.60	†	0.32	†	0.69	0.07	1.05
Other religious	1.12	0.90	0.54	0.28	†	0.40	0.19	1.12
Nonsectarian	2.18	1.53	0.27	0.91	0.24	1.17	0.08	2.18
Community type								
Central city	1.53	1.22	0.16	0.63	0.13	0.82	0.16	1.53
Urban fringe/large town	1.13	0.65	0.33	0.33	0.09	0.66	0.15	1.13
Rural/small town	1.84	1.01	1.41	†	†	0.25	0.20	1.84
School level								
Elementary	1.21	0.86	0.31	0.43	0.10	0.55	0.09	1.21
Secondary	1.98	1.92	0.10	0.39	†	0.72	†	1.98
Combined	1.28	0.72	0.68	0.26	†	0.79	0.27	1.28
Student enrollment								
Less than 100	1.60	1.15	0.50	0.58	0.10	0.81	0.18	1.60
100-199	1.51	0.98	0.47	0.50	†	0.84	†	1.51
200-499	1.13	0.65	0.14	0.28	0.19	0.73	0.17	1.13
500-749	1.75	1.02	†	†	†	1.18	0.44	1.75
750 or more	1.21	†	0.36	0.21	†	0.94	0.81	1.21

† Not applicable.

¹ Multiple races, non-Hispanic includes all non-Hispanic respondents who selected more than one race.

² Minority includes Black, non-Hispanic; American Indian/Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or other Pacific Islander, non-Hispanic; Hispanic, single or multiple races; and multiple races, non-Hispanic.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Principal, BIA School Principal, and Private School Principal Data Files.

Table A-28. Standard errors for Table 28: Percentage distribution of school principals by highest degree earned, school type, and selected school characteristics: 2003-04

School type and selected school characteristic	Less than bachelor's degree	Bachelor's degree	Master's degree	Education specialist or professional diploma	Doctorate/1st professional degree
All schools	0.25	0.33	0.56	0.53	0.39
All public schools	0.08	0.24	0.71	0.69	0.43
School classification					
Traditional public	0.08	0.19	0.72	0.70	0.43
Charter school	0.86	3.68	3.71	2.63	2.50
Community type					
Central city	0.07	0.38	1.77	1.33	1.14
Urban fringe/large town	†	0.26	1.00	1.02	0.64
Rural/small town	0.29	0.55	1.38	1.25	0.51
School level					
Elementary	0.12	0.20	0.98	0.99	0.57
Secondary	†	0.70	1.30	1.21	0.56
Combined	0.18	1.03	2.07	1.96	0.86
Student enrollment					
Less than 100	1.05	2.02	3.84	3.22	2.01
100-199	†	1.32	2.55	2.73	1.53
200-499	0.03	0.12	1.15	1.04	0.62
500-749	†	0.32	1.57	1.41	0.99
750-999	0.07	0.06	2.11	1.84	1.49
1,000 or more	†	0.43	1.90	1.50	1.23
All BIA schools	†	0.99	1.54	1.21	0.60

See notes at end of table.

Table A-28. Standard errors for Table 28: Percentage distribution of school principals by highest degree earned, school type, and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Less than bachelor's degree	Bachelor's degree	Master's degree	Education specialist or professional diploma	Doctorate/1st professional degree
All private schools	0.98	1.08	1.20	0.61	0.63
School classification					
Catholic	0.11	1.16	1.69	1.23	0.74
Other religious	1.68	1.71	1.91	0.86	0.83
Nonsectarian	1.77	2.37	2.99	1.49	1.75
Community type					
Central city	1.03	1.48	1.86	1.26	1.12
Urban fringe/large town	1.40	1.62	1.66	0.91	0.80
Rural/small town	3.75	3.02	3.47	1.22	1.66
School level					
Elementary	1.19	1.41	1.57	0.81	0.66
Secondary	1.75	3.08	4.33	2.76	2.56
Combined	1.98	1.73	2.35	0.93	1.10
Student enrollment					
Less than 100	1.99	2.05	2.15	0.81	0.94
100-199	0.73	1.91	2.20	1.71	1.20
200-499	0.43	1.45	1.76	1.16	1.19
500-749	†	2.60	3.46	3.02	2.84
750 or more	1.20	1.95	4.75	3.50	3.42

† Not applicable.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Principal, BIA School Principal, and Private School Principal Data Files.

Table A-29. Standard errors for Table 29: Experience of school principals, by school type and selected school characteristics: 2003-04

School type and selected school characteristics	Percentage who held selected school positions before becoming a principal							Average number of years as principal in any school	Average number of years as principal in current school
	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/ librarian	Athletic coach/ athletic director	Sponsor for student clubs/ debate teams		
All schools	0.60	0.63	0.57	0.40	0.17	0.64	0.81	0.10	0.07
All public schools	0.70	0.71	0.61	0.51	0.18	0.70	0.98	0.10	0.07
School classification									
Traditional public	0.71	0.73	0.63	0.52	0.18	0.72	0.98	0.11	0.08
Charter school	4.40	3.77	4.34	1.54	1.51	3.73	4.85	0.62	0.21
Community type									
Central city	1.36	1.48	1.43	1.12	0.44	1.11	1.60	0.17	0.12
Urban fringe/large town	1.10	1.04	1.02	0.60	0.27	1.18	1.36	0.16	0.12
Rural/small town	1.32	0.92	1.23	0.83	0.28	1.37	1.38	0.19	0.14
School level									
Elementary	0.88	0.89	0.84	0.63	0.23	0.88	1.23	0.13	0.09
Secondary	0.96	1.26	1.12	0.77	0.22	1.68	1.58	0.19	0.15
Combined	2.36	1.79	2.45	1.30	0.73	2.26	2.38	0.36	0.23
Student enrollment									
Less than 100	3.37	2.88	4.37	2.07	0.44	3.84	4.52	0.55	0.35
100-199	2.68	1.93	3.07	1.22	0.93	3.19	3.00	0.45	0.26
200-499	1.32	1.22	1.29	0.77	0.30	1.15	1.42	0.19	0.14
500-749	1.70	1.28	1.35	0.94	0.44	1.49	1.86	0.18	0.14
750-999	2.45	2.21	1.26	1.16	0.47	2.04	2.42	0.26	0.15
1,000 or more	1.75	1.78	0.96	1.21	0.40	1.80	1.64	0.21	0.14
All BIA schools	1.43	1.41	1.44	0.66	0.62	1.62	1.72	0.19	0.09

See notes at end of table.

Table A-29. Standard errors for Table 29: Experience of school principals, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristics	Percentage who held selected school positions before becoming a principal							Average number of years as principal in any school	Average number of years as principal in current school
	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/ librarian	Athletic coach/ athletic director	Sponsor for student clubs/ debate teams		
All private schools	1.24	1.23	1.27	0.73	0.42	1.06	1.40	0.24	0.19
School classification									
Catholic	1.83	1.81	1.70	0.74	0.52	1.43	1.84	0.33	0.24
Other religious	2.21	1.72	1.84	1.04	0.72	1.76	2.04	0.32	0.26
Nonsectarian	2.47	2.49	2.74	1.88	0.88	2.03	2.97	0.53	0.46
Community type									
Central city	1.86	1.79	1.87	1.18	0.48	1.67	2.00	0.39	0.30
Urban fringe/large town	1.77	1.68	1.50	1.05	0.67	1.34	1.70	0.28	0.26
Rural/small town	3.08	2.48	2.81	2.24	1.35	2.96	3.40	0.62	0.47
School level									
Elementary	1.42	1.52	1.29	0.88	0.44	1.01	1.64	0.30	0.22
Secondary	3.39	3.16	3.68	2.92	0.86	3.63	3.89	0.77	0.38
Combined	2.09	2.00	2.37	1.51	0.98	1.88	2.25	0.39	0.35
Student enrollment									
Less than 100	1.93	2.00	1.86	1.34	0.84	1.75	1.91	0.36	0.31
100-199	2.40	2.11	2.10	1.51	0.57	1.85	2.53	0.43	0.28
200-499	1.96	1.81	2.05	1.19	0.48	1.96	2.08	0.37	0.32
500-749	4.11	4.45	3.51	3.03	2.15	3.60	4.23	0.67	0.53
750 or more	4.48	4.21	4.29	3.59	1.32	3.95	3.43	0.79	0.59

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Principal, BIA School Principal, and Private School Principal Data Files.

Table A-30. Standard errors for Table 30: Average annual salary for school principals and average annual salary by years of experience as a principal, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Average annual salary for principals by years of experience			
	Average annual salary	Fewer than 3 years	3-9 years	10 years or more
All schools	237.7	559.0	391.7	488.1
All public schools	185.5	481.9	330.8	413.5
School classification				
Traditional public	191.1	484.5	338.3	418.9
Charter school	1,494.1	2,258.6	2,363.3	3,368.3
Community type				
Central city	406.9	1,021.1	613.1	982.7
Urban fringe/large town	325.1	820.0	557.3	565.9
Rural/small town	345.0	758.8	394.5	787.1
School level				
Elementary	224.6	633.4	440.5	538.1
Secondary	441.6	921.9	863.9	750.1
Combined	615.5	1,105.4	904.9	1,503.0
Student enrollment				
Less than 100	1,149.1	2,475.6	1,816.9	2,674.9
100-199	782.3	1,424.7	1,437.6	1,360.2
200-499	331.2	717.8	515.3	670.8
500-749	464.2	951.0	651.4	946.1
750-999	696.7	1,364.5	1,068.2	1,289.5
1,000 or more	711.2	1,340.2	1,103.9	1,024.2
All BIA schools	476.9	701.4	719.9	765.0

See notes at end of table.

Table A-30. Standard errors for Table 30: Average annual salary for school principals and average annual salary by years of experience as a principal, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Average annual salary for principals by years of experience			
	Average annual salary	Fewer than 3 years	3-9 years	10 years or more
All private schools	629.1	1,277.3	1,052.3	1,026.7
School classification				
Catholic	662.5	1,335.3	909.8	1,135.2
Other religious	873.8	1,565.4	1,297.1	1,600.6
Nonsectarian	1,570.8	3,014.2	3,687.6	2,344.6
Community type				
Central city	1,068.9	1,800.1	1,992.7	1,467.3
Urban fringe/large town	946.0	1,823.2	1,385.5	1,640.2
Rural/small town	1,355.1	1,855.7	2,619.4	2,673.6
School level				
Elementary	713.4	1,373.8	1,241.1	1,076.6
Secondary	2,597.4	3,165.1	3,973.6	4,458.6
Combined	1,496.1	2,841.8	2,440.0	2,580.2
Student enrollment				
Less than 100	1,017.5	1,646.8	1,563.4	1,649.0
100-199	1,252.4	1,630.0	2,223.3	2,172.2
200-499	1,151.2	2,684.0	1,734.4	1,649.9
500-749	3,234.3	8,186.8	4,472.7	4,698.9
750 or more	3,634.2	9,463.2	5,835.3	5,322.4

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Principal, BIA School Principal, and Private School Principal Data Files.

Table A-31. Standard errors for Table 31: Average hours per week that school principals spent on all school-related activities and interacting with students, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Average hours per week	
	All school-related activities	Interacting with students
All schools	0.21	0.19
All public schools	0.22	0.23
School classification		
Traditional public	0.23	0.23
Charter school	1.20	1.09
Community type		
Central city	0.43	0.47
Urban fringe/large town	0.25	0.31
Rural/small town	0.50	0.48
School level		
Elementary	0.24	0.29
Secondary	0.50	0.37
Combined	0.72	0.74
Student enrollment		
Less than 100	1.61	0.89
100-199	0.80	0.92
200-499	0.26	0.39
500-749	0.35	0.40
750-999	0.61	0.70
1,000 or more	0.42	0.60
All BIA schools	0.39	0.39

See notes at end of table.

Table A-31. Standard errors for Table 31: Average hours per week that school principals spent on all school-related activities and interacting with students, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Average hours per week	
	All school-related activities	Interacting with students
All private schools	0.41	0.29
School classification		
Catholic	0.45	0.45
Other religious	0.67	0.48
Nonsectarian	0.86	0.76
Community type		
Central city	0.57	0.52
Urban fringe/large town	0.58	0.48
Rural/small town	1.28	0.88
School level		
Elementary	0.52	0.42
Secondary	1.13	0.81
Combined	0.75	0.65
Student enrollment		
Less than 100	0.75	0.43
100-199	0.51	0.63
200-499	0.42	0.57
500-749	1.24	1.31
750 or more	1.01	1.38

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Principal, BIA School Principal, and Private School Principal Data Files.

Table A-32. Standard errors for Table 32: Percentage of school principals who were currently teaching in addition to serving as principal and average number of years spent teaching before becoming a principal, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Percent of principals who were currently teaching in addition to serving as principal	Average number of years spent teaching before becoming a principal
All schools	1.38	0.10
All public schools	2.00	0.11
School classification		
Traditional public	1.95	0.11
Charter school	6.67	0.69
Community type		
Central city	3.53	0.23
Urban fringe/large town	3.15	0.15
Rural/small town	3.92	0.19
School level		
Elementary	2.47	0.13
Secondary	4.21	0.18
Combined	4.42	0.33
Student enrollment		
Less than 100	7.58	0.48
100-199	5.09	0.42
200-499	2.43	0.18
500-749	2.91	0.23
750-999	5.80	0.34
1,000 or more	4.52	0.23
All BIA schools	1.90	0.24

See notes at end of table.

Table A-32. Standard errors for Table 32: Percentage of school principals who were currently teaching in addition to serving as principal and average number of years spent teaching before becoming a principal, by school type and selected school characteristics: 2003-04—Continued

School type and selected school characteristic	Percent of principals who were currently teaching in addition to serving as principal	Average number of years spent teaching before becoming a principal
All private schools	1.46	0.19
School classification		
Catholic	2.77	0.28
Other religious	1.63	0.29
Nonsectarian	3.64	0.45
Community type		
Central city	2.37	0.34
Urban fringe/large town	2.42	0.27
Rural/small town	2.99	0.60
School level		
Elementary	1.89	0.26
Secondary	4.87	0.60
Combined	2.67	0.33
Student enrollment		
Less than 100	1.90	0.36
100-199	3.84	0.39
200-499	3.25	0.34
500-749	6.71	0.61
750 or more	6.52	0.70

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Principal, BIA School Principal, and Private School Principal Data Files.

Table A-33. Standard errors for Table 33: Percentage of public school districts and private schools that had salary schedules for teachers and among those that had salary schedules, the average yearly base teacher salary, by various levels of degrees and experience and selected public school district and private school characteristics: 2003-04

Selected public school district and private school characteristic	Percent with salary schedules for teachers	Among districts and private schools that had salary schedules, average yearly base teacher salary for:					Highest possible step on the salary schedule
		Bachelor's degree and no teaching experience	Bachelor's degree and 10 years of teaching experience	Master's degree ¹ and no teaching experience	Master's degree ² and 10 years of teaching experience		
All public school districts	1.78	198.4	282.5	215.8	331.0	530.2	
District size							
1 school	4.58	575.4	721.5	613.7	759.7	1,131.6	
2-3 schools	1.36	400.7	667.1	442.8	707.9	1,008.8	
4-5 schools	1.43	315.1	457.6	346.2	501.7	848.8	
6-9 schools	0.39	242.6	315.5	240.2	419.8	565.3	
10-19 schools	0.24	411.9	517.9	473.6	708.8	838.5	
20 or more schools	0.05	206.7	276.4	219.1	422.0	446.3	
Community type							
Central city	3.33	545.9	1,052.5	595.4	1,395.9	1,513.4	
Urban fringe/large town	3.27	314.5	450.5	367.6	491.7	741.4	
Rural/small town	1.47	269.0	307.7	282.4	332.7	449.4	
District K-12 enrollment							
Less than 250	6.34	818.7	979.4	890.3	1,136.0	1,430.6	
250-999	1.40	472.8	645.0	455.4	695.5	1,017.0	
1,000-1,999	1.34	310.2	509.6	365.2	598.4	951.2	
2,000-4,999	0.19	277.5	362.9	314.0	469.7	645.2	
5,000-9,999	0.35	341.1	370.9	358.3	651.0	747.4	
10,000 or more	0.64	423.7	626.4	513.4	849.4	827.3	
Percent of K-12 students in district who were approved for free or reduced-price lunches							
Less than 5	4.17	734.0	1,048.8	1,009.4	1,299.9	2,178.8	
5-24.9	1.68	334.8	481.5	335.9	596.8	767.2	
25-49.9	1.07	276.9	404.6	282.9	453.9	691.5	
50-74.9	5.49	473.5	799.0	471.8	822.9	1,177.1	
75 or more	2.25	561.5	948.4	650.5	1,089.4	1,531.8	
District did not participate in free or reduced-price lunch program	8.86	1,208.7	1,248.0	1,024.7	1,473.1	2,871.1	

See notes at end of table.

Table A-33. Standard errors for Table 33: Percentage of public school districts and private schools that had salary schedules for teachers and among those that had salary schedules, the average yearly base teacher salary, by various levels of degrees and experience and selected public school district and private school characteristics: 2003-04—Continued

Selected public school district and private school characteristic	Percent with salary schedules for teachers	Among districts and private schools that had salary schedules, average yearly base teacher salary for:					Highest possible step on the salary schedule
		Bachelor's degree and no teaching experience	Bachelor's degree and 10 years of teaching experience	Master's degree ¹ and no teaching experience	Master's degree ² and 10 years of teaching experience		
All private schools	1.04	161.4	174.7	161.8	197.0	283.6	
School classification							
Catholic	1.10	140.6	168.7	163.7	202.0	292.5	
Other religious	1.79	291.5	354.5	334.9	409.5	515.3	
Nonsectarian	2.34	563.1	528.8	440.5	649.0	992.4	
Community type							
Central city	1.66	284.8	347.9	311.8	394.1	537.1	
Urban fringe/large town	1.58	241.8	271.1	242.2	290.4	384.3	
Rural/small town	3.02	396.0	470.7	535.1	569.4	593.9	
School level							
Elementary	1.15	165.6	204.2	180.8	231.0	321.9	
Secondary	3.77	349.7	484.1	476.7	547.7	825.9	
Combined	2.07	405.4	478.6	398.7	532.2	721.6	
Student enrollment							
Less than 100	1.90	385.2	452.0	462.8	553.9	623.9	
100-199	2.29	299.8	378.9	384.8	456.5	590.8	
200-499	1.53	176.1	248.7	189.2	266.8	377.7	
500-749	2.95	402.3	567.3	399.0	589.1	870.6	
750 or more	3.42	417.7	710.8	558.9	745.6	1,051.2	

¹ A teacher with a master's degree or its equivalent in credit hours beyond a bachelor's degree.

² A teacher with a master's degree or its equivalent in credit hours.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District and Private School Data Files.

Table A-34. Standard errors for Table 34: Percentage of public school districts and private schools that offered various benefits to teachers, by selected public school district and private school characteristics: 2003-04

Selected public school district and private school characteristic	General medical insurance	Dental insurance	Group life insurance	Retirement plan	Tuition reimbursement	Housing, housing subsidies, or rent assistance	Subsidized meals	Subsidized transportation
All public school districts	0.84	1.19	1.64	1.13	1.63	0.59	0.75	0.52
District size								
1 school	2.63	3.65	4.26	2.89	6.07	1.84	2.21	0.75
2-3 schools	0.66	2.71	2.98	2.71	3.45	0.54	1.01	1.62
4-5 schools	1.27	1.91	2.53	1.61	3.16	0.68	1.18	1.04
6-9 schools	0.43	0.94	1.47	1.58	2.31	0.07	0.64	0.67
10-19 schools	0.10	0.62	1.10	0.51	2.25	0.24	0.16	0.35
20 or more schools	0.02	0.12	0.64	0.35	1.17	0.18	0.16	0.23
Community type								
Central city	1.22	1.93	3.10	2.12	7.13	0.20	1.91	0.90
Urban fringe/large town	0.54	1.52	2.00	1.61	2.49	0.34	0.92	0.68
Rural/small town	1.66	2.14	2.55	1.91	2.43	1.20	1.33	0.85
District K-12 enrollment								
Less than 250	4.35	5.74	6.40	3.74	4.48	2.61	3.46	1.81
250-999	0.81	3.02	3.47	2.61	4.46	1.08	1.12	1.12
1,000-1,999	0.80	2.26	2.27	2.67	3.22	0.36	0.56	0.77
2,000-4,999	0.03	1.25	1.70	1.27	2.51	0.15	0.56	0.82
5,000-9,999	0.13	0.59	1.75	1.04	2.72	0.20	0.56	0.68
10,000 or more	0.64	0.68	1.81	0.33	2.61	0.15	0.10	0.14
Percent of K-12 students in district who were approved for free or reduced-price lunches								
Less than 5	0.00	4.96	5.76	5.16	7.89	4.20	5.61	5.24
5-24.9	1.06	2.34	3.03	2.54	4.43	0.28	1.23	0.93
25-49.9	1.35	2.26	3.03	2.14	2.65	0.80	1.33	0.87
50-74.9	1.71	3.19	3.38	1.81	3.48	1.60	1.52	0.97
75 or more	2.30	3.51	4.59	2.95	4.70	0.88	2.03	1.70
District did not participate in free or reduced-price lunch program	7.26	7.16	8.20	6.85	6.68	4.70	2.92	1.60

See notes at end of table.

Table A-34. Standard errors for Table 34: Percentage of public school districts and private schools that offered various benefits to teachers, by selected public school district and private school characteristics: 2003-04—Continued

Selected public school district and private school characteristic	General medical insurance	Dental insurance	Group life insurance	Retirement plan	Tuition reimbursement	Housing, housing subsidies, or rent assistance	Subsidized meals	Subsidized transportation
All private schools	1.07	1.03	1.13	1.04	1.11	0.75	0.98	0.40
School classification								
Catholic	0.45	1.37	1.21	0.78	1.58	0.59	1.24	0.43
Other religious	1.55	1.41	1.45	1.40	1.72	1.34	1.42	0.73
Nonsectarian	2.44	2.52	2.92	2.59	2.99	0.99	1.93	0.68
Community type								
Central city	1.80	1.78	2.07	1.88	1.80	0.97	1.26	0.77
Urban fringe/large town	1.53	1.47	1.67	1.69	1.65	0.92	1.19	0.65
Rural/small town	2.97	2.33	2.84	2.89	3.05	2.67	3.09	1.22
School level								
Elementary	1.22	1.48	1.43	1.35	1.33	0.71	0.96	0.60
Secondary	2.55	3.02	3.28	3.07	3.60	3.45	2.82	0.88
Combined	2.21	1.82	2.07	1.87	2.18	1.70	2.05	0.81
Student enrollment								
Less than 100	1.76	1.42	1.61	1.50	1.88	1.25	1.51	0.77
100-199	1.61	2.03	2.44	2.15	2.48	1.46	1.69	0.74
200-499	0.99	1.63	1.56	1.27	1.94	0.85	1.59	0.58
500-749	1.49	3.54	3.49	2.27	3.74	3.20	3.56	1.43
750 or more	0.61	2.60	2.22	1.85	3.83	2.51	3.86	1.57

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District and Private School Data Files.

Table A-35. Standard errors for Table 35: Percentage of public school districts and private schools that used pay incentives for various reasons, by selected public school district and private school characteristics: 2003-04

Selected public school district and private school characteristic	To reward teachers who have attained National Board for Professional Teaching Standards certification	To reward excellence in teaching	To reward completion of in-service professional development	To recruit or retain teachers to teach in a less desirable location ¹	To recruit or retain teachers to teach in fields of shortage
All public school districts	1.49	1.43	1.60	0.60	0.98
District size					
1 school	2.58	3.88	3.33	†	2.37
2-3 schools	2.33	1.79	2.94	1.33	1.46
4-5 schools	1.88	1.90	3.13	0.94	2.12
6-9 schools	1.69	1.04	1.79	0.68	1.45
10-19 schools	1.10	0.66	1.42	0.56	1.20
20 or more schools	0.67	0.63	0.55	0.52	0.61
Community type					
Central city	4.12	3.76	3.74	0.82	2.98
Urban fringe/large town	2.03	3.33	2.39	0.87	1.34
Rural/small town	1.67	0.91	2.43	0.79	1.30
District K-12 enrollment					
Less than 250	2.57	5.76	4.59	2.61	2.98
250-999	2.19	2.09	3.13	1.80	1.47
1,000-1,999	1.99	1.07	2.91	0.73	2.25
2,000-4,999	2.04	0.88	1.98	0.65	1.81
5,000-9,999	1.78	0.85	1.64	0.73	1.36
10,000 or more	1.89	1.66	1.48	0.61	0.95
Percent of K-12 students in district who were approved for free or reduced-price lunches					
Less than 5	4.38	1.21	6.95	0.33	1.86
5-24.9	2.39	1.09	2.70	0.44	1.32
25-49.9	1.99	1.41	3.02	0.50	1.12
50-74.9	2.75	5.25	3.47	1.94	3.32
75 or more	3.87	2.56	4.90	2.09	2.90
District did not participate in free or reduced-price lunch program	3.68	4.31	6.75	4.25	4.28

See notes at end of table.

Table A-35. Standard errors for Table 35: Percentage of public school districts and private schools that used pay incentives for various reasons, by selected public school district and private school characteristics: 2003-04—Continued

Selected public school district and private school characteristic	To reward teachers who have attained National Board for Professional Teaching Standards certification	To reward excellence in teaching	To reward completion of in-service professional development	To recruit or retain teachers to teach in a less desirable location	To recruit or retain teachers to teach in fields of shortage
All private schools	0.56	1.03	0.88	†	0.65
School classification					
Catholic	0.77	1.00	1.36	†	0.78
Other religious	0.78	1.57	0.96	†	0.87
Nonsectarian	1.65	2.84	2.54	†	1.77
Community type					
Central city	0.96	1.85	1.60	†	0.98
Urban fringe/large town	0.88	1.35	1.13	†	0.90
Rural/small town	0.82	2.50	2.14	†	1.82
School level					
Elementary	0.75	1.25	1.27	†	0.67
Secondary	2.35	3.11	2.40	†	1.59
Combined	0.96	1.87	1.42	†	1.48
Student enrollment					
Less than 100	0.98	1.71	1.50	†	1.01
100-199	1.11	1.97	1.56	†	1.20
200-499	0.95	1.33	1.56	†	1.06
500-749	1.80	3.38	3.94	†	2.77
750 or more	2.63	4.09	3.71	†	3.30

† Not applicable.

¹ For districts, this item had a final weighted response rate of less than 70 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District and Private School Data Files.

Table A-36. Standard errors for Table 36: Percentage of public school districts and private schools that provided professional development training for school or district administrators, by selected public school district and private school characteristics: 2003-04

Selected public school district and private school characteristic	Training in management techniques	Training in evaluation or supervision	Training to use technology for planning, budgeting, decisionmaking, or reporting	Training about advances in curriculum, teaching, or assessment
All public school districts	1.72	1.58	1.66	1.62
District size				
1 school	12.15	7.60	10.92	10.49
2-3 schools	3.72	3.49	3.76	3.21
4-5 schools	3.12	3.02	2.64	2.72
6-9 schools	1.60	1.23	1.35	1.10
10-19 schools	1.26	1.17	1.11	0.74
20 or more schools	0.46	0.26	0.26	0.15
Community type				
Central city	2.84	3.01	3.08	2.13
Urban fringe/large town	2.89	2.80	2.71	2.31
Rural/small town	2.25	2.07	2.18	2.02
District K-12 enrollment				
Less than 250	10.16	10.17	9.97	10.62
250-999	4.46	4.11	4.58	3.98
1,000-1,999	3.29	3.43	3.05	2.76
2,000-4,999	1.83	1.60	1.64	1.60
5,000-9,999	1.58	1.04	1.07	1.11
10,000 or more	0.68	0.44	0.56	0.28
Percent of K-12 students in district who were approved for free or reduced-price lunches				
Less than 5	6.01	4.59	3.42	2.22
5-24.9	3.06	3.16	2.78	2.70
25-49.9	2.37	2.06	2.30	2.38
50-74.9	4.65	5.00	4.97	3.97
75 or more	4.12	3.44	3.60	3.32
District did not participate in free or reduced-price lunch program	15.75	16.57	15.08	15.19

See notes at end of table.

Table A-36. Standard errors for Table 36: Percentage of public school districts and private schools that provided professional development training for school or district administrators, by selected public school district and private school characteristics: 2003-04—Continued

Selected public school district and private school characteristic	Training in management techniques	Training in evaluation or supervision	Training to use technology for planning, budgeting, decisionmaking, or reporting	Training about advances in curriculum, teaching, or assessment
All private schools	1.14	1.14	1.16	1.33
School classification				
Catholic	1.80	2.04	1.99	1.93
Other religious	1.64	1.71	1.46	1.82
Nonsectarian	2.67	2.76	2.43	2.58
Community type				
Central city	1.81	1.75	1.92	1.74
Urban fringe/large town	1.66	1.57	1.56	1.91
Rural/small town	3.15	3.61	2.84	3.47
School level				
Elementary	1.34	1.40	1.42	1.59
Secondary	3.22	3.26	3.16	3.35
Combined	2.30	2.17	2.12	2.03
Student enrollment				
Less than 100	1.61	1.75	1.42	1.88
100-199	2.21	2.13	2.07	2.18
200-499	1.75	1.99	2.09	2.21
500-749	3.74	4.18	4.16	4.20
750 or more	3.85	4.33	4.42	4.40

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District and Private School Data Files.

Table A-37. Standard errors for Table 37: Percentage of public school districts and private schools that provided professional development opportunities for school or district administrators, by selected public school district and private school characteristics: 2003-04

Selected public school district and private school characteristic	Reimbursement to attend local, state, or national conferences	Funding for university or college course work	Opportunities to serve as mentors within the district/school	Strategic planning retreats	Opportunities to visit other schools or districts	Administrative internships	Formal networking opportunities for personnel with similar responsibilities
All public school districts	0.68	1.69	1.68	1.77	0.79	1.77	1.69
District size							
1 school	5.62	10.05	11.70	14.22	11.54	11.32	10.36
2-3 schools	1.57	3.46	3.59	3.41	1.77	3.40	3.59
4-5 schools	0.84	3.44	2.79	3.73	1.35	3.34	2.47
6-9 schools	0.71	2.40	1.46	1.52	0.85	1.83	1.54
10-19 schools	0.94	2.32	1.07	1.16	0.58	1.75	0.99
20 or more schools	0.28	1.36	0.36	0.39	0.21	0.75	0.32
Community type							
Central city	1.09	2.93	3.03	2.37	2.17	3.53	2.81
Urban fringe/large town	1.03	2.78	2.59	2.91	1.13	2.43	2.27
Rural/small town	0.95	2.01	2.24	2.30	1.45	2.51	2.45
District K-12 enrollment							
Less than 250	3.53	8.36	9.19	7.91	3.05	9.29	10.04
250-999	2.06	4.00	4.62	4.24	2.45	4.36	3.99
1,000-1,999	0.80	3.16	2.86	3.59	1.29	3.18	2.96
2,000-4,999	0.66	2.63	1.53	2.13	0.96	2.22	1.89
5,000-9,999	0.81	2.41	2.22	1.82	1.05	2.29	1.37
10,000 or more	0.58	2.39	0.90	0.83	0.48	2.39	1.15
Percent of K-12 students in district who were approved for free or reduced-price lunches							
Less than 5	0.94	7.07	6.54	6.77	1.07	7.31	6.72
5-24.9	1.90	2.90	2.51	3.11	1.91	2.54	2.64
25-49.9	0.93	2.27	2.44	2.41	1.47	2.76	2.47
50-74.9	0.99	3.39	4.53	5.31	1.44	4.09	3.80
75 or more	2.41	5.12	4.09	5.38	1.98	6.04	4.14
District did not participate in free or reduced-price lunch program	0.85	17.36	14.92	12.40	3.85	15.07	14.43

See notes at end of table.

Table A-37. Standard errors for Table 37: Percentage of public school districts and private schools that provided professional development opportunities for school or district administrators, by selected public school district and private school characteristics: 2003-04—Continued

Selected public school district and private school characteristic	Reimbursement to attend local, state, or national conferences	Funding for university or college course work	Opportunities to serve as mentors within the district/school	Strategic planning retreats	Opportunities to visit other schools or districts	Administrative internships	Formal networking opportunities for personnel with similar responsibilities
All private schools	1.18	1.06	1.30	1.22	1.17	0.70	1.16
School classification							
Catholic	1.80	1.54	2.18	1.90	1.44	1.52	2.12
Other religious	1.95	1.60	1.89	1.43	1.72	1.20	1.60
Nonsectarian	2.59	2.63	2.56	2.70	2.58	1.43	2.75
Community type							
Central city	1.81	1.98	1.88	2.08	1.52	1.24	2.02
Urban fringe/large town	1.70	1.51	1.95	1.53	1.77	1.04	1.59
Rural/small town	3.27	2.39	3.05	2.29	3.54	2.60	2.65
School level							
Elementary	1.30	1.29	1.66	1.42	1.32	0.83	1.40
Secondary	3.14	3.52	3.68	3.34	2.94	2.07	2.97
Combined	2.59	1.96	2.07	2.10	2.33	1.82	1.87
Student enrollment							
Less than 100	1.89	1.59	1.85	1.55	2.10	1.16	1.62
100-199	2.34	2.28	2.45	2.29	2.11	1.56	2.41
200-499	1.58	1.66	2.09	2.12	1.46	1.54	2.28
500-749	2.53	3.98	4.52	4.22	2.89	3.16	4.83
750 or more	2.43	3.88	3.90	3.97	2.08	3.74	4.89

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District and Private School Data Files.

Table A-38. Standard errors for Table 38: Average number of public school teachers who were newly hired by public school districts for grades K-12 and comparable ungraded levels and percentage of public school districts that required selected criteria when considering teaching applicants, by selected public school district characteristics: 2003-04

Selected public school district characteristic	Percent of districts that required selected criteria when considering teaching applicants									
	Average number of teachers who were newly hired for grades K-12 and comparable ungraded levels	Full standard state certification for field to be taught	At least emergency or temporary state certification or endorsement for field to be taught	Graduation from a state-approved teacher education program	College major or minor in field to be taught	Passing score on a STATE test of basic skills	Passing score on a STATE test of subject knowledge	Passing score on a local DISTRICT test of basic skills or subject knowledge	Passing score on the Praxis Series Core Battery Test of Professional Knowledge	Passing score on the Praxis II: Subject Assessment in a specific content area
All public school districts	0.71	1.69	2.06	1.97	1.66	1.91	1.92	0.81	1.62	1.80
District size										
1 school	0.37	5.80	5.60	5.66	5.75	5.52	5.90	2.01	4.65	4.86
2-3 schools	0.43	2.47	3.64	3.39	3.54	3.54	3.76	1.87	2.96	2.72
4-5 schools	0.59	2.88	2.55	3.10	3.37	2.69	2.84	0.64	2.53	2.57
6-9 schools	0.61	1.78	1.45	1.62	2.06	1.60	1.56	0.47	2.03	1.73
10-19 schools	0.89	1.58	1.04	1.25	1.27	2.09	1.49	0.48	1.75	1.72
20 or more schools	4.63	0.58	0.50	0.54	0.56	1.26	0.67	0.11	0.73	0.71
Community type										
Central city	4.76	7.15	4.56	6.27	6.17	4.09	4.92	1.82	7.27	7.31
Urban fringe/large town	1.06	2.42	2.71	2.49	2.75	2.87	2.55	1.29	2.06	2.01
Rural/small town	0.45	1.65	2.83	2.76	2.67	2.55	2.70	1.02	1.70	1.74
District K-12 enrollment										
Less than 250	0.32	6.17	6.42	5.83	7.42	7.67	7.13	2.74	3.90	3.67
250-999	0.30	4.13	4.14	4.50	4.79	3.28	4.06	1.38	4.24	4.38
1,000-1,999	0.40	2.64	3.14	3.04	3.21	2.81	3.60	2.18	2.78	2.70
2,000-4,999	0.45	2.09	1.56	2.09	2.23	1.84	2.12	0.46	2.11	1.91
5,000-9,999	1.22	2.32	1.81	1.77	2.92	2.30	1.75	0.72	2.37	2.09
10,000 or more	9.87	1.61	0.76	1.14	1.24	2.47	1.03	0.45	1.34	1.36
Percent of K-12 students in district who were approved for free or reduced-price lunches										
Less than 5	3.22	6.83	6.77	8.47	7.63	8.13	7.89	0.31	8.19	8.57
5-24.9	1.15	4.80	3.25	4.63	4.52	3.00	3.39	1.63	4.56	4.48
25-49.9	1.01	2.28	3.20	2.71	2.88	2.93	2.89	0.68	2.15	2.12
50-74.9	1.54	4.67	4.68	4.40	4.84	5.45	5.17	1.69	3.86	4.00
75 or more	1.70	4.08	4.53	4.42	4.26	3.77	4.39	3.52	4.03	3.27
District did not participate in free or reduced-price lunch program	1.11	6.80	9.36	6.83	6.02	9.21	9.84	6.15	4.14	3.55

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District Data File.

Table A-39. Standard errors for Table 39: Average number of public school principals who were newly hired by public school districts for grades K-12 and comparable ungraded levels and percentage of public school districts that required selected criteria when considering principal applicants, by selected public school district characteristics: 2003-04

Selected public school district characteristic	Average number of principals who were newly hired for grades K-12 and comparable ungraded levels	Percent of districts that required selected criteria when considering principal applicants				
		Full standard state administrative certification	Master's or higher degree	Prior teaching experience	Prior administrative experience	Participation in administrative training program
All public school districts	0.02	1.86	1.86	2.32	1.46	1.95
District size						
1 school	0.11	4.69	5.93	5.57	2.98	4.38
2-3 schools	0.05	3.30	3.15	3.37	3.10	3.87
4-5 schools	0.04	1.66	3.36	2.63	2.86	2.69
6-9 schools	0.03	1.05	1.75	1.52	1.16	1.81
10-19 schools	0.03	0.79	2.43	0.90	1.02	1.11
20 or more schools	0.04	0.39	0.94	0.35	0.49	0.40
Community type						
Central city	0.10	4.05	5.01	7.33	4.26	3.38
Urban fringe/large town	0.04	3.08	2.81	3.33	2.41	2.79
Rural/small town	0.03	2.43	2.94	2.85	1.31	2.69
District K-12 enrollment						
Less than 250	0.09	6.45	7.92	7.00	3.32	5.36
250-999	0.05	2.97	3.35	4.17	3.00	4.09
1,000-1,999	0.05	1.86	2.41	2.88	1.92	2.72
2,000-4,999	0.03	1.15	2.56	1.99	1.73	1.96
5,000-9,999	0.05	0.94	2.39	1.38	1.38	1.97
10,000 or more	0.11	0.46	2.47	0.68	1.32	1.04
Percent of K-12 students in district who were approved for free or reduced-price lunches						
Less than 5	0.11	3.06	6.88	6.92	5.93	7.19
5-24.9	0.04	1.68	2.94	5.36	2.11	2.93
25-49.9	0.03	2.44	2.40	2.68	1.59	3.08
50-74.9	0.07	5.88	5.44	6.74	3.87	5.26
75 or more	0.10	3.56	4.72	4.65	3.94	4.29
District did not participate in free or reduced-price lunch program	0.18	6.49	9.20	6.44	7.22	8.78

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District Data File.

Table A-40. Standard errors for Table 40: Average number of public school teachers in public school districts who were dismissed in the previous year or did not have their contracts renewed based on poor performance, by years of teaching experience and selected public school district characteristics: 2003-04

Selected public school district characteristic	Average number of teachers in districts who were dismissed or did not have their contracts renewed	Average number of teachers in districts who were dismissed or did not have their contracts renewed, by years of experience	
		Teachers with 3 or fewer years of experience	Teachers with more than 3 years of experience
All public school districts	0.21	0.08	0.17
District size			
1 school	0.49	0.13	0.41
2-3 schools	0.29	0.07	0.29
4-5 schools	0.43	0.08	0.39
6-9 schools	0.52	0.18	0.47
10-19 schools	0.36	0.15	0.39
20 or more schools	1.76	0.25	1.64
Community type			
Central city	1.37	0.43	0.98
Urban fringe/large town	0.39	0.13	0.30
Rural/small town	0.27	0.06	0.24
District K-12 enrollment			
Less than 250	0.19	0.09	0.15
250-999	0.36	0.06	0.35
1,000-1,999	0.52	0.14	0.42
2,000-4,999	0.27	0.08	0.24
5,000-9,999	0.88	0.31	0.81
10,000 or more	1.36	0.39	1.18
Percent of K-12 students in district who were approved for free or reduced-price lunches			
Less than 5	1.28	0.29	1.31
5-24.9	0.37	0.12	0.30
25-49.9	0.40	0.09	0.33
50-74.9	0.39	0.17	0.32
75 or more	0.53	0.24	0.33
District did not participate in free or reduced-price lunch program	0.36	0.13	0.32

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District Data File.

Table A-41. Standard errors for Table 41: Percentage of public school districts that required all schools to participate in state or district assessments, that required all schools except charter schools to participate, that permitted schools to participate on a voluntary basis, and that had no state or district-level assessment program, by selected public school district characteristics: 2003-04

Selected public school district characteristic	Districts that required all schools with designated students to participate	Districts that required all schools, except charter schools, with designated students to participate	Districts that permitted schools with designated students to participate on a voluntary basis	Districts that did not have a state or district-level assessment program
All public school districts	0.43	0.07	0.36	0.28
District size				
1 school	1.33	†	1.27	0.54
2-3 schools	0.81	0.19	0.19	0.75
4-5 schools	0.30	0.13	0.26	†
6-9 schools	0.30	0.23	0.10	0.14
10-19 schools	0.19	0.19	0.01	0.06
20 or more schools	0.07	0.06	†	0.01
Community type				
Central city	0.31	0.16	0.09	0.23
Urban fringe/large town	0.52	0.11	0.42	0.42
Rural/small town	0.82	0.07	0.71	0.38
District K-12 enrollment				
Less than 250	1.33	†	0.93	1.11
250-999	1.04	0.09	0.97	0.44
1,000-1,999	0.53	†	0.18	0.49
2,000-4,999	0.32	0.25	0.19	0.03
5,000-9,999	0.19	0.19	0.02	†
10,000 or more	0.27	0.27	†	0.02
Percent of K-12 students in district who were approved for free or reduced-price lunches				
Less than 5	0.00	†	†	†
5-24.9	0.55	0.20	0.32	0.40
25-49.9	0.19	0.05	0.02	0.18
50-74.9	1.36	0.14	1.34	†
75 or more	1.38	0.01	1.28	0.59
District did not participate in free or reduced-price lunch program	4.23	†	3.00	3.72

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District Data File.

Table A-42. Standard errors for Table 42: Graduation requirements for standard diplomas in 2004 among public school districts that granted high school diplomas, by selected public school district characteristics: 2003-04

Selected public school district characteristic	Among districts that required instruction in English/language arts, average number of years instruction was required	Among districts that required instruction in mathematics, average number of years instruction was required	Among districts that required instruction in social sciences, social studies (e.g. history, geography, economics), average number of years instruction was required	Among districts that required instruction in physical sciences or biological sciences, average number of years instruction was required
All public school districts	0.02	0.02	0.02	0.02
District size				
1 school	0.04	0.06	0.06	0.07
2-3 schools	0.04	0.04	0.05	0.04
4-5 schools	0.02	0.04	0.04	0.05
6-9 schools	0.03	0.02	0.03	0.02
10-19 schools	0.01	0.02	0.02	0.03
20 or more schools	0.00	0.02	0.01	0.01
Community type				
Central city	0.06	0.07	0.06	0.07
Urban fringe/large town	0.02	0.03	0.03	0.04
Rural/small town	0.02	0.03	0.03	0.03
District K-12 enrollment				
Less than 250	0.05	0.07	0.08	0.08
250-999	0.04	0.05	0.05	0.05
1,000-1,999	0.03	0.04	0.04	0.04
2,000-4,999	0.02	0.02	0.03	0.03
5,000-9,999	0.01	0.03	0.03	0.03
10,000 or more	0.01	0.03	0.02	0.03
Percent of K-12 students in district who were approved for free or reduced-price lunches				
Less than 5	0.03	0.08	0.10	0.08
5-24.9	0.03	0.04	0.03	0.05
25-49.9	0.02	0.03	0.03	0.03
50-74.9	0.04	0.05	0.06	0.07
75 or more	0.03	0.06	0.07	0.11
District did not participate in free or reduced-price lunch program	0.06	0.13	0.12	0.15

NOTE: Seventy-eight percent of all public school districts granted high school diplomas in 2004.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District Data File.

Table A-43. Standard errors for Table 43: Of schools with library media centers, characteristics of library media center staff, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Total number of schools ¹	Number of schools with library media centers ¹	Total number of full-time, paid, state-certified library media center specialists	Highest degree earned among all paid professional staff				Percent of paid professional library media center staff with a master's degree in a library-related education field
				Associate's degree	Bachelor's degree	Master's degree	Doctoral degree	
All public schools	282.8	471.6	701.0	0.27	0.64	0.70	0.19	0.79
School classification								
Traditional public	284.7	460.7	704.2	0.27	0.64	0.70	0.19	0.79
Charter school	41.9	88.2	42.1	4.37	6.79	6.81	1.31	5.03
Community type								
Central city	425.4	387.6	433.0	0.29	1.35	1.53	0.54	1.78
Urban fringe/large town	530.9	565.3	555.1	0.45	0.86	1.00	0.27	1.06
Rural/small town	386.1	412.2	314.9	0.52	1.27	1.50	0.25	1.57
School level								
Elementary	387.9	377.4	603.2	0.36	0.84	0.84	0.27	1.09
Secondary	305.4	367.3	278.5	0.34	0.73	0.95	0.32	1.02
Combined	292.3	260.2	172.2	0.73	2.62	3.36	0.11	3.38
Student enrollment								
Less than 100	399.5	387.9	87.2	1.12	5.28	5.58	0.85	4.65
100-199	394.1	400.3	143.2	0.97	3.38	3.36	0.11	3.56
200-499	611.2	631.1	525.4	0.51	1.07	1.17	0.38	1.30
500-749	561.3	563.1	484.7	0.47	1.38	1.71	0.39	1.62
750-999	417.8	417.8	337.6	0.75	1.82	1.92	0.48	2.21
1,000 or more	330.3	330.4	318.3	0.45	1.25	1.36	0.40	1.64
All BIA schools	4.5	4.4	3.9	0.60	1.78	1.55	0.29	1.71

¹ The school data files were used to generate these estimates. The school library media center data files were used to generate the remaining estimates.

NOTE: The 2003-04 Schools and Staffing Survey did not collect School Library Media Center data from private schools. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, Public School Library Media Center, and BIA School Library Media Center Data Files.

Table A-44. Standard errors for Table 44: Of schools with library media centers, percentage that contained various types of work areas, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Total number of schools ¹	Number of schools with library media centers ¹	Individual reading, viewing, and listening areas	Small group (five persons or fewer) activity areas	Large group (more than five persons) activity areas	Work area (where library staff order, label, etc.)	Media production area	Conference rooms	Computer access area or lab
All public schools	282.8	471.6	0.87	0.82	0.72	0.64	0.52	0.59	0.43
School classification									
Traditional public	284.7	460.7	0.86	0.82	0.72	0.65	0.53	0.60	0.43
Charter school	41.9	88.2	6.62	7.52	6.04	5.94	3.23	4.70	4.85
Community type									
Central city	425.4	387.6	1.70	1.61	1.36	1.42	1.08	1.28	0.88
Urban fringe/large town	530.9	565.3	1.21	1.10	1.03	0.93	0.96	1.04	0.58
Rural/small town	386.1	412.2	1.57	1.64	1.00	1.18	1.03	1.10	0.92
School level									
Elementary	387.9	377.4	1.14	0.99	0.88	0.81	0.64	0.72	0.55
Secondary	305.4	367.3	1.22	1.30	1.09	0.79	1.17	1.30	0.63
Combined	292.3	260.2	2.72	2.38	2.59	2.09	2.03	2.43	1.56
Student enrollment									
Less than 100	399.5	387.9	5.96	6.32	4.97	5.62	2.36	4.37	4.26
100-199	394.1	400.3	3.15	3.14	2.66	2.77	1.90	2.80	2.63
200-499	611.2	631.1	1.39	1.25	1.21	1.04	1.10	1.09	0.64
500-749	561.3	563.1	1.80	1.67	1.07	1.07	1.22	1.36	0.64
750-999	417.8	417.8	2.16	2.26	1.57	1.76	2.17	2.36	1.19
1,000 or more	330.3	330.4	1.94	1.86	1.22	0.67	1.72	1.94	0.99
All BIA schools	4.5	4.4	1.43	1.27	1.07	1.22	1.03	1.30	1.10

¹ The school data files were used to generate these estimates. The school library media center data files were used to generate the remaining estimates.

NOTE: The 2003-04 Schools and Staffing Survey did not collect School Library Media Center data from private schools. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, Public School Library Media Center, and BIA School Library Media Center Data Files.

Table A-45. Standard errors for Table 45: Of schools with library media centers, percentage with various technological services, average number of computer workstations, and average number of computer workstations with Internet access in the library media center, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Total number of schools ¹	Number of schools with library media centers ¹	Various technological services						Technology to assist students and staff with disabilities	Average number of computer workstations	Of library media centers that had any computer workstations, average number of computer workstations that had Internet access
			Telephone	Automated circulation system	Automated catalog(s) for student and staff use	Digital video disc (DVD) player(s) for student and staff use	Video cassette recorders (VCR) for student and staff use				
All public schools	282.8	471.6	0.55	0.61	0.66	0.84	0.65	0.50	0.19	0.20	
School classification											
Traditional public	284.7	460.7	0.55	0.62	0.67	0.84	0.65	0.51	0.20	0.20	
Charter school	41.9	88.2	5.93	6.05	5.74	5.50	5.74	3.36	2.06	2.06	
Community type											
Central city	425.4	387.6	1.11	1.28	1.47	1.96	1.30	0.93	0.41	0.42	
Urban fringe/large town	530.9	565.3	0.68	0.81	1.00	1.21	0.89	0.79	0.29	0.30	
Rural/small town	386.1	412.2	1.02	1.06	1.13	1.50	1.25	0.69	0.42	0.43	
School level											
Elementary	387.9	377.4	0.69	0.82	0.89	1.02	0.77	0.61	0.25	0.25	
Secondary	305.4	367.3	0.62	0.80	0.76	1.47	1.21	0.79	0.37	0.37	
Combined	292.3	260.2	1.94	2.45	2.59	2.21	1.69	1.34	0.48	0.47	
Student enrollment											
Less than 100	399.5	387.9	4.32	5.49	5.83	5.24	5.47	2.33	0.72	0.79	
100-199	394.1	400.3	2.76	2.84	3.35	2.90	2.59	1.27	0.74	0.74	
200-499	611.2	631.1	0.89	1.03	1.19	1.33	0.99	0.82	0.32	0.34	
500-749	561.3	563.1	0.81	0.82	0.93	1.50	1.08	1.12	0.35	0.34	
750-999	417.8	417.8	0.95	1.09	2.00	2.53	1.61	1.84	0.52	0.53	
1,000 or more	330.3	330.4	0.25	1.10	1.19	1.98	1.24	1.52	0.61	0.57	
All BIA schools	4.5	4.4	1.47	1.56	1.67	1.47	1.29	0.71	0.24	0.25	

¹ The school data files were used to generate these estimates. The school library media center data files were used to generate the remaining estimates.

NOTE: The 2003-04 Schools and Staffing Survey did not collect School Library Media Center data from private schools. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, Public School Library Media Center, and BIA School Library Media Center Data Files.

Table A-46. Standard errors for Table 46: Of schools with library media centers, percentage with space for a full class of students at one time, for other activities concurrent with a full class, and for independent student use, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Total number of schools ¹	Number of schools with library media centers ¹	Percent of library media centers that had space for a full class of students at one time	Of library media centers that had space for a full class, percent that could accommodate other activities concurrent with a full class	Percent of library media centers that were available for independent student use		
					Before school	After school	During regular school hours
All public schools	282.8	471.6	0.24	0.77	0.84	0.99	0.47
School classification							
Traditional public	284.7	460.7	0.24	0.76	0.84	0.99	0.48
Charter school	41.9	88.2	5.10	7.59	6.62	7.39	4.24
Community type							
Central city	425.4	387.6	0.58	1.59	1.65	1.85	1.17
Urban fringe/large town	530.9	565.3	0.29	0.96	1.26	1.37	0.72
Rural/small town	386.1	412.2	0.56	1.36	1.55	1.52	0.77
School level							
Elementary	387.9	377.4	0.32	1.00	1.05	1.27	0.65
Secondary	305.4	367.3	0.22	0.65	0.80	1.19	0.31
Combined	292.3	260.2	1.26	2.05	2.21	2.34	1.40
Student enrollment							
Less than 100	399.5	387.9	1.79	5.79	4.90	6.51	2.16
100-199	394.1	400.3	2.13	3.65	3.08	3.25	2.35
200-499	611.2	631.1	0.33	1.38	1.31	1.39	0.77
500-749	561.3	563.1	0.41	1.25	1.79	1.99	0.73
750-999	417.8	417.8	0.50	1.84	1.86	2.27	1.07
1,000 or more	330.3	330.4	0.36	1.07	1.29	1.42	0.81
All BIA schools	4.5	4.4	0.68	1.59	1.70	1.66	0.65

¹ The school data files were used to generate these estimates. The school library media center data files were used to generate the remaining estimates.

NOTE: The 2003-04 Schools and Staffing Survey did not collect School Library Media Center data from private schools. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, Public School Library Media Center, and BIA School Library Media Center Data Files.

Table A-47. Standard errors for Table 47: Of schools with library media centers, average number of total holdings, additions, and expenditures in library media centers during 2002-03 for various kinds of materials, by school type and selected school characteristics: 2003-04

School type and selected school characteristic	Total number of schools ¹	Number of schools with library media centers ¹	Average number of holdings at the end of the 2002-03 school year			Average number acquired during the 2002-03 school year			Average amount of expenditures during the 2002-03 school year		
			Book titles	Video materials	CD-ROM titles	Book titles	Video materials	CD-ROM titles	Book titles	Video materials	CD-ROM titles
All public schools	282.8	471.6	277.6	20.6	5.1	12.4	1.0	0.50	181.1	24.9	9.4
School classification											
Traditional public	284.7	460.7	279.7	20.9	5.2	12.2	1.0	0.51	182.0	25.1	9.6
Charter school	41.9	88.2	998.4	29.2	9.6	130.8	5.6	2.20	847.9	144.9	48.9
Community type											
Central city	425.4	387.6	306.5	73.7	10.2	30.5	2.1	0.99	619.7	43.7	36.2
Urban fringe/large town	530.9	565.3	531.6	15.4	7.5	16.4	1.2	0.48	152.1	43.8	9.3
Rural/small town	386.1	412.2	141.8	17.0	8.0	17.1	1.7	1.45	119.8	34.6	9.6
School level											
Elementary	387.9	377.4	372.9	26.3	6.9	16.7	1.2	0.68	234.2	23.6	12.7
Secondary	305.4	367.3	197.2	18.3	2.8	17.5	1.7	0.25	324.1	57.1	9.8
Combined	292.3	260.2	276.1	50.3	6.5	27.8	2.8	0.88	203.9	236.3	14.4
Student enrollment											
Less than 100	399.5	387.9	460.4	31.7	8.9	36.8	2.6	1.48	280.0	51.1	17.3
100-199	394.1	400.3	221.2	9.8	5.7	22.3	1.1	0.79	188.3	19.1	7.1
200-499	611.2	631.1	589.5	42.7	6.0	16.5	1.4	0.95	222.7	24.5	18.3
500-749	561.3	563.1	229.5	24.3	15.5	27.1	1.8	0.97	444.6	44.4	22.6
750-999	417.8	417.8	431.9	26.0	11.0	46.6	2.6	0.71	263.2	49.3	11.9
1,000 or more	330.3	330.4	306.2	40.3	12.4	40.3	3.1	1.58	650.9	158.7	13.0
All BIA schools	4.5	4.4	246.6	13.9	1.7	26.4	2.5	0.60	505.1	33.4	36.9

¹ The school data files were used to generate these estimates. The school library media center data files were used to generate the remaining estimates.

NOTE: The 2003-04 Schools and Staffing Survey did not collect School Library Media Center data from private schools. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, Public School Library Media Center, and BIA School Library Media Center Data Files.

Appendix B: Methodology and Technical Notes

Overview of SASS

The Schools and Staffing Survey (SASS) is conducted by the United States Census Bureau and sponsored by the National Center for Education Statistics (NCES) in order to collect extensive data on American public and private elementary and secondary schools. 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 the largest, most extensive survey of K-12 school districts, schools, teachers, administrators, and school libraries in the United States today. It includes data from public, public charter, private, and Bureau of Indian Affairs (BIA) school sectors. Therefore, SASS provides a multitude of opportunities for analysis and reporting on elementary and secondary education issues.

NCES initiated SASS in the mid-1980's in response to the need for information about critical aspects of teacher supply and demand, the qualifications and working conditions of teacher and principals, and the basic conditions in schools as workplaces and learning environments. SASS has been conducted five times: in school years 1987-88, 1990-91, 1993-94, 1999-2000, and 2003-04 by the United States Census Bureau. For each administration of SASS, NCES has reviewed the content to expand, retain, or eliminate topics covered in the previous administration. In this way, the survey's capability for trend analysis is maintained, yet at the same time new topics are added to address current concerns.

In the first two administrations (1987-88 and 1990-91), SASS had five components: the School Survey, the School Administrator Survey (now called the School Principal Survey), the Teacher Demand and Shortage Survey (now called the School District Survey), the Teacher Survey, and the Teacher Follow-up Survey with the latter survey conducted the year after the core surveys (1988-89 and 1991-92). SASS data from these first two rounds provided a basis for addressing five major policy issues: teacher supply and demand, characteristics of elementary and secondary school teachers, teacher workplace conditions, characteristics of school principals, and school programs and policies.

For the third administration (1993-94), the addition of the School Library Media Center Survey, the School Library Media Specialist/Librarian Survey, and the Student Records Survey resulted in a system of eight surveys which also included the 1994-95 Teacher Follow-up Survey. These new surveys addressed policy issues regarding student participation in school programs and services, resource allocations to library facilities, and qualifications of librarians. The Student Records Survey was an attempt to gather administrative records data on students and their teachers. There were difficulties in obtaining a sufficiently high response rate or data that were comparable. For these

reasons, the Student Records Survey was never repeated. Following a major survey redesign effort, both the content and the components were revised for the fourth administration (1999-2000) of SASS. The most notable change was the addition of a new sector—the public charter school sector. The end of a 4-year longitudinal survey of public charter schools provided a current listing of public charter schools, and SASS included all schools that were on the list and still operating in the 1999-2000 school year. Separate questionnaires were developed for schools, principals, and teachers in the public charter school sector. To accommodate this extra effort, the decision was made not to continue the Library Media Specialist/Librarian Survey. To reduce respondent burden on charter schools, only a selection of the Library Media Center items were included on the Charter School Survey. The fourth administration consisted of the following six survey components: the School District Survey, the Principal Survey, the School Survey, the Teacher Survey, the School Library Media Center Survey, and the 2000-01 Teacher Follow-up Survey.

The fifth administration (2003-04) of SASS incorporated a revised field data collection methodology suggested by the Census Bureau. The 2003-04 SASS was based upon having a primary in-person contact with the school as the method for establishing a rapport with school personnel. Following a successful test of this method in 2001-02, the 2003-04 SASS implemented the field-based methodology for the purpose of shortening the amount of data collection time, and in the hopes of reducing the field follow-up phase. For budget reasons, there was no data collected from private school library media centers in 2003-04. The decision was also made to sample the charter schools for a national sample, based on budget priorities and concerns about the completeness of the charter school frame from the Common Core of Data at that time. Moreover, funding to continue administering separate questionnaires for public charter schools was not available. These changes resulted in six components: the School District Survey, the Principal Survey, the School Survey, the Teacher Survey, the School Library Media Center Survey (public sector only), and the 2004-05 Teacher Follow-up Survey.

Survey Content

The 2003-04 SASS provides valuable data for educators, researchers, and policymakers on public school districts (Local Education Agencies); public (including public charter), private, Bureau of Indian Affairs-funded (BIA) schools, principals, and teachers; and public and BIA school library media centers. Public charter school data are included with traditional public school data, rather than in separate data files, in the 2003-04 SASS.

School District Questionnaire (Form SASS-1A)

The purpose of the 2003-04 School District Questionnaire was to obtain information about school districts, such as student enrollment, number of full-time equivalent teachers, teacher recruitment and hiring practices, teacher dismissals, existence of a teacher union, length of the contract year, teacher salary schedules, school choice, magnet programs, graduation requirements, and professional development for teachers and

principals. The applicable sections (e.g., comparable sections on hiring, etc.) for private schools were added to the Private School Questionnaire. Independent public charter schools, BIA-funded schools, and schools that were the only school in the district were given the Unified School Questionnaire and not the School District Questionnaire. The Unified School Questionnaire includes all of the items included on the School Questionnaire in addition to selected items from the School District Questionnaire.

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

The purpose of the 2003-04 principal questionnaires was to obtain information about principal/school head demographic characteristics, training, experience, salary, and judgments about the seriousness of school problems. 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.

School Questionnaire (Form SASS-3A)

The purpose of the 2003-04 School Questionnaire, which went to the vast majority of the public schools in the sample, was to obtain information about such topics as grades offered, number of students enrolled, staffing patterns, teaching vacancies, high school graduation rates, programs and services offered, and college application rates.

Private School Questionnaire (Form SASS-3B)

The purpose of the 2003-04 Private School Questionnaire was to obtain information about private schools, such as grades offered, number of students enrolled, staffing patterns, teaching vacancies, high school graduation rates, programs and services offered, and college application rates. Private schools received the Private School Questionnaire, an expanded version of the School Questionnaire that included items from the School District Questionnaire (1A).

Unified School Questionnaire (Form SASS-3Y)

The Unified School Questionnaire went to schools that were the only school in the district, state-run schools (e.g., schools for the blind), charter schools that did not report to a traditional school district, and all BIA-funded schools. The purpose of the 2003-04 Unified School Questionnaire was to obtain information about such topics as grades offered, number of students enrolled, staffing patterns, teaching vacancies, high school graduation rates, programs and services offered, and college application rates. The Unified School Questionnaire was an expanded version of the School Questionnaire that included items from the School District Questionnaire (1A).

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

The purpose of the 2003-04 teacher questionnaires was to obtain information about teachers, such as education and training, teaching assignment, certification, workload, and perceptions and attitudes about teaching.

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

The purpose of the 2003-04 School Library Media Center Questionnaire was to obtain information about public and BIA-funded library media centers and librarians, such as amount and experience of library staff, and the organization, expenditures, and collections of the library media center.

Target Populations and Estimates

Target Populations

The target populations for the 2003-04 SASS are described below:

- *School districts*. School districts that operated one or more schools, employed elementary and/or secondary level teachers, and were themselves in operation in the 2003-04 school year. This included 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 and operated the charter schools they authorized;
- *Schools*. Public (including public charter), private, and BIA-funded schools with students in any of grades 1-12 or in comparable ungraded levels and in operation in school year 2003-04;
- *Principals*. Principals of the targeted school populations;
- *Teachers*. Teachers in the targeted school populations who taught students in any of grades K-12 or in comparable ungraded levels in the 2003-04 school year.
- *School library media centers*. School library media centers, libraries, or resource centers in public (including public charter), and BIA-funded schools that have such a facility. A school library was defined as an organized collection of printed, audiovisual, or computer resources that is administered as a unit, is located in a designated place, and makes resources available to students, teachers, and administrators.

Estimates

SASS was designed to produce national, regional, and state estimates for public elementary and secondary schools and related components (i.e., schools, teachers, principals, school districts, and school library media centers); national estimates for BIA-

funded schools, public charter schools, public combined-level 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 redefined for the 2003-04 SASS. The 17 affiliation strata for private schools were:

- Catholic-Parochial;
- Catholic-Diocesan;
- Catholic-Private;
- Amish;
- Assembly of God;
- Baptist;
- Episcopal;
- Jewish;
- Lutheran Church, Missouri Synod;
- Lutheran Church, Wisconsin Synod;
- Mennonite;
- Pentecostal;
- Seventh-Day Adventist;
- Other Religious;
- Nonsectarian regular;
- Nonsectarian special emphasis; and
- Nonsectarian special education.

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 (3 years or less of experience vs. more than 3 years of experience) at the state level. Comparisons between teachers by race 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 elementary and secondary schools.

Sampling Frames and Sample Selection

Public and Bureau of Indian Affairs Schools

The foundation for the 2003-04 SASS public school sampling frame was the 2001-02 Common Core of Data (CCD) file. The CCD is based on survey data collected annually by NCES from each state education agency. For the 2001-02 school year, state education agencies used their administrative record data to report information for 97,623 schools. The CCD includes regular public schools, public charter schools, BIA-funded schools, DoD-operated domestic military base schools, and special purpose schools, such as special education, vocational, and alternative schools.

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; in this case they were treated as different schools if they had different administrations (i.e., principals). 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 SASS sample is not a simple random sample, but rather is a stratified probability proportionate to size (PPS) sample. All BIA-funded schools were automatically included in the sample. All other schools were stratified by grade level (elementary, secondary, and combined) as defined below:

Elementary: lowest grade ≤ 6 and highest grade ≤ 8

Secondary: lowest grade ≥ 7 and highest grade ≤ 12

Combined: lowest grade ≤ 6 and highest grade > 8 , or school is ungraded

The 2003-04 SASS sample was allocated so that state-level public elementary and secondary estimates 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, public charter, and schools with high American Indian enrollment).

Within each stratum, all non-BIA-funded schools were systematically selected using a PPS algorithm. The measure of size used for the schools was the square root of the number of full-time equivalent teachers reported for each school or imputed during sampling frame creation. Any non-BIA-funded 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 produced a non-BIA sample of 10,202 public schools (455 high American Indian enrollment schools, 303 public charter schools, and 9,444 other traditional public schools) and a BIA-funded sample of 166 schools.

Districts

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 2003-04 SASS school universe file. Two methods were used for sampling districts within specific states. A total of 5,437 public school districts were sampled, including single-school districts.

For all districts located outside of Delaware, Florida, Maryland, Nevada, and West Virginia, the school district sample consisted of the set of districts that were associated with the SASS public school sample. This provided the linkage between the district and the school. 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 handled

the day-to-day administration of the schools rather than the school districts. There were not any districts without schools selected for the 2003-04 sample as had been done in some previous SASS cycles since most of these districts did not have associated teachers, and thus were ineligible for the survey.

All districts located within Delaware, Florida, Maryland, Nevada, and West Virginia were defined as school sampling strata to reduce the standard error for district estimates in these states. This placed all districts in each of these five states in the school district sample thus reducing the standard error of the district estimates to zero, if all districts responded.

Private Schools

The 2003-04 SASS private school sample consisted of schools selected from a list frame and schools included on the area frame. The list and area frames were combined to create the complete frame. The SASS private school sample size was 3,622 of which 3,443 schools were from the list frame and 179 were from the area frame. The area frame serves as coverage improvement since the list frame omits about 8 percent of eligible private schools.

The SASS private school list frame is constructed from lists of private schools. The base list for the 2003-04 SASS list frame was the 2001-02 Private School Survey (PSS). In order to provide coverage of private schools founded since 2001 and to improve coverage of private schools existing in 2001, membership lists were collected from private school associations and religious denominations. The associations were asked to include schools that met the PSS school definition. 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, religious denomination lists, and state lists were compared to the base list. Any school that did not match a school on the base list was added to the existing list frame as a list frame birth. This is the usual method that is followed to create a revised PSS list frame every 2 years.

This updating process was conducted specifically for 2003-04 PSS, 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 PSS definition but not the SASS definition, were deleted.

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 2000-01 PSS number of teachers 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.

The source for the 2003-04 SASS area frame schools was the 2001-02 PSS area frame, excluding schools with a highest grade of kindergarten. To create the 2001-02 PSS area frame, the United States was divided into 2,054 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. Due to time constraints, the 2003–04 SASS area frame was limited to schools in noncertainty primary sampling units (PSUs), which were those counties not guaranteed to be included in the PSS area frame and thus subject to a random sampling process. A total of 124 distinct PSUs were in the 2001–02 PSS area sample.

Within each of these PSUs, the Census Bureau attempted to find all private schools eligible for PSS. 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. 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 frame.

There were 179 area frame schools identified in the 2001-02 PSS area frame within noncertainty PSUs that had not already been added as part of the 2003-04 PSS list frame updating operation. All 179 area frame cases remained in the area frame and were in sample for the 2003-04 SASS.

Teachers

The sampling frame for the teacher questionnaires consisted of lists of teachers provided by schools in the SASS sample. Teachers were defined as staff who taught a regularly scheduled class to students in grades K-12. The Teacher Listing Form (TLF) was collected by the Census Bureau field representatives (FRs) as early as possible in the 2003-04 school year at all public (including public charter), private, and BIA-funded 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: race/ethnicity of each teacher, whether the teacher was “new” (had 3 or fewer years of teaching experience), the teacher’s assignment (subject matter and/or grade level), and whether the teacher was full or part time. The sample of teachers was selected from all of the schools that provided teacher lists. About 11 percent of the public schools and 16 percent of the private schools that met the SASS definition of a school did not provide teacher lists. For these schools, no teachers were selected.

The goals of the teacher sampling were as follows:

- Select at least 1,600 Asian or Pacific Islander teachers and 1,600 American Indian or Alaska Native teachers.

- Select a minimum of 2,300 new teachers by sector. For new teachers in public schools, oversampling was not required due to the large number of teachers in the sampled schools. Therefore, teachers were allocated to the new and experienced categories proportional to their numbers in the school. However, for private school teachers, new teachers were oversampled to ensure that there would be enough new private school teachers in both 2003-04 SASS and the 2004-05 Teacher Follow-up Survey. In private schools, new 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. This constraint was relaxed to accommodate the other goals of teacher sampling.
- Select an average of three to eight teachers per school depending upon grade range and sector. The 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.

Table B-1 shows the actual number of teachers selected as described above.

Table B-1. Number of selected teachers in the SASS sample, by teacher type and sector: 2003-04

Teacher stratum	Total	Public	Private
Total	63,135	53,188	9,947
Native American	1,530	1,435	95
Asian/Pacific Islander	1,814	1,466	348
New	10,528	8,032	2,496
Experienced	49,263	42,255	7,008

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2003-04.

To make sure a school was not overburdened, the maximum number of teachers per school was set at 20. When the number of sample teachers exceeded 20 in a school, Asian Pacific Islander and American Indian/Alaska Native teachers were proportionally reduced to meet the maximum requirement. In all such cases, at least five Asian Pacific Islander or American Indian/Alaska Native teachers would have remained in sample, since the sum of the new and experienced teacher sample could not exceed 15.

Data Collection Procedures

The 2003-04 SASS utilized a field-based methodology for the principal, school, library media center, and teacher data collection (i.e., school-level data collection). Census Bureau field representatives were responsible for all data collection at the sampled schools. The field representatives' work was coordinated by staff at 12 regional offices. The regional office staff was responsible for making assignments, supervising fieldwork, checking-in completed questionnaires, editing questionnaires, and implementing quality control procedures.

The collection of the school district data was conducted separately and accomplished first by mail out, with field representatives following up with nonrespondents.

Response Rates and Item Anomalies

Survey or Unit Response Rates

Unit response rates are the rate at which the sampled units respond by substantially completing the questionnaire. Unit response rates can either be calculated as unweighted or weighted. The unweighted response rates are the number of interviewed sample units divided by the number of eligible (responses plus nonresponses but not ineligible units). The weighted response rates are the base-weighted number of interviewed cases divided by the base-weighted number of eligible cases. The base weight for each sampled unit is the inverse of the probability of selection. Table B-2 provides the unweighted and base-weighted response rates for each survey unit, including the teacher listing form. Tables B-3 and B-4 provide detailed base-weighted response rates for public school sector units by state and private sector units by school typology. Table B-5 provides the unweighted unit sample sizes by survey type.

Table B-2. Unweighted and base-weighted response rates and weighted overall response rates (in percent), by survey type: 2003-04

Survey type	Unweighted response rate	Base-weighted response rate	Weighted overall response rate[†]
Public School Teacher Listing Form	89.4	89.2	†
Private School Teacher Listing Form	84.1	85.4	†
BIA School Teacher Listing Form	93.8	93.8	†
Public School District	81.9	82.9	†
Public School	80.5	80.8	†
Private School	74.4	75.9	†
BIA-Funded School	89.5	89.5	†
Public School Principal	82.4	82.2	†
Private School Principal	73.8	74.9	†
BIA-Funded School Principal	90.7	90.7	†
Public School Teacher	84.0	84.8	75.7
Private School Teacher	81.6	82.4	70.4
BIA-Funded School Teacher	91.4	92.0	86.3
Public School Library Media Center	78.2	76.9	†
BIA-Funded School Library Media Center	82.1	82.1	†

†Not applicable

[†] Base-weighted questionnaire response rate times the base-weighted response rate of the teacher listing form.

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

SOURCE: U.S. Department of Education, National Center of Education Statistics, Schools and Staffing Survey, 2003-04, special tabulations from the Public School District, Public School, Private School, BIA-Funded School, Public School Principal, Private School Principal, BIA-Funded School Principal, Public School Teacher, Private School Teacher, BIA-Funded School Teacher, Public School Library Media Center, and BIA-Funded School Library Media Center Documentation Data Files.

Table B-3. Base-weighted response rates (in percent) for public school districts, schools, principals, teachers, and school library media centers, by state: 2003-04

State	District	School	Principal	Teacher			School library media center
				Teacher Listing Form	Teacher Questionnaire	Overall teacher response rate ¹	
50 states and DC	82.9	80.8	82.2	89.2	84.8	75.7	76.9
Alabama	97.0	89.5	90.2	99.1	89.4	88.6	87.6
Alaska	89.9	79.9	81.1	95.9	84.0	80.6	74.0
Arizona	88.5	86.0	84.8	89.8	92.1	82.7	81.2
Arkansas	74.2	82.6	83.4	94.2	82.8	78.0	84.7
California	82.5	71.2	72.8	83.4	79.9	66.7	71.4
Colorado	86.0	81.6	78.3	86.1	85.2	73.4	74.4
Connecticut	70.6	81.7	82.8	86.8	87.6	76.1	72.8
Delaware	71.6	73.4	75.6	87.7	83.7	73.5	71.7
District of Columbia	100.0	73.2	77.6	94.7	73.9	70.0	48.8
Florida	87.9	83.1	84.5	90.8	86.0	78.1	78.8
Georgia	86.5	82.9	87.9	93.0	89.3	83.0	87.6
Hawaii	100.0	80.1	82.5	85.4	83.5	71.3	77.8
Idaho	89.2	97.1	97.2	99.4	93.6	93.1	93.3
Illinois	84.9	78.0	79.1	82.3	84.4	69.5	65.1
Indiana	82.4	84.2	86.0	94.8	84.1	79.7	79.3
Iowa	83.9	87.2	91.4	94.3	86.2	81.4	87.2
Kansas	88.0	82.6	88.5	95.0	83.7	79.5	89.6
Kentucky	78.4	78.8	81.1	89.8	81.1	72.8	69.9
Louisiana	97.4	87.0	89.9	94.8	91.1	86.4	83.7
Maine	77.8	85.6	87.7	93.8	85.3	80.1	85.1
Maryland	79.2	75.4	66.8	90.5	70.7	63.9	65.2
Massachusetts	80.4	85.2	84.3	89.1	82.1	73.2	73.6
Michigan	69.2	84.2	86.0	92.1	80.8	74.4	69.1
Minnesota	81.2	76.9	77.4	88.7	80.2	71.1	73.1
Mississippi	96.2	95.3	94.9	97.5	96.3	93.9	91.5
Missouri	84.0	80.8	86.4	92.1	84.3	77.6	84.1
Montana	87.8	86.5	90.5	96.9	83.5	80.9	87.6
Nebraska	87.2	86.9	84.6	91.8	88.7	81.4	85.4
Nevada	76.5	78.9	80.1	83.9	88.7	74.4	68.9
New Hampshire	86.2	87.0	85.8	87.5	91.9	80.4	80.6
New Jersey	83.3	67.5	72.0	83.4	80.9	67.4	65.4
New Mexico	95.5	74.8	80.0	87.4	79.8	69.7	73.8
New York	77.4	68.5	70.9	81.0	79.2	64.2	67.3
North Carolina	70.9	80.1	82.9	90.4	84.0	75.9	78.2
North Dakota	90.8	89.4	93.9	97.9	84.3	82.6	87.0
Ohio	78.0	86.2	86.5	90.5	89.6	81.1	77.3
Oklahoma	85.8	86.0	89.4	96.3	84.9	81.7	84.3
Oregon	77.4	74.0	79.2	77.6	88.7	68.8	72.4
Pennsylvania	90.9	81.7	81.3	91.8	85.7	78.7	76.9
Rhode Island	68.3	74.1	76.3	76.7	84.1	64.5	69.6
South Carolina	87.1	86.4	89.3	90.8	91.2	82.8	82.6
South Dakota	82.6	83.1	91.2	97.1	82.2	79.8	79.8
Tennessee	86.0	92.4	92.0	95.5	90.8	86.7	84.6
Texas	92.9	87.9	86.8	90.3	90.8	82.0	83.6
Utah	93.8	82.0	82.1	87.6	92.1	80.6	80.1
Vermont	37.3	71.9	72.8	77.9	85.6	66.7	69.2
Virginia	72.2	67.9	69.7	78.9	80.0	63.1	68.4
Washington	69.5	79.0	82.7	91.4	84.1	76.9	82.2
West Virginia	75.4	94.2	94.5	99.2	88.1	87.4	76.6
Wisconsin	78.3	81.2	84.4	89.6	80.2	71.8	78.2
Wyoming	90.8	83.0	84.4	90.4	82.6	74.7	77.3

¹ Weighted questionnaire response rate times the rate of cooperation with the teacher listing operation.

SOURCE: U.S. Department of Education, National Center of Education Statistics, Schools and Staffing Survey, 2003-04, special tabulations from the Public School District, Public School, Public School Principal, Public School Teacher, and Public School Library Media Center Documentation Data Files.

Table B-4. Base-weighted response rates (in percent) for private schools, principals, and teachers, by NCES typology: 2003-04

NCES Typology	School	Principal	Teacher		Weighted overall teacher response rate ¹
			Teacher Listing Form (TLF)	Teacher Questionnaire	
All private schools	75.9	74.9	85.4	82.4	70.4
Catholic	81.6	82.9	88.3	85.9	75.8
Parochial	84.3	84.4	90.0	85.1	76.6
Diocesan	80.0	82.5	87.6	87.6	76.7
Private Order	74.5	77.0	82.8	84.1	69.7
Other religious	74.0	71.1	84.5	80.6	68.1
Conservative Christian	75.8	73.9	84.2	81.5	68.6
Affiliated	78.5	77.8	85.3	82.3	70.1
Unaffiliated	68.8	62.7	84.3	77.0	64.9
Nonsectarian	72.6	72.7	83.6	79.2	66.2
Regular program	60.4	61.4	76.2	77.3	58.9
Special emphasis	77.3	77.9	85.9	79.2	68.0
Special education	85.8	83.8	92.3	85.9	79.2

¹ Base-weighted questionnaire response rate times the base-weighted response rate of the teacher listing form.
 SOURCE: U.S. Department of Education, National Center of Education Statistics, Schools and Staffing Survey, 2003-04, special tabulations from the Private School, Private School Principal, and Private School Teacher Documentation Data Files.

Table B-5. Unweighted unit sample size, by survey type: 2003-04

Survey type	Unweighted sample size
Public School District	4,421
Public School	7,991
Private School	2,456
BIA-Funded School	145
Public School Principal	8,143
Private School Principal	2,376
BIA-Funded School Principal	146
Public School Teacher	43,244
Private School Teacher	7,979
BIA-Funded School Teacher	624
Public School Library Media Center	7,229
BIA-Funded School Library Media Center	124

SOURCE: U.S. Department of Education, National Center of Education Statistics, Schools and Staffing Survey, 2003-04, special tabulations from the Public School District, Public School, Private School, BIA-Funded School, Public School Principal, Private School Principal, BIA-Funded School Principal, Public School Teacher, Private School Teacher, BIA-Funded School Teacher, Public School Library Media Center, and BIA-Funded School Library Media Center Documentation Data Files.

Item Response Rates

The weighted item response rates are the final-weighted number of sample cases responding to an item divided by the final-weighted number of sample cases eligible to answer the item. Of the items used in this report, four have a weighted response rate of less than 70 percent. Item D0318 (whether pay incentives are used to recruit teachers to teach in a less desirable location) from the district data file has a weighted response rate of 67.3 percent. Item S0416 (number of male students in grades K-12 and comparable ungraded levels enrolled in school) from the BIA-funded school data file has a weighted response rate of 67.5 percent. Item S0422 (sum of the racial/ethnic breakdown of students enrolled in grades K-12 and comparable ungraded levels) on the private school data file has a weighted response rate of 49.1 percent, although each of the individual race/ethnicity item response rates were above 70 percent. Item T0142 (Field of study code for teachers with a doctorate or first professional degree) on the BIA-funded school teacher data file has a weighted response rate of 62.5 percent. All of these items are footnoted in the applicable tables as having a response rate less than 70 percent.

Item Anomalies

A review of the data indicated that responses to items on Title I participation by BIA-funded schools were not credible. The BIA had reported to CCD for the previous school year (2002-03) that all BIA-funded schools were Title I-eligible and that all qualified for schoolwide Title I services. Therefore, these items were removed from the BIA data file, and the data for BIA-funded schools are shown as “not available” in table 4.

Nonresponse Bias Analysis

A comprehensive nonresponse bias analysis was conducted for each of the components of the 2003-04 SASS. The analysis evaluated the extent of potential bias introduced by school district nonresponse, school nonresponse, school principal nonresponse, teacher nonresponse, and school library nonresponse at both the unit and item levels. Results of the bias analysis are discussed in detail in the *2003-04 Schools and Staffing Survey: Survey Documentation Report* (Tourkin et al. 2006).

Evidence of substantial bias due to unit-level nonresponse was not found on any of the twelve data files or the three Teacher Listing Form files (TLF). Nevertheless, response rates fell below 50 percent for (1) public school districts in Vermont, (2) public school library media centers in the District of Columbia, and (3) principals in Amish private schools. Because of this low response, estimates for these subgroups will not be reported separately in NCES publications.

All questionnaire items with response rates below 85 percent also were examined for nonresponse bias. No evidence of substantial nonresponse bias was found at the item level on the data files.

Imputation Procedures

The Schools and Staffing Survey is a fully imputed dataset. Missing values were filled during one of three stages of imputation.

In the first stage of imputation, missing (not answered) survey data were imputed with a valid response using data from other items in the same questionnaire or from other related sources. In addition, 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 a school questionnaire did not sum to the reported total enrollment, 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.

During the second stage of imputation, data were imputed from items found on questionnaires of the same type that had certain characteristics in common or from the aggregated answers of similar questionnaires. The four methods employed at this stage were hot deck imputation, simple linear regression, sub-sample ratio imputation, or random sub-sample ratio imputation. In hot deck imputation, responses were determined by establishing a donor record through ‘matching variables’ and then basing imputation on data found within the donor record. 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. For remaining unanswered numerical items, linear models were used and were based on data from other items on the questionnaire and data from the school survey. For remaining unanswered categorical items, sub-sample ratio imputation was employed. First, data were broken into five sub-samples (or groupings) based on the grade levels offered at the school. The ratio of each type of response was found for each of these grade level groupings and then the items were assigned answers according to the sub-sample to which they belonged in order to preserve the response ratios within that sub-sample. Random sub-sample ratio imputation is a method similar to sub-sample ratio imputation but is more effective at handling items that require continuous answers. Continuous variables were assigned a random probable value (i.e., a value between the 5th and 95th percentile) to cases with missing responses based on the range of values provided by respondents with similar characteristics.

All remaining unanswered items after the first two stages of imputation were imputed clerically by Census Bureau analysts during the third stage of imputation. This stage was completed by reviewing the original image of the questionnaire for additional notes provided by the respondents, other items within the same record with related information, similar cases to get an understanding of how the respondent might have answered, or averages of similar sub-samples.

As questionnaires went through the different stages of imputation, a numerical flag corresponding to the stage of imputation and type of imputation was assigned to each imputed item. In this way it is possible for data users 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.

Confidentiality Edits

The 2003-04 SASS restricted-use data files have been altered according to NCES standards. Known as confidentiality edits, ‘noise’ was added to the data in order to make the identification of respondents in published data less certain. These edits directly alter some data for individual respondents, but preserve the overall distributions and level of detail in all variables included on the file. There are several ways in which the data can be altered, including blanking and imputing for randomly selected records; blurring (e.g., combining multiple records through some averaging process into a single record); adding random noise; and data swapping or switching (e.g., switching the variable for age from a predetermined pair of individuals). All 12 restricted-use data files were altered through one or more of these methods.

Variance Estimation and Tests of Significance

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.

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 given statistic.

Each SASS data file includes a set of 88 replicate weights designed to produce variance estimates. The set of replicate weights on each file are applied to the respondents on that file. The computation of sampling errors using these replicate weights can be done easily using one of the following software: WesVar Complex Sample Software, SUDAAN (Research Triangle Institute 2001), or AM Statistical Software.

The tests of significance used in this analysis are based on Student’s *t* statistics. The formula used to compute the Student’s *t* statistic is as follows:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

Readers can use the standard error tables included in this report to construct their own *t*-tests of data presented in this report. As the number of comparisons that are conducted at the same significance level increases, it becomes more likely that at least one of the estimated differences will be significant merely by chance; that is, will be erroneously identified as significantly different from zero. Even when there is no statistical difference between the means or percentages being compared, there is a 5 percent chance of getting a significant *t* value of 1.96 from sampling error alone. As the number of comparisons increases, the chance of making this type of error also increases.

Appendix C. Description of Variables

This guide to the analysis variables used in the tables of this report is intended for researchers who obtain the restricted-use datasets for SASS. It is useful for replicating any of the tables in this report.

Selected Variables Used in the Report

District size: Included on the data files as “AGNOSC_2,” a SASS frame variable based on the number of schools in a district after the frame collapsing procedure. Frame collapsing was done in order to make the sampling frame more consistent with the school’s actual grade range. Potential problem schools were identified and collapsed to the appropriate building level prior to sampling.

District community type: Included on the data files as “URBAND03,” a SASS frame variable based on the three-level urbanicity of the district. Urbanicity was assigned using the 2000 Decennial Census data and is a collapse of DLOCP_03 (district locale code). The district’s locale code was assigned based on the locale code of the majority of schools it governed. In some cases it may not reflect the entire attendance area or residences of enrolled students. Categories include: Central city, Urban fringe/large town, and Rural/small town. See the Glossary entry “Community Type” for more information.

District K-12 enrollment: Included on the data files as D0051, a SASS survey variable. D0051 defines the total K-12 and ungraded enrollment in the district. This is the same as ENRLEA on the public school teacher, public school principal, public school, and public school library media center data files.

Percent of K-12 students in the district who were approved for free or reduced-price lunches: Included on the data files as “NSLAPP_D,” a SASS created variable based on the percentage of K-12 and ungraded enrollment that was approved for free or reduced-price lunches in districts that participated in the National School Lunch Program.

Public school classification: Included on the data files as “CHARFLAG,” a SASS created variable that indicates whether a school is a traditional public school or public charter school. A public 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. This is the same as S0661 on the public school and BIA school data files.

School community type: Included on the data files as “URBANS03,” a SASS frame variable based on the three-level urbanicity of the school. Urbanicity was assigned using the 2000 Decennial Census data and is a collapse of SLOCP_03 (school locale code). Categories include: Central city, Urban fringe/large town, and Rural/small town. See the glossary entry “Community Type” for more information.

School level: Included on the data files as “SCHLEVEL,” a SASS created variable based on the grades offered as reported by the school. Categories include: Elementary, Secondary, and Combined. A school was coded elementary if it had any of grades K-6 and none of grades 9-12. Secondary schools had any of grades 7-12 and none of grades K-6. All other cases were coded as a combined school.

Student enrollment (in the school): Included on the data files as “SCHSIZE,” a SASS created variable based on the total number of K-12 and ungraded students as reported by the school. SCHSIZE is based on ENRK12UG, collapsed into the following categories: 1 to 49 students, 50 to 99 students, 100 to 149 students, 150 to 199 students, 200 to 349 students, 350 to 499 students, 500 to 749 students, 750 to 999 students, 1,000 to 1,199 students, 1,200 to 1,499 students, 1,500 to 1,999 students, and 2,000 students or more. Categories found in the tables of the report were further collapsed for ease in reporting. This is the same as S0414 on the public school and BIA school data files, and S0422 on the private school file.

Private school classification: Included on the data files as “RELIG,” a SASS created variable based on the three-level typology of private schools. This variable includes the categories: Catholic, Other religious, and Non sectarian. It is a collapsing of the SASS frame variable TYPOLOGY.

State: Included on the data files as “STATE,” a SASS frame variable based on the FIPS state code that identifies the state with administrative control over the district and the schools within that district. For a complete list of FIPS codes, reference <http://www.itl.nist.gov/fipspubs/fip5-2.htm>.

Private school affiliation: Included on the data files as “STRATA,” a SASS created variable based on the 17-category private school sampling stratum. Categories include: Catholic-Parochial, Catholic-Diocesan, Catholic-Private, Amish, Assembly of God, Baptist, Episcopal, Jewish, Lutheran Church-Missouri Synod, Wisconsin Evangelical Lutheran Synod, Mennonite, Pentecostal, Seventh-day Adventist, Other Religious, Nonsectarian-Regular, Nonsectarian-Special Emphasis, and Nonsectarian-Special Education.

Teacher’s age: Included on the datafile as T0416, a SASS survey variable asking the year the teacher was born. Teacher age was calculated by subtracting the year of birth from the survey year (2003). Users may also substitute the SASS created variable AGE_T for similar analyses. T0416 is used in table 19.

Race (principal and teacher): Included on the data file as RACETH_P (principal’s race) and RACETH_T (teacher’s race), these are SASS created variables. Race is constructed using two questions: “Are you of Hispanic or Latino origin?” and “What is your race?” with responses of White, Black or African-American, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native. In 2003-04 respondents were able to select multiple race categories. RACETH_P and RACETH_T represent the 62 possible race combinations. These created variables take into account both the single and

multiple reported races as well as whether the respondent is considered to be of Hispanic origin. Race categories were collapsed in the report for ease of reporting. On the principal data files the appropriate source codes are A0255, A0256, A0257, A0258, A0259, and A0260. On the teacher data files, the appropriate source codes are T0409, T0410, T0411, T0412, T0413, and T0414. These variables are used in tables 18 and 27.

Appendix D. Glossary of Terms

Advanced placement (AP) courses: The SASS questionnaires do not provide a definition of this term. A general definition is a course designed to prepare students for the Advanced placement subject assessments that are administered by the College Board. To learn more about AP exams, see <http://www.collegeboard.com/student/testing/ap/about.html>.

Affiliation stratum: SASS uses 17 categories into which all private schools are divided based on religious orientation/affiliation. These categories are Catholic - Parochial, Catholic - Diocesan, Catholic - Private, Amish, Assembly of God, Baptist, Episcopal, Jewish, Lutheran Church - Missouri Synod, Wisconsin Evangelical Lutheran Synod, Mennonite, Pentecostal, Seventh - Day Adventist, Other Religious, Nonsectarian - Regular, Nonsectarian - Special Emphasis, and Nonsectarian - Special Education.

Assessment, state or district: State or district tests that assess student performance in various subject areas.

Automated circulation: The SASS questionnaires do not provide a definition for this term. A general definition is a computerized system used in library media centers to perform the basic functions of resource management such as acquisition, cataloging, and circulation.

Average: The arithmetic mean.

Before-school or after-school day care programs: The SASS questionnaires do not provide a definition for this term. A general definition is a school-sponsored program for students where students can be monitored and activities can be supervised. The SASS questionnaires specify that this program is available at the school in any of grades K-12 or comparable ungraded levels, regardless of funding source, as identified by the school.

Block scheduling: The SASS school questionnaires define block scheduling as the scheduling of class periods to create extended instructional blocks of time.

Bureau of Indian Affairs (BIA) school: Schools funded by the BIA are either operated by the BIA or by tribes under contracts or grants. BIA-operated schools are under the direct auspices of the BIA, and tribally operated schools are run by individual federally recognized tribes with grants or contracts from the BIA. The BIA sampling frame consisted of a list of elementary, secondary, and combined K-12 schools that were BIA operated or funded during the 2001-02 school year. The list was obtained from the CCD. All BIA school records that met the SASS definition of a school were included in the SASS sample. BIA-funded schools received a Unified School Questionnaire.

Capacity: The SASS questionnaires do not provide a definition for this term. A general definition is the number of students a building can accommodate without being considered overcrowded.

Certification: A license or certificate awarded to teachers by the state to teach in a public school. The SASS surveys include five types of certification: Regular or standard state certification or advanced professional certificate, Probationary certificate—issued after satisfying all requirements except the completion of a probationary period, Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program,” Temporary certification—requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained, and Waiver or emergency certificate—issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching.

Charter school: See Public charter school.

Class organization: The SASS questionnaires define six types of class organization in schools. These include traditional grades or academic discipline-based departments, grades subdivided into small groups such as “houses” or “families,” student groups that remain with the same teacher for two or more years (also referred to as looping), interdisciplinary teaching when two or more teachers with different specializations collaborate to teach the same group of students, paired or team teaching when two or more teachers instruct the same class at the same time, and block scheduling (extended periods of instruction time).

Combined school: See School with combined grades.

Common Core of Data (CCD): The Common Core of Data is a group of surveys that acquire and maintain public elementary and secondary education data from the 50 states, the District of Columbia, Department of Defense schools, and the outlying areas through the state-level (or equivalent) education agencies. Information about staff and students in public schools is collected annually at the school, LEA (Local Education Agency or School District), and state levels. Information about revenues and expenditures is also collected at the state level. The CCD is the basis for the SASS sampling frame for public, public charter, and BIA-funded schools.

Community type: A three-level categorization based on the eight-level U.S. Census Bureau definition of locale. A central city school is a school located in a large or midsize central city. An urban fringe/large town school is a school located in the urban fringe of a large or midsize city, in a large town, or in a rural area within an urbanized metropolitan area. A rural/small town school is a school located in a small town or rural setting, and located outside an urbanized metropolitan area.

Content area: This term is not defined in the SASS questionnaires. A general definition is a division or field of organized knowledge, such as English or mathematics.

Curriculum specialist or coordinator: The SASS questionnaires do not provide a definition for this term. The general definition is the person responsible for the improvement of curriculum through measures such as developing instructional materials, training teachers, assessing educational programs, reviewing educational materials, and integrating technology in the curriculum.

Department head: The SASS questionnaires do not provide a definition for this term. A general definition is administrative leader (or head) of a department who supervises the faculty and staff of an academic department (e.g., the math or foreign language department).

Distance learning: The SASS library media center/library questionnaires define distance learning as programs in which lessons are taught via television, satellite, or computer network.

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.

Elementary school: See School, elementary.

Extended day program: A program providing instruction beyond the normal school day for students who need academic assistance. The SASS questionnaires specify that this program is available at the school in any of grades K-12 or comparable ungraded levels, regardless of funding source, as identified by the school.

Free or reduced-price lunches: A federally funded program to aid schools in providing an adequate lunch at school. Schools are reimbursed to provide meals to students, either free or for a reduced price. See the description of the National School Lunch Program.

Full standard state administrative certification: See Certification.

Guidance counselor: The SASS questionnaires do not provide a definition for this term. A general definition is the staff member responsible for activities such as group and individual counseling, student case management, and development of school guidance programs. The guidance counselor may also have roles in class scheduling, academic and career advising, and other duties related to healthy student educational progress.

Individual Education Plan: An Individual Education Plan (IEP) is required for all students with an identified disability under the Individuals with Disabilities Education Act (IDEA). Each public school child who receives special education and related services must have an IEP. Each IEP must be designed for one student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities.

International Baccalaureate (IB): The SASS school questionnaires define this program as an international curriculum certified by the International Baccalaureate Organization. For more information, see <http://www.ibo.org>.

Instructional aides: The SASS questionnaires do not provide a definition for this term. A general definition is those support staff responsible for assisting in the delivery of curriculum instruction. Instructional aides include regular Title I aides, ESL/Bilingual aides, special education instructional aides, library media center instructional aides, and other classroom instructional aides.

Itinerant teacher: See Teacher.

Library media center: See School Library Media Center.

Library media specialist/librarian: The SASS questionnaires do not provide a definition for this term. A general definition is the staff member responsible for such duties as library and media curriculum development and instruction, library media resource person for classroom teaching staff, and informational specialist and program advisor for all library and media related classes and curriculum.

Limited-English Proficiency: The SASS school questionnaires define limited-English proficient (LEP) students as students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom. LEP students can be taught subject matters courses in a variety of methods such as using their native language; in ESL, bilingual or immersion classes; and in English-only classrooms.

Main activity: The activity at which the teacher spends his or her time during the school year. Main activities include regular full-time teacher, regular part-time teacher, itinerant teacher (i.e., requires teacher to provide instruction at more than one school), long-term substitute (i.e., requires that the teacher fill the role of a regular teacher on a long-term basis, but is still considered a substitute), short-term substitute, student teacher, teacher aide, administrator (e.g., principal, assistant principal, director, school head), library media specialist or librarian, other professional staff (e.g., counselor, curriculum coordinator, social worker), or support staff (e.g., secretary).

Major or minor: A field of study in which an individual has taken substantial academic coursework, implying that the individual has substantial knowledge of the academic discipline or subject area.

Minority: Minority includes Black, non-Hispanic; American Indian/Alaska Native, non-Hispanic; and Asian, non-Hispanic; Native Hawaiian or other Pacific Islander, non-Hispanic; Hispanic, single or multiple races; and multiple races, non-Hispanic.

Multiple races, non-Hispanic: All non-Hispanic respondents who selected more than one race.

National Board for Professional Teaching Standards: The SASS questionnaires do not provide a definition for this term. The National Board for Professional Teaching Standards is a voluntary organization focused on rigorous teaching standards and the role of teaching in student achievement. For more information, please see <http://www.nbpts.org>.

National School Lunch Program: The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. School districts and independent schools that choose to take part in the lunch program get cash subsidies and donated commodities from the U.S. Department of Agriculture for each meal they serve. In return, they must serve lunches that meet federal requirements, and they must offer free or reduced-price lunches to eligible children. School food authorities can also be reimbursed for snacks served to children through age 18 in after-school educational or enrichment programs.

National School Lunch Program, Approved: To be approved for a free or reduced-price lunch, a student must be income-eligible and must be enrolled in a school or district that participates in the National School Lunch Program. In addition, the student's family must fill out an enrollment form to apply for a free or a reduced-price lunch.

Non-instructional aides: Non-instructional aides include special education non-instructional aides, library media center non-instructional aides, and other non-instructional aides.

Praxis I: Pre-Professional Skills Test (PPST): A standardized battery of national teacher general assessments administered by the Educational Testing Service that measure reading, writing, and mathematics skills vital to all teacher candidates. These assessments are designed to be taken early in the teacher's college career. For more information, see the Praxis page at <http://www.ets.org>.

Praxis II: Subject Assessment: The SASS questionnaires do not provide a definition. A general definition is a standardized national teacher assessment of specific subject content administered by the Educational Testing Service. These assessments measure candidates' knowledge of the subjects they will teach, as well subject-specific teaching skills and knowledge. For more information, see the Praxis page at <http://www.ets.org>.

Private school: A private school is defined as a school not in the public system that provides instruction for any of grades 1-12 (or comparable ungraded levels). The instruction must be given in a building that is not used primarily as a private home.

Programs with special instructional approaches: The SASS school questionnaires offer Montessori, self-paced instruction, open education, and ungraded classrooms as examples of these types of school programs.

Public charter school: A public 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 public charter school may be a newly created school or it may previously have been a public or private school.

Public school: A public school is 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 grades of 1-12 or the ungraded equivalent and is located in one or more buildings. It is possible for two or more schools to share the same building; in this case they were treated as different schools if they had different administrations (i.e., principals). Public schools include regular, special education, vocational/technical, alternative, and public charter schools. Schools in juvenile detention centers and schools located on domestic military bases and operated by the Department of Defense are included. See also entries for: Public charter school, and Traditional public school.

Regular full-time teacher: See Teacher.

Required working hours: Refers to the time teachers are required to spend at school (contract hours, or the equivalent). It does not include time spent on school-related activities before school, after school, or on the weekends.

Salary schedule: The SASS questionnaires do not provide a definition. A general definition is a listing of teacher salary levels offered by the school or district by which teacher salaries are determined. The schedule is often based on years of experience and degrees earned.

School classification: In this report, public schools are classified as either traditional public schools or public charter schools. For more information, see separate glossary entries for Private school, Public school, and Public charter school. Private schools are classified as Catholic, other religious, or nonsectarian schools. Catholic schools include Catholic-Parochial, Catholic-Diocesan, and Catholic-Private. Other religious schools include Other religious-Conservative Christian, Other religious-Affiliated with a Religious School Association, and Other religious, Not Affiliated with a Religious School Association. Nonsectarian schools include Nonsectarian-Regular, Nonsectarian-Special Emphasis, and Nonsectarian-Special Education.

School, elementary: A school is classified as elementary if it has one or more of grades K-6 and none of grades 9-12; for example, schools with grades K-6, 1-3, or 6-8 are classified as elementary. Schools with only kindergarten or prekindergarten were not included in the survey.

School, secondary: A school is classified as secondary if it has any of grades 7-12 and none of K-6; for example, schools with grades 9-12, 7-9, 10-12, or 7-8 are classified as secondary.

School with combined grades: A combined school or combined grade school has one or more of grades K-6 and one or more of grades 9-12; for example, schools with grades K-12, 6-12, 6-9, or 1-12 were classified as having combined grades. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

School-related activities: School-related activities are activities that teachers and administrators may engage in and may or may not involve student interaction. School-related activities involving student interaction include coaching, field trips, and transporting students. School-related activities not involving student interaction include preparation, grading papers, parent conferences, and attending meetings.

School library media center: The SASS questionnaires define a school library media center 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. A school library media center may be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.

Secondary school: See School, secondary.

Specialized career academy: The SASS school questionnaires define this term as a multi-year curriculum that integrates academic and vocational courses, organized around broad career areas.

State certified library media specialist: The SASS library media center/library questionnaires define this term as paid professional staff who is certified by the state as library media specialists by meeting the state's regular or standard certification requirements in the library media specialty area. Includes those who have completed all necessary course work and are eligible for full certification upon completion of a probationary period.

Student enrollment: The number of students officially enrolled in the school or district as of October 1, 2003.

Student support services professional staff: Student support services professional staff includes nurses, social workers, psychologists, speech therapists or pathologists, and other professional staff.

Talented/gifted program: The SASS school questionnaires define these programs as programs designed for students with specifically identified talents or exceptional academic achievement.

Teacher: 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 who 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 regular teacher on a long-term basis. An itinerant teacher is defined as a teacher whose assignment requires teaching at more than one school (for example, a music teacher who teaches 3 days per week at one school and 2 days per week at another). Itinerant teachers who teach full time in any district, but teach part time in a particular school are considered part-time teachers at that particular school. A regular full-time teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or a part-time teacher. Short-term substitute teachers and student teachers are not included.

Teacher education program: The SASS questionnaires do not provide a definition for this term. A general definition is a program offered by a college or university designed to prepare future teachers, train teachers in areas such as content and pedagogical knowledge, and offer teacher certification.

Temporary buildings: The SASS questionnaires do not provide a definition for this term. A general definition is those temporary school buildings used in such instances as school renovations or for extra classroom space. The use of temporary buildings is not necessarily indicative of school overcrowding.

Test of basic skills: The SASS questionnaires do not provide a definition for this term. A general definition is a test given to prospective teachers to measure basic skills, such as their reading, writing, and mathematics abilities.

Test of subject knowledge: The SASS questionnaires do not provide a definition for this term. A general definition is a test given to prospective teachers to measure their knowledge in a specific discipline or field of organized knowledge.

Title I: The SASS school questionnaires define Title I as a federally funded program that provides educational services, such as remedial reading or remedial mathematics, to children who live in areas with high concentrations of low-income families. Title I can be administered as a targeted assistance or schoolwide program. A targeted assistance Title I program provides categorical funding to specific students identified as in need of assistance. A schoolwide Title I program refers to schools that use Title I funds to improve the effectiveness of the entire school.

Traditional public school: Traditional public schools are the subset of all public schools that are not public charter schools. They include regular, special education, vocational/technical, and alternative schools. They also include schools in juvenile

detention centers, and schools located on domestic military bases and operated by the Department of Defense. See also the definitions for public and public charter schools.