



U.S. Department of Education
Office of Educational Research
and Improvement
NCES 2002-313

Schools and Staffing Survey, 1999-2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools





U.S. Department of Education
Office of Educational Research
and Improvement
NCES 2002-313

Schools and Staffing Survey, 1999-2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools

E.D. Tabs

May 2002

Kerry J. Gruber
Susan D. Wiley
Stephen P. Broughman
National Center for Education Statistics

Gregory A. Strizek
Marisa Burian-Fitzgerald
Education Statistics Services Institute/
American Institutes for Research

U.S. Department of Education

Rod Paige
Secretary

Office of Educational Research and Improvement

Grover J. Whitehurst
Assistant Secretary

National Center for Education Statistics

Gary W. Phillips
Deputy Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to:

National Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

May 2002

The NCES World Wide Web Home Page address is <http://nces.ed.gov>

The NCES World Wide Web Electronic Catalog is: <http://nces.ed.gov/pubsearch>

Suggested Citation

U.S. Department of Education, National Center for Education Statistics. *Schools and Staffing Survey, 1999-2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools*, NCES 2002-313, by Kerry J. Gruber, Susan D. Wiley, Stephen P. Broughman, Gregory A. Strizek, and Marisa Burian-Fitzgerald. Washington, DC: 2002.

For ordering information on this report, write:

U.S. Department of Education
ED Pubs
P.O. Box 1398
Jessup, MD 20794-1398

Or call toll free 1-877-4ED-Pubs

Content Contact:

Kerry Gruber
(202) 502-7349
Kerry.Gruber@ed.gov

Appendix A: Standard Error Tables

**Standard Error Tables for Public School Districts, Schools,
Principals, Teachers, and School Library Media Centers**

Table A1.01.—Standard errors for total number of public school districts, schools, principals, teachers, and students, by state: 1999–2000 (table 1.01)

State	Districts	Schools	Principals	Teachers	Students
50 States and DC	76.5	284.9	327.1	19,454.0	322,975.3
Alabama	1.7	15.4	15.4	1,675.5	25,897.5
Alaska	1.1	5.5	6.0	280.8	4,363.3
Arizona	11.3	22.2	22.4	1,938.4	34,313.8
Arkansas	3.4	2.9	9.2	807.3	13,063.7
California	21.2	72.4	64.7	8,103.8	168,981.1
Colorado	7.0	10.9	10.3	1,417.7	24,651.9
Connecticut	2.3	5.3	7.3	1,636.9	21,772.1
Delaware	0.0	10.6	10.2	902.3	14,368.1
District of Columbia	0.0	1.3	1.3	121.3	1,659.4
Florida	1.2	36.7	41.8	5,066.9	90,624.5
Georgia	0.9	32.5	32.8	2,742.8	37,964.3
Hawaii	0.0	1.8	1.7	222.4	4,304.0
Idaho	1.2	5.7	11.7	207.6	3,380.2
Illinois	46.0	50.0	58.4	3,802.5	53,282.4
Indiana	11.5	28.4	27.8	1,325.4	22,045.7
Iowa	1.6	18.3	19.5	934.5	16,352.1
Kansas	6.0	21.7	22.0	783.4	12,414.2
Kentucky	1.4	28.4	29.5	1,134.3	16,931.6
Louisiana	0.7	25.6	25.6	2,098.3	36,480.9
Maine	4.9	5.7	5.4	592.0	8,008.0
Maryland	0.3	7.4	5.0	1,421.7	18,004.4
Massachusetts	4.5	29.1	29.2	2,539.7	32,377.4
Michigan	13.4	62.1	75.9	4,333.0	78,287.4
Minnesota	2.9	123.6	124.9	4,133.3	55,652.5
Mississippi	1.9	6.4	11.0	977.7	16,054.3
Missouri	1.0	65.1	64.7	1,967.1	23,363.9
Montana	15.9	5.1	19.4	364.0	4,936.0
Nebraska	23.5	33.1	34.9	810.3	12,495.4
Nevada	0.0	7.6	7.4	710.8	14,282.9
New Hampshire	3.6	5.0	10.7	603.5	8,256.9
New Jersey	8.9	20.3	17.9	2,148.4	26,145.7
New Mexico	1.4	5.9	17.2	866.8	13,913.7
New York	14.3	19.2	26.8	5,519.9	83,742.5
North Carolina	3.4	25.7	26.1	2,592.5	34,684.9
North Dakota	5.0	5.9	6.8	358.3	4,828.3
Ohio	20.6	63.8	81.5	4,145.9	67,871.2
Oklahoma	13.7	5.6	6.6	1,644.1	23,223.1
Oregon	2.1	33.6	34.2	1,475.4	26,497.7
Pennsylvania	4.9	55.6	57.2	4,490.3	69,023.0
Rhode Island	0.2	3.8	3.6	296.7	3,552.9
South Carolina	7.1	15.6	16.2	1,377.8	19,617.8
South Dakota	1.4	8.1	13.1	372.0	6,599.5
Tennessee	1.1	21.1	22.1	2,258.9	39,134.2
Texas	2.4	66.4	79.9	8,961.7	143,368.2
Utah	0.6	8.1	13.4	934.5	20,579.9
Vermont	9.9	8.0	11.4	450.8	6,249.7
Virginia	7.5	120.0	119.9	5,065.7	71,378.1
Washington	1.8	17.2	23.1	1,742.6	39,429.0
West Virginia	0.0	14.8	14.9	634.8	7,436.7
Wisconsin	9.3	51.6	51.7	2,962.5	43,234.1
Wyoming	1.0	9.0	9.0	309.1	4,370.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “School District Survey,” “Public School Survey,” “Public School Principal Survey,” and “Public School Teacher Survey.”

Table A1.02.—Standard errors for percentage of public school districts with a salary schedule and average teacher salary schedules for various levels of earned degrees and experience for public school districts with a salary schedule, by state: 1999–2000 (table 1.02)

State	Percentage of districts with a salary schedule	Bachelor's degree and no experience	Master's degree and no experience	Master's degree plus 30 credits and no experience	Master's degree and 20 years experience	Highest step on salary schedule
50 States and DC	0.29	\$61.7	\$68.3	\$84.5	\$173.0	\$213.2
Alabama	0.00	51.4	28.3	119.8	139.2	131.8
Alaska	0.00	215.1	187.7	162.1	309.7	343.0
Arizona	1.13	223.5	348.2	367.2	604.8	883.5
Arkansas	0.00	198.9	168.1	207.1	204.5	369.9
California	0.00	249.3	288.3	314.5	657.9	623.9
Colorado	0.00	220.2	258.6	251.3	533.8	943.3
Connecticut	0.00	252.1	318.0	428.3	833.7	1,234.1
Delaware	0.00	0.0	0.0	0.0	0.0	0.0
District of Columbia	0.00	0.0	0.0	0.0	0.0	0.0
Florida	0.00	139.9	391.5	365.6	310.3	412.5
Georgia	1.93	141.7	134.7	350.4	379.2	637.4
Hawaii	0.00	0.0	0.0	0.0	0.0	0.0
Idaho	0.00	59.4	126.3	235.0	325.3	201.5
Illinois	0.26	357.9	419.0	535.8	1,064.1	1,479.9
Indiana	0.56	189.0	211.7	214.6	414.9	374.2
Iowa	0.00	103.9	97.4	234.3	207.2	262.8
Kansas	1.20	135.7	141.0	185.3	222.2	280.3
Kentucky	0.21	90.7	136.2	153.9	242.6	373.5
Louisiana	0.00	80.8	80.9	81.0	100.8	134.8
Maine	0.46	166.4	205.4	211.0	412.6	397.2
Maryland	0.00	116.0	134.5	144.2	194.8	261.4
Massachusetts	0.00	228.5	297.0	319.6	584.8	862.5
Michigan	1.22	194.3	242.1	383.9	443.3	544.7
Minnesota	0.00	119.3	159.6	227.9	338.1	462.5
Mississippi	0.00	67.5	70.5	70.9	108.3	133.0
Missouri	0.00	243.6	245.2	334.3	555.6	752.5
Montana	4.44	190.3	298.9	306.3	441.9	510.7
Nebraska	5.29	156.0	313.2	354.4	364.7	421.4
Nevada	0.00	0.0	0.0	0.0	0.0	0.0
New Hampshire	1.25	305.3	355.4	608.0	520.0	535.9
New Jersey	0.62	503.0	561.9	651.6	1,178.7	1,311.0
New Mexico	0.00	263.2	310.8	431.7	350.9	511.5
New York	1.93	396.2	522.6	605.0	1,241.9	1,400.6
North Carolina	0.00	20.0	27.0	88.0	185.0	280.5
North Dakota	4.32	59.0	116.8	184.3	219.0	278.4
Ohio	0.00	175.2	207.0	250.0	413.9	454.9
Oklahoma	0.94	59.8	65.8	169.1	98.4	139.1
Oregon	0.00	186.3	303.2	480.1	293.5	313.1
Pennsylvania	0.00	261.9	381.6	466.2	657.6	875.2
Rhode Island	0.00	11.8	36.0	28.8	74.7	71.3
South Carolina	0.00	73.5	81.8	84.8	142.6	171.2
South Dakota	3.11	83.5	238.8	351.3	378.2	307.7
Tennessee	0.00	107.1	140.9	184.6	409.1	462.9
Texas	1.00	122.8	153.6	194.7	128.2	163.4
Utah	0.00	70.1	89.3	190.6	144.7	245.6
Vermont	4.37	172.4	265.7	318.4	452.8	521.0
Virginia	0.00	195.6	243.3	301.3	506.1	739.0
Washington	0.00	34.7	59.4	67.0	95.2	38.5
West Virginia	0.00	0.0	0.0	0.0	0.0	0.0
Wisconsin	0.00	114.0	218.0	313.2	517.5	601.3
Wyoming	0.00	34.4	36.0	41.3	71.3	71.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "School District Survey."

Table A1.03.—Standard errors for percentage of public school districts with various types of school choice policies and the number of students enrolled in districts from outside their home districts, by state: 1999–2000 (table 1.03)

State	Percentage of districts with this district policy				Total number of students enrolled in districts from outside their home districts
	Total number of public school districts	Students from this district can enroll in another school within this district	Students can enroll in another school in another district at no cost	Students from other districts can enroll in this district at no cost	
50 States and DC	76.5	0.59	0.73	0.82	16,046.5
Alabama	1.7	2.39	2.90	4.39	2,087.1
Alaska	1.1	2.60	2.69	2.71	622.5
Arizona	11.3	4.08	5.51	4.27	2,075.6
Arkansas	3.4	3.54	5.38	4.93	407.4
California	21.2	3.92	5.26	5.13	11,336.5
Colorado	7.0	4.22	5.62	2.87	1,427.2
Connecticut	2.3	0.32	4.53	4.88	190.3
Delaware	0.0	0.00	0.00	0.00	0.0
District of Columbia	0.0	†	†	†	†
Florida	1.2	4.84	5.16	4.59	233.6
Georgia	0.9	4.82	2.14	2.69	1,106.0
Hawaii	0.0	†	†	†	†
Idaho	1.2	2.75	4.90	3.19	298.7
Illinois	46.0	1.53	0.00	0.37	1,723.3
Indiana	11.5	2.93	#	#	#
Iowa	1.6	2.47	1.60	1.48	709.8
Kansas	6.0	3.12	3.15	3.34	789.0
Kentucky	1.4	2.27	3.98	4.08	906.8
Louisiana	0.7	1.17	0.17	1.10	4.5
Maine	4.9	4.09	4.81	2.11	69.4
Maryland	0.3	4.89	0.00	#	#
Massachusetts	4.5	3.96	4.56	5.08	2,492.4
Michigan	13.4	4.44	3.44	3.55	3,629.2
Minnesota	2.9	3.79	2.55	2.31	1,795.2
Mississippi	1.9	1.33	0.75	1.36	107.8
Missouri	1.0	1.93	2.38	2.87	2,476.8
Montana	15.9	2.94	5.55	4.79	527.1
Nebraska	23.5	7.66	4.84	4.84	1,132.8
Nevada	0.0	0.00	0.00	0.00	0.0
New Hampshire	3.6	3.34	#	#	#
New Jersey	8.9	1.31	1.87	4.66	2,528.6
New Mexico	1.4	4.88	5.49	3.72	327.3
New York	14.3	1.47	0.87	3.21	1,076.8
North Carolina	3.4	4.75	3.75	3.51	250.1
North Dakota	5.0	3.63	3.45	3.28	#

See footnotes at end of table.

Table A1.03.—Standard errors for percentage of public school districts with various types of school choice policies and the number of students enrolled in districts from outside their home districts, by state: 1999–2000 (table 1.03)—Continued

State	Percentage of districts with this district policy				Total number of students enrolled in districts from outside their home districts
	Total number of public school districts	Students from this district can enroll in another school within this district	Students can enroll in another school in another district at no cost	Students from other districts can enroll in this district at no cost	
Ohio	20.6	3.72	3.88	3.69	2,872.9
Oklahoma	13.7	2.80	7.01	5.90	3,097.6
Oregon	2.1	2.16	5.29	4.46	255.3
Pennsylvania	4.9	1.74	0.79	#	#
Rhode Island	0.2	#	#	0.00	0.0
South Carolina	7.1	2.02	#	0.68	33.4
South Dakota	1.4	2.55	1.68	1.71	202.2
Tennessee	1.1	4.05	5.73	4.41	1,467.0
Texas	2.4	0.94	4.21	4.29	3,324.6
Utah	0.6	3.44	2.73	2.82	104.2
Vermont	9.9	3.74	4.93	3.40	623.0
Virginia	7.5	3.17	4.78	3.07	300.9
Washington	1.8	4.04	2.74	2.90	6,283.1
West Virginia	0.0	0.00	0.00	0.00	0.0
Wisconsin	9.3	4.80	2.19	2.36	747.8
Wyoming	1.0	1.37	1.76	1.00	20.6

† Not applicable.

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “School District Survey.”

Table A1.04.—Standard errors for percentage of public school districts that required various teacher qualifications when considering teacher applicants, by state: 1999–2000 (table 1.04)

State	Total number of public school districts	Full standard state certification in field to be taught	Graduation from a state approved teacher preparation program	A major or minor in field to be taught	Passing score on STATE test of basic skills	Passing score on STATE test of subject knowledge	Passing score on local DISTRICT test of basic skills or subject knowledge	Passing score on either Praxis Core Battery OR Praxis II: Subject Assessment
50 States and DC	76.5	0.65	0.84	1.04	0.79	1.02	0.56	0.73
Alabama	1.7	2.87	2.51	2.83	1.21	1.21	#	#
Alaska	1.1	4.21	3.04	3.20	3.55	3.45	#	3.56
Arizona	11.3	6.59	7.68	7.61	8.66	8.67	2.81	0.97
Arkansas	3.4	4.23	3.92	4.50	4.53	4.96	#	4.66
California	21.2	5.97	6.15	5.53	2.64	7.06	6.23	5.67
Colorado	7.0	4.76	4.80	4.48	6.25	6.78	#	1.58
Connecticut	2.3	0.02	5.18	4.31	1.26	1.59	0.00	1.49
Delaware	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
District of Columbia	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Florida	1.2	4.01	1.40	3.49	4.26	4.99	0.52	1.74
Georgia	0.9	3.15	3.35	3.43	3.37	2.95	0.65	2.29
Hawaii	0.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Idaho	1.2	2.92	3.86	3.81	2.96	2.93	#	#
Illinois	46.0	3.12	3.79	5.41	3.10	2.83	#	1.78
Indiana	11.5	3.07	4.02	3.13	2.19	3.19	2.01	4.44
Iowa	1.6	3.46	2.24	3.63	1.75	#	0.00	0.00
Kansas	6.0	2.10	3.41	3.44	3.02	3.70	#	1.78
Kentucky	1.4	5.98	5.85	6.06	5.39	5.01	0.00	5.69
Louisiana	0.7	1.86	1.46	1.79	0.96	0.98	#	1.93
Maine	4.9	3.25	5.16	4.53	4.60	4.46	1.70	4.87
Maryland	0.3	4.89	3.01	2.83	6.08	4.63	0.00	5.93
Massachusetts	4.5	2.91	5.62	6.42	3.60	4.97	#	0.00
Michigan	13.4	1.94	3.48	2.84	4.45	4.30	1.54	1.79
Minnesota	2.9	1.91	2.97	2.58	4.30	4.17	0.97	4.82
Mississippi	1.9	2.00	3.05	1.92	2.85	2.69	1.44	1.68
Missouri	1.0	6.02	4.71	5.59	5.45	5.47	1.83	4.56
Montana	15.9	2.45	3.59	3.01	4.81	5.04	3.60	3.17
Nebraska	23.5	3.75	3.34	7.33	5.93	3.46	2.86	1.62
Nevada	0.0	0.00	0.00	0.00	0.00	0.00	#	0.00
New Hampshire	3.6	4.38	6.73	7.38	8.72	8.51	#	6.82
New Jersey	8.9	4.80	7.38	6.94	6.69	7.06	0.77	7.50
New Mexico	1.4	3.72	3.12	4.41	3.35	5.67	2.33	6.41
New York	14.3	0.93	4.01	4.32	2.50	3.11	1.24	2.26
North Carolina	3.4	4.68	4.26	4.65	5.13	5.10	#	5.31
North Dakota	5.0	0.83	2.78	2.18	3.61	#	0.00	0.00

See footnotes at end of table.

Table A1.04.—Standard errors for percentage of public school districts that required various teacher qualifications when considering teacher applicants, by state: 1999–2000 (table 1.04)—
Continued

State	Total number of public school districts	Full standard state certification in field to be taught	Graduation from a state approved teacher preparation program	A major or minor in field to be taught	Passing score on STATE test of basic skills	Passing score on STATE test of subject knowledge	Passing score on local DISTRICT test of basic skills or subject knowledge	Passing score on either Praxis Core Battery OR Praxis II: Subject Assessment
Ohio	20.6	1.33	4.11	4.54	4.94	4.78	1.36	4.23
Oklahoma	13.7	4.01	5.16	5.07	2.77	2.02	1.29	2.03
Oregon	2.1	5.21	4.20	4.11	4.45	4.94	0.85	2.70
Pennsylvania	4.9	5.29	4.19	5.59	4.43	5.22	4.39	6.10
Rhode Island	0.2	0.05	1.09	1.09	1.02	1.03	0.00	1.09
South Carolina	7.1	2.51	1.94	4.29	4.30	3.74	0.00	0.00
South Dakota	1.4	2.78	2.59	3.44	1.21	1.21	0.00	0.00
Tennessee	1.1	2.95	2.66	4.31	4.63	5.19	2.42	3.40
Texas	2.4	3.31	2.99	3.93	3.90	2.46	1.08	1.49
Utah	0.6	0.52	2.50	3.08	#	#	0.00	0.00
Vermont	9.9	0.88	5.98	5.86	0.00	0.00	0.00	0.00
Virginia	7.5	4.34	4.80	4.94	5.72	5.63	#	3.82
Washington	1.8	1.93	2.91	4.42	1.73	1.12	1.37	0.00
West Virginia	0.0	0.00	0.00	0.00	0.00	0.00	#	0.00
Wisconsin	9.3	2.97	3.85	4.60	3.26	2.86	1.95	1.60
Wyoming	1.0	0.55	1.84	1.55	#	#	0.00	0.00

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “School District Survey.”

Table A1.05.—Standard errors for percentage of public elementary schools that offered a particular program or service, by state: 1999–2000 (table 1.05)

State	Total number of public elementary schools	Programs with special instructional approaches	Talented/gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
50 States and DC	250.2	0.67	0.77	0.58	0.85	0.75	0.90
Alabama	10.7	3.90	5.65	1.65	5.43	4.72	6.06
Alaska	6.9	3.72	2.55	2.00	2.77	3.72	3.69
Arizona	21.2	5.83	4.83	3.38	5.38	5.38	4.76
Arkansas	11.5	3.35	2.41	2.04	5.59	5.26	4.33
California	91.5	3.96	3.86	3.29	3.60	3.89	5.07
Colorado	9.7	3.70	4.00	2.49	5.04	4.53	3.33
Connecticut	4.0	2.16	3.26	1.99	3.75	2.78	3.37
Delaware	6.1	4.52	3.96	#	4.52	5.45	5.65
District of Columbia	2.7	4.05	3.79	2.97	4.21	3.32	3.14
Florida	5.1	3.22	4.01	1.33	4.17	4.40	4.03
Georgia	34.6	2.86	3.65	2.24	4.68	4.05	3.49
Hawaii	2.4	3.87	2.75	5.06	4.34	5.88	3.83
Idaho	3.7	2.14	2.68	0.84	2.63	3.12	2.37
Illinois	20.7	4.10	4.21	2.23	3.98	4.59	5.02
Indiana	29.2	3.90	4.38	2.42	5.13	5.73	4.86
Iowa	23.4	2.42	1.04	2.30	4.33	3.99	3.51
Kansas	21.7	3.84	4.13	2.40	4.37	4.74	4.14
Kentucky	22.0	4.58	2.53	1.93	4.64	4.24	4.66
Louisiana	23.9	5.51	6.31	4.64	8.54	6.22	5.50
Maine	8.7	4.73	5.05	1.96	3.51	3.73	2.89
Maryland	13.8	3.29	5.38	2.23	5.26	5.09	5.60
Massachusetts	31.4	3.70	4.73	2.18	4.70	5.90	4.74
Michigan	79.6	3.42	3.82	2.96	4.09	4.70	4.53
Minnesota	112.2	6.52	7.61	2.87	7.52	5.58	6.86
Mississippi	6.4	3.30	2.41	1.86	3.77	3.54	3.22
Missouri	62.5	3.09	5.63	4.35	6.92	5.82	4.90
Montana	4.8	2.83	4.16	3.61	3.90	3.45	3.04
Nebraska	32.0	3.55	3.79	1.67	4.23	4.56	1.83
Nevada	6.1	2.52	4.08	2.12	3.35	4.00	4.44
New Hampshire	8.2	4.93	5.98	2.61	7.03	6.75	5.17
New Jersey	19.4	3.25	3.78	3.76	4.72	3.73	3.93
New Mexico	2.6	4.95	6.50	7.09	6.55	6.22	4.80
New York	12.4	3.33	4.95	3.11	3.52	3.66	4.07
North Carolina	22.0	4.19	2.86	2.72	5.26	5.07	5.61
North Dakota	6.8	2.19	2.73	3.18	4.27	3.76	3.24

See footnotes at end of table.

Table A1.05.—Standard errors for percentage of public elementary schools that offered a particular program or service, by state: 1999–2000 (table 1.05)—Continued

State	Total number of public elementary schools	Programs with special instructional approaches	Talented/gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
Ohio	54.0	3.18	4.94	2.24	5.97	4.08	4.51
Oklahoma	6.5	4.14	2.67	4.10	5.23	5.77	5.75
Oregon	27.0	5.19	4.47	4.32	6.45	5.02	5.19
Pennsylvania	57.0	3.72	3.05	1.76	6.79	7.30	5.93
Rhode Island	3.7	2.15	2.23	0.87	2.23	1.91	2.51
South Carolina	24.4	2.52	2.54	2.48	6.94	5.22	5.71
South Dakota	9.1	4.00	4.04	1.80	3.66	3.52	2.56
Tennessee	9.4	3.44	4.19	3.09	4.56	5.53	4.66
Texas	83.2	2.70	2.14	3.17	4.55	4.05	3.93
Utah	5.9	4.61	3.79	2.68	5.50	3.54	5.08
Vermont	7.1	4.92	5.26	3.17	5.68	5.69	5.05
Virginia	120.3	3.25	3.21	2.75	4.47	5.52	6.01
Washington	11.8	3.03	3.51	1.32	3.85	4.29	3.25
West Virginia	14.6	2.83	3.92	1.04	5.04	4.88	4.28
Wisconsin	49.8	2.24	4.10	2.12	5.08	4.20	4.75
Wyoming	8.8	4.58	4.02	1.65	4.95	3.81	3.79

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public School Survey.”

Table A1.06.—Standard errors for percentage of public secondary and combined schools that offered a particular program or service, by state and school level: 1999–2000 (table 1.06)

State and selected characteristics	Total number of public secondary and combined schools	Programs with special instructional approaches	Talented/gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Baccalaureate (IB)	Specialized career academy	Specialized tech-prep program(s)
50 States and DC	192.0	0.85	0.84	0.57	1.06	0.81	0.55	0.75	0.20	0.58	0.88
Alabama	16.2	2.98	2.97	3.61	3.72	3.63	2.10	3.94	0.75	3.20	3.46
Alaska	7.5	3.53	3.80	2.16	3.69	3.33	2.61	2.85	#	0.99	2.64
Arizona	11.8	3.70	4.64	2.80	3.62	3.45	3.42	4.21	#	3.67	3.70
Arkansas	11.9	5.34	2.94	6.06	6.16	6.33	2.87	6.41	#	6.35	5.99
California	58.7	4.33	3.67	2.69	5.89	2.32	3.05	3.46	0.83	2.13	2.38
Colorado	4.4	3.93	3.61	2.44	4.52	5.00	2.96	4.59	#	3.70	4.57
Connecticut	7.4	6.64	6.15	3.12	5.52	7.17	2.89	7.47	1.71	4.77	7.28
Delaware	#	#	#	#	#	#	#	#	#	#	#
District of Columbia	#	#	#	#	#	#	#	#	#	#	#
Florida	36.3	4.57	4.80	2.06	5.05	4.56	3.82	5.37	1.11	4.72	5.51
Georgia	11.4	2.79	6.74	4.76	6.38	6.36	6.71	7.10	2.64	4.82	5.75
Hawaii	#	#	#	#	#	#	#	#	#	#	#
Idaho	4.7	2.39	2.12	1.21	2.51	3.16	2.59	2.12	0.00	2.55	2.69
Illinois	44.4	4.73	4.46	3.40	4.43	3.95	1.67	2.75	0.56	2.71	4.61
Indiana	8.3	3.39	3.45	3.03	4.34	4.91	3.18	3.37	0.00	3.29	4.05
Iowa	13.0	5.07	3.69	6.22	6.89	6.54	6.49	7.28	#	4.07	6.77
Kansas	5.1	4.79	3.87	3.68	3.93	4.92	2.66	4.61	#	3.72	5.14
Kentucky	21.9	4.17	5.35	2.60	4.69	4.92	5.13	4.85	0.00	4.88	5.14
Louisiana	13.4	4.30	4.64	3.89	5.30	4.47	3.20	3.56	#	5.02	4.36
Maine	5.4	2.96	4.14	2.89	3.95	3.62	1.99	3.98	0.00	1.93	3.66
Maryland	11.1	2.49	3.16	1.20	2.66	1.92	1.57	1.60	#	2.52	2.48
Massachusetts	10.7	2.59	2.68	2.68	3.72	3.86	3.02	4.42	0.00	2.70	3.05
Michigan	45.7	5.13	5.19	4.23	5.62	4.03	2.78	5.69	#	4.09	5.08
Minnesota	49.8	5.26	5.68	2.75	4.29	4.72	4.75	6.00	1.63	3.65	4.43
Mississippi	0.6	2.87	3.54	2.12	3.43	3.17	1.78	2.57	0.00	2.69	3.07
Missouri	20.5	3.53	5.30	3.09	5.47	4.11	3.60	4.41	#	3.31	4.23
Montana	3.6	3.05	4.41	3.97	6.10	4.25	2.66	2.42	#	1.81	4.15
Nebraska	9.4	4.02	4.53	5.58	6.82	7.63	3.75	5.75	#	3.98	5.70
Nevada	4.7	7.54	6.70	3.85	5.91	5.88	7.56	6.67	#	3.94	5.94
New Hampshire	7.2	2.75	5.43	3.01	5.62	7.13	#	4.22	0.00	2.87	5.93
New Jersey	9.5	2.98	3.46	2.77	4.30	3.62	1.61	3.06	0.00	2.53	3.78
New Mexico	6.6	4.28	5.36	4.61	4.64	5.25	4.78	4.44	1.39	3.00	5.37
New York	18.8	2.33	4.20	3.58	4.39	3.60	2.56	2.79	#	2.51	4.22
North Carolina	12.9	2.66	3.63	2.99	3.31	3.72	3.24	2.86	1.31	2.48	3.51
North Dakota	3.9	2.24	2.03	2.01	3.70	2.56	1.38	2.39	0.00	2.76	2.90

See footnotes at end of table.

Table A1.06.—Standard errors for percentage of public secondary and combined schools that offered a particular program or service, by state and school level: 1999–2000 (table 1.06)—
Continued

State and selected characteristics	Total number of public secondary and combined schools	Programs with special instructional approaches	Talented/gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Baccalaureate (IB)	Specialized career academy	Specialized tech-prep program(s)
Ohio	44.7	2.43	6.20	4.13	5.88	4.89	2.51	5.44	0.00	5.82	5.91
Oklahoma	4.1	3.39	1.93	4.18	3.60	4.03	2.22	3.97	0.98	3.61	5.41
Oregon	18.0	4.46	4.54	3.08	4.54	4.95	3.04	4.52	0.78	3.03	4.52
Pennsylvania	15.2	3.92	4.35	3.22	4.62	5.43	2.29	4.62	1.21	2.24	5.35
Rhode Island	#	#	#	#	#	#	#	#	#	#	#
South Carolina	16.2	2.31	4.49	2.51	3.83	5.07	4.75	3.50	1.07	3.77	4.59
South Dakota	9.0	2.49	4.62	1.06	3.43	3.91	2.33	3.00	0.00	1.19	2.88
Tennessee	21.0	2.78	4.63	3.53	4.70	4.19	2.95	5.26	#	4.05	4.84
Texas	103.4	3.65	4.23	2.21	3.62	3.66	2.02	3.63	0.91	2.99	3.51
Utah	5.2	6.18	5.52	4.26	6.51	5.11	4.30	5.50	1.21	4.14	5.53
Vermont	#	#	#	#	#	#	#	#	#	#	#
Virginia	11.2	4.29	5.13	3.66	4.85	4.04	2.41	5.06	2.49	3.57	5.32
Washington	16.2	4.54	5.43	2.92	5.79	4.43	2.10	5.43	1.84	3.18	4.27
West Virginia	9.5	3.71	4.99	3.96	4.12	5.27	3.77	3.71	#	5.06	3.97
Wisconsin	11.2	3.67	2.79	4.51	4.03	4.55	3.22	6.06	#	3.40	5.04
Wyoming	1.5	6.40	6.71	4.93	9.87	7.90	3.87	9.07	0.00	5.31	6.19
School level											
Secondary	189.5	0.91	0.84	0.64	1.18	0.86	0.59	0.85	0.23	0.65	0.97
Combined	154.0	2.59	2.55	0.86	2.18	2.65	1.54	1.82	0.05	1.56	1.98

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public School Survey.”

Table A1.07.—Standard errors for number of public schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of public school prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by state and selected characteristics: 1999–2000 (table 1.07)

State and selected characteristics	Number of schools				Number of students	
	Total number of public schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
50 States and DC	284.9	527.3	296.4	305.3	191,898.3	205,658.3
Alabama	15.4	55.3	15.4	21.6	15,752.6	16,412.8
Alaska	5.5	10.7	8.4	9.9	1,772.2	1,552.2
Arizona	22.2	38.7	22.6	32.8	24,329.3	22,734.6
Arkansas	2.9	39.8	10.1	17.1	8,625.1	9,928.5
California	72.4	281.3	127.5	141.8	137,689.4	137,839.1
Colorado	10.9	41.4	23.3	27.1	10,933.5	10,973.5
Connecticut	5.3	31.2	13.4	20.1	11,150.6	10,387.7
Delaware	10.6	#	10.6	10.6	3,841.0	3,373.1
District of Columbia	1.3	7.3	1.3	2.7	1,793.9	1,865.0
Florida	36.7	87.3	42.9	49.6	43,833.2	43,368.6
Georgia	32.5	69.0	35.8	40.4	29,020.7	24,830.5
Hawaii	1.8	11.5	1.8	1.8	4,050.0	3,236.0
Idaho	5.7	13.2	11.8	12.6	1,914.0	1,950.6
Illinois	50.0	140.5	48.5	77.4	36,807.7	36,506.8
Indiana	28.4	66.7	32.0	32.0	13,666.4	13,220.7
Iowa	18.3	40.3	21.2	22.6	7,876.4	7,752.4
Kansas	21.7	52.3	27.4	31.9	9,032.1	9,265.1
Kentucky	28.4	40.0	29.3	28.7	10,147.2	11,056.3
Louisiana	25.6	85.7	26.3	34.8	31,218.6	28,467.8
Maine	5.7	17.3	12.2	12.8	3,893.3	3,559.2
Maryland	7.4	#	17.1	33.2	17,862.8	14,624.4
Massachusetts	29.1	57.0	36.0	42.4	18,974.6	16,299.0
Michigan	62.1	132.4	70.9	79.2	34,255.0	32,734.4
Minnesota	123.6	96.2	124.9	123.5	21,448.7	20,373.4
Mississippi	6.4	22.5	10.5	14.3	14,023.7	13,665.2
Missouri	65.1	64.7	66.2	69.9	18,898.2	17,580.5
Montana	5.1	25.6	23.4	24.9	3,958.7	3,556.0
Nebraska	33.1	36.9	43.6	37.8	4,444.9	4,081.0
Nevada	7.6	12.9	11.3	15.5	6,809.0	6,517.0
New Hampshire	5.0	23.9	11.5	13.7	3,443.2	3,263.1
New Jersey	20.3	93.1	42.9	58.3	23,567.6	21,548.7
New Mexico	5.9	31.0	10.5	11.4	12,080.0	11,640.7
New York	19.2	121.1	46.0	102.2	64,603.6	64,773.2
North Carolina	25.7	72.7	24.9	45.3	20,418.5	22,302.9
North Dakota	5.9	15.5	16.8	16.0	1,969.6	1,698.0

See footnotes at end of table.

Table A1.07.—Standard errors for number of public schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of public school prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by state and selected characteristics: 1999–2000 (table 1.07)—Continued

State and selected characteristics	Number of schools				Number of students	
	Total number of public schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
Ohio	63.8	133.4	90.1	97.7	34,842.2	35,351.5
Oklahoma	5.6	68.4	19.6	22.7	11,843.6	12,503.4
Oregon	33.6	52.1	33.6	38.6	12,920.8	11,810.1
Pennsylvania	55.6	148.8	68.3	86.0	49,785.2	46,837.2
Rhode Island	3.8	7.4	3.8	4.1	2,033.6	1,852.3
South Carolina	15.6	48.2	17.7	18.8	12,256.7	12,639.5
South Dakota	8.1	20.2	18.5	19.0	3,812.7	3,291.8
Tennessee	21.1	54.7	21.0	34.5	21,049.8	17,804.3
Texas	66.4	169.4	69.7	64.3	80,855.6	78,043.5
Utah	8.1	18.4	17.4	17.6	6,928.0	7,067.0
Vermont	8.0	16.5	9.5	11.9	2,339.7	1,797.4
Virginia	120.0	86.4	122.1	124.2	25,899.0	26,538.1
Washington	17.2	54.1	18.1	22.4	23,609.2	21,978.3
West Virginia	14.8	27.5	17.0	18.2	6,110.5	5,987.6
Wisconsin	51.6	79.8	55.0	60.4	12,860.8	12,199.1
Wyoming	9.0	12.7	12.4	12.8	1,648.6	1,697.5
Region						
Northeast	72.9	216.8	107.6	154.5	84,234.9	82,760.0
Midwest	191.6	285.7	200.8	209.9	68,494.3	68,735.9
South	156.8	316.3	162.7	172.5	122,959.5	112,442.8
West	82.4	325.8	133.9	168.0	143,306.7	141,487.8
Community type						
Central city	302.9	336.1	302.0	311.8	176,310.7	177,586.1
Urban fringe/large town	412.9	479.0	437.0	444.1	145,067.7	145,151.0
Rural/small town	352.6	336.4	346.7	357.4	89,652.1	84,535.3
School level						
Elementary	250.2	463.2	279.0	306.6	176,557.8	187,058.9
Secondary	189.5	184.3	194.5	180.9	93,960.1	93,132.4
Combined	154.0	112.9	150.1	151.5	13,665.4	13,337.1
Student enrollment						
Less than 100	317.6	258.1	318.4	316.1	8,426.3	8,699.4
100–199	361.3	298.0	358.8	348.8	25,689.5	25,885.6
200–499	514.7	468.4	478.2	520.8	114,448.5	106,722.6
500–749	440.3	394.4	440.9	452.3	170,256.6	170,532.2
750–999	290.1	196.5	285.9	287.5	121,460.8	117,350.8
1,000 or more	225.8	175.1	224.7	213.5	141,278.3	136,874.0

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Survey."

Table A1.08.—Standard errors for percentage of public schools with various security measures, by state and selected characteristics: 1999–2000 (table 1.08)

State and selected characteristics	Total number of public schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
50 States and DC	284.9	0.23	0.34	0.14	0.24	0.44	0.43	0.40
Alabama	15.4	0.00	0.00	0.98	3.05	3.00	2.36	1.89
Alaska	5.5	1.59	2.49	#	0.47	1.45	0.86	1.72
Arizona	22.2	0.21	2.16	0.00	0.65	2.18	3.24	1.00
Arkansas	2.9	0.00	1.86	#	2.74	3.24	3.02	3.06
California	72.4	1.07	1.26	0.37	0.79	1.30	2.23	0.62
Colorado	10.9	0.13	2.67	0.00	0.35	2.62	1.84	2.35
Connecticut	5.3	0.29	1.07	#	0.57	1.19	2.74	2.16
Delaware	10.6	0.00	0.00	0.00	0.00	2.73	4.73	4.94
District of Columbia	1.3	0.00	1.57	2.32	2.38	2.04	2.23	1.99
Florida	36.7	0.19	0.75	0.72	2.02	2.68	2.97	1.89
Georgia	32.5	0.70	0.25	0.87	3.16	2.87	3.36	3.02
Hawaii	1.8	0.00	0.00	0.00	0.00	0.00	2.59	#
Idaho	5.7	1.34	1.53	0.00	0.58	1.83	1.28	1.19
Illinois	50.0	2.05	2.37	1.23	1.42	2.29	1.95	2.43
Indiana	28.4	0.62	1.84	#	1.96	2.58	2.66	2.67
Iowa	18.3	1.99	2.43	0.00	#	2.14	1.22	1.57
Kansas	21.7	1.75	2.48	0.00	0.76	2.08	1.57	2.53
Kentucky	28.4	0.00	1.03	0.87	2.27	2.93	2.34	3.52
Louisiana	25.6	1.49	0.45	1.89	4.12	4.22	2.57	2.45
Maine	5.7	3.13	1.21	0.00	0.00	1.14	0.91	0.50
Maryland	7.4	0.00	2.08	0.00	0.24	2.50	1.14	1.46
Massachusetts	29.1	2.49	0.28	0.00	0.31	1.51	2.70	1.61
Michigan	62.1	2.29	2.76	0.88	0.68	2.10	2.49	1.79
Minnesota	123.6	2.38	2.14	0.00	#	3.01	3.22	1.96
Mississippi	6.4	0.61	0.72	0.92	2.63	2.46	2.28	2.34
Missouri	65.1	1.85	2.11	1.31	1.80	3.45	3.50	2.46
Montana	5.1	2.88	2.95	0.00	#	2.87	1.06	1.17
Nebraska	33.1	3.06	2.48	0.00	0.45	1.73	1.20	1.08
Nevada	7.6	3.01	1.19	#	#	2.38	1.49	1.90
New Hampshire	5.0	2.66	2.12	0.00	#	1.85	2.30	3.40
New Jersey	20.3	0.68	2.31	0.35	0.71	0.62	2.35	3.29
New Mexico	5.9	0.10	2.71	#	1.48	3.79	2.49	1.75
New York	19.2	0.07	1.98	0.76	0.86	1.19	2.32	2.46
North Carolina	25.7	0.25	0.96	0.45	2.44	3.09	3.67	2.45
North Dakota	5.9	2.50	2.36	0.00	#	1.00	0.75	0.43

See footnotes at end of table.

Table A1.08.—Standard errors for percentage of public schools with various security measures, by state and selected characteristics: 1999–2000 (table 1.08)—Continued

State and selected characteristics	Total number of public schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Ohio	63.8	1.26	2.06	#	2.04	2.27	2.00	2.54
Oklahoma	5.6	2.25	2.48	0.80	1.17	2.86	1.88	2.18
Oregon	33.6	0.94	1.95	0.00	#	2.41	2.23	1.56
Pennsylvania	55.6	0.70	0.97	#	1.68	2.58	2.22	4.36
Rhode Island	3.8	0.00	0.47	0.00	0.00	#	1.24	1.75
South Carolina	15.6	0.96	0.88	#	2.54	3.66	2.92	2.68
South Dakota	8.1	3.00	2.73	0.00	0.00	2.50	1.21	1.01
Tennessee	21.1	0.00	1.01	0.48	2.56	2.47	2.56	3.58
Texas	66.4	0.75	1.92	1.06	1.18	2.92	2.21	2.07
Utah	8.1	2.28	2.94	#	#	2.63	3.04	1.39
Vermont	8.0	2.02	2.44	0.00	0.00	#	2.04	#
Virginia	120.0	0.52	1.54	#	2.65	2.97	3.69	3.05
Washington	17.2	0.00	2.41	#	0.85	1.60	2.40	1.73
West Virginia	14.8	0.39	1.57	#	1.88	2.38	1.91	2.20
Wisconsin	51.6	1.52	3.51	#	1.01	3.56	3.56	2.48
Wyoming	9.0	3.12	4.19	0.00	#	2.42	1.51	1.73
Region								
Northeast	72.9	0.43	0.73	0.31	0.44	0.78	1.05	1.38
Midwest	191.6	0.61	0.80	0.30	0.42	0.84	0.75	0.66
South	156.8	0.21	0.52	0.29	0.55	0.98	0.79	0.82
West	82.4	0.53	0.70	0.16	0.38	0.68	1.07	0.47
Community type								
Central city	302.9	0.31	0.64	0.55	0.85	0.89	1.19	0.83
Urban fringe/large town	412.9	0.33	0.55	0.12	0.32	0.51	0.66	0.68
Rural/small town	352.6	0.55	0.66	0.09	0.36	1.03	0.66	0.68
School level								
Elementary	250.2	0.27	0.44	0.14	0.27	0.49	0.59	0.51
Secondary	189.5	0.51	0.83	0.27	0.47	0.74	0.83	0.65
Combined	154.0	1.21	2.43	2.19	1.77	2.60	2.50	2.31
Student enrollment								
Less than 100	317.6	1.90	2.29	0.94	0.74	2.20	1.95	1.15
100–199	361.3	0.99	1.80	0.67	0.95	1.74	1.68	1.09
200–499	514.7	0.31	0.56	0.23	0.37	0.74	0.64	0.62
500–749	440.3	0.24	0.53	0.20	0.53	0.84	0.81	0.92
750–999	290.1	0.29	0.97	0.46	1.22	1.57	1.71	1.57
1,000 or more	225.8	0.42	0.67	0.60	1.11	1.31	1.59	1.14

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Survey."

Table A1.09.—Standard errors for total number of public school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by state and selected characteristics: 1999–2000 (table 1.09)

State and selected characteristics	Total number of public schools	Total number of public school library media centers	For schools with library media centers			
			Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists	Average number of students per paid full-time or part-time certified library media specialist	Average number of paid other library staff
50 States and DC	284.9	419.7	0.61	0.01	4.00	0.01
Alabama	15.4	15.4	1.19	0.01	13.94	0.03
Alaska	5.5	16.8	2.92	0.03	23.85	0.05
Arizona	22.2	70.6	4.20	0.04	28.39	0.06
Arkansas	2.9	8.0	2.09	0.02	11.08	0.03
California	72.4	216.1	2.55	0.04	76.64	0.08
Colorado	10.9	25.5	3.66	0.04	19.26	0.08
Connecticut	5.3	16.5	2.76	0.03	14.26	0.04
Delaware	10.6	9.0	3.58	0.04	62.49	0.06
District of Columbia	1.3	4.3	1.15	0.01	10.09	0.01
Florida	36.7	44.5	1.99	0.02	24.68	0.05
Georgia	32.5	33.7	0.00	0.02	19.85	0.04
Hawaii	1.8	1.8	2.30	0.04	11.67	0.03
Idaho	5.7	11.3	2.32	0.02	14.03	0.04
Illinois	50.0	92.2	3.98	0.04	21.06	0.10
Indiana	28.4	31.8	3.76	0.04	15.19	0.05
Iowa	18.3	22.0	2.36	0.02	14.99	0.07
Kansas	21.7	26.2	2.06	0.02	10.02	0.03
Kentucky	28.4	36.0	2.10	0.02	16.59	0.05
Louisiana	25.6	63.7	5.16	0.05	25.20	0.03
Maine	5.7	17.4	4.41	0.04	23.15	0.07
Maryland	7.4	18.4	3.62	0.04	19.96	0.04
Massachusetts	29.1	46.0	4.21	0.05	23.44	0.08
Michigan	62.1	121.5	4.58	0.05	26.59	0.07
Minnesota	123.6	118.3	2.80	0.03	40.29	0.09
Mississippi	6.4	16.1	2.21	0.02	19.59	0.03
Missouri	65.1	72.7	4.93	0.05	18.46	0.04
Montana	5.1	23.2	2.75	0.03	6.52	0.02
Nebraska	33.1	52.8	3.26	0.04	12.41	0.05
Nevada	7.6	9.9	2.74	0.03	28.30	0.03
New Hampshire	5.0	13.0	5.84	0.06	26.94	0.09
New Jersey	20.3	38.2	2.70	0.04	14.59	0.05
New Mexico	5.9	14.1	5.43	0.05	34.57	0.08
New York	19.2	82.4	2.87	0.03	22.82	0.05
North Carolina	25.7	52.2	2.36	0.03	14.84	0.07
North Dakota	5.9	18.0	2.08	0.03	7.92	0.02

See footnotes at end of table.

Table A1.09.—Standard errors for total number of public school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by state and selected characteristics: 1999–2000 (table 1.09)—Continued

State and selected characteristics	Total number of public schools	Total number of public school library media centers	For schools with library media centers			
			Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists	Average number of students per paid full-time or part-time certified library media specialist	Average number of paid other library staff
Ohio	63.8	93.9	4.68	0.06	23.96	0.11
Oklahoma	5.6	12.9	2.45	0.03	13.80	0.06
Oregon	33.6	44.4	3.90	0.04	26.57	0.05
Pennsylvania	55.6	44.8	1.53	0.03	18.27	0.08
Rhode Island	3.8	5.4	1.00	0.02	10.71	0.02
South Carolina	15.6	20.2	1.93	0.03	16.68	0.03
South Dakota	8.1	26.6	3.20	0.04	16.21	0.04
Tennessee	21.1	24.0	2.02	0.03	16.64	0.05
Texas	66.4	95.0	2.65	0.03	17.72	0.04
Utah	8.1	16.3	4.49	0.05	41.74	0.09
Vermont	8.0	7.2	4.29	0.04	25.01	0.09
Virginia	120.0	119.2	2.49	0.04	21.07	0.02
Washington	17.2	33.4	2.98	0.03	29.43	0.05
West Virginia	14.8	30.8	4.46	0.05	23.20	0.03
Wisconsin	51.6	48.8	2.94	0.03	22.58	0.06
Wyoming	9.0	15.5	3.70	0.06	24.28	0.05
Region						
Northeast	72.9	117.9	1.04	0.01	8.42	0.03
Midwest	191.6	255.4	1.47	0.02	6.86	0.03
South	156.8	197.9	0.78	0.01	5.52	0.01
West	82.4	247.2	1.27	0.02	12.54	0.03
Community type						
Central city	302.9	359.9	1.68	0.02	10.63	0.03
Urban fringe/large town	412.9	482.9	0.92	0.01	6.43	0.02
Rural/small town	352.6	385.3	1.00	0.01	6.38	0.02
School level						
Elementary	250.2	375.9	0.79	0.01	4.21	0.02
Secondary	189.5	199.3	0.62	0.01	8.38	0.01
Combined	154.0	111.7	3.09	0.03	25.28	0.03
Student enrollment						
Less than 100	317.6	260.3	3.18	0.03	2.40	0.03
100–199	361.3	393.1	2.57	0.03	2.27	0.04
200–499	514.7	552.8	1.35	0.01	2.26	0.02
500–749	440.3	508.4	1.48	0.02	2.94	0.03
750–999	290.1	281.3	2.02	0.02	3.93	0.06
1,000 or more	225.8	214.7	1.38	0.02	12.18	0.03

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public School Library Media Center Survey” and “Public School Survey.”

Table A1.10.—Standard errors for percentage of public school library media centers with selected equipment and services, by state and selected characteristics: 1999–2000 (table 1.10)

State and selected characteristics	Total number of public school library media centers	Percentage of public school library media centers			
		With a telephone	With automated circulation	With a connection to Internet	With distance learning
50 States and DC	436.0	0.51	0.65	0.57	0.47
Alabama	15.4	1.84	2.30	2.92	2.65
Alaska	16.8	3.51	3.17	1.84	2.61
Arizona	71.8	3.27	3.17	2.40	3.27
Arkansas	8.0	3.32	3.04	3.23	2.92
California	226.9	2.14	3.21	3.83	1.91
Colorado	26.3	2.19	2.45	1.27	3.69
Connecticut	16.5	2.46	2.83	2.31	1.17
Delaware	8.5	2.67	2.99	1.10	4.42
District of Columbia	4.3	0.91	3.46	2.93	3.26
Florida	44.4	0.94	0.99	1.22	3.65
Georgia	34.2	1.25	0.29	1.56	3.21
Hawaii	1.8	0.00	1.95	1.43	2.75
Idaho	11.3	2.52	2.13	1.46	1.72
Illinois	92.2	3.60	3.76	2.25	2.50
Indiana	31.8	2.96	4.18	2.61	3.81
Iowa	24.4	3.25	3.90	1.13	3.52
Kansas	32.4	3.48	4.00	2.36	2.34
Kentucky	38.5	3.24	4.16	1.07	2.72
Louisiana	63.7	5.14	5.45	3.86	3.45
Maine	17.9	3.96	4.82	0.63	1.52
Maryland	18.4	2.77	3.52	2.28	1.93
Massachusetts	46.0	2.82	3.67	1.28	3.27
Michigan	126.9	2.38	4.04	2.89	3.54
Minnesota	118.3	1.55	2.80	1.21	3.38
Mississippi	17.5	2.78	2.41	2.28	2.26
Missouri	76.7	5.50	6.26	3.33	6.07
Montana	23.2	2.97	2.98	2.57	3.17
Nebraska	52.8	3.37	3.17	1.55	3.17
Nevada	9.9	2.30	2.76	3.23	3.85
New Hampshire	13.8	6.43	5.20	5.84	3.75
New Jersey	35.9	2.60	3.70	2.76	3.41
New Mexico	16.7	5.53	5.24	5.16	4.97
New York	82.2	2.66	3.81	2.12	1.77
North Carolina	52.2	2.70	1.65	2.12	3.28
North Dakota	18.2	3.05	3.38	1.40	3.38
Ohio	93.9	4.40	3.68	3.24	3.09
Oklahoma	13.3	3.41	3.58	3.22	3.34
Oregon	44.2	2.43	3.57	3.54	3.23
Pennsylvania	45.1	5.28	5.44	4.76	3.01
Rhode Island	5.7	2.33	1.92	1.04	0.90
South Carolina	20.2	1.13	2.62	0.76	3.43
South Dakota	28.1	2.61	3.74	1.35	2.86
Tennessee	25.9	3.49	3.97	2.38	2.01
Texas	103.3	2.77	2.39	2.20	2.39
Utah	16.3	3.13	2.76	1.50	3.53
Vermont	7.5	3.59	2.94	4.09	2.64
Virginia	119.2	2.87	0.79	1.05	4.08
Washington	33.3	1.72	2.20	0.95	1.99
West Virginia	30.9	5.97	5.12	2.20	3.67
Wisconsin	48.8	2.25	2.92	1.37	2.29
Wyoming	15.6	3.25	4.49	1.89	3.94

See footnotes at end of table.

Table A1.10.—Standard errors for percentage of public school library media centers with selected equipment and services, by state and selected characteristics: 1999–2000 (table 1.10) —Continued

State and selected characteristics	Total number of public school library media centers	Percentage of public school library media centers			
		With a telephone	With automated circulation	With a connection to Internet	With distance learning
Region					
Northeast	117.2	1.45	1.89	1.24	0.95
Midwest	259.6	1.23	1.30	0.87	1.05
South	199.0	0.92	0.82	0.75	0.90
West	258.5	1.07	1.35	1.66	1.06
Community type					
Central city	358.7	1.09	1.53	1.22	1.07
Urban fringe/large town	482.3	0.85	0.95	0.87	0.69
Rural/small town	392.7	1.16	1.09	0.81	1.00
School level					
Elementary	399.1	0.68	0.87	0.75	0.61
Secondary	202.1	0.46	0.72	0.32	0.78
Combined	111.8	1.94	3.10	1.59	2.80
Student enrollment					
Less than 100	259.5	3.41	3.85	1.63	3.52
100–199	391.7	2.68	2.35	2.44	2.34
200–499	550.5	0.97	1.17	0.97	0.82
500–749	515.5	0.93	1.08	1.20	1.02
750–999	278.7	1.14	1.55	1.45	1.77
1,000 or more	214.2	0.92	1.18	0.89	1.25

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public School Library Media Center Survey.”

Table A1.11.—Standard errors for percentage of public school principals with experience in teaching, administration, or other selected positions before becoming principals, by state and selected characteristics: 1999–2000 (table 1.11)

State and selected characteristics	Total number of public school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/librarian	Athletic coach/athletic director
50 States and DC	327.1	0.13	0.66	0.53	0.68	0.35	0.17	0.58
Alabama	15.4	0.00	3.07	2.08	2.82	2.07	#	2.78
Alaska	6.0	0.66	2.44	1.93	2.53	1.78	#	2.79
Arizona	22.4	0.00	3.92	3.90	3.54	1.80	1.76	3.61
Arkansas	9.2	0.54	3.99	2.22	3.63	2.71	#	2.98
California	64.7	0.52	2.66	2.91	2.89	1.53	0.89	2.57
Colorado	10.3	1.11	3.10	2.63	3.54	2.78	1.23	3.63
Connecticut	7.3	0.61	2.73	2.62	2.62	1.68	0.00	2.17
Delaware	10.2	0.00	3.63	4.01	3.08	2.48	0.00	4.56
District of Columbia	1.3	1.14	3.80	3.53	2.09	1.38	0.00	1.80
Florida	41.8	0.15	3.13	2.93	1.29	1.72	#	2.82
Georgia	32.8	1.10	3.64	3.56	2.32	1.76	#	2.70
Hawaii	1.7	1.65	2.37	4.76	1.31	3.33	#	4.37
Idaho	11.7	0.00	1.99	1.47	1.84	1.12	#	1.82
Illinois	58.4	0.66	2.57	3.29	4.09	1.46	#	3.44
Indiana	27.8	0.00	2.62	3.51	3.94	3.04	#	3.21
Iowa	19.5	0.38	3.21	2.97	2.99	2.14	#	3.65
Kansas	22.0	0.34	4.34	2.62	3.71	1.52	0.00	3.80
Kentucky	29.5	0.70	3.57	2.29	3.76	3.48	0.00	3.30
Louisiana	25.6	0.00	6.13	4.13	4.07	2.91	2.20	4.29
Maine	5.4	0.42	3.18	2.64	4.32	1.12	#	3.48
Maryland	5.0	1.46	3.71	2.90	2.43	2.66	#	3.33
Massachusetts	29.2	0.00	3.39	3.21	3.32	1.23	#	3.20
Michigan	75.9	0.37	3.26	2.72	4.07	1.91	#	2.91
Minnesota	124.9	0.36	3.90	4.90	3.86	1.53	1.39	4.82
Mississippi	11.0	0.55	3.01	1.94	2.70	1.32	#	2.16
Missouri	64.7	0.29	4.48	3.41	5.01	1.33	#	3.93
Montana	19.4	0.00	3.13	2.23	2.58	1.74	1.04	2.95
Nebraska	34.9	0.35	3.07	2.30	2.43	1.02	#	3.55
Nevada	7.4	0.00	3.67	2.88	3.35	1.34	#	2.75
New Hampshire	10.7	1.08	4.77	4.29	5.71	2.48	1.83	5.26
New Jersey	17.9	1.18	3.08	2.96	3.24	1.46	#	2.50
New Mexico	17.2	1.93	5.90	5.56	4.75	3.92	#	6.22
New York	26.8	0.28	2.35	3.32	3.32	1.28	0.96	2.99
North Carolina	26.1	0.00	4.26	3.84	2.59	2.18	1.04	3.99
North Dakota	6.8	0.85	2.19	1.82	1.70	1.45	1.18	2.50

See footnotes at end of table.

Table A1.11.—Standard errors for percentage of public school principals with experience in teaching, administration, or other selected positions before becoming principals, by state and selected characteristics: 1999–2000 (table 1.11)—Continued

State and selected characteristics	Total number of public school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/librarian	Athletic coach/athletic director
Ohio	81.5	1.67	3.33	2.29	4.11	2.13	0.00	4.38
Oklahoma	6.6	0.25	3.58	3.24	3.32	3.00	0.30	2.91
Oregon	34.2	1.77	4.26	5.07	3.93	2.26	2.01	4.59
Pennsylvania	57.2	0.08	4.17	4.06	5.38	1.92	#	3.76
Rhode Island	3.6	0.00	1.41	1.85	2.40	#	#	1.59
South Carolina	16.2	0.00	3.96	3.96	3.26	2.46	0.84	3.64
South Dakota	13.1	0.28	2.40	1.98	2.33	1.89	1.39	2.88
Tennessee	22.1	0.42	3.70	3.17	4.26	1.82	1.15	3.94
Texas	79.9	0.07	3.10	2.48	2.42	1.78	0.69	2.94
Utah	13.4	0.98	4.38	4.01	4.35	1.84	#	3.59
Vermont	11.4	1.47	3.28	2.45	4.05	1.56	0.00	3.83
Virginia	119.9	0.50	4.29	3.04	3.16	1.88	1.60	3.48
Washington	23.1	0.00	2.51	2.93	3.25	1.83	2.21	3.31
West Virginia	14.9	0.00	3.59	1.69	3.50	1.73	0.85	2.85
Wisconsin	51.7	1.45	3.45	2.99	3.65	1.59	#	3.48
Wyoming	9.0	0.36	3.64	2.77	4.02	3.29	#	4.02
Region								
Northeast	78.0	0.22	1.37	1.48	1.88	0.65	0.31	1.32
Midwest	233.6	0.28	1.05	1.08	1.37	0.66	0.19	1.12
South	160.4	0.11	1.18	0.90	0.86	0.65	0.27	0.89
West	79.3	0.31	1.45	1.47	1.42	0.84	0.49	1.28
Community type								
Central city	327.8	0.28	1.33	1.34	1.23	0.82	0.47	1.05
Urban fringe/large town	430.6	0.18	0.96	0.88	0.88	0.46	0.24	0.93
Rural/small town	369.4	0.18	1.06	0.84	1.20	0.75	0.23	1.04
School level								
Elementary	253.8	0.16	0.83	0.70	0.86	0.44	0.24	0.75
Secondary	197.0	0.17	0.92	0.79	0.89	0.63	0.12	0.95
Combined	147.0	0.47	2.35	2.12	2.51	1.23	0.38	2.53
Student enrollment								
Less than 100	311.7	0.42	2.71	2.79	3.19	0.97	0.63	2.55
100–199	360.0	0.49	2.15	2.09	2.56	1.49	0.46	2.41
200–499	498.9	0.22	1.13	0.94	1.14	0.50	0.22	0.83
500–749	448.9	0.23	1.29	1.32	1.21	0.74	0.50	1.12
750–999	274.9	0.04	1.76	1.85	1.57	0.95	0.41	1.94
1,000 or more	237.8	0.31	1.49	1.39	0.89	1.03	0.21	1.42

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public School Principal Survey.”

Table A1.12.—Standard errors for percentage of public school principals who reported that the parent association had a great deal of influence over various school activities and percentage of principals and teachers who reported that lack of parent involvement was a serious problem at their school, by state: 1999–2000 (table 1.12)

State	Total number of public school principals	Percentage of principals who reported that the parent association had a great deal of influence over				Percentage of principals who reported lack of parent involvement was a serious problem at school	Total number of public school teachers	Percentage of teachers who reported lack of parent involvement was a serious problem at school
		Establishing curriculum at school	Hiring new full-time teachers at school	Setting discipline policy at school	Any of three listed activities			
50 States and DC	327.1	0.24	0.21	0.37	0.43	0.48	19,454.0	0.36
Alabama	15.4	1.12	#	1.00	1.32	1.89	1,675.5	1.76
Alaska	6.0	1.64	0.86	1.27	1.92	2.37	280.8	1.52
Arizona	22.4	#	#	2.23	2.34	2.51	1,938.4	1.63
Arkansas	9.2	1.37	0.00	1.51	1.87	2.89	807.3	2.30
California	64.7	0.97	0.92	1.57	1.80	2.03	8,103.8	1.61
Colorado	10.3	1.33	#	2.19	2.73	1.66	1,417.7	1.79
Connecticut	7.3	#	1.23	#	1.36	2.13	1,636.9	1.57
Delaware	10.2	#	2.72	3.34	3.70	1.99	902.3	2.19
District of Columbia	1.3	1.90	1.79	2.61	2.59	1.32	121.3	1.63
Florida	41.8	1.17	#	1.40	1.94	2.39	5,066.9	2.19
Georgia	32.8	1.22	#	2.01	2.07	2.79	2,742.8	2.42
Hawaii	1.7	1.90	0.00	2.98	2.98	2.93	222.4	1.80
Idaho	11.7	1.33	0.68	0.89	1.41	1.10	207.6	0.98
Illinois	58.4	1.32	1.11	2.06	2.38	2.00	3,802.5	1.56
Indiana	27.8	#	0.00	1.07	1.07	1.97	1,325.4	1.48
Iowa	19.5	#	0.00	1.31	1.31	1.49	934.5	1.43
Kansas	22.0	#	0.00	#	0.99	2.36	783.4	1.38
Kentucky	29.5	2.05	1.33	2.06	2.39	2.16	1,134.3	1.67
Louisiana	25.6	2.38	#	1.82	3.01	4.35	2,098.3	4.00
Maine	5.4	1.00	#	1.33	1.57	1.18	592.0	0.77
Maryland	5.0	#	#	0.85	1.44	2.11	1,421.7	2.70
Massachusetts	29.2	#	#	2.77	2.77	2.42	2,539.7	1.92
Michigan	75.9	1.16	0.90	1.82	2.21	2.63	4,333.0	2.05
Minnesota	124.9	#	#	2.21	2.22	2.45	4,133.3	1.81
Mississippi	11.0	1.44	0.00	1.64	1.68	2.56	977.7	1.74
Missouri	64.7	1.60	1.02	2.46	2.13	1.97	1,967.1	1.81
Montana	19.4	1.00	0.98	0.70	1.30	1.52	364.0	1.42
Nebraska	34.9	1.87	#	1.10	2.16	1.45	810.3	1.55
Nevada	7.4	1.11	#	1.65	1.75	2.74	710.8	1.86
New Hampshire	10.7	1.58	#	2.53	2.93	3.00	603.5	1.90
New Jersey	17.9	1.56	#	1.82	2.42	1.58	2,148.4	1.45
New Mexico	17.2	0.79	2.82	3.43	3.65	3.04	866.8	2.53
New York	26.8	1.63	0.98	1.99	2.30	1.98	5,519.9	1.54
North Carolina	26.1	1.45	#	2.70	2.96	2.74	2,592.5	2.52
North Dakota	6.8	1.79	#	1.62	2.35	1.58	358.3	0.99

See footnotes at end of table.

Table A1.12.—Standard errors for percentage of public school principals who reported that the parent association had a great deal of influence over various school activities and percentage of principals and teachers who reported that lack of parent involvement was a serious problem at their school, by state: 1999–2000 (table 1.12)—Continued

State	Total number of public school principals	Percentage of principals who reported that the parent association had a great deal of influence over				Percentage of principals who reported lack of parent involvement was a serious problem at school	Total number of public school teachers	Percentage of teachers who reported lack of parent involvement was a serious problem at school
		Establishing curriculum at school	Hiring new full-time teachers at school	Setting discipline policy at school	Any of three listed activities			
Ohio	81.5	0.64	1.92	0.82	2.08	3.58	4,145.9	2.04
Oklahoma	6.6	0.73	1.28	2.06	2.28	2.42	1,644.1	2.09
Oregon	34.2	1.20	#	#	1.60	3.38	1,475.4	2.08
Pennsylvania	57.2	1.79	#	1.42	2.12	3.02	4,490.3	2.69
Rhode Island	3.6	#	0.84	1.51	1.65	0.96	296.7	1.18
South Carolina	16.2	1.11	2.07	#	2.78	3.59	1,377.8	2.06
South Dakota	13.1	0.21	0.07	#	1.48	1.52	372.0	1.34
Tennessee	22.1	1.30	0.00	1.98	2.02	2.09	2,258.9	2.26
Texas	79.9	1.36	1.36	1.82	1.86	1.96	8,961.7	1.53
Utah	13.4	1.21	1.86	2.28	3.57	1.91	934.5	1.81
Vermont	11.4	#	#	#	2.32	2.20	450.8	2.12
Virginia	119.9	1.47	0.00	1.49	1.80	2.16	5,065.7	1.96
Washington	23.1	0.80	1.17	1.58	1.78	1.76	1,742.6	1.55
West Virginia	14.9	1.36	0.00	1.53	1.62	2.08	634.8	1.47
Wisconsin	51.7	0.86	#	1.05	1.91	2.04	2,962.5	1.96
Wyoming	9.0	1.12	1.68	1.28	1.85	2.21	309.1	1.47

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public School Principal Survey” and “Public School Teacher Survey.”

Table A1.13.—Standard errors for percentage distribution of public school teachers by age and average and median age of public school teachers, by state: 1999–2000 (table 1.13)

State	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median age
50 States and DC	0.28	0.38	0.31	0.25	0.09	0.17
Alabama	1.26	1.56	1.27	0.74	0.37	0.34
Alaska	1.08	1.28	1.26	0.62	0.30	0.42
Arizona	1.21	2.05	1.58	1.08	0.37	0.76
Arkansas	1.49	1.96	1.23	1.46	0.44	0.42
California	1.15	1.33	0.99	0.88	0.37	0.55
Colorado	1.15	1.73	1.31	1.29	0.34	0.56
Connecticut	1.18	1.81	1.45	0.95	0.29	0.39
Delaware	2.74	1.80	1.95	2.00	0.79	1.54
District of Columbia	1.43	1.69	1.43	2.14	0.60	0.57
Florida	1.11	1.68	1.02	1.74	0.45	0.68
Georgia	1.90	2.13	1.48	1.10	0.49	0.90
Hawaii	1.48	1.68	1.49	1.22	0.40	0.70
Idaho	0.75	0.88	1.03	0.84	0.21	0.27
Illinois	1.25	1.84	1.32	1.29	0.39	0.53
Indiana	1.43	1.83	1.53	1.74	0.47	0.59
Iowa	1.26	1.59	1.34	1.06	0.32	0.70
Kansas	1.54	2.02	1.31	1.17	0.45	0.83
Kentucky	1.10	1.37	1.33	0.73	0.33	0.61
Louisiana	2.41	2.72	1.65	1.71	0.67	1.37
Maine	0.88	1.29	1.17	1.08	0.26	0.46
Maryland	1.57	2.05	1.21	1.16	0.37	0.73
Massachusetts	0.96	2.12	1.51	1.49	0.29	0.32
Michigan	1.44	2.29	1.92	1.24	0.42	0.89
Minnesota	1.47	2.41	1.87	1.13	0.47	1.17
Mississippi	1.06	1.52	0.99	0.83	0.29	0.46
Missouri	1.63	2.06	1.67	0.95	0.46	0.79
Montana	0.70	1.20	1.09	0.77	0.25	0.45
Nebraska	0.84	1.31	1.01	0.88	0.26	0.47
Nevada	1.51	1.81	0.96	1.18	0.38	0.80
New Hampshire	1.74	2.42	2.07	1.63	0.51	0.65
New Jersey	1.30	1.61	1.22	0.91	0.34	0.46
New Mexico	1.86	2.01	2.04	1.36	0.46	0.95
New York	1.35	2.12	1.83	1.36	0.53	0.94
North Carolina	1.84	2.71	1.55	1.37	0.47	0.93
North Dakota	0.81	1.38	0.96	0.90	0.22	0.32

See footnotes at end of table.

Table A1.13.—Standard errors for percentage distribution of public school teachers by age and average and median age of public school teachers, by state: 1999–2000 (table 1.13)—Continued

State	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median age
Ohio	1.34	1.61	1.31	0.93	0.42	0.78
Oklahoma	1.59	1.87	1.44	1.22	0.40	0.66
Oregon	1.77	2.21	1.51	1.27	0.50	0.81
Pennsylvania	1.66	2.54	1.84	1.33	0.39	0.51
Rhode Island	0.76	1.07	0.65	0.55	0.21	0.28
South Carolina	1.64	2.04	1.38	1.37	0.46	0.65
South Dakota	0.79	1.12	1.16	0.49	0.25	0.39
Tennessee	1.44	2.59	2.03	1.32	0.45	1.12
Texas	1.43	1.94	1.33	0.88	0.35	0.62
Utah	1.56	2.15	1.46	1.12	0.44	0.73
Vermont	1.95	2.93	2.03	1.43	0.46	0.65
Virginia	0.98	1.26	0.91	0.69	0.26	0.40
Washington	1.20	1.70	1.29	1.00	0.34	0.37
West Virginia	0.70	1.60	1.33	0.77	0.26	0.24
Wisconsin	1.10	2.15	1.74	1.25	0.43	0.53
Wyoming	1.16	1.61	1.19	1.19	0.31	0.31

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

Table A1.14.—Standard errors for percentage of full-time public school teachers who reported participating in various professional development activities in the past 12 months, by state: 1999–2000 (table 1.14)

State	Total number of full-time public school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment	Student discipline and management in the classroom	Any of listed activities
50 States and DC	20,331.5	0.32	0.30	0.33	0.37	0.36	0.40	0.12
Alabama	1,767.9	1.98	1.06	1.63	1.75	2.47	1.68	0.37
Alaska	267.0	1.57	1.38	1.56	1.17	1.47	1.66	0.35
Arizona	1,968.1	1.54	1.37	1.77	2.06	1.72	1.97	0.41
Arkansas	883.0	2.18	1.70	1.87	2.90	1.49	2.14	0.54
California	7,643.3	1.39	1.24	1.35	1.56	1.53	1.76	0.45
Colorado	1,418.8	1.85	1.57	1.69	1.91	1.70	2.01	0.62
Connecticut	1,712.2	1.53	1.32	1.51	1.59	1.60	2.04	0.24
Delaware	843.6	2.69	1.70	2.55	2.28	1.73	2.71	0.89
District of Columbia	121.7	1.49	1.05	1.54	2.12	1.78	1.98	0.19
Florida	4,771.4	1.88	1.30	1.75	2.29	1.79	2.17	0.56
Georgia	3,121.5	2.21	2.15	1.73	2.63	2.38	2.49	0.80
Hawaii	259.3	2.11	1.34	1.74	2.07	1.60	1.87	0.65
Idaho	269.9	1.13	1.27	0.99	0.83	1.08	1.22	0.21
Illinois	3,841.6	1.67	1.72	1.90	1.42	1.97	1.57	0.48
Indiana	1,751.9	3.97	1.91	2.22	1.86	2.28	2.88	0.57
Iowa	999.3	1.63	1.54	1.64	1.82	1.83	2.09	0.74
Kansas	948.5	1.85	1.59	1.53	1.94	1.90	1.98	0.29
Kentucky	1,181.7	1.90	1.36	1.71	1.73	1.70	2.28	0.25
Louisiana	2,207.2	2.91	2.69	2.33	2.65	2.46	2.77	1.21
Maine	574.3	1.79	1.26	1.81	2.04	1.52	1.69	0.45
Maryland	1,696.1	1.91	1.46	1.58	2.00	1.32	2.09	0.61
Massachusetts	2,886.9	1.53	1.94	1.55	1.93	1.91	2.10	0.44
Michigan	4,005.7	1.74	1.93	1.68	2.04	2.66	2.32	0.63
Minnesota	3,648.9	2.45	1.28	2.59	2.40	2.58	2.26	0.67
Mississippi	1,002.3	1.40	1.39	1.49	1.29	1.59	1.72	0.65
Missouri	2,158.0	2.27	1.95	2.25	1.95	2.44	2.44	0.51
Montana	326.3	1.40	1.49	1.21	1.39	1.66	1.37	0.44
Nebraska	779.3	1.57	1.81	1.89	2.12	2.03	1.80	0.55
Nevada	707.0	1.57	1.68	1.51	1.85	1.72	1.92	0.46
New Hampshire	708.3	2.74	2.39	2.41	2.14	2.93	2.39	0.31
New Jersey	2,214.6	1.96	1.55	1.60	1.46	2.07	1.54	0.33
New Mexico	884.5	2.68	2.24	2.84	3.40	2.88	3.04	1.52
New York	5,744.5	1.44	1.21	2.02	1.87	1.67	1.79	0.64
North Carolina	2,813.6	2.31	2.76	2.05	2.12	2.02	2.75	0.51
North Dakota	362.7	1.41	1.35	1.57	1.03	1.73	1.41	0.41

See footnotes at end of table.

Table A1.14.—Standard errors for percentage of full-time public school teachers who reported participating in various professional development activities in the past 12 months, by state: 1999–2000 (table 1.14)—Continued

State	Total number of full-time public school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment	Student discipline and management in the classroom	Any of listed activities
Ohio	4,158.3	2.31	1.51	1.51	2.15	2.32	2.44	0.64
Oklahoma	1,687.9	2.38	2.51	1.79	2.72	2.61	2.82	0.33
Oregon	1,425.1	2.79	1.67	2.43	2.70	1.66	1.98	0.71
Pennsylvania	4,671.2	1.97	1.86	2.66	2.94	2.45	3.13	1.26
Rhode Island	316.6	0.94	1.07	1.16	1.27	0.91	0.88	0.49
South Carolina	1,558.4	2.15	1.83	2.13	1.99	2.29	2.18	0.50
South Dakota	384.2	1.36	1.31	1.31	1.12	1.52	1.72	0.50
Tennessee	2,168.9	2.27	2.04	2.07	2.89	2.11	2.06	0.72
Texas	8,861.1	1.62	1.45	1.01	1.70	1.71	1.63	0.36
Utah	990.9	1.68	2.15	1.73	1.75	2.03	1.94	0.50
Vermont	461.3	2.16	2.09	2.19	2.75	2.18	2.32	0.82
Virginia	4,894.2	1.51	1.23	1.54	1.10	1.74	2.34	0.41
Washington	2,006.8	1.27	1.41	1.97	2.02	1.73	1.65	0.43
West Virginia	702.4	1.85	1.94	1.81	1.61	1.77	2.28	0.44
Wisconsin	3,005.8	2.42	2.13	2.40	2.14	2.58	2.01	0.60
Wyoming	306.2	1.63	1.20	1.63	1.86	1.82	2.13	0.41

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public School Teacher Survey.”

Table A1.15.—Standard errors for average hours per week that full-time public school teachers were required to be at school and average hours worked outside regular school hours, by state and selected characteristics: 1999–2000 (table 1.15)

State and selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students
50 States and DC	0.03	0.03	0.05
Alabama	0.10	0.16	0.16
Alaska	0.08	0.17	0.16
Arizona	0.21	0.18	0.34
Arkansas	0.13	0.18	0.22
California	0.13	0.12	0.20
Colorado	0.11	0.17	0.24
Connecticut	0.18	0.17	0.21
Delaware	0.11	0.11	0.35
District of Columbia	0.13	0.24	0.19
Florida	0.10	0.17	0.23
Georgia	0.11	0.19	0.21
Hawaii	0.12	0.14	0.27
Idaho	0.07	0.12	0.12
Illinois	0.17	0.18	0.26
Indiana	0.12	0.18	0.23
Iowa	0.10	0.26	0.25
Kansas	0.12	0.20	0.26
Kentucky	0.17	0.14	0.29
Louisiana	0.22	0.23	0.32
Maine	0.08	0.15	0.23
Maryland	0.12	0.17	0.31
Massachusetts	0.13	0.13	0.23
Michigan	0.16	0.24	0.22
Minnesota	0.13	0.26	0.27
Mississippi	0.06	0.16	0.12
Missouri	0.21	0.27	0.28
Montana	0.07	0.15	0.16
Nebraska	0.11	0.20	0.19
Nevada	0.10	0.19	0.25
New Hampshire	0.12	0.19	0.40
New Jersey	0.11	0.15	0.22
New Mexico	0.25	0.22	0.33
New York	0.12	0.17	0.20
North Carolina	0.21	0.17	0.26
North Dakota	0.08	0.19	0.25
Ohio	0.12	0.22	0.29
Oklahoma	0.17	0.20	0.28
Oregon	0.13	0.19	0.24
Pennsylvania	0.19	0.15	0.29
Rhode Island	0.09	0.10	0.15
South Carolina	0.15	0.16	0.21
South Dakota	0.07	0.18	0.18
Tennessee	0.11	0.20	0.34
Texas	0.09	0.17	0.20
Utah	0.16	0.28	0.23
Vermont	0.20	0.28	0.41
Virginia	0.13	0.14	0.23
Washington	0.09	0.16	0.21
West Virginia	0.15	0.21	0.18
Wisconsin	0.13	0.21	0.17
Wyoming	0.14	0.26	0.22

See footnotes at end of table.

Table A1.15.—Standard errors for average hours per week that full-time public school teachers were required to be at school and average hours worked outside regular school hours, by state and selected characteristics: 1999–2000 (table 1.15)—Continued

State and selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students
Region			
Northeast	0.06	0.08	0.11
Midwest	0.05	0.08	0.09
South	0.04	0.06	0.07
West	0.07	0.07	0.11
Community type			
Central city	0.06	0.07	0.10
Urban fringe/large town	0.04	0.05	0.08
Rural/small town	0.05	0.06	0.08
School level			
Elementary	0.04	0.04	0.06
Secondary	0.03	0.05	0.06
Combined	0.10	0.14	0.12
Student enrollment			
Less than 100	0.17	0.21	0.27
100–199	0.17	0.24	0.20
200–499	0.06	0.05	0.10
500–749	0.06	0.07	0.11
750–999	0.09	0.09	0.14
1,000 or more	0.06	0.07	0.07

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public School Teacher Survey.”

Table A1.16.—Standard errors for average class size and student/teacher ratios in public elementary schools, secondary schools, and schools with combined grades, by state: 1999–2000
(table 1.16)

State and school level	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio
50 States and DC	0.11	0.25	0.07	0.32	0.08	0.50	0.34	0.32	0.33
Alabama	0.43	1.25	0.21	1.45	0.23	0.20	0.60	0.82	0.42
Alaska	0.26	0.57	0.33	#	0.87	#	0.67	0.90	0.79
Arizona	0.37	1.69	0.42	1.28	0.36	0.45	#	#	#
Arkansas	0.27	1.36	0.25	#	0.73	0.39	†	#	#
California	0.38	1.16	0.35	0.93	0.21	0.49	1.22	1.37	0.91
Colorado	0.43	0.94	0.31	1.85	0.55	0.46	#	#	#
Connecticut	0.33	0.65	0.28	#	0.36	0.48	#	#	#
Delaware	0.37	#	0.21	#	1.17	#	#	†	#
District of Columbia	0.36	#	0.19	#	0.37	#	#	†	#
Florida	0.40	0.94	0.25	2.53	0.81	0.76	0.81	0.74	0.36
Georgia	0.53	1.35	0.31	#	0.44	0.41	#	1.00	#
Hawaii	0.32	0.97	0.32	#	0.25	#	#	#	#
Idaho	0.32	0.87	0.22	#	0.29	0.14	#	#	#
Illinois	0.49	0.77	0.26	0.98	0.38	0.25	1.09	1.30	#
Indiana	0.43	2.14	0.33	#	0.43	0.23	#	1.06	#
Iowa	0.37	0.95	0.32	1.54	0.70	0.39	#	1.14	#
Kansas	0.43	1.07	0.28	#	0.43	0.25	#	#	#
Kentucky	0.40	1.11	0.25	#	0.32	0.74	#	2.31	#
Louisiana	0.51	1.16	0.36	2.49	0.58	0.42	0.98	0.93	0.82
Maine	0.37	0.91	0.33	0.76	0.26	0.40	#	#	#
Maryland	0.66	0.69	0.44	#	0.19	0.20	#	#	#
Massachusetts	0.40	0.56	0.39	#	0.32	0.33	†	#	#
Michigan	0.79	1.18	0.27	#	0.51	0.51	#	1.51	#
Minnesota	0.36	0.89	0.43	#	0.49	2.36	#	2.10	#
Mississippi	0.36	0.61	0.24	1.11	0.35	0.39	1.22	0.78	0.64
Missouri	0.56	0.96	0.39	2.99	0.40	0.89	1.46	2.98	#
Montana	0.32	1.36	0.55	1.22	0.37	0.47	†	†	†
Nebraska	0.23	1.10	0.30	0.93	0.63	0.46	#	#	#
Nevada	0.26	1.37	0.37	#	0.42	0.78	#	#	#
New Hampshire	0.52	1.69	0.41	#	0.41	0.21	#	#	#
New Jersey	0.30	1.13	0.25	#	0.29	0.19	#	#	#
New Mexico	0.59	1.02	0.66	#	0.66	0.55	#	#	#
New York	0.63	1.54	0.27	#	0.42	0.21	0.61	0.69	0.22
North Carolina	0.47	1.16	0.24	#	0.20	0.19	#	1.69	#
North Dakota	0.36	0.46	0.71	0.98	0.37	0.55	†	#	#

See footnotes at end of table.

Table A1.16.—Standard errors for average class size and student/teacher ratios in public elementary schools, secondary schools, and schools with combined grades, by state: 1999–2000
(table 1.16)—Continued

State and school level	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio
Ohio	0.56	1.82	0.37	1.43	0.39	0.34	#	#	#
Oklahoma	0.45	1.24	0.51	1.91	0.40	0.42	†	#	#
Oregon	0.49	1.32	0.59	#	0.31	0.29	#	#	#
Pennsylvania	0.59	1.35	0.32	1.25	0.47	0.74	#	1.52	#
Rhode Island	0.28	0.28	0.18	#	0.23	#	#	#	#
South Carolina	0.42	0.87	0.29	#	0.30	0.59	#	#	#
South Dakota	0.40	0.45	0.51	1.34	0.33	0.32	#	#	#
Tennessee	0.40	0.66	0.36	1.46	0.41	34.49	1.11	0.77	#
Texas	0.36	1.36	0.24	1.15	0.37	0.39	2.20	1.95	1.43
Utah	0.35	#	0.37	#	0.68	0.99	#	#	#
Vermont	0.63	1.53	0.34	2.37	1.07	#	#	#	#
Virginia	0.52	0.82	0.29	1.08	0.38	0.66	#	#	#
Washington	0.36	0.58	0.45	1.25	0.44	1.31	2.51	1.51	#
West Virginia	0.42	0.46	0.24	1.46	0.36	0.60	#	#	#
Wisconsin	0.43	1.36	0.41	#	0.29	0.31	#	#	#
Wyoming	0.38	0.62	0.40	#	0.73	0.53	#	#	#

Too few sample cases.

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public School Survey” and “Public School Teacher Survey.”

Table A1.17.—Standard errors for percentage of public school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by state and selected characteristics: 1999–2000 (table 1.17)

State and selected characteristics	Total number of public school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
50 States and DC	19,454.0	0.11	0.19	0.06	0.23	0.15
Alabama	1,675.5	0.67	1.26	0.30	0.99	0.57
Alaska	280.8	0.39	0.53	0.19	0.77	0.52
Arizona	1,938.4	0.61	1.09	0.30	1.23	1.00
Arkansas	807.3	0.62	0.68	0.27	1.18	0.59
California	8,103.8	0.48	0.49	0.19	0.71	0.46
Colorado	1,417.7	0.60	0.85	#	0.99	0.62
Connecticut	1,636.9	0.21	0.61	0.11	0.88	0.55
Delaware	902.3	0.90	1.36	#	1.40	0.94
District of Columbia	121.3	0.63	1.56	0.22	1.37	0.84
Florida	5,066.9	0.86	1.22	0.31	1.08	0.91
Georgia	2,742.8	0.71	1.35	0.33	1.45	0.85
Hawaii	222.4	1.05	0.84	0.29	0.99	0.58
Idaho	207.6	0.15	0.51	0.14	0.44	0.39
Illinois	3,802.5	0.29	0.83	0.36	0.90	0.39
Indiana	1,325.4	0.57	0.58	0.24	1.12	0.75
Iowa	934.5	0.33	0.47	0.16	0.93	0.73
Kansas	783.4	0.28	0.75	0.26	0.78	0.55
Kentucky	1,134.3	0.66	0.79	0.54	1.22	0.62
Louisiana	2,098.3	1.11	2.16	0.10	2.31	1.31
Maine	592.0	0.26	0.42	0.11	1.13	0.96
Maryland	1,421.7	0.63	1.38	0.40	1.31	0.93
Massachusetts	2,539.7	0.43	0.81	0.42	1.50	0.68
Michigan	4,333.0	0.77	1.26	0.14	0.95	0.93
Minnesota	4,133.3	0.25	0.70	0.29	1.11	1.05
Mississippi	977.7	0.70	0.96	0.30	0.99	0.58
Missouri	1,967.1	0.63	1.14	0.39	1.73	1.41
Montana	364.0	0.62	0.89	0.57	0.97	0.38
Nebraska	810.3	0.36	0.51	0.19	0.70	0.57
Nevada	710.8	0.66	0.48	0.28	1.34	1.07
New Hampshire	603.5	0.15	0.34	0.11	1.43	1.09
New Jersey	2,148.4	0.52	0.71	0.37	0.80	0.79
New Mexico	866.8	1.21	1.52	0.38	1.75	1.78
New York	5,519.9	0.49	1.07	0.32	1.06	0.79
North Carolina	2,592.5	0.54	0.75	0.13	1.65	1.24
North Dakota	358.3	0.12	0.40	#	0.57	0.37

See footnotes at end of table.

Table A1.17.—Standard errors for percentage of public school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by state and selected characteristics: 1999–2000 (table 1.17)—Continued

State and selected characteristics	Total number of public school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Ohio	4,145.9	0.47	1.06	0.42	1.35	0.83
Oklahoma	1,644.1	0.49	1.03	0.11	1.17	1.12
Oregon	1,475.4	0.17	0.44	0.07	1.33	0.60
Pennsylvania	4,490.3	0.50	1.61	0.08	1.28	0.98
Rhode Island	296.7	#	0.40	#	0.65	0.60
South Carolina	1,377.8	0.63	0.95	0.22	1.10	0.94
South Dakota	372.0	0.71	0.76	0.37	0.91	0.50
Tennessee	2,258.9	0.87	1.39	0.10	1.65	0.67
Texas	8,961.7	0.52	0.50	0.28	0.89	0.75
Utah	934.5	0.78	0.87	0.57	1.15	0.58
Vermont	450.8	#	0.78	#	1.46	0.94
Virginia	5,065.7	0.26	0.78	0.08	1.19	0.76
Washington	1,742.6	0.50	0.70	0.13	0.98	0.61
West Virginia	634.8	0.20	0.54	0.26	1.19	0.67
Wisconsin	2,962.5	0.18	0.36	0.10	1.00	0.80
Wyoming	309.1	0.30	0.52	0.00	0.96	0.47
Region						
Northeast	7,860.0	0.21	0.55	0.13	0.52	0.37
Midwest	9,325.1	0.17	0.32	0.12	0.37	0.27
South	12,745.5	0.22	0.30	0.10	0.42	0.28
West	9,102.6	0.25	0.28	0.11	0.36	0.26
Community type						
Central city	16,011.6	0.30	0.55	0.19	0.56	0.40
Urban fringe/large town	19,037.7	0.14	0.22	0.06	0.27	0.22
Rural/small town	10,506.3	0.15	0.19	0.07	0.37	0.23
School level						
Elementary	15,663.6	0.15	0.29	0.07	0.32	0.24
Secondary	10,997.7	0.15	0.19	0.10	0.24	0.11
Combined	2,488.2	0.28	0.74	0.25	1.00	0.75
Student enrollment						
Less than 100	4,047.7	0.51	1.24	0.20	1.91	1.05
100–199	5,289.6	0.19	0.44	0.17	0.83	0.54
200–499	14,889.3	0.13	0.28	0.07	0.41	0.35
500–749	19,495.8	0.19	0.39	0.10	0.50	0.31
750–999	15,621.6	0.36	0.53	0.13	0.60	0.35
1,000 or more	17,352.9	0.26	0.41	0.15	0.43	0.25

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public School Teacher Survey.”

Table A1.18.—Standard errors for percentage of public school teachers who agreed or strongly agreed with various statements regarding the working conditions in their school or classroom, by state: 1999–2000 (table 1.18)

State	Total number of public school teachers	Student misbehavior interferes with my teaching	Student tardiness and class cutting interferes with my teaching	Routine duties and paperwork interfere with my job of teaching	Rules for student behavior are consistently enforced by teachers in this school
50 States and DC	19,454.0	0.43	0.35	0.30	0.39
Alabama	1,675.5	1.75	1.38	1.44	1.77
Alaska	280.8	1.41	1.57	1.26	1.72
Arizona	1,938.4	2.06	1.91	1.85	1.94
Arkansas	807.3	2.21	2.22	1.98	2.14
California	8,103.8	1.54	1.46	1.44	1.46
Colorado	1,417.7	2.41	2.07	1.48	2.09
Connecticut	1,636.9	1.71	1.46	1.69	1.97
Delaware	902.3	2.93	3.55	2.47	3.33
District of Columbia	121.3	1.71	2.12	1.44	1.65
Florida	5,066.9	2.28	2.22	1.45	1.78
Georgia	2,742.8	2.06	2.41	1.35	2.15
Hawaii	222.4	1.91	2.13	1.71	1.81
Idaho	207.6	1.16	0.92	0.93	1.21
Illinois	3,802.5	1.98	1.44	1.64	1.60
Indiana	1,325.4	2.23	1.75	2.39	1.68
Iowa	934.5	1.77	1.61	1.54	1.96
Kansas	783.4	1.54	1.78	1.51	1.87
Kentucky	1,134.3	2.11	1.61	1.71	1.63
Louisiana	2,098.3	2.80	2.54	2.50	3.00
Maine	592.0	1.54	1.30	1.34	1.56
Maryland	1,421.7	2.63	2.11	2.18	2.33
Massachusetts	2,539.7	2.17	1.58	1.95	2.05
Michigan	4,333.0	2.50	2.22	1.92	2.00
Minnesota	4,133.3	2.78	2.49	1.59	1.96
Mississippi	977.7	1.27	1.17	1.48	1.27
Missouri	1,967.1	2.30	2.24	2.57	2.28
Montana	364.0	1.17	1.37	1.15	1.29
Nebraska	810.3	1.51	1.90	1.27	1.67
Nevada	710.8	1.78	1.64	1.31	1.74
New Hampshire	603.5	2.68	1.91	1.99	2.42
New Jersey	2,148.4	2.00	1.69	1.75	1.69
New Mexico	866.8	2.85	2.59	2.71	2.48
New York	5,519.9	1.81	1.54	1.66	1.60
North Carolina	2,592.5	2.84	2.91	1.83	2.48
North Dakota	358.3	1.62	1.06	1.52	1.49

See footnotes at end of table.

Table A1.18.—Standard errors for percentage of public school teachers who agreed or strongly agreed with various statements regarding the working conditions in their school or classroom, by state: 1999–2000 (table 1.18)—Continued

State	Total number of public school teachers	Student misbehavior interferes with my teaching	Student tardiness and class cutting interferes with my teaching	Routine duties and paperwork interfere with my job of teaching	Rules for student behavior are consistently enforced by teachers in this school
Ohio	4,145.9	2.00	2.15	1.77	2.14
Oklahoma	1,644.1	1.84	1.93	1.98	1.95
Oregon	1,475.4	2.56	1.65	1.88	2.05
Pennsylvania	4,490.3	3.30	2.37	2.40	2.87
Rhode Island	296.7	1.17	1.16	0.87	1.20
South Carolina	1,377.8	2.28	1.89	1.85	1.72
South Dakota	372.0	1.43	1.72	1.28	1.35
Tennessee	2,258.9	2.45	1.71	1.92	1.86
Texas	8,961.7	1.84	1.54	1.64	1.42
Utah	934.5	2.28	2.12	1.52	2.07
Vermont	450.8	3.42	2.33	2.12	2.29
Virginia	5,065.7	2.32	1.56	1.45	2.09
Washington	1,742.6	1.99	1.87	1.48	1.81
West Virginia	634.8	1.92	1.83	1.59	1.63
Wisconsin	2,962.5	1.86	1.68	1.83	1.82
Wyoming	309.1	1.81	2.00	2.10	1.74

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

Table A1.19.—Standard errors for percentage of public school teachers who taught students on Individual Education Plans (IEP) or Limited-English Proficient (LEP) students and percentage of these teachers with 8 or more hours of training on how to teach IEP or LEP students, by state: 1999–2000 (table 1.19)

State	Total number of public school teachers	Taught students with an IEP	Teachers with IEP students who had 8 or more hours of training in the last 3 years on how to teach special education students	Taught students with LEP	Teachers with LEP students who had 8 or more hours of training in the last 3 years on how to teach LEP students
50 States and DC	19,454.0	0.33	0.35	0.46	0.29
Alabama	1,675.5	1.43	1.50	1.81	0.75
Alaska	280.8	0.84	1.47	1.37	0.91
Arizona	1,938.4	1.50	1.55	2.50	1.90
Arkansas	807.3	1.22	1.85	2.17	0.82
California	8,103.8	1.55	1.53	1.86	2.06
Colorado	1,417.7	1.23	2.01	2.35	1.70
Connecticut	1,636.9	1.18	1.96	2.01	0.70
Delaware	902.3	2.81	2.87	3.99	1.08
District of Columbia	121.3	1.82	2.37	2.74	1.64
Florida	5,066.9	1.42	2.04	2.23	2.15
Georgia	2,742.8	1.87	1.69	2.72	1.32
Hawaii	222.4	1.07	1.40	1.85	1.63
Idaho	207.6	0.84	0.99	1.42	0.68
Illinois	3,802.5	1.52	1.30	2.68	0.86
Indiana	1,325.4	1.41	1.49	2.66	0.50
Iowa	934.5	1.09	1.43	2.27	0.54
Kansas	783.4	1.48	1.80	1.65	1.10
Kentucky	1,134.3	1.33	1.91	1.89	0.46
Louisiana	2,098.3	2.17	3.05	2.55	1.09
Maine	592.0	0.88	1.87	1.49	0.87
Maryland	1,421.7	1.48	1.80	2.72	0.52
Massachusetts	2,539.7	0.93	1.70	2.30	0.97
Michigan	4,333.0	1.58	1.47	2.21	0.71
Minnesota	4,133.3	1.34	2.14	2.72	1.13
Mississippi	977.7	1.80	1.31	1.05	0.51
Missouri	1,967.1	1.09	2.49	2.75	0.70
Montana	364.0	0.94	1.13	1.21	0.31
Nebraska	810.3	0.98	1.14	2.59	0.94
Nevada	710.8	1.18	1.39	2.04	1.45
New Hampshire	603.5	1.23	2.68	2.30	1.32
New Jersey	2,148.4	1.57	1.42	2.62	0.52
New Mexico	866.8	1.39	2.67	3.06	3.09
New York	5,519.9	1.50	1.27	1.88	1.28
North Carolina	2,592.5	2.32	2.12	2.90	1.02
North Dakota	358.3	0.82	0.96	1.25	0.55

See footnotes at end of table.

Table A1.19.—Standard errors for percentage of public school teachers who taught students on Individual Education Plans (IEP) or Limited-English Proficient (LEP) students and percentage of these teachers with 8 or more hours of training on how to teach IEP or LEP students, by state: 1999–2000 (table 1.19)—Continued

State	Total number of public school teachers	Taught students with an IEP	Teachers with IEP students who had 8 or more hours of training in the last 3 years on how to teach special education students	Taught students with LEP	Teachers with LEP students who had 8 or more hours of training in the last 3 years on how to teach LEP students
Ohio	4,145.9	1.63	1.59	1.98	0.44
Oklahoma	1,644.1	1.53	2.06	2.30	1.11
Oregon	1,475.4	1.67	2.21	2.29	2.17
Pennsylvania	4,490.3	2.12	1.95	2.85	0.61
Rhode Island	296.7	0.50	0.92	1.38	0.72
South Carolina	1,377.8	1.64	1.79	2.68	0.53
South Dakota	372.0	0.93	1.26	1.38	0.64
Tennessee	2,258.9	2.14	2.14	2.66	0.50
Texas	8,961.7	1.13	1.52	1.73	1.55
Utah	934.5	1.89	1.86	2.10	1.90
Vermont	450.8	1.00	2.11	2.54	1.17
Virginia	5,065.7	1.26	1.39	2.29	0.95
Washington	1,742.6	0.92	1.52	2.26	2.06
West Virginia	634.8	1.11	1.58	1.29	0.22
Wisconsin	2,962.5	1.56	1.73	2.76	0.67
Wyoming	309.1	0.97	1.55	1.90	0.50

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public School Teacher Survey."

**Standard Error Tables for Private Schools,
Principals, Teachers, and School Library Media Centers**

Table A2.01.—Standard errors for total number of private schools, principals, teachers, and students, by affiliation and NCES typology: 1999–2000 (table 2.01)

Affiliation and NCES typology	Schools	Principals	Teachers	Students
Total	238.6	259.0	10,633.5	131,000.8
Affiliation				
Catholic	24.4	24.4	1,836.3	23,351.8
Friends	15.7	12.1	445.0	3,095.8
Episcopal	25.8	25.6	1,522.7	12,123.3
Hebrew Day	4.1	27.1	(*)	5,421.7
Solomon Schechter	0.0	3.2	283.8	654.8
Other Jewish	2.7	3.8	(*)	6,029.6
Lutheran, Missouri Synod	17.5	15.7	1,220.2	9,378.3
Lutheran, Wisconsin Synod	0.0	3.5	255.1	1,029.2
Evangelical Lutheran	0.0	0.8	44.6	785.9
Other Lutheran	13.1	12.3	76.7	793.4
Seventh-Day Adventist	28.3	27.7	519.9	6,194.9
Christian Schools International	39.8	32.7	1,235.7	15,844.1
American Association of Christian Schools	27.4	39.3	(*)	13,246.2
Association of Christian Schools International	20.4	61.4	2,229.2	40,968.9
National Association of Private Schools for Exceptional Children	41.6	38.5	693.7	3,755.8
Montessori	40.7	37.2	982.9	4,756.4
Independent Schools	0.9	0.5	2,210.9	5,375.3
National Independent Private School Association	39.8	33.6	588.8	6,293.5
Other	225.4	250.6	7,920.9	98,670.3
NCES typology				
Catholic	24.4	24.4	1,836.3	23,351.8
Parochial	14.4	14.4	896.0	10,914.7
Diocesan	0.0	0.0	1,104.8	13,260.9
Private Order	19.5	19.5	1,466.4	20,109.5
Other religious	236.6	263.0	5,955.5	86,781.2
Conservative Christian	121.8	133.9	2,761.4	45,947.6
Affiliated	153.3	152.0	2,916.8	63,422.7
Unaffiliated	172.4	196.1	3,809.7	25,584.5
Nonsectarian	75.6	151.6	6,138.3	61,372.9
Regular	41.6	124.0	5,223.3	51,675.5
Special emphasis	62.0	84.7	2,179.4	15,616.0
Special education	44.2	44.4	2,286.3	6,895.1
All members of National Association of Independent Schools	43.4	40.1	2,996.9	14,693.1

* The weighted overall teacher response rate was below 50 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 “Private School Survey,” “Private School Principal Survey,” and “Private School Teacher Survey.”

Table A2.02.—Standard errors for percentage of private schools with a salary schedule and average teacher salary schedules for various levels of earned degrees and experience for private schools with a salary schedule, by affiliation and NCES typology: 1999–2000 (table 2.02)

Affiliation and NCES typology	Percentage of private schools with a salary schedule	Bachelor's degree and no experience	Master's degree and no experience	Highest step on salary schedule
Total	1.25	\$114.2	\$148.6	\$230.3
Affiliation				
Catholic	0.89	99.7	111.8	245.6
Friends	11.75	#	#	#
Episcopal	5.11	616.2	741.6	2,025.3
Hebrew Day	5.86	#	#	#
Solomon Schechter	1.67	182.0	285.8	589.3
Other Jewish	5.72	793.3	1,493.3	1,303.9
Lutheran, Missouri Synod	4.00	204.0	292.2	584.1
Lutheran, Wisconsin Synod	3.23	189.8	257.8	423.3
Evangelical Lutheran	2.45	258.8	293.6	423.3
Other Lutheran	8.15	#	#	#
Seventh-Day Adventist	2.99	402.1	481.8	425.0
Christian Schools International	4.15	354.4	397.7	864.0
American Association of Christian Schools	6.55	499.4	660.5	1,129.4
Association of Christian Schools International	3.69	379.3	423.4	627.7
National Association of Private Schools for Exceptional Children	16.41	769.5	784.9	1,508.3
Montessori	4.86	565.2	608.7	1,039.2
Independent Schools	3.24	311.6	419.1	1,550.0
National Independent Private School Association	14.12	#	#	#
Other	3.01	400.0	547.2	839.8
Military				
NCES typology				
Catholic	0.89	99.7	111.8	245.6
Parochial	1.03	136.7	146.2	273.7
Diocesan	1.66	179.1	189.9	423.9
Private Order	2.65	392.5	508.8	1,146.9
Other religious	1.94	189.3	234.1	376.1
Conservative Christian	2.78	298.9	349.9	547.3
Affiliated	2.77	305.2	371.9	690.8
Unaffiliated	3.59	467.5	546.9	856.6
Nonsectarian	3.09	454.9	728.3	1,064.3
Regular	5.59	903.0	1,051.1	2,088.6
Special emphasis	4.97	539.1	1,387.9	1,153.5
Special education	7.04	486.8	508.7	1,112.6
All members of National Association of Independent Schools	2.73	295.6	507.3	1,078.3

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey."

Table A2.03.—Standard errors for percentage of private schools that required various teacher qualifications when considering teacher applicants, by affiliation and NCES typology: 1999–2000
(table 2.03)

Affiliation and NCES typology	Total number of private schools	Full standard state certification in field to be taught	Certification by a private school association or organization	Graduation from a state approved teacher preparation program	A major or minor in field to be taught	Passing score on STATE test of basic skills	Passing score on STATE test of subject knowledge	Passing score on a local SCHOOL test of basic skills or subject knowledge	Passing score on either Praxis Core Battery OR Praxis II: Subject Assessment
Total	238.6	0.98	0.94	1.10	1.11	0.74	0.76	0.65	0.42
Affiliation									
Catholic	24.4	1.36	0.99	1.54	1.57	1.44	1.31	0.60	0.66
Friends	15.7	1.70	#	1.74	7.77	#	0.00	0.00	0.00
Episcopal	25.8	4.40	2.41	4.79	5.62	6.71	2.64	#	#
Hebrew Day	4.1	5.91	5.93	6.38	5.47	5.60	3.84	4.38	0.00
Solomon Schechter	0.0	3.07	#	2.71	2.05	1.89	2.00	#	0.00
Other Jewish	2.7	4.82	1.48	5.03	5.16	4.12	4.21	3.62	0.87
Lutheran, Missouri Synod	17.5	5.11	3.67	4.81	3.75	4.35	4.25	1.35	#
Lutheran, Wisconsin Synod	0.0	1.84	2.52	2.75	4.27	2.16	#	#	1.16
Evangelical Lutheran	0.0	3.63	1.00	3.56	3.32	3.12	2.40	1.01	#
Other Lutheran	13.1	3.80	3.95	3.50	4.93	2.11	2.11	0.00	#
Seventh-Day Adventist	28.3	3.41	3.85	4.17	4.17	4.16	3.46	2.20	1.32
Christian Schools International	39.8	5.95	4.60	5.90	5.10	5.16	3.57	#	0.86
American Association of Christian Schools	27.4	3.49	4.75	3.84	4.78	2.48	2.48	3.18	#
Association of Christian Schools International	20.4	2.72	2.98	3.93	2.80	2.01	1.57	1.43	0.95
National Association of Private Schools for Exceptional Children	41.6	13.39	13.90	13.00	13.29	12.40	12.53	13.86	8.83
Montessori	40.7	4.89	5.34	6.07	6.05	5.26	4.54	2.54	#
Independent Schools	0.9	2.41	1.24	2.20	2.67	2.08	1.75	#	#
National Independent Private School Association	39.8	14.51	14.11	9.43	10.89	14.16	14.15	13.42	15.53
Other	225.4	2.10	1.91	2.50	2.66	1.73	1.69	1.62	0.96
Military									
NCES typology									
Catholic	24.4	1.36	0.99	1.54	1.57	1.44	1.31	0.60	0.66
Parochial	14.4	1.86	1.13	2.02	1.98	1.78	1.66	0.88	0.96
Diocesan	0.0	2.16	2.14	2.30	2.80	3.04	2.60	1.23	1.64
Private Order	19.5	4.38	1.43	4.64	4.55	2.71	2.31	1.16	1.76
Other religious	236.6	1.11	1.11	1.33	1.47	0.90	0.89	0.83	0.40
Conservative Christian	121.8	1.71	2.47	2.49	1.83	1.50	1.08	1.43	0.68
Affiliated	153.3	2.72	2.08	2.81	2.92	1.84	1.62	1.57	0.87
Unaffiliated	172.4	1.82	1.83	2.08	2.57	2.01	1.92	1.56	0.73
Nonsectarian	75.6	2.53	2.92	3.04	3.47	2.56	2.51	2.05	1.57
Regular	41.6	4.81	4.90	4.62	6.42	5.86	5.22	1.53	2.34
Special emphasis	62.0	3.95	4.95	4.29	5.11	4.15	3.77	4.75	1.49
Special education	44.2	5.40	0.35	5.90	5.65	6.68	5.70	4.78	5.02
All members of National Association of Independent Schools	43.4	2.72	1.12	2.31	2.77	1.79	1.38	0.63	#

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey."

Table A2.04.—Standard errors for percentage of private elementary schools that offered a particular program or service, by affiliation and NCES typology: 1999–2000 (table 2.04)

Affiliation and NCES typology	Total number of private elementary schools	Programs with special instructional approaches	Talented/gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
Total	278.4	1.40	1.16	1.27	1.28	1.01	1.42
Affiliation							
Catholic	54.5	0.86	1.06	0.75	1.23	1.30	1.84
Friends	8.8	3.42	#	1.93	2.73	#	2.07
Episcopal	13.1	4.82	5.22	4.28	0.00	#	3.88
Hebrew Day	9.4	6.01	7.70	6.98	8.47	5.81	7.50
Solomon Schechter	0.6	1.91	3.85	3.64	1.65	2.53	3.07
Other Jewish	4.2	8.52	9.29	7.64	6.50	3.83	5.00
Lutheran, Missouri Synod	15.9	1.82	2.87	1.61	#	2.75	3.49
Lutheran, Wisconsin Synod	1.5	1.99	3.35	1.71	1.77	3.40	2.70
Evangelical Lutheran	0.8	3.41	2.72	2.93	#	1.93	2.34
Other Lutheran	12.4	4.05	3.65	#	0.00	17.07	5.33
Seventh-Day Adventist	28.6	7.23	4.74	2.22	4.23	#	5.97
Christian Schools International	#	#	#	#	#	#	#
American Association of Christian Schools	#	#	#	#	#	#	#
Association of Christian Schools International	9.5	3.78	4.39	5.10	2.11	2.59	4.23
National Association of Private Schools for Exceptional Children	#	#	#	#	#	#	#
Montessori	42.4	0.00	5.72	5.97	5.47	5.34	3.59
Independent Schools	#	#	#	#	#	#	#
National Independent Private School Association	#	#	#	#	#	#	#
Other	258.5	5.01	3.19	3.88	4.49	3.03	4.62
Military							
NCES typology							
Catholic	54.5	0.86	1.06	0.75	1.23	1.30	1.84
Parochial	14.4	0.99	1.18	1.03	1.49	1.65	2.36
Diocesan	0.0	1.53	2.82	1.46	2.59	2.74	2.71
Private Order	#	#	#	#	#	#	#
Other religious	230.9	1.92	1.50	2.27	1.62	1.08	2.59
Conservative Christian	71.5	4.20	4.19	4.52	2.93	3.20	4.54
Affiliated	150.2	2.39	2.31	2.49	1.69	1.22	3.62
Unaffiliated	264.6	2.55	2.41	4.04	3.33	1.76	3.80
Nonsectarian	154.9	4.96	4.71	4.07	5.32	4.58	5.09
Regular	92.3	9.67	7.66	6.69	10.07	7.06	9.28
Special emphasis	110.7	3.22	6.00	5.72	6.96	5.22	3.90
Special education	#	#	#	#	#	#	#
All members of National Association of Independent Schools	30.1	7.52	4.24	2.69	0.00	4.08	0.85

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey."

Table A2.05.—Standard errors for percentage of private secondary and combined schools that offered a particular program or service, by affiliation and NCES typology: 1999–2000 (table 2.05)

Affiliation and NCES typology	Total number of private secondary and combined schools	Programs with special instructional approaches	Talented/gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Baccalaureate (IB)	Specialized career academy	Specialized Tech-Prep program(s)
Total	269.1	1.88	1.20	1.39	1.52	1.28	1.86	1.59	0.44	0.62	0.81
Affiliation											
Catholic	58.5	1.57	1.90	1.62	1.20	2.19	1.87	2.00	0.26	0.76	1.11
Friends	#	#	#	#	#	#	#	#	#	#	#
Episcopal	21.8	15.17	5.35	3.73	15.06	12.66	9.17	13.01	#	0.00	0.00
Hebrew Day	#	#	#	#	#	#	#	#	#	#	#
Solomon Schechter	#	#	#	#	#	#	#	#	#	#	#
Other Jewish	2.8	5.03	6.88	8.83	5.63	1.39	7.26	8.04	0.00	0.00	0.00
Lutheran, Missouri Synod	#	#	#	#	#	#	#	#	#	#	#
Lutheran, Wisconsin Synod	#	#	#	#	#	#	#	#	#	#	#
Evangelical Lutheran	#	#	#	#	#	#	#	#	#	#	#
Other Lutheran	#	#	#	#	#	#	#	#	#	#	#
Seventh-Day Adventist	8.8	5.43	7.37	3.66	5.66	7.49	8.43	7.71	#	2.62	4.89
Christian Schools International	36.7	2.75	8.55	1.52	2.61	2.64	9.03	7.92	0.00	0.00	#
American Association of Christian Schools	59.9	4.72	2.86	4.32	3.03	3.19	6.32	4.39	#	0.00	2.48
Association of Christian Schools International	18.2	4.19	4.14	1.91	2.50	2.96	3.82	3.20	#	1.86	2.17
National Association of Private Schools for Exceptional Children	44.1	4.45	#	0.00	13.60	9.69	10.39	#	#	5.98	7.30
Montessori	#	#	#	#	#	#	#	#	#	#	#
Independent Schools	0.9	1.87	2.20	2.14	1.13	2.82	2.09	1.78	1.18	0.72	0.80
National Independent Private School Association	#	#	#	#	#	#	#	#	#	#	#
Other	247.7	3.30	2.14	2.56	3.05	2.37	3.51	2.55	#	1.14	1.37
NCES typology											
Catholic	58.5	1.57	1.90	1.62	1.20	2.19	1.87	2.00	0.26	0.76	1.11
Parochial	0.0	4.48	3.58	2.79	3.64	4.60	4.39	4.46	#	#	2.81
Diocesan	0.0	1.36	3.20	2.29	1.98	2.36	2.51	2.95	#	1.47	2.18
Private Order	58.5	2.56	2.93	3.01	1.51	3.83	3.33	3.76	#	#	#
Other religious	256.9	2.98	2.16	2.22	2.00	1.54	2.73	2.07	0.75	0.59	0.77
Conservative Christian	134.9	2.91	2.33	2.25	2.13	1.92	2.89	2.42	1.18	1.04	1.23
Affiliated	126.0	5.37	4.78	6.04	2.00	2.88	7.51	5.08	1.58	0.66	1.86
Unaffiliated	253.4	6.58	4.78	4.65	5.27	3.23	3.82	3.93	#	#	1.03
Nonsectarian	151.2	3.39	2.45	1.65	3.41	3.44	3.56	2.30	0.37	1.67	2.08
Regular	86.4	3.80	4.84	3.83	3.68	3.24	4.28	4.06	1.02	#	2.38
Special emphasis	107.9	9.31	5.54	2.87	9.99	8.19	8.04	4.80	#	5.43	5.55
Special education	75.0	2.83	0.00	0.00	5.84	5.61	5.53	0.00	0.00	2.66	2.04
All members of National Association of Independent Schools	29.2	1.92	2.07	2.46	0.91	2.72	2.35	1.45	0.90	0.54	0.60

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Private School Survey.”

Table A2.06.—Standard errors for number of private schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of private school prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by NCES typology and selected characteristics: 1999–2000 (table 2.06)

NCES typology and selected characteristics	Number of schools			Number of students		
	Total number of private schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
Total	238.6	184.4	276.7	201.9	9,435.4	10,169.7
NCES typology		107.1	114.7	135.1	6,735.6	6,853.7
Catholic	24.4	89.3	96.0	89.1	5,364.1	5,417.7
Parochial	14.4	69.1	62.9	79.3	4,746.2	4,704.1
Diocesan	0.0	#	36.8	#	867.5	#
Private	19.5					
Other religious	236.6	125.4	205.9	109.3	4,918.4	2,777.9
Conservative Christian	121.8	#	115.7	#	2,492.9	#
Affiliated	153.3	93.6	102.5	60.3	3,088.8	2,490.0
Unaffiliated	172.4	54.5	122.6	62.6	2,216.3	1,031.9
Nonsectarian	75.6	87.9	189.9	123.6	6,167.6	6,800.2
Regular	41.6	#	131.6	#	1,777.6	#
Special emphasis	62.0	#	#	#	#	#
Special education	44.2	#	96.1	89.3	5,477.5	6,090.0
All members of National Association of Independent Schools	43.4	#	16.4	#	218.6	#
Region						
Northeast	221.6	121.7	144.1	94.9	5,945.0	5,785.8
Midwest	328.8	107.2	181.8	130.6	4,974.1	6,080.0
South	284.4	84.3	151.1	82.2	3,266.9	2,947.8
West	197.4	82.8	118.3	107.5	3,901.3	3,564.9
Community type						
Central city	241.4	134.2	190.9	153.8	8,176.9	9,352.6
Urban fringe/large town	322.2	109.3	164.0	102.2	3,829.9	3,180.3
Rural/small town	256.2	85.5	117.7	94.8	2,240.5	2,158.5
School level						
Elementary	278.4	167.7	232.0	171.8	7,775.3	7,668.5
Secondary	126.4	26.9	72.7	45.4	2,444.3	2,402.5
Combined	276.2	105.9	175.9	113.5	4,817.2	5,496.9
Student Enrollment						
Less than 100	371.1	121.9	241.0	139.2	4,931.0	5,387.2
100–199	239.3	130.0	161.9	123.7	5,540.9	4,872.4
200–499	257.1	106.1	115.0	95.4	5,643.0	5,870.2
500–749	82.9	36.5	48.9	38.6	4,381.3	4,138.2
750–999	36.1	#	19.7	#	705.5	#
1,000 or more	32.6	#	#	#	#	#

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 "Private School Survey."

Table A2.07.—Standard errors for percentage of private schools with various security measures, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.07)

Affiliation, NCES typology, and selected characteristics	Total number of private schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Total	238.6	1.12	0.72	0.21	0.18	0.41	0.47	0.63
Affiliation								
Catholic	24.4	0.65	0.52	#	0.22	0.39	0.36	0.84
Friends	15.7	12.67	2.73	0.00	0.00	#	2.84	#
Episcopal	25.8	4.31	2.08	0.00	0.00	0.91	5.51	1.51
Hebrew Day	4.1	5.64	4.85	0.00	0.00	0.00	2.71	5.54
Solomon Schechter	0.0	1.32	1.21	0.00	0.00	#	3.60	2.76
Other Jewish	2.7	4.84	4.02	0.00	0.00	#	3.81	4.54
Lutheran, Missouri Synod	17.5	4.35	3.05	0.00	0.00	0.78	#	1.64
Lutheran, Wisconsin Synod	0.0	2.87	1.55	0.00	0.00	1.14	#	1.39
Evangelical Lutheran	0.0	3.72	1.99	0.00	0.00	#	0.00	1.18
Other Lutheran	13.1	7.48	2.86	0.00	0.00	0.00	0.00	0.00
Seventh-Day Adventist	28.3	6.03	2.28	0.00	#	2.41	#	#
Christian Schools International	39.8	5.56	5.15	0.00	0.00	1.28	0.50	0.51
American Association of Christian Schools	27.4	4.54	5.92	#	1.31	2.06	2.25	1.62
Association of Christian Schools International	20.4	1.87	2.74	#	0.00	0.66	1.29	2.16
National Association of Private Schools for Exceptional Children	41.6	4.60	5.82	#	6.01	6.69	3.16	9.84
Montessori	40.7	3.86	2.70	0.00	0.00	0.00	#	4.49
Independent Schools	0.9	2.26	1.64	0.00	0.00	1.34	2.84	1.69
National Independent Private School Association	39.8	1.56	1.05	0.00	0.00	2.10	1.01	0.90
Other	225.4	2.95	1.86	0.61	0.49	1.00	1.20	1.24
NCES typology								
Catholic	24.4	0.65	0.52	#	0.22	0.39	0.36	0.84
Parochial	14.4	0.86	0.82	#	0.39	0.33	0.37	1.13
Diocesan	0.0	1.03	0.73	0.00	0.00	1.01	0.74	1.62
Private	19.5	1.81	0.48	0.00	0.00	1.25	1.64	2.15
Other religious	236.6	1.70	1.34	#	0.10	0.67	0.70	0.84
Conservative Christian	121.8	1.86	1.92	#	0.27	0.62	0.84	1.30
Affiliated	153.3	2.96	1.41	0.00	0.00	0.53	0.75	1.07
Unaffiliated	172.4	3.24	2.94	0.00	#	1.67	1.83	1.81
Nonsectarian	75.6	3.38	1.91	0.95	0.76	1.40	1.30	1.61
Regular	41.6	6.07	1.03	0.00	0.00	1.74	2.80	2.75
Special emphasis	62.0	4.91	4.73	0.83	1.06	2.51	1.17	2.80
Special education	44.2	2.44	2.89	4.44	3.11	3.27	1.55	1.48
All members of National Association of Independent Schools	43.4	2.12	1.75	0.00	0.00	1.24	2.23	1.47

See footnotes at end of table.

Table A2.07.—Standard errors for percentage of private schools with various security measures, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.07)—Continued

Affiliation, NCES typology, and selected characteristics	Total number of private schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Region								
Northeast	221.6	2.18	1.67	0.40	0.31	0.47	0.58	1.09
Midwest	328.8	2.52	1.42	#	0.21	0.80	0.70	1.13
South	284.4	1.76	1.42	0.19	0.20	0.85	1.22	1.39
West	197.4	2.60	1.81	#	0.81	1.32	0.80	1.21
Community type								
Central city	241.4	1.80	1.04	0.40	0.25	0.47	0.68	0.95
Urban fringe/large town	322.2	1.63	1.06	0.28	0.38	0.61	0.85	0.95
Rural/small town	256.2	3.31	2.20	#	#	1.25	1.29	1.42
School level								
Elementary	278.4	1.70	1.13	0.31	0.11	0.35	0.57	0.82
Secondary	126.4	2.08	2.64	#	1.52	1.94	2.71	2.36
Combined	276.2	2.11	1.48	0.37	0.32	1.01	0.89	1.01
Student enrollment								
Less than 100	371.1	2.30	1.66	0.45	0.38	0.84	0.70	0.95
100–199	239.3	1.28	1.19	0.31	0.31	0.77	1.18	1.47
200–499	257.1	0.70	0.71	#	0.23	0.52	0.60	0.95
500–749	82.9	1.20	1.67	#	#	1.83	1.36	1.76
750–999	36.1	2.20	1.91	0.00	#	3.07	2.99	3.27
1,000 or more	32.6	4.61	5.81	0.00	0.00	1.40	5.34	5.86

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Survey."

Table A2.08.—Standard errors for total number of private school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.08)

Affiliation, NCES typology, and selected characteristics	Total number of private schools	Total number of private school library media centers	For schools with library media centers			
			Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists	Average number of students per paid full-time or part-time certified library media specialist	Average number of paid other library staff
Total	238.6	323.2	0.95	0.01	10.07	0.02
Affiliation						
Catholic	24.4	74.1	1.17	0.01	13.83	0.04
Friends	15.7	10.5	6.23	0.11	27.58	0.29
Episcopal	25.8	29.0	5.53	0.06	20.61	0.13
Hebrew Day	4.1	14.2	3.45	0.04	40.00	0.12
Solomon Schechter	0.0	1.1	2.93	0.06	21.68	0.38
Other Jewish	2.7	20.3	5.64	0.08	19.18	0.09
Lutheran, Missouri Synod	17.5	50.6	1.25	0.01	53.13	0.09
Lutheran, Wisconsin Synod	0.0	12.7	#	0.00	#	0.04
Evangelical Lutheran	0.0	4.3	1.70	0.02	27.82	0.11
Other Lutheran	13.1	#	#	#	#	#
Seventh-Day Adventist	28.3	52.9	1.79	0.04	0.00	0.10
Christian Schools International	39.8	37.8	5.11	0.05	35.79	0.19
American Association of Christian Schools	27.4	62.2	3.11	0.04	43.32	0.17
Association of Christian Schools International	20.4	99.4	3.36	0.04	44.95	0.06
National Association of Private Schools for Exceptional Children	41.6	48.9	11.81	0.12	19.84	0.17
Montessori	40.7	70.5	3.75	0.04	48.11	0.14
Independent Schools	0.9	5.5	2.55	0.04	12.82	0.09
National Independent Private School Association	39.8	#	#	#	#	#
Other	225.4	284.6	3.01	0.03	44.86	0.07
NCES typology						
Catholic	24.4	74.1	1.17	0.01	13.83	0.04
Parochial	14.4	62.6	1.46	0.02	18.74	0.05
Diocesan	0.0	58.9	2.75	0.03	21.33	0.08
Private	19.5	42.4	3.19	0.04	30.22	0.11
Other religious	236.6	250.0	1.71	0.02	22.66	0.04
Conservative Christian	121.8	141.6	2.47	0.03	38.03	0.06
Affiliated	153.3	157.3	3.17	0.04	38.94	0.08
Unaffiliated	172.4	141.7	2.43	0.03	32.82	0.07
Nonsectarian	75.6	200.3	2.21	0.03	25.41	0.05
Regular	41.6	164.4	3.82	0.05	33.28	0.09
Special emphasis	62.0	103.3	2.47	0.03	47.21	0.10
Special education	44.2	91.1	5.31	0.05	10.72	0.10
All members of National Association of Independent Schools	43.4	34.3	2.94	0.04	14.07	0.09

See footnotes at end of table.

Table A2.08.—Standard errors for total number of private school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.08)—Continued

Affiliation, NCES typology, and selected characteristics	Total number of private schools	Total number of private school library media centers	For schools with library media centers			
			Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists	Average number of students per paid full-time or part-time certified library media specialist	Average number of paid other library staff
Region						
Northeast	221.6	161.7	1.29	0.01	30.09	0.05
Midwest	328.8	179.2	1.32	0.01	19.84	0.04
South	284.4	231.8	2.13	0.03	14.74	0.05
West	197.4	154.2	1.85	0.02	24.90	0.08
Community type						
Central city	241.4	261.4	1.43	0.02	18.09	0.04
Urban fringe/large town	322.2	233.8	1.38	0.02	12.11	0.04
Rural/small town	256.2	139.1	1.61	0.02	17.19	0.06
School level						
Elementary	278.4	251.5	0.90	0.01	11.82	0.03
Secondary	126.4	91.2	2.38	0.03	13.89	0.07
Combined	276.2	173.8	2.18	0.03	23.57	0.04
Student enrollment						
Less than 100	371.1	286.3	1.34	0.01	4.98	0.05
100–199	239.3	217.7	1.35	0.02	3.73	0.05
200–499	257.1	172.7	1.54	0.02	5.45	0.04
500–749	82.9	58.9	2.45	0.04	10.23	0.08
750–999	36.1	35.1	3.29	0.05	12.92	0.11
1,000 or more	32.6	26.3	3.63	0.07	49.53	0.19

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Private School Library Media Center Survey” and “Private School Survey.”

Table A2.09.—Standard errors for percentage of private school library media centers with selected equipment and services, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.09)

Affiliation, NCES typology, and selected characteristics	Total number of private school library media centers	Percentage of private school library media centers			
		With a telephone	With automated circulation	With connection to Internet	With distance learning
Total	323.2	1.47	1.17	1.37	0.78
Affiliation					
Catholic	74.1	1.73	1.45	1.82	0.94
Friends	10.5	3.91	7.59	13.53	1.99
Episcopal	29.0	4.62	6.82	4.68	1.90
Hebrew Day	14.2	6.86	2.30	5.97	2.80
Solomon Schechter	1.1	2.19	3.09	2.07	1.23
Other Jewish	20.3	6.33	5.49	5.67	1.61
Lutheran, Missouri Synod	50.6	4.61	4.32	4.72	1.86
Lutheran, Wisconsin Synod	12.7	5.60	0.63	4.32	2.29
Evangelical Lutheran	4.3	3.65	1.66	3.19	#
Other Lutheran	#	#	#	#	#
Seventh-Day Adventist	52.9	6.05	3.94	7.07	2.72
Christian Schools International	37.8	4.23	5.06	5.57	1.34
American Association of Christian Schools	62.2	6.44	3.36	6.80	4.39
Association of Christian Schools International	99.4	4.84	4.21	4.22	3.24
National Association of Private Schools for Exceptional Children	48.9	7.90	8.76	8.81	3.46
Montessori	70.5	7.81	3.24	7.82	#
Independent Schools	5.5	1.22	2.55	1.59	1.14
National Independent Private School Association	#	#	#	#	#
Other	284.6	4.69	3.68	4.17	2.78
NCES typology					
Catholic	74.1	1.73	1.45	1.82	0.94
Parochial	62.6	2.47	1.60	2.37	1.29
Diocesan	58.9	2.63	3.08	3.07	1.44
Private	42.4	3.97	4.47	4.14	2.25
Other religious	250.0	2.42	2.01	2.40	1.28
Conservative Christian	141.6	3.58	3.00	3.53	2.21
Affiliated	157.3	3.85	3.19	3.82	2.68
Unaffiliated	141.7	4.00	3.53	4.37	1.62
Nonsectarian	200.3	3.45	2.61	2.80	2.49
Regular	164.4	5.08	4.95	2.87	4.32
Special emphasis	103.3	7.56	2.65	6.19	2.62
Special education	91.1	6.04	2.61	6.90	2.59
All members of National Association of Independent Schools	34.3	0.93	2.87	1.40	1.02

See footnotes at end of table.

Table A2.09.—Standard errors for percentage of private school library media centers with selected equipment and services, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.09)—Continued

Affiliation, NCES typology, and selected characteristics	Total number of private school library media centers	Percentage of private school library media centers			
		With a telephone	With automated circulation	With connection to Internet	With distance learning
Region					
Northeast	161.7	2.42	1.79	2.50	1.82
Midwest	179.2	2.17	1.57	2.47	1.81
South	231.8	2.98	2.48	2.43	0.98
West	154.2	3.72	2.91	3.30	1.71
Community type					
Central city	261.4	2.02	1.71	2.07	1.25
Urban fringe/large town	233.8	2.09	1.71	1.81	1.29
Rural/small town	139.1	3.52	1.93	3.42	1.72
School level					
Elementary	251.5	2.02	1.31	1.76	1.08
Secondary	91.2	2.67	2.48	2.46	2.09
Combined	173.8	2.25	2.33	2.05	1.16
Student enrollment					
Less than 100	286.3	3.20	1.29	2.89	1.85
100–199	217.7	2.75	1.92	2.69	1.80
200–499	172.7	1.98	1.73	1.70	0.92
500–749	58.9	2.31	2.55	2.22	1.50
750–999	35.1	1.92	3.19	2.63	1.81
1,000 or more	26.3	1.50	3.47	0.83	2.68

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Private School Library Media Center Survey.”

Table A2.10.—Standard errors for percentage of private school principals with experience in teaching, administration, or other selected positions before becoming principals, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.10)

Affiliation, NCES typology, and selected characteristics	Total number of private school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/ librarian	Athletic coach/ athletic director
Total	259.0	0.91	0.97	1.09	1.21	0.88	0.46	0.89
Affiliation								
Catholic	24.4	0.41	1.53	1.42	1.44	0.81	0.51	1.21
Friends	12.1	2.56	13.72	4.92	10.94	1.91	1.67	4.99
Episcopal	25.6	1.59	4.92	5.38	5.00	3.91	2.34	4.96
Hebrew Day	27.1	0.00	7.86	7.21	6.83	2.61	#	#
Solomon Schechter	3.2	1.20	2.37	3.02	3.70	#	0.90	#
Other Jewish	3.8	3.75	5.60	5.31	5.74	3.91	#	#
Lutheran, Missouri Synod	15.7	0.89	3.64	3.42	4.74	1.42	1.83	5.26
Lutheran, Wisconsin Synod	3.5	4.01	2.89	2.22	2.33	1.49	#	2.99
Evangelical Lutheran	0.8	2.40	2.75	3.67	3.36	#	0.62	3.28
Other Lutheran	12.3	11.71	4.38	3.55	4.37	2.61	1.72	4.41
Seventh-Day Adventist	27.7	3.95	3.80	3.55	4.95	2.76	3.24	3.08
Christian Schools International	32.7	3.57	5.68	3.01	4.18	3.33	0.00	3.93
American Association of Christian Schools	39.3	5.52	4.05	5.15	5.38	3.33	#	4.30
Association of Christian Schools International	61.4	2.96	3.08	2.99	3.76	2.43	1.10	3.15
National Association of Private Schools for Exceptional Children	38.5	13.34	11.21	9.44	12.22	13.32	#	13.28
Montessori	37.2	5.28	3.57	5.60	5.23	1.30	2.19	2.69
Independent Schools	0.5	1.26	3.11	2.74	2.38	1.65	#	2.81
National Independent Private School Association	33.6	1.94	12.78	12.38	5.79	8.23	#	12.65
Other	250.6	2.38	2.28	2.40	2.83	2.30	1.26	2.08
NCES typology								
Catholic	24.4	0.41	1.53	1.42	1.44	0.81	0.51	1.21
Parochial	14.4	0.47	2.02	1.80	2.07	1.03	0.81	1.60
Diocesan	0.0	0.90	2.89	2.65	2.54	1.19	0.72	2.33
Private	19.5	0.36	4.59	3.56	4.36	2.66	0.98	2.94
Other religious	263.0	1.66	1.13	1.41	1.67	1.15	0.91	1.45
Conservative Christian	133.9	2.62	2.23	2.33	2.81	1.89	0.95	2.26
Affiliated	152.0	2.27	2.49	1.85	2.99	2.76	2.65	3.05
Unaffiliated	196.1	3.83	1.97	2.56	3.10	1.59	1.07	2.48
Nonsectarian	151.6	1.56	3.04	2.89	3.39	2.45	0.91	2.23
Regular	124.0	2.05	5.12	5.24	5.56	3.92	0.55	3.64
Special emphasis	84.7	3.39	4.55	4.07	4.50	3.83	1.66	2.90
Special education	44.4	2.25	6.16	5.08	6.19	5.15	2.69	5.05
All members of National Association of Independent Schools	40.1	0.95	2.96	2.96	2.45	2.31	0.51	2.90

See footnotes at end of table.

Table A2.10.—Standard errors for percentage of private school principals with experience in teaching, administration, or other selected positions before becoming principals, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.10)—Continued

Affiliation, NCES typology, and selected characteristics	Total number of private school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/librarian	Athletic coach/athletic director
Region								
Northeast	197.3	1.83	2.08	2.02	1.94	1.32	0.94	1.71
Midwest	213.2	1.84	2.11	1.64	2.00	1.00	0.72	1.62
South	230.4	1.59	1.79	1.75	2.02	1.14	0.69	1.67
West	181.2	2.20	2.61	2.88	2.69	2.74	1.88	2.50
Community type								
Central city	225.5	0.98	1.59	1.89	1.86	1.22	0.66	1.21
Urban fringe/large town	288.8	1.16	1.68	1.56	1.73	1.44	0.86	1.48
Rural/small town	253.1	2.98	2.34	2.39	2.74	1.57	1.13	2.17
School level								
Elementary	244.9	1.07	1.21	1.46	1.56	1.00	0.56	1.10
Secondary	133.3	1.02	3.13	2.49	2.77	2.35	0.41	2.50
Combined	265.4	2.29	1.54	1.39	2.12	1.84	1.22	1.63
Student enrollment								
Less than 100	356.7	1.95	1.62	1.82	2.06	1.52	1.02	1.75
100–199	250.3	1.23	2.05	2.40	2.10	1.66	0.96	1.75
200–499	152.0	0.51	1.52	1.38	1.63	0.90	0.44	1.35
500–749	72.7	1.02	2.87	2.54	3.18	2.15	0.30	3.05
750–999	33.1	0.99	3.47	3.01	2.98	2.17	#	3.68
1,000 or more	23.77	2.85	5.07	3.74	4.14	3.87	0.00	3.85

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Private School Principal Survey.”

Table A2.11.—Standard errors for percentage distribution of private school teachers by age and average and median age of private school teachers, by affiliation and NCES typology: 1999–2000 (table 2.11)

Affiliation and NCES typology	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median age
Total	0.43	0.61	0.40	0.36	0.13	0.25
Affiliation						
Catholic	0.52	0.82	0.62	0.62	0.17	0.30
Friends	1.89	4.95	2.59	1.72	0.60	1.46
Episcopal	2.05	2.30	1.53	1.41	0.53	0.92
Hebrew Day	(*)	(*)	(*)	(*)	(*)	(*)
Solomon Schechter	2.82	2.79	1.23	1.36	0.50	0.75
Other Jewish	(*)	(*)	(*)	(*)	(*)	(*)
Lutheran, Missouri Synod	1.51	1.87	1.47	1.73	0.43	0.46
Lutheran, Wisconsin Synod	1.55	1.54	0.91	1.37	0.45	0.94
Evangelical Lutheran	0.90	1.71	1.14	1.02	0.27	0.35
Other Lutheran	2.82	9.05	2.13	12.84	2.19	4.25
Seventh-Day Adventist	2.88	3.11	2.45	2.86	1.04	1.67
Christian Schools International	1.91	3.57	2.34	1.70	0.59	1.46
American Association of Christian Schools	(*)	(*)	(*)	(*)	(*)	(*)
Association of Christian Schools International	1.13	2.16	1.52	1.39	0.48	0.64
National Association of Private Schools for Exceptional Children	4.08	4.86	4.03	2.60	1.12	2.07
Montessori	2.79	4.30	2.45	2.10	0.61	1.38
Independent Schools	1.06	1.66	1.17	1.21	0.32	0.60
National Independent Private School Association	7.18	7.25	5.29	3.22	1.76	3.37
Other	1.37	1.56	0.90	0.98	0.39	0.82
NCES typology						
Catholic	0.52	0.82	0.62	0.62	0.17	0.30
Parochial	0.80	1.27	0.85	0.91	0.25	0.46
Diocesan	0.98	1.39	1.09	0.90	0.33	0.57
Private Order	1.35	1.73	1.37	1.67	0.46	0.51
Other religious	0.79	1.10	0.68	0.62	0.25	0.44
Conservative Christian	1.01	1.77	1.19	1.08	0.39	0.52
Affiliated	1.19	1.28	0.90	0.87	0.34	0.69
Unaffiliated	2.40	2.27	1.20	1.36	0.64	0.81
Nonsectarian	0.94	1.31	0.94	0.75	0.27	0.64
Regular	1.23	1.67	1.30	1.08	0.40	0.80
Special emphasis	2.34	2.43	2.32	1.63	0.55	1.03
Special education	3.33	3.52	1.87	1.50	0.76	1.18
All members of National Association of Independent Schools	0.95	1.45	1.12	1.12	0.28	0.47

* The weighted overall teacher response rate was below 50 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Private School Teacher Survey."

Table A2.12.—Standard errors for percentage of full-time private school teachers who reported participating in various professional development activities in the past 12 months, by affiliation and NCES typology: 1999–2000 (table 2.12)

Affiliation and NCES typology	Total number of full-time private school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment	Student discipline and management in the classroom	Any of listed activities
Total	8,843.6	0.68	0.66	0.70	0.88	0.66	0.77	0.52
Affiliation								
Catholic	1,731.3	0.84	0.70	0.81	0.91	0.82	0.90	0.43
Friends	373.0	2.68	6.24	6.02	7.48	2.57	9.59	1.87
Episcopal	1,347.5	2.36	2.83	2.28	3.11	2.59	2.70	1.29
Hebrew Day	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Solomon Schechter	186.6	1.56	2.84	2.17	2.53	1.84	2.89	1.07
Other Jewish	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Lutheran, Missouri Synod	1,041.6	2.61	3.30	2.41	3.48	2.62	2.73	1.11
Lutheran, Wisconsin Synod	294.8	2.05	1.99	2.68	2.55	1.67	2.13	1.10
Evangelical Lutheran	43.2	1.73	1.94	1.71	1.71	1.81	1.82	1.31
Other Lutheran	54.4	3.80	8.77	6.36	7.04	4.94	4.21	3.10
Seventh-Day Adventist	464.7	4.51	4.16	4.71	4.30	3.75	3.86	2.63
Christian Schools International	1,109.2	2.81	3.30	2.53	3.19	3.93	2.83	2.32
American Association of Christian Schools	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Association of Christian Schools International	2,056.8	2.33	2.43	2.15	2.17	2.14	2.60	1.51
National Association of Private Schools for Exceptional Children	652.5	5.13	6.41	5.30	6.14	6.46	5.00	1.56
Montessori	819.9	5.83	6.14	5.14	3.47	5.00	5.39	6.76
Independent Schools	2,182.6	1.97	1.70	1.45	1.73	1.38	1.45	0.93
National Independent Private School	482.9	7.25	7.95	9.76	6.40	7.59	7.85	5.58
Other	6,601.4	2.09	1.62	2.08	2.51	1.70	2.12	1.62
NCES typology								
Catholic	1,731.3	0.84	0.70	0.81	0.91	0.82	0.90	0.43
Parochial	768.5	1.20	1.34	1.30	1.35	1.52	1.37	0.57
Diocesan	1,148.8	1.44	1.54	1.40	1.57	1.41	1.56	0.71
Private Order	1,276.5	1.76	1.82	1.78	2.08	1.78	1.91	1.11
Other religious	4,979.2	1.37	1.35	1.37	1.51	1.16	1.34	1.00
Conservative Christian	2,448.8	1.97	2.28	1.85	1.96	1.83	2.13	1.40
Affiliated	2,495.4	1.58	1.68	1.84	2.35	1.93	1.71	1.47
Unaffiliated	3,107.4	3.11	2.59	2.93	3.27	2.06	2.51	2.60
Nonsectarian	5,392.4	1.77	1.51	1.57	1.91	1.60	1.49	1.14
Regular	4,412.5	2.12	2.00	2.12	2.30	1.69	1.68	1.31
Special emphasis	1,905.5	3.68	4.14	3.10	3.65	3.31	3.86	3.21
Special education	2,039.8	4.86	3.33	2.88	4.60	2.95	3.16	1.40
All members of National Association of Independent Schools	2,757.0	2.02	1.52	1.47	1.66	1.37	1.46	0.90

* The weighted overall teacher response rate was below 50 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Private School Teacher Survey.”

Table A2.13.—Standard errors for average hours per week that full-time private school teachers were required to be at school and average hours worked outside regular school hours, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.13)

Affiliation, NCES typology, and selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students
Total	0.08	0.07	0.10
Affiliation			
Catholic	0.06	0.09	0.10
Friends	0.28	0.50	0.49
Episcopal	0.31	0.37	0.35
Hebrew Day	(*)	(*)	(*)
Solomon Schechter	0.21	0.29	0.29
Other Jewish	(*)	(*)	(*)
Lutheran, Missouri Synod	0.18	0.19	0.31
Lutheran, Wisconsin Synod	0.26	0.22	0.34
Evangelical Lutheran	0.13	0.15	0.21
Other Lutheran	1.04	0.61	0.99
Seventh-Day Adventist	0.43	0.35	0.55
Christian Schools International	0.23	0.28	0.43
American Association of Christian Schools	(*)	(*)	(*)
Association of Christian Schools International	0.16	0.14	0.30
National Association of Private Schools for Exceptional Children	0.79	0.55	0.59
Montessori	0.39	0.20	0.36
Independent Schools	0.20	0.21	0.22
National Independent Private School Association	0.43	0.49	0.65
Other	0.25	0.17	0.30
NCES typology			
Catholic	0.06	0.09	0.10
Parochial	0.10	0.10	0.17
Diocesan	0.11	0.12	0.18
Private	0.18	0.26	0.21
Other religious	0.12	0.12	0.14
Conservative Christian	0.17	0.13	0.23
Affiliated	0.20	0.25	0.19
Unaffiliated	0.26	0.24	0.32
Nonsectarian	0.22	0.12	0.24
Regular	0.28	0.17	0.36
Special emphasis	0.57	0.31	0.28
Special education	0.29	0.23	0.32
All members of National Association of Independent Schools	0.18	0.22	0.22

See footnotes at end of table.

Table A2.13.—Standard errors for average hours per week that full-time private school teachers were required to be at school and average hours worked outside regular school hours, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.13)—Continued

Affiliation, NCES typology, and selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students
Region			
Northeast	0.14	0.12	0.24
Midwest	0.15	0.11	0.15
South	0.14	0.12	0.14
West	0.22	0.14	0.18
Community type			
Central city	0.11	0.10	0.15
Urban fringe/large town	0.10	0.10	0.13
Rural/small town	0.25	0.16	0.24
School level			
Elementary	0.09	0.06	0.11
Secondary	0.12	0.15	0.14
Combined	0.17	0.14	0.22
Student enrollment			
Less than 100	0.22	0.15	0.28
100–199	0.16	0.10	0.20
200–499	0.12	0.10	0.13
500–749	0.18	0.19	0.22
750–999	0.19	0.22	0.25
1,000 or more	0.38	0.39	0.62

* The weighted overall teacher response rate was below 50 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Private School Teacher Survey.”

Table A2.14.—Standard errors for average class size and student/teacher ratios in private elementary schools, secondary schools, and schools with combined grades, by affiliation and NCES typology: 1999–2000 (table 2.14)

Affiliation, NCES typology, and school level	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmen- talized instruction	Student/ teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmen- talized instruction	Student/ teacher ratio	Average class size for teachers in self- contained classes	Average class size for teachers in departmen- talized instruction	Student/ teacher ratio
Total	0.20	0.34	0.18	1.46	0.31	0.36	0.31	0.26	0.45
Affiliation									
Catholic	0.22	0.44	0.17	#	0.22	0.19	#	1.39	0.60
Friends	0.55	#	0.21	#	#	#	#	1.59	#
Episcopal	0.46	#	0.39	#	1.28	#	#	0.52	0.33
Hebrew Day	(*)	(*)	0.63	(*)	(*)	#	(*)	(*)	#
Solomon Schechter	0.27	#	0.10	†	#	#	#	#	#
Other Jewish	(*)	(*)	0.73	(*)	(*)	#	(*)	(*)	#
Lutheran, Missouri Synod	0.40	0.99	0.37	#	1.21	#	#	#	#
Lutheran, Wisconsin Synod	0.39	#	0.31	#	0.54	#	#	#	#
Evangelical Lutheran	0.38	0.63	0.55	†	#	#	#	#	#
Other Lutheran	0.92	#	0.72	†	#	#	#	#	#
Seventh-Day Adventist	0.63	#	0.48	†	1.24	#	#	#	0.69
Christian Schools International	0.55	1.89	0.62	#	1.41	#	#	0.67	#
American Association of Christian Schools	(*)	(*)	#	(*)	(*)	#	(*)	(*)	0.34
Association of Christian Schools International	0.58	#	0.48	#	1.94	#	0.50	0.60	0.28
National Association of Private Schools for Exceptional Children	#	#	#	#	#	#	0.47	#	1.56
Montessori	0.68	#	0.96	†	†	†	#	#	#
Independent Schools	#	#	#	#	0.20	0.17	0.44	0.27	0.19
National Independent Private School Association	1.56	#	#	#	#	#	#	#	#
Other	0.68	0.60	0.59	#	1.35	0.98	0.50	0.56	0.84
NCES typology									
Catholic	0.22	0.44	0.17	#	0.22	0.19	#	1.39	0.60
Parochial	0.26	0.53	0.16	#	0.56	0.24	#	#	#
Diocesan	0.45	0.75	0.34	#	0.34	0.23	#	#	#
Private	#	#	#	#	0.41	0.35	#	1.88	0.79
Other religious	0.34	0.43	0.35	#	0.96	0.91	0.38	0.33	0.66
Conservative Christian	0.63	1.19	0.44	#	1.50	#	0.46	0.49	0.21
Affiliated	0.27	0.55	0.37	#	0.77	0.38	0.91	0.47	0.62
Unaffiliated	0.65	0.64	0.81	#	1.79	1.64	1.02	0.61	2.42
Nonsectarian	0.64	0.67	0.55	#	0.57	0.86	0.57	0.37	0.34
Regular	0.75	0.74	0.83	#	0.59	1.20	0.65	0.40	0.41
Special emphasis	0.92	#	0.75	#	1.57	#	#	0.93	0.98
Special education	#	#	#	#	#	#	0.39	0.58	0.53
All members of National Association of Independent Schools	0.51	1.53	0.55	#	0.29	0.21	1.08	0.30	0.16

Too few sample cases.

† Not applicable.

* The weighted overall teacher response rate was below 50 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Private School Survey” and “Private School Teacher Survey.”

Table A2.15.—Standard errors for percentage of private school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.15)

Affiliation, NCES typology, and selected characteristics	Total number of private school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Total	10,633.5	0.11	0.18	0.06	0.35	0.22
Affiliation						
Catholic	1,836.3	0.12	0.12	0.06	0.23	0.14
Friends	445.0	0.00	0.00	0.00	0.31	#
Episcopal	1,522.7	#	#	#	0.87	#
Hebrew Day	(*)	(*)	(*)	(*)	(*)	(*)
Solomon Schechter	283.8	0.00	0.00	0.00	#	0.00
Other Jewish	(*)	(*)	(*)	(*)	(*)	(*)
Lutheran, Missouri Synod	1,220.2	#	#	0.00	0.73	#
Lutheran, Wisconsin Synod	255.1	#	0.00	0.00	0.46	0.00
Evangelical Lutheran	44.6	0.00	#	0.00	0.25	#
Other Lutheran	76.7	#	#	0.00	0.00	0.00
Seventh-Day Adventist	519.9	#	0.00	0.00	1.13	0.93
Christian Schools International	1,235.7	#	#	#	#	0.00
American Association of Christian Schools	(*)	(*)	(*)	(*)	(*)	(*)
Association of Christian Schools International	2,229.2	0.44	#	#	0.51	0.40
National Association of Private Schools for Exceptional Children	693.7	0.77	3.53	1.16	5.78	4.81
Montessori	982.9	#	#	#	1.08	0.97
Independent Schools	2,210.9	#	#	0.00	0.33	0.23
National Independent Private School Association	588.8	0.00	0.00	0.00	3.32	#
Other	7,920.9	0.32	0.67	0.20	1.19	0.81
NCES typology						
Catholic	1,836.3	0.12	0.12	0.06	0.23	0.14
Parochial	896.0	0.14	0.13	#	0.26	0.18
Diocesan	1,104.8	0.25	0.17	#	0.40	0.25
Private	1,466.4	0.29	0.37	0.00	0.59	0.47
Other religious	5,955.5	0.17	0.17	0.11	0.31	0.21
Conservative Christian	2,761.4	0.31	0.26	0.26	0.47	0.44
Affiliated	2,916.8	0.25	#	0.00	0.28	0.13
Unaffiliated	3,809.7	0.37	0.44	#	0.84	0.40
Nonsectarian	6,138.3	0.27	0.61	0.20	1.15	0.82
Regular	5,223.3	#	#	0.00	0.59	0.09
Special emphasis	2,179.4	0.36	0.32	#	1.38	1.34
Special education	2,286.3	1.21	2.96	1.03	3.84	3.57
All members of National Association of Independent Schools	2,996.9	0.25	#	#	0.30	0.21

See footnotes at end of table.

Table A2.15.—Standard errors for percentage of private school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by affiliation, NCES typology, and selected characteristics: 1999–2000 (table 2.15)—Continued

Affiliation, NCES typology, and selected characteristics	Total number of private school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Region						
Northeast	3,422.9	0.27	0.57	0.16	0.75	0.63
Midwest	3,520.5	0.16	0.20	0.05	0.68	0.36
South	6,079.4	0.11	0.15	0.05	0.38	0.25
West	2,646.4	0.35	0.41	0.30	0.67	0.56
Community type						
Central city	6,053.6	0.14	0.18	0.10	0.46	0.29
Urban fringe/large town	6,047.3	0.14	0.35	0.10	0.46	0.38
Rural/small town	2,777.4	0.40	0.45	0.00	0.95	0.58
School level						
Elementary	3,870.1	0.11	0.13	0.07	0.30	0.21
Secondary	2,908.9	0.36	0.41	0.28	0.79	0.28
Combined	8,136.6	0.18	0.38	0.09	0.73	0.55
Student enrollment						
Less than 100	4,108.5	0.38	0.50	0.23	1.19	0.95
100-199	4,853.7	0.25	0.62	0.17	1.00	0.66
200-499	5,258.3	0.11	0.12	0.07	0.22	0.20
500-749	3,665.3	0.34	0.27	#	0.28	#
750-999	2,419.3	0.36	#	#	0.30	#
1,000 or more	2,984.5	0.37	#	#	#	0.00

Too few sample cases.

* The weighted overall teacher response rate was below 50 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Private School Teacher Survey.”

**Standard Error Tables for Public Charter Schools,
Principals, Teachers, and School Library Media Centers**

Table A3.01.—Standard errors for total number of public charter schools, principals, teachers, and students, by selected characteristics: 1999–2000 (table 3.01)

Selected characteristics	Schools	Principals	Teachers	Students
Total	4.3	4.3	260.3	3,957.0
Region				
Northeast	2.3	2.4	79.5	756.2
Midwest	2.9	2.6	204.2	1,341.6
South	3.1	3.1	110.2	1,496.4
West	3.6	3.7	175.0	3,338.8
Community type				
Central city	8.2	8.2	233.2	3,148.5
Urban fringe/large town	6.9	6.6	240.7	3,272.5
Rural/small town	5.8	5.5	142.0	1,039.6
School level				
Elementary	5.9	5.1	187.7	2,238.7
Secondary	6.4	5.9	185.2	2,951.8
Combined	5.0	5.1	131.0	2,191.5
Student enrollment				
Less than 100	6.8	6.3	105.0	436.0
100–199	5.7	6.3	138.8	845.3
200–349	5.6	5.1	132.0	1,439.2
350–499	3.7	3.9	113.0	1,502.1
500 or more	4.5	4.2	224.3	4,020.5
School origin				
Newly created	6.6	7.1	274.4	3,483.1
Pre-existing public school	4.4	4.6	191.6	2,760.3
Pre-existing private school	4.0	4.2	89.7	871.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public Charter School Survey,” “Public Charter School Principal Survey,” and “Public Charter School Teacher Survey.”

Table A3.02.—Standard errors for percentage of public charter schools with a salary schedule and average teacher salary schedules for various levels of earned degrees and experience for public charter schools with a salary schedule, by selected characteristics: 1999–2000 (table 3.02)

Selected characteristics	Percentage of schools with a salary schedule	Bachelor's degree and no experience	Master's degree and no experience	Highest step on salary schedule
Total	0.72	\$71.6	\$87.1	\$210.7
Region				
Northeast	2.06	242.8	262.1	931.1
Midwest	1.53	101.4	146.9	389.9
South	1.18	131.3	150.2	354.5
West	1.18	134.1	153.5	341.5
Community type				
Central city	1.04	110.8	133.2	352.8
Urban fringe/large town	1.17	124.5	133.7	340.6
Rural/small town	1.79	191.9	228.8	435.6
School level				
Elementary	0.86	93.6	114.6	245.7
Secondary	1.63	175.1	227.4	517.0
Combined	1.66	187.6	215.5	427.5
Student enrollment				
Less than 100	1.44	188.4	194.7	457.0
100–199	1.49	128.0	147.2	440.7
200–349	1.54	168.2	180.0	464.5
350–499	2.48	283.7	322.4	730.8
500 or more	1.67	132.1	226.8	412.0
School origin				
Newly created	0.92	85.6	97.6	272.1
Pre-existing public school	0.98	172.6	221.5	351.7
Pre-existing private school	2.37	198.0	265.2	639.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table A3.03.—Standard errors for percentage of public charter schools that required various teacher qualifications when considering teacher applicants, by selected characteristics: 1999–2000 (table 3.03)

Selected characteristics	Total number of public charter schools	Full standard state certification in field to be taught	Graduation from a state approved teacher preparation program	A major or minor in field to be taught	Passing score on STATE test of basic skills	Passing score on STATE test of subject knowledge	Passing score on either Praxis Core Battery OR Praxis II: Subject Assessment
Total	4.3	0.63	0.60	0.78	0.72	0.72	0.50
Region							
Northeast	2.3	2.15	1.79	2.29	2.16	2.21	2.25
Midwest	2.9	1.22	1.21	1.49	1.41	1.43	0.82
South	3.1	1.24	1.24	1.09	1.12	1.07	1.03
West	3.6	1.06	1.12	1.27	1.15	1.16	0.68
Community type							
Central city	8.2	0.96	0.82	1.05	1.02	1.02	0.68
Urban fringe/large town	6.9	1.06	1.27	1.31	1.28	1.27	0.88
Rural/small town	5.8	2.13	2.17	1.92	2.06	1.92	1.52
School level							
Elementary	5.9	0.78	0.72	0.98	0.82	0.91	0.72
Secondary	6.4	1.75	1.64	1.91	1.90	1.71	1.33
Combined	5.0	1.77	1.74	1.68	1.74	1.62	1.15
Student enrollment							
Less than 100	6.8	1.58	1.43	1.41	1.58	1.41	1.00
100–199	5.7	1.23	1.33	1.20	1.22	1.10	0.96
200–349	5.6	1.46	1.51	1.79	1.69	1.57	1.44
350–499	3.7	2.20	2.35	2.61	2.29	2.40	1.83
500 or more	4.5	1.39	1.48	1.58	1.54	1.91	1.65
School origin							
Newly created	6.6	0.82	0.78	0.94	0.94	0.88	0.59
Pre-existing public school	4.4	1.36	1.58	1.64	1.47	1.58	1.51
Pre-existing private school	4.0	2.10	2.31	2.19	2.06	1.95	1.73

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public Charter School Survey.”

Table A3.04.—Standard errors for percentage of public charter elementary schools that offered a particular program or service, by selected characteristics: 1999–2000 (table 3.04)

Selected characteristics	Total number of public charter elementary schools	Programs with special instructional approaches	Talented/gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
All elementary schools	5.9	0.87	0.77	0.69	0.96	0.86	0.89
Region							
Northeast	2.6	3.06	1.76	2.59	2.76	2.55	2.19
Midwest	2.7	1.93	1.74	0.92	1.91	1.46	1.70
South	3.7	1.50	1.39	1.00	1.52	1.24	1.38
West	4.2	1.46	1.43	1.19	1.45	1.42	1.63
Community type							
Central city	6.9	1.21	1.09	0.95	1.34	1.21	1.18
Urban fringe/large town	5.2	1.45	1.37	1.09	1.43	1.43	1.41
Rural/small town	3.6	2.41	2.46	1.79	2.62	1.97	2.38
Student enrollment							
Less than 100	5.3	1.86	1.52	1.35	1.95	1.60	1.92
100–199	4.7	1.66	1.43	1.21	1.53	1.38	1.66
200–349	4.3	1.95	1.85	1.61	1.76	1.97	1.86
350–499	2.9	2.38	2.93	1.85	3.26	2.21	2.06
500 or more	3.0	2.09	1.90	1.60	2.23	2.12	1.79
School origin							
Newly created	5.8	0.99	0.89	0.78	1.14	0.99	1.07
Pre-existing public school	2.8	2.15	1.62	1.70	1.75	1.73	2.02
Pre-existing private school	3.2	2.20	2.39	1.70	3.17	2.61	1.91

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public Charter School Survey.”

Table A3.05.—Standard errors for percentage of public charter secondary and combined schools that offered a particular program or service, by selected characteristics: 1999–2000 (table 3.05)

Selected characteristics	Total number of public charter secondary and combined schools	Programs with special instructional approaches	Talented/gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Baccalaureate (IB)	Specialized career academy	Specialized Tech-Prep program(s)
Total	6.5	1.13	1.09	0.88	1.35	0.97	1.16	1.07	0.27	1.07	1.03
Region											
Northeast	2.7	3.78	2.66	#	4.23	3.51	3.44	3.20	0.00	3.51	3.40
Midwest	3.5	2.07	1.74	1.23	2.15	1.96	1.93	1.79	0.00	2.18	1.77
South	3.6	2.17	2.40	1.58	2.47	2.30	2.12	2.28	1.01	2.31	1.93
West	4.7	1.97	1.98	1.54	2.06	1.68	1.90	1.92	#	1.78	1.59
Community type											
Central city	6.7	1.41	1.47	1.26	1.83	1.30	1.71	1.62	0.44	1.32	1.28
Urban fringe/large town	5.1	2.40	1.95	1.63	2.16	1.89	1.88	2.03	#	1.93	1.91
Rural/small town	4.9	2.07	2.43	2.33	2.88	2.48	2.54	2.52	0.00	2.69	2.76
School level											
Secondary	6.4	1.62	1.49	1.39	1.78	1.33	1.43	1.45	#	1.39	1.21
Combined	5.0	1.65	1.65	1.20	1.74	1.76	1.85	1.60	0.42	1.53	1.68
Student enrollment											
Less than 100	5.7	2.08	1.45	1.35	2.39	1.83	2.07	1.58	#	1.92	1.55
100–199	4.8	1.80	2.20	1.84	2.42	2.04	2.29	2.07	#	1.65	1.68
200–349	4.1	2.73	2.65	2.05	2.85	2.31	2.57	2.61	#	2.01	2.45
350–499	2.5	4.43	3.84	3.59	4.85	3.16	4.69	4.57	0.00	4.87	4.19
500 or more	3.6	3.29	3.40	3.02	3.52	3.08	3.16	3.12	0.00	3.31	2.81
School origin											
Newly created	6.9	1.27	1.25	1.08	1.48	1.11	1.42	1.26	0.32	1.17	1.17
Pre-existing public school	3.7	3.29	2.65	1.14	2.72	2.49	2.23	2.58	#	2.69	2.31
Pre-existing private school	2.9	2.95	4.39	3.07	3.61	3.68	3.86	3.01	#	2.93	3.01

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public Charter School Survey.”

Table A3.06.—Standard errors for number of public charter schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of public charter prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by selected characteristics: 1999–2000 (table 3.06)

Selected characteristics	Number of schools				Number of students	
	Total number of public charter schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
Total	4.3	7.2	6.0	7.3	2,272.4	2,151.6
Region						
Northeast	2.3	2.5	2.6	2.9	580.7	545.6
Midwest	2.9	3.6	3.0	3.7	800.0	831.4
South	3.1	3.9	3.6	4.0	992.4	991.6
West	3.6	4.9	5.2	5.2	1,937.8	1,841.1
Community type						
Central city	8.2	7.6	8.3	6.8	1,999.4	1,922.4
Urban fringe/large town	6.9	4.7	6.1	5.8	1,442.3	1,193.1
Rural/small town	5.8	4.4	5.6	4.4	491.4	416.6
School level						
Elementary	5.9	6.0	5.8	6.3	1,727.9	1,751.9
Secondary	6.4	4.9	6.3	4.4	1,482.9	1,418.0
Combined	5.0	4.1	4.8	4.2	948.1	834.8
Student enrollment						
Less than 100	6.8	5.2	6.5	5.2	262.3	221.6
100–199	5.7	4.6	5.5	4.3	550.2	477.8
200–349	5.6	4.1	5.4	4.2	826.4	687.5
350–499	3.7	2.8	3.6	3.2	739.3	647.9
500 or more	4.5	3.6	4.2	4.1	2,045.8	1,981.4
School origin						
Newly created	6.6	6.5	7.0	6.7	1,706.8	1,582.4
Pre-existing public school	4.4	3.5	4.1	3.7	1,601.3	1,482.7
Pre-existing private school	4.0	2.8	3.8	3.0	471.0	450.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Survey."

Table A3.07.—Standard errors for percentage of public charter schools with various security measures, by selected characteristics: 1999–2000 (table 3.07)

Selected characteristics	Total number of public charter schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Total	4.3	0.40	0.47	0.18	0.30	0.50	0.50	0.39
Region								
Northeast	2.3	1.32	1.14	0.92	1.17	1.37	1.95	1.92
Midwest	2.9	0.86	1.12	0.28	0.59	0.97	0.94	0.96
South	3.1	0.74	0.68	0.39	0.73	1.06	0.96	0.81
West	3.6	0.70	0.97	#	0.49	0.80	0.75	0.57
Community type								
Central city	8.2	0.46	0.70	0.27	0.46	0.51	0.76	0.62
Urban fringe/large town	6.9	0.73	0.90	0.33	0.49	0.89	0.74	0.71
Rural/small town	5.8	1.51	1.77	0.00	0.57	1.73	1.15	0.88
School level								
Elementary	5.9	0.54	0.40	0.00	0.25	0.31	0.58	0.47
Secondary	6.4	0.84	1.53	0.67	1.11	1.37	1.51	1.35
Combined	5.0	0.97	1.21	0.45	0.81	1.81	1.25	1.25
Student enrollment								
Less than 100	6.8	0.90	1.23	0.34	0.57	1.03	0.84	0.74
100–199	5.7	0.66	1.05	0.26	0.52	0.95	0.86	0.87
200–349	5.6	0.79	1.07	0.47	0.90	1.06	1.43	0.90
350–499	3.7	0.80	1.66	#	1.07	1.40	2.27	1.71
500 or more	4.5	0.87	0.92	#	0.97	1.17	1.48	1.33
School origin								
Newly created	6.6	0.48	0.58	0.24	0.39	0.56	0.65	0.45
Pre-existing public school	4.4	0.83	1.37	0.00	0.78	1.25	1.24	1.08
Pre-existing private school	4.0	1.46	1.40	#	1.06	1.52	1.39	1.16

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public Charter School Survey.”

Table A3.08.—Standard errors for total number of public charter school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by selected characteristics: 1999–2000 (table 3.08)

Selected characteristics	Total number of public charter schools	Total number of public charter school library media centers	For schools with library media centers			
			Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists	Average number of students per paid full-time or part-time certified library media specialist	Average number of paid other library staff
Total	4.3	7.0	0.79	0.01	16.33	0.02
Region						
Northeast	2.3	2.6	2.28	0.04	42.92	0.06
Midwest	2.9	3.6	1.83	0.02	26.34	0.03
South	3.1	3.2	1.28	0.03	13.68	0.03
West	3.6	5.3	1.38	0.02	32.77	0.04
Community type						
Central city	8.2	6.2	0.94	0.01	36.88	0.02
Urban fringe/large town	6.9	4.4	1.26	0.02	20.24	0.04
Rural/small town	5.8	4.2	2.19	0.02	26.19	0.04
School level						
Elementary	5.9	5.6	1.00	0.01	15.96	0.02
Secondary	6.4	4.1	2.28	0.04	69.55	0.06
Combined	5.0	3.9	2.00	0.02	32.55	0.05
Student enrollment						
Less than 100	6.8	4.0	1.55	0.02	4.64	0.03
100–199	5.7	4.1	1.18	0.02	8.09	0.03
200–349	5.6	4.2	1.75	0.02	8.01	0.03
350–499	3.7	2.4	3.28	0.05	9.48	0.06
500 or more	4.5	3.9	1.77	0.03	21.78	0.05
School origin						
Newly created	6.6	6.6	0.91	0.01	17.21	0.02
Pre-existing public school	4.4	3.4	1.96	0.03	21.62	0.05
Pre-existing private school	4.0	2.7	#	0.01	#	0.06

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public Charter School Survey.”

Table A3.09.—Standard errors for percentage of public charter school principals with experience in teaching, administration, or other selected positions before becoming principals, by selected characteristics: 1999–2000 (table 3.09)

Selected characteristics	Total number of public charter school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/librarian	Athletic coach/athletic director
Total	4.3	0.46	0.76	0.72	0.78	0.39	0.28	0.60
Region								
Northeast	2.4	1.17	2.13	2.03	2.33	1.07	0.00	1.88
Midwest	2.6	0.80	1.34	1.09	1.39	0.82	#	1.26
South	3.1	1.01	1.42	1.27	1.27	0.74	0.65	0.91
West	3.7	0.70	1.43	1.24	1.27	0.76	0.47	1.16
Community type								
Central city	8.2	0.74	0.97	0.97	0.94	0.62	0.31	0.79
Urban fringe/large town	6.6	0.60	1.22	1.19	1.19	0.66	0.47	1.14
Rural/small town	5.5	0.97	2.16	1.88	2.22	1.10	0.70	1.74
School level								
Elementary	5.1	0.53	0.87	0.83	0.85	0.47	0.32	0.78
Secondary	5.9	1.30	1.87	1.48	1.68	1.10	0.54	1.39
Combined	5.1	0.96	1.95	1.79	1.91	1.17	0.68	1.58
Student enrollment								
Less than 100	6.3	0.90	1.35	1.25	1.49	0.94	0.63	1.27
100–199	6.3	0.99	1.27	1.14	1.20	0.86	0.44	1.14
200–349	5.1	0.93	1.57	1.63	1.67	0.93	#	1.49
350–499	3.9	1.54	2.26	2.72	2.48	1.87	#	2.18
500 or more	4.2	0.28	2.00	1.98	1.77	0.96	#	1.60
School origin								
Newly created	7.1	0.58	0.91	0.83	0.90	0.47	0.35	0.76
Pre-existing public school	4.6	0.55	1.69	1.75	1.33	0.90	0.42	1.41
Pre-existing private school	4.2	1.25	1.94	2.10	2.12	1.11	0.95	1.63

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public Charter School Principal Survey.”

Table A3.10.—Standard errors for percentage distribution of public charter school teachers by age and average and median age of public charter school teachers, by selected characteristics: 1999–2000 (table 3.10)

Selected characteristics	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median age
Total	0.46	0.50	0.27	0.22	0.11	0.17
Region						
Northeast	1.43	1.40	0.86	0.69	0.30	0.52
Midwest	1.70	1.54	0.59	0.32	0.31	0.65
South	0.62	0.78	0.55	0.40	0.17	0.25
West	0.74	0.86	0.45	0.40	0.19	0.30
Community type						
Central city	0.63	0.70	0.36	0.29	0.16	0.30
Urban fringe/large town	0.77	0.73	0.46	0.33	0.19	0.32
Rural/small town	1.43	1.71	0.77	0.84	0.29	0.57
School level						
Elementary	0.55	0.57	0.32	0.26	0.12	0.19
Secondary	1.08	1.24	0.76	0.72	0.36	0.69
Combined	1.15	1.19	0.66	0.50	0.26	0.59
Student enrollment						
Less than 100	1.15	1.31	0.71	0.88	0.28	0.57
100–199	1.35	1.26	0.64	0.39	0.25	0.32
200–349	0.93	1.10	0.69	0.47	0.22	0.22
350–499	1.24	1.01	0.78	0.45	0.30	0.56
500 or more	0.81	0.87	0.58	0.42	0.23	0.40
School origin						
Newly created	0.65	0.67	0.37	0.26	0.15	0.26
Pre-existing public school	0.82	0.98	0.66	0.55	0.25	0.48
Pre-existing private school	1.67	1.56	0.72	0.66	0.35	1.16

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Teacher Survey."

Table A3.11.—Standard errors for percentage of full-time public charter school teachers who reported participating in various professional development activities in the past 12 months, by selected characteristics: 1999–2000 (table 3.11)

Selected characteristics	Total number of full-time public charter school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment	Student discipline and management in the classroom	Any of listed activities
Total	229.4	0.56	0.53	0.60	0.72	0.67	0.60	0.21
Region								
Northeast	72.2	1.46	2.03	1.46	1.89	1.87	2.40	0.40
Midwest	177.3	0.98	0.79	1.25	1.25	1.53	1.23	0.38
South	105.4	0.92	1.06	0.95	0.92	0.82	1.31	0.36
West	151.4	0.91	0.95	0.95	1.34	0.96	1.11	0.44
Community type								
Central city	213.4	0.80	0.79	0.79	1.11	0.96	0.70	0.34
Urban fringe/large town	199.6	0.85	0.90	0.79	0.97	0.84	1.00	0.31
Rural/small town	130.4	1.79	1.55	1.51	2.11	2.75	1.84	0.57
School level								
Elementary	168.2	0.69	0.61	0.64	0.73	0.66	0.74	0.30
Secondary	162.6	1.68	1.83	1.27	1.67	1.79	1.57	0.62
Combined	103.6	1.19	1.33	1.23	1.80	1.32	1.24	0.43
Student enrollment								
Less than 100	97.3	1.47	1.45	1.34	1.60	1.27	1.78	0.65
100–199	120.9	1.32	1.42	1.08	1.45	1.75	1.30	0.61
200–349	109.6	1.02	1.01	1.11	1.28	1.31	1.32	0.58
350–499	104.4	1.45	1.42	1.54	1.74	1.43	1.71	0.63
500 or more	191.7	1.08	1.22	1.00	1.43	0.95	1.26	0.25
School origin								
Newly created	234.3	0.75	0.69	0.72	1.00	0.86	0.71	0.30
Pre-existing public school	158.4	1.00	1.06	0.92	1.20	0.91	1.38	0.26
Pre-existing private school	80.3	1.78	1.89	1.63	1.91	1.80	1.47	0.64

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public Charter School Teacher Survey.”

Table A3.12.—Standard errors for average hours per week that full-time public charter school teachers were required to be at school and average hours worked outside regular school hours, by selected characteristics: 1999–2000 (table 3.12)

Selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students
Total	0.04	0.06	0.07
Region			
Northeast	0.15	0.20	0.23
Midwest	0.06	0.11	0.13
South	0.07	0.10	0.10
West	0.08	0.10	0.12
Community type			
Central city	0.07	0.08	0.10
Urban fringe/large town	0.06	0.08	0.11
Rural/small town	0.15	0.26	0.18
School level			
Elementary	0.06	0.05	0.08
Secondary	0.13	0.19	0.14
Combined	0.12	0.11	0.16
Student enrollment			
Less than 100	0.11	0.15	0.19
100–199	0.09	0.16	0.14
200–349	0.08	0.09	0.15
350–499	0.13	0.15	0.27
500 or more	0.09	0.11	0.12
School origin			
Newly created	0.05	0.07	0.08
Pre-existing public school	0.09	0.13	0.16
Pre-existing private school	0.10	0.11	0.20

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Public Charter School Teacher Survey."

Table A3.13.—Standard errors for average class size and student/teacher ratios in public charter elementary schools, secondary schools, and schools with combined grades, by selected characteristics: 1999–2000 (table 3.13)

Selected characteristics	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio
Total	0.10	0.45	0.08	1.14	0.62	1.35	0.66	0.32	0.28
Region									
Northeast	0.32	#	0.22	#	1.36	9.41	#	0.61	0.58
Midwest	0.29	0.68	0.19	#	1.79	0.58	0.58	0.56	0.29
South	0.19	0.81	0.12	#	0.65	0.73	0.50	0.50	0.40
West	0.15	0.76	0.16	1.58	0.85	1.76	1.44	0.58	0.53
Community type									
Central city	0.19	0.53	0.12	1.57	0.85	2.14	0.62	0.43	0.33
Urban fringe/large town	0.12	0.89	0.15	#	0.48	0.73	1.14	0.37	0.51
Rural/small town	0.28	#	0.29	#	2.92	2.58	0.64	0.78	0.62
Student enrollment									
Less than 100	0.33	0.80	0.19	#	0.58	1.15	0.51	1.02	0.52
100–199	0.19	0.44	0.14	#	1.47	0.62	0.83	0.92	0.52
200–349	0.21	0.50	0.18	#	1.14	5.15	0.85	0.48	0.47
350–499	0.16	0.86	0.16	#	1.26	2.16	#	0.93	0.47
500 or more	0.14	1.21	0.21	#	1.03	7.48	1.47	0.50	0.68
School origin									
Newly created	0.17	0.33	0.11	1.45	0.85	1.77	0.56	0.37	0.30
Pre-existing public school	0.12	1.30	0.13	#	1.05	0.50	1.75	1.05	1.26
Pre-existing private school	0.40	#	0.24	#	0.57	0.52	#	0.68	0.68

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public Charter School Survey,” and “Public Charter School Teacher Survey.”

Table A3.14.—Standard errors for percentage of public charter school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by selected characteristics: 1999–2000 (table 3.14)

Selected characteristics	Total number of public charter school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Total	260.3	0.17	0.24	0.04	0.33	0.21
Region						
Northeast	79.5	0.40	0.75	0.00	1.16	0.78
Midwest	204.2	0.41	0.66	0.10	0.91	0.53
South	110.2	0.34	0.40	#	0.52	0.39
West	175.0	0.28	0.36	0.09	0.54	0.27
Community type						
Central city	233.2	0.21	0.40	0.07	0.51	0.38
Urban fringe/large town	240.7	0.29	0.29	0.07	0.53	0.32
Rural/small town	142.0	0.17	0.50	0.00	1.50	0.36
School level						
Elementary	187.7	0.22	0.29	0.04	0.38	0.27
Secondary	185.2	0.40	0.46	0.19	0.99	0.20
Combined	131.0	0.27	0.39	#	0.79	0.69
Student enrollment						
Less than 100	105.0	0.60	1.01	0.20	0.96	0.60
100–199	138.8	0.33	0.52	0.13	0.86	0.50
200–349	132.0	0.25	0.51	0.06	0.66	0.40
350–499	113.0	0.16	0.46	#	0.86	0.57
500 or more	224.3	0.39	0.33	#	0.54	0.40
School origin						
Newly created	274.4	0.20	0.35	0.06	0.46	0.31
Pre-existing public school	191.6	0.37	0.34	#	0.58	0.36
Pre-existing private school	89.7	0.36	0.60	#	1.32	0.45

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Public Charter School Teacher Survey.”

**Standard Error Tables for Bureau of Indian Affairs (BIA) Schools,
Principals, Teachers, and School Library Media Centers**

Table A4.01.—Standard errors for total number of Bureau of Indian Affairs (BIA) schools, principals, teachers, and students, by selected characteristics: 1999–2000 (table 4.01)

Selected characteristics	Schools	Principals	Teachers	Students
Total	4.1	3.8	130.8	1,559.0
Region				
Northeast	#	#	#	#
Midwest	3.7	3.3	113.7	1,117.2
South	#	1.4	#	#
West	2.6	2.5	78.5	1,212.8
Community type				
Central city	0.8	0.8	18.2	226.0
Urban fringe/large town	2.4	1.8	65.8	838.0
Rural/small town	4.4	4.2	122.0	1,488.3
School level				
Elementary	3.0	2.8	103.5	972.5
Secondary	2.5	2.3	68.9	710.6
Combined	1.3	1.4	40.8	856.2
Student enrollment				
Less than 100	2.8	2.5	56.5	211.1
100–499	4.1	3.8	106.8	1,184.9
500 or more	1.6	1.6	90.7	1,116.8

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Indian School Survey,” “Public School Survey,” “Public Charter School Survey,” “Indian School Principal Survey,” “Public School Principal Survey,” “Public Charter School Principal Survey,” “Indian School Teacher Survey,” “Public School Teacher Survey,” and “Public Charter School Teacher Survey.”

Table A4.02.—Standard errors for percentage of Bureau of Indian Affairs (BIA) elementary schools that offered a particular program or service, by selected characteristics: 1999–2000 (table 4.02)

Selected characteristics	Total number of BIA elementary schools	Programs with special instructional approaches	Talented/gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs
All elementary schools	3.0	2.09	1.80	1.66	1.61	1.70	2.05
Region							
Northeast	#	#	#	#	#	#	#
Midwest	2.8	5.33	0.57	5.25	4.03	4.06	5.52
South	#	#	#	#	#	#	#
West	1.7	1.59	1.59	1.11	1.43	1.43	1.22
Community type							
Central city	#	#	#	#	#	#	#
Urban fringe/large town	1.9	4.51	6.57	2.93	4.62	4.48	3.17
Rural/small town	3.1	2.41	1.47	2.04	1.77	1.99	2.21
Student enrollment							
Less than 100	2.3	5.87	6.39	#	6.80	6.48	6.25
100–499	3.1	2.22	1.59	1.73	1.59	1.80	2.17
500 or more	#	#	#	#	#	#	#

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Indian School Survey,” “Public School Survey,” and “Public Charter School Survey.”

Table A4.03.—Standard errors for percentage of Bureau of Indian Affairs (BIA) secondary and combined schools that offered a particular program or service, by selected characteristics: 1999–2000 (table 4.03)

Selected characteristics	Total number of BIA secondary and combined schools	Programs with special instructional approaches	Talented/gifted program	Immersion in a foreign language program	A program for students with discipline or adjustment problems	Medical health care services	Extended day or before-school or after-school daycare programs	Advanced Placement (AP) courses	International Baccalaureate (IB)	Specialized career academy	Specialized Tech-Prep program(s)
All secondary and combined schools	3.1	3.64	1.19	3.87	3.88	3.65	3.63	3.76	0.00	1.81	3.14
Region											
Northeast	0.0	†	†	†	†	†	†	†	†	†	†
Midwest	2.4	#	1.79	#	8.17	6.90	#	#	0.00	0.00	#
South	#	#	#	#	#	#	#	#	#	#	#
West	1.7	3.43	1.01	3.70	3.13	3.95	3.39	2.67	0.00	3.42	3.71
Community type											
Central city	#	#	#	#	#	#	#	#	#	#	#
Urban fringe/large town	#	#	#	#	#	#	#	#	#	#	#
Rural/small town	2.9	4.63	1.07	5.08	4.82	4.42	4.83	4.57	0.00	1.40	3.89
School level											
Secondary	2.5	5.28	0.00	5.31	6.13	5.41	5.50	5.70	0.00	2.54	4.44
Combined	1.3	4.18	2.91	4.79	4.05	4.64	4.52	3.07	0.00	#	3.89
Student enrollment											
Less than 100	#	#	#	#	#	#	#	#	#	#	#
100–499	2.7	4.65	1.68	4.53	4.67	4.32	4.99	4.96	0.00	1.69	3.53
500 or more	#	#	#	#	#	#	#	#	#	#	#

† Not applicable.

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Indian School Survey,” “Public School Survey,” and “Public Charter School Survey.”

Table A4.04.—Standard errors for number of Bureau of Indian Affairs (BIA) schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of BIA school prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches, by selected characteristics: 1999–2000 (table 4.04)

Selected characteristics	Number of schools				Number of students	
	Total number of BIA schools	Schools with Title I students	Schools with students eligible for free or reduced-price lunches	Schools that participate in National School Lunch Program	Students eligible for free or reduced-price lunches	Students approved for free or reduced-price lunches
Total	4.1	4.0	4.0	4.1	1,211.2	1,206.4
Region						
Northeast	#	#	#	#	#	#
Midwest	3.7	3.6	3.7	3.6	934.7	926.2
South	#	#	#	#	#	#
West	2.6	2.1	2.4	2.4	869.7	853.5
Community type						
Central city	0.8	#	#	#	#	#
Urban fringe/large town	2.4	1.3	2.1	2.1	438.8	422.5
Rural/small town	4.4	4.5	4.4	4.5	1,274.4	1,277.0
School level						
Elementary	3.0	2.7	2.8	2.8	802.6	792.0
Secondary	2.5	2.8	2.5	2.5	657.3	652.8
Combined	1.3	1.2	1.3	1.3	474.3	475.1
Student enrollment						
Less than 100	2.8	2.0	2.6	2.6	207.5	223.7
100–499	4.1	3.9	4.0	4.1	1,079.7	1,060.5
500 or more	1.6	1.5	1.6	1.6	729.6	726.7

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Indian School Survey,” “Public School Survey,” and “Public Charter School Survey.”

Table A4.05.—Standard errors for percentage of Bureau of Indian Affairs (BIA) schools with various security measures, by selected characteristics: 1999–2000 (table 4.05)

Selected characteristics	Total number of BIA schools	A requirement that visitors sign in or check in	A requirement that all or most students stay on school grounds during lunch	Metal detectors through which all students must pass each day	Random metal detector checks on students	Drug sweeps	Daily presence of police or security personnel	Video surveillance
Total	4.1	0.74	1.22	#	0.68	1.75	1.59	1.73
Region								
Northeast	#	#	#	#	#	#	#	#
Midwest	3.7	1.82	3.04	0.00	#	3.76	4.17	4.63
South	#	#	#	#	#	#	#	#
West	2.6	0.56	0.82	0.00	0.55	1.56	1.50	0.92
Community type								
Central city	0.8	2.99	2.41	0.00	0.00	3.86	4.49	#
Urban fringe/large town	2.4	0.68	0.00	0.00	#	2.82	3.81	2.54
Rural/small town	4.4	0.91	1.47	#	0.84	2.07	1.84	2.18
School level								
Elementary	3.0	0.31	1.02	#	0.79	1.58	1.83	1.60
Secondary	2.5	3.20	4.80	0.00	#	5.67	5.11	5.84
Combined	1.3	1.92	0.00	0.00	#	4.87	4.24	3.84
Student enrollment								
Less than 100	2.8	0.00	0.95	0.00	#	4.63	5.72	5.77
100–499	4.1	0.97	1.53	#	0.90	1.81	1.87	1.76
500 or more	1.6	1.65	1.88	0.00	0.00	6.58	5.37	#

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Indian School Survey,” “Public School Survey,” and “Public Charter School Survey.”

Table A4.06.—Standard errors for total number of Bureau of Indian Affairs (BIA) school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff, by selected characteristics: 1999–2000 (table 4.06)

Selected characteristics	Total number of BIA schools	Total number of BIA school library media centers	For schools with library media centers			
			Percentage of library media centers with paid state certified library media specialists	Average number of paid full-time or part-time state certified library media specialists	Average number of students per paid full-time or part-time certified library media specialist	Average number of paid other library staff
Total	4.1	3.9	1.58	0.02	8.21	0.03
Region						
Northeast	#	#	#	#	#	#
Midwest	3.7	3.1	3.57	0.06	11.65	0.06
South	#	#	#	#	#	#
West	2.6	2.5	1.49	0.01	10.28	0.02
Community type						
Central city	0.8	#	#	#	#	#
Urban fringe/large town	2.4	1.8	3.64	0.04	28.93	0.07
Rural/small town	4.4	4.1	1.81	0.03	8.26	0.03
School level						
Elementary	3.0	2.7	1.79	0.03	6.58	0.02
Secondary	2.5	2.6	4.37	0.04	18.74	0.10
Combined	1.3	1.1	3.92	0.05	25.07	0.07
Student enrollment						
Less than 100	2.8	2.1	5.62	0.06	1.74	0.11
100–499	4.1	3.5	1.74	0.02	5.84	0.03
500 or more	1.6	1.7	1.41	0.10	26.41	0.03

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Indian School Survey,” “Public School Survey,” “Public Charter School Survey,” “Public School Library Media Center Survey,” and “Indian School Library Media Center Survey.”

Table A4.07.—Standard errors for percentage of Bureau of Indian Affairs (BIA) school principals with experience in teaching, administration, or other selected positions before becoming principals, by selected characteristics: 1999–2000 (table 4.07)

Selected characteristics	Total number of BIA school principals	Teacher	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/ librarian	Athletic coach/ athletic director
Total	3.8	0.53	1.74	1.64	1.52	1.22	0.62	1.75
Region								
Northeast	#	#	#	#	#	#	#	#
Midwest	3.3	1.41	3.72	3.66	3.69	3.05	#	3.86
South	1.4	0.00	6.85	6.54	5.66	0.00	#	5.77
West	2.5	0.19	1.24	1.50	1.37	0.93	#	1.47
Community type								
Central city	0.8	0.00	3.11	4.24	3.57	0.00	0.00	3.62
Urban fringe/large town	1.8	0.00	3.36	3.27	2.81	#	0.00	3.73
Rural/small town	4.2	0.65	2.08	1.87	1.79	1.54	0.78	2.05
School level								
Elementary	2.8	0.16	1.79	1.69	1.64	1.05	0.91	1.75
Secondary	2.3	2.52	5.54	4.60	5.55	4.17	0.00	5.44
Combined	1.4	0.00	4.45	4.21	4.62	3.10	0.00	4.82
Student enrollment								
Less than 100	2.5	0.00	5.05	4.66	5.10	#	#	4.55
100–499	3.8	0.70	1.83	1.79	1.63	1.34	0.81	1.84
500 or more	1.6	0.00	5.62	5.60	5.97	3.68	0.00	5.28

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Indian School Principal Survey,” “Public School Principal Survey,” and “Public Charter School Principal Survey.”

Table A4.08.—Standard errors for percentage distribution of Bureau of Indian Affairs (BIA) school teachers by age and average and median age of BIA school teachers, by selected characteristics: 1999–2000 (table 4.08)

Selected characteristics	Under 30 years	Between 30 and 49 years	Between 50 and 54 years	55 years and over	Average age	Median Age
Total	0.57	1.48	0.67	1.63	0.32	0.57
Region						
Northeast	#	#	#	#	#	#
Midwest	1.11	2.15	1.18	1.52	0.43	0.63
South	#	#	#	#	#	#
West	0.49	1.91	0.81	2.19	0.41	0.42
Community type						
Central city	#	1.65	0.99	1.27	0.52	1.03
Urban fringe/large town	1.31	6.27	1.91	7.97	1.71	2.23
Rural/small town	0.63	1.41	0.69	1.25	0.24	0.58
School level						
Elementary	0.80	1.94	0.90	2.46	0.46	0.31
Secondary	1.51	3.44	1.46	1.79	0.38	0.36
Combined	1.35	2.28	1.18	1.49	0.42	0.66
Student enrollment						
Less than 100	1.10	9.16	2.57	11.42	2.42	4.86
100–499	0.67	1.48	0.83	1.23	0.23	0.57
500 or more	2.16	3.48	1.19	1.78	0.49	0.94

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Indian School Teacher Survey,” “Public School Teacher Survey,” and “Public Charter School Teacher Survey.”

Table A4.09.—Standard errors for percentage of full-time Bureau of Indian Affairs (BIA) school teachers who reported participating in various professional development activities in the past 12 months, by selected characteristics: 1999–2000 (table 4.09)

Selected characteristics	Total number of full-time BIA school teachers	In-depth study of content in main teaching assignment field	Content and performance standards in main teaching assignment field	Methods of teaching	Uses of computers for instruction	Student assessment	Student discipline and management in the classroom	Any of listed activities
Total	128.93	1.40	1.50	1.99	1.26	1.33	1.67	0.72
Region								
Northeast	#	#	#	#	#	#	#	#
Midwest	113.53	2.44	2.80	3.49	2.27	2.78	2.96	1.76
South	#	#	#	#	#	#	#	#
West	78.85	1.37	1.27	2.13	1.58	0.99	1.85	0.45
Community type								
Central city	18.09	2.26	2.45	3.04	2.64	2.98	3.79	0.84
Urban fringe/large town	62.33	4.43	3.32	7.77	2.71	3.21	6.67	0.69
Rural/small town	120.71	1.39	1.58	2.15	1.34	1.52	1.71	0.84
School level								
Elementary	98.76	1.65	1.88	2.22	1.52	1.67	1.86	0.37
Secondary	68.08	3.77	3.18	5.28	2.86	4.36	3.79	0.99
Combined	36.68	3.29	3.25	3.41	3.09	2.80	3.75	3.44
Student enrollment								
Less than 100	55.54	8.16	5.99	11.27	5.00	6.51	6.21	1.68
100–499	100.92	1.33	1.41	2.00	1.37	1.45	1.69	0.95
500 or more	89.76	2.87	4.34	3.77	3.07	4.26	3.24	0.62

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Indian School Teacher Survey,” “Public School Teacher Survey,” and “Public Charter School Teacher Survey.”

Table A4.10.—Standard errors for average hours per week that full-time Bureau of Indian Affairs (BIA) school teachers were required to be at school and average hours worked outside regular school hours, by selected characteristics: 1999–2000 (table 4.10)

Selected characteristics	Average hours per week required to be at school	Average hours per week spent outside of regular school hours in school-related activities involving students	Average hours per week spent outside of regular school hours in school-related activities not involving students
Total	0.04	0.09	0.14
Region			
Northeast	#	#	#
Midwest	0.06	0.14	0.31
South	#	#	#
West	0.04	0.11	0.12
Community type			
Central city	0.07	0.23	0.17
Urban fringe/large town	0.03	0.31	0.35
Rural/small town	0.05	0.10	0.16
School level			
Elementary	0.04	0.09	0.22
Secondary	0.08	0.26	0.27
Combined	0.12	0.24	0.17
Student enrollment			
Less than 100	0.04	0.49	0.51
100–499	0.05	0.10	0.10
500 or more	0.11	0.21	0.48

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Indian School Teacher Survey,” “Public School Teacher Survey,” and “Public Charter School Teacher Survey.”

Table A4.11.—Standard errors for average class size and student/teacher ratios in Bureau of Indian Affairs (BIA) elementary schools, secondary schools, and schools with combined grades, by selected characteristics: 1999–2000 (table 4.11)

Selected characteristics	Elementary schools			Secondary schools			Combined grade schools		
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Student/teacher ratio
Total	0.22	0.66	0.14	#	0.33	0.31	0.55	0.50	0.33
Region									
Northeast	#	#	#	†	†	†	†	†	†
Midwest	0.36	#	0.30	#	0.42	0.59	#	#	#
South	#	#	#	†	#	#	†	#	#
West	0.28	#	0.12	#	0.36	0.26	0.41	0.36	0.39
Community type									
Central city	#	#	#	†	#	#	†	†	#
Urban fringe/large town	#	#	0.50	#	#	#	#	#	#
Rural/small town	0.19	0.71	0.15	#	0.41	0.44	0.54	0.51	0.36
Student enrollment									
Less than 100	#	#	0.42	#	#	#	#	#	#
100-499	0.18	0.64	0.13	#	0.38	0.40	0.75	0.61	0.36
500 or more	0.48	#	#	†	#	#	#	#	#

Too few sample cases.

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, “Indian School Survey,” “Public School Survey,” “Public Charter School Survey,” “Indian School Teacher Survey,” “Public School Teacher Survey,” and “Public Charter School Teacher Survey.”

Table A4.12.—Standard errors for percentage of Bureau of Indian Affairs (BIA) school teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school, by selected characteristics: 1999–2000 (table 4.12)

Selected characteristics	Total number of BIA school teachers	Stated that robbery or theft was a serious problem	Stated that physical conflicts among students were a serious problem	Stated that student possession of weapons was a serious problem	Reported being threatened with injury in the past 12 months	Reported being physically attacked in the past 12 months
Total	130.8	0.48	0.79	0.18	0.72	0.51
Region						
Northeast	#	#	#	#	#	#
Midwest	113.7	0.93	1.55	0.36	1.34	0.96
South	#	#	#	#	#	#
West	78.5	0.43	0.60	0.16	0.72	0.38
Community type						
Central city	18.2	1.87	2.84	0.00	1.01	#
Urban fringe/large town	65.8	1.26	#	#	1.49	1.01
Rural/small town	122.0	0.56	0.88	0.20	0.83	0.57
School level						
Elementary	103.5	0.60	1.02	0.14	0.87	0.69
Secondary	68.9	1.36	2.03	0.67	1.78	0.79
Combined	40.8	0.85	1.14	#	1.96	0.62
Student enrollment						
Less than 100	56.5	#	3.14	#	5.60	#
100–499	106.8	0.57	0.89	0.22	0.77	0.62
500 or more	90.7	0.34	1.96	#	0.90	0.77

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Teacher Survey," "Public School Teacher Survey," and "Public Charter School Teacher Survey."

Appendix B:
SASS 1999–2000: E.D. Tabs Technical Notes

Technical Notes

I. Overview of SASS

The Schools and Staffing Survey (SASS) is an integrated set of surveys sponsored by the National Center for Education Statistics (NCES) that is collected from public, private, public charter, and Bureau of Indian Affairs (BIA) schools nationwide. SASS provides information about teachers and administrators and the general condition of America's elementary and secondary schools. 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 four times: in school years 1987–88, 1990–91, 1993–94, and 1999–2000 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 Followup Survey with the latter survey conducted the year after the core surveys. 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. These new surveys addressed policy issues regarding student participation in school programs and services, resource allocations to library facilities, and qualifications of librarians.

The fourth administration (1999–2000) of SASS 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 Teacher Followup Survey. The Teacher Followup Survey, administered the year following the administration of the other five components, will be the subject of a future report and will not be discussed further in this report. The questionnaires were modified slightly to meet the needs of public, private, public charter, and BIA schools (for further explanation of public charter and BIA schools, see section IV). The details of the content changes and issues addressed are outlined in section II.

II. Survey Content: 1999–2000

A. Components

For the 1999–2000 school year (round 4), the SASS was changed in the following ways:

- A public charter component (which included the Public Charter School Principal Questionnaire, the Public Charter School Questionnaire, and the Public Charter School Teacher Questionnaire) was added. The Public Charter School Questionnaire served as a continuation of the Office of Educational Research and Improvement's National Study of Charter Schools.
- Elements of the School District Questionnaire were incorporated into the Public Charter School Questionnaire because many public charter schools do not have district affiliations. To minimize

respondent burden, some of the elements of the Public School Library Media Center Questionnaire were included on the Public Charter School Questionnaire.

- In addition to the paper SASS questionnaires, Internet reporting options were developed for the Public School and Private School Library Media Center Questionnaires.

B. Content Changes

Prior to the 1999–2000 SASS administration, two extensive field tests were undertaken (for further explanation of the field tests, see section V). As a result of these field tests, the following additions and deletions were made to the SASS questionnaires between the 1993–94 and 1999–2000 administrations.

1. Additions and Enhancements

a. School District Questionnaire (formerly called the Teacher Demand and Shortage Questionnaire):

- Percentage of payroll dedicated to school staff benefits
- Oversight of home-schooled students and public charter schools
- Use of school performance reports
- Existence of migrant education programs and number of migrant students
- Procedures for recruiting and dismissing teachers

b. School Questionnaire:

- Number of computers, access to the Internet, and whether there is a computer coordinator in the school
- Availability of certain types of curricular options
- How special education students' needs are met
- Changes in the school year or weekly schedule
- The enrollment capacity of schools
- Whether schools have programs for disruptive students

c. Principal Questionnaire (formerly called the School Administrator Questionnaire):

- Principals'/school heads' frequency of engaging in various school and school-related activities
- Perceived degree of influence of principals and other groups (state, local, school, and parents) in setting performance standards for students
- Barriers (e.g., personnel policies, inadequate documentation, lack of support, stress) to dismissing poor or incompetent teachers
- Rewards or sanctions for success or failure to meet district or state performance goals
- Means for assessing progress on school improvement plan

d. Teacher Questionnaire:

- Training, teacher induction, teacher professional development expanded
- Uses of achievement tests by teachers
- The use of computers for instruction
- Decision-making practices

e. School Library Media Center Questionnaire:

- Additional technology
- Collaboration and policy
- Copyright dates of reference materials

2. Deletions

a. School District Questionnaire:

- Number of teachers laid off
- Counts of students by grade level

b. Teacher Questionnaire:

- Breaks in teaching service
- Number and type of undergraduate courses taken

c. Student Records Questionnaire (this survey was not conducted in the 1999–2000 SASS)

d. School Library Media Specialist/Librarian Questionnaire (this survey was not conducted in the 1999–2000 SASS)

C. Final Content of 1999–2000 SASS

The following is a brief summary of the content areas for the 1999–2000 SASS. As needed, the individual School District, School, Principal, Teacher, and School Library Media Center Questionnaires were modified slightly to accommodate the organizational and structural differences of public, private, public charter, and BIA school sectors.

- The School District Questionnaire obtained information such as enrollment and teacher counts, graduation requirements, district policies regarding hiring and compensation of teachers, accountability, and other measures of recent reforms. Race/ethnicity data on the student population and the teacher work force were also collected. The applicable sections for private, public charter, and BIA schools were incorporated into the Private, Public Charter, and BIA School Questionnaires.
- The School Questionnaires (public, private, public charter, and BIA schools) obtained information about conditions on schools such as student characteristics, staffing patterns, student/teacher ratios, types of programs and services offered, length of school day, and high school graduation rates. The private school version of the questionnaire included items for identifying the religious or other affiliation of the school. The public charter school version included items contained on the School District and School Library Media Center Questionnaires.

- The Principal Questionnaires (public, private, public charter, and BIA schools) obtained information about the age, sex, race/ethnicity, training, experience, salary, benefits, opinions, and attitudes of school principals/headmasters. The questions required both objective responses (e.g., number of years of teaching experience) and subjective responses (e.g., rating the seriousness of school problems). The data from this survey provide insight into the qualifications of school principals, the problems that they view as serious, and their perceptions of their influence on school policies.
- The Teacher Questionnaires (public, private, public charter, and BIA schools) collected data from teachers regarding their education and training, teaching assignment, teaching experience, certification, teaching workload, perceptions and attitudes about teaching, job mobility, and workplace conditions. This information permits analyses of how these factors affect movement into and out of the teaching profession.
- The School Library Media Center Questionnaires (public, private, and BIA schools) obtained information about library media centers such as education and experience of library staff, organization, expenditure, technology, and library media center collections. While the School Library Media Center Questionnaire was not sent to the public charter schools, a subset of the questions was included in the Public Charter School Questionnaire. In addition to the paper questionnaires, the School Library Media Center Questionnaires were available via the Internet for the public and private schools. The Internet versions were identical in content to the paper questionnaires.

Copies of the 1999–2000 SASS questionnaires may be obtained on the Internet at <http://nces.ed.gov/surveys/sass> or by e-mail to SASSdata@ed.gov.

III. Target Populations, Sampling Frames, and Comparisons of Estimates

A. Target Populations

For 1999–2000 SASS administration the following nationally representative samples were surveyed; or, in the case of public charter schools and BIA schools, the entire national populations, were surveyed.

- **School Districts:** School districts that employed elementary and/or secondary level teachers and were in operation in school year 1999–2000 (e.g., public school districts, state agencies that operated schools for special student populations, such as inmates of juvenile correctional facilities, and cooperative agencies that provided special services to more than one school district). Entities that authorize public charter schools are not included, unless they are also public school districts.
- **Schools:** Public schools, private schools, and BIA schools with students in any of grades 1–12 and in operation in school year 1999–2000. Public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year.
- **Principals:** Principals of the targeted school populations.
- **Teachers:** Teachers in the targeted school populations who taught students in grades K–12 in school year 1999–2000.
- **School Library Media Centers:** School Library Media Centers in public, private, and BIA schools.

B. Sampling Frames

1. Public Schools

The SASS was designed to support estimates at the national, regional, and state levels for public school districts, schools, principals, teachers, and school library media centers. The public school sampling frame was based on the 1997–98 school year Common Core of Data (CCD), a file of

information collected annually by NCES from all state education agencies and believed to be the most complete public school listing available at the time of sample selection. Public schools not in existence in school year 1997–98 and not opening as a result of a split with an existing school were not included. The frame contains regular public schools and special purpose schools such as special education, vocational, and alternative schools. The frame was enhanced with a list of schools operated by the Department of Defense. After the deletion of duplicate schools, schools outside of the United States, and schools that only teach prekindergarten, kindergarten, or postsecondary students, 88,266 schools remained on the public school frame.

2. Private Schools

The SASS was designed to provide the most detailed private school estimates at the affiliation level. The sampling frame for private schools was derived from affiliation lists, because state coverage of private schools is uneven. The sampling frame for private schools was the 1997–98 Private School Survey (PSS), updated with more current information from 1998–99 private school association lists (Broughman and Colaciello 1999). A list frame consisting of 28,164 schools was the primary private school frame. An area frame was used to identify schools not included on the list frame and thereby compensate for the undercoverage of the list frame. The area frame was taken from the 1997–98 PSS because there was no opportunity to update it prior to SASS data collection. See Cole et al. (forthcoming) for more detail. The area frame consisted of 140 schools drawn from a sample of 3,142 counties throughout the nation, representing an estimated 1,760 schools.

The affiliation group for a school was determined in a hierarchical order; that is, if more than one definition applied, the school was classified into the first group that applied:

- 1) Military—membership in the Association of American Military Colleges and Schools;
- 2) Catholic—affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;
- 3) Friends—affiliation as Friends or membership in the Friends Council on Education;
- 4) Episcopal—affiliation as Episcopal or membership in the National Association of Episcopal Schools;
- 5) Hebrew Day—membership in the National Society for Hebrew Day Schools;
- 6) Solomon Schechter—membership in the Schechter Day Schools;
- 7) Other Jewish—any other Jewish affiliation;
- 8) Missouri Synod—membership in the Lutheran Church, Missouri Synod;
- 9) Wisconsin Synod—affiliation as Evangelical Lutheran, Wisconsin Synod or membership in the Evangelical Lutheran Church, Wisconsin Synod;
- 10) Evangelical Lutheran—affiliation as Evangelical Lutheran Church in America or membership in the Association of Evangelical Lutheran Churches;
- 11) Other Lutheran—any other Lutheran affiliation;
- 12) Seventh-Day Adventist—affiliation as Seventh-Day Adventist or membership in the General Conference of Seventh-Day Adventists;
- 13) Christian Schools International—membership in Christian Schools International;
- 14) American Association of Christian Schools—membership in the American Association of Christian Schools;

- 15) Association of Christian Schools International—membership in the Association of Christian Schools International;
- 16) National Association of Private Schools for Exceptional Children—membership in the National Association of Private Schools for Exceptional Children;
- 17) Montessori—membership in the American Montessori Society or other Montessori associations;
- 18) National Association of Independent Schools—membership in the National Association of Independent Schools;
- 19) National Independent Private School Association—membership in the National Independent Private School Association;
- 20) Other—no affiliation with or membership in any of the groups listed above.

3. Public Charter Schools

The universe of 1,122 public charter schools was identified from a list provided by the Office of Educational Research and Improvement (OERI) as described in *The State of Charter Schools 2000* (2000). The OERI list was used since not all of the public charter schools were listed on the Common Core of Data (CCD). The OERI list included public charter schools open during the 1998–99 school year; there were 1,122 schools on the public charter school frame. To be included in the 1999–2000 SASS population of public charter schools, public charter schools were required to still be open as a public charter school during the 1999–2000 school year. One hundred and twelve schools on the sampling frame failed to meet these criteria, resulting in 1,010 in-scope public charter schools.

An independent verification of charter school information was provided by the *National Charter School Directory 2000, Sixth Edition* (Dale 2000). Census personnel used this resource to verify the eligibility status of specific public charter schools.

4. Bureau of Indian Affairs Schools

The universe of BIA schools was identified from the 1997–98 list of schools provided by the Bureau of Indian Affairs. For the 1997–98 school year, there were 197 schools in the Department of Interior’s Bureau of Indian Affairs, Office of Indian Education Programs (OIEP) “Education Directory” (Bureau of Indian Affairs 1998). Collecting and analyzing data from BIA schools is complicated because some BIA-funded schools are operated as public schools or public charter schools. For the 1999–2000 SASS, 65 BIA-funded schools overlapped with the CCD public school frame. These schools remained on the SASS public school frame and were administered the public school questionnaires. Similarly, the public charter school population also included 8 BIA-funded schools. These schools were treated as eligible public charter schools and were given the public charter school questionnaires. Of the original 197 schools listed in the OIEP “Education Directory” for 1997–98, 124 were considered BIA schools; 65 were considered to be public schools; and 8 were considered to be public charter schools. Table B-1 shows how the 197 BIA schools were assigned to SASS for the 1999–2000 data collection.

The difference between the eligible cases and the number of interviews is due to unit nonresponse, that is, schools that were eligible to participate but which failed to provide enough information to qualify as a completed questionnaire. Responding cases have an adjustment for unit nonresponse in the final weight. The nonresponse adjustment factor is different for each sector.

Starting from the 197 schools in the OIEP Directory, only 169 of the listed entities are considered to be schools meeting the eligibility requirements of SASS: the facility must provide educa-

Table B-1.—Assignment of Bureau of Indian Affairs directory schools, by sector: 1999–2000

Sector	OIEP schools	Eligible cases	Number of interviews
Total	197	169	152
Public school	65	43	35
BIA school	124	120	116
Public charter school	8	6	1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all components, special tabulations from the response rate data files).

tional services for any of grades 1 through 12. Some of the OIEP listings were for dormitories or schools that provided only pre-school or adult educational services and thus are ineligible for the SASS. Out of these 169 schools, 152 were school respondents. If all of the BIA schools had responded to the Indian School Questionnaire, the weighted count of BIA schools in SASS would be 169. Some of the OIEP Directory schools' information came from the Public School or Public Charter School respondents and the nonresponse weighting adjustment was based on the probability of selection for those samples, rather than for the universe of OIEP Directory schools. Therefore, these nonresponse weighting adjustments did not reflect the OIEP universe total of 169. The weighted count of 177 BIA schools across all sectors is considered to be the eligible BIA-funded school universe for the 1999–2000 SASS. The 152 BIA schools that were respondents weighted to 177 with the nonresponse adjustment.

The weighted estimates for the schools, principals, and teachers that only received the Indian School questionnaire are presented in appendix C for those researchers using the restricted-use data files.

C. Comparisons of Estimates

Comparisons between public, private, public charter, and BIA school respondents are possible at the national or regional levels. It is also possible to compare public school respondents by state; private school respondents by affiliation; and private and BIA school respondents at the regional level.

The teacher survey was designed to support comparisons between new and experienced teachers, teachers of classes designed for students with Limited-English Proficiency and other teachers, and teachers of different racial/ethnic backgrounds at the national level.

Other comparisons are possible at the national level. All other comparisons should be made with attention to the number of respondents in each comparison group as well as to the estimated variance.

IV. Sample Selection Procedures and Sample Sizes

A. Sample Selection Procedures

Schools are the primary sampling unit in SASS. Public schools were selected to be representative at the national and state levels; private schools were selected to be representative at the national and association levels. The entire universe of public charter schools, open during the 1998–99 school year and still open in school year 1999–2000, and the entire universe of BIA schools operating in school year 1997–98 were included in the survey. Although the data on public charter and BIA schools are from the universes of these schools, the estimates still have standard errors due to nonresponse weighting adjustments. More detail is available in Cole et al. (forthcoming).

Once schools were selected, school districts associated with selected public schools were included in the sample as well. School districts associated with public charter schools were not included in the sample,

unless they were also associated with a public school in the sample. Hence, the sample consisted of the set of school districts that were associated with the SASS public school sample. Once schools were selected, principals were included in the sample. For public, private, and BIA schools, school library media centers were included in the sample as well.

Each selected school was asked to provide a list of their teachers and teacher assignments. These lists made up the teacher sampling frame. Seven percent of public schools, 15 percent of private schools, 9 percent of public charter schools, and 3 percent of BIA schools did not provide teacher lists. See the forthcoming report concerning the sample design and estimation procedures used in the 1999–2000 SASS (Cole et al. forthcoming).

Based on the information collected on teachers from schools, teachers were assigned to strata depending on the following teacher characteristics:

- 1) Teacher's race is reported as Asian or Pacific Islander;
- 2) Teacher's race is reported as American Indian or Alaska Native;
- 3) Teachers who teach classes designed for students with Limited-English Proficiency;
- 4) Teachers in their first, second, or third year of teaching; or
- 5) Teachers not classified in any of the above groups.

This mutually exclusive assignment was done in the order of priority from 1) to 5). The probability of selection of teachers within these strata varied, depending upon the number of teachers within each sector. See Cole et al. (forthcoming) for a more detailed description of the teacher sample allocation procedures.

B. Sample Sizes

The number of in-scope or eligible cases is sometimes referred to as the achieved sample size. This number excludes the out-of-scope cases, which were drawn for the sample but were not eligible for interview. For example, a school which had closed or a teacher who had left the country would be considered out-of-scope.

The number of interviews is the number of in-scope (eligible) cases minus the eligible noninterview cases. The number of interviews is the unweighted number of cases that responded to enough items to be considered a valid respondent. The noninterview cases include eligible cases that refused or returned questionnaires with too little valid data to be considered complete interviews for the survey.

Table B-2 provides information on the number of units sampled, the number found to be in-scope, and the number of complete interviews obtained in each component and sector of the 1999–2000 SASS.

Table B-3 shows the number of in-scope and number of interviewed cases for each public sector questionnaire, by state. Table B-4 reports the same information for each private sector questionnaire, by NCES private school typology. Tables B-5 and B-6 report the same information for public charter and BIA sectors, respectively.

Table B-2.—Number of districts, schools, principals, teachers, and school library media centers, by sector and interview status: 1999–2000

Interview status	Total	Public	Private	Public charter	BIA
District					
Sample	5,465	5,465	†	†	†
In-scope	5,386	5,386	†	†	†
Interviews	4,690	4,690	†	†	†
School					
Sample	14,697	9,893	3,558	1,122	124
In-scope	13,890	9,527	3,233	1,010	120
Interviews	12,029	8,432	2,611	870	116
Principal					
Sample	14,697	9,893	3,558	1,122	124
In-scope	13,696	9,404	3,185	988	119
Interviews	12,260	8,524	2,734	891	111
Teacher					
Sample	72,058	56,354	10,760	4,438	506
In-scope	65,342	51,811	9,472	3,617	442
Interviews	52,404	42,086	7,098	2,847	373
School library media center					
Sample	13,575	9,893	3,558	†	124
In-scope	11,447	8,858	2,480	†	109
Interviews	9,905	7,715	2,086	†	104

† Not applicable.

NOTE: The number of in-scope cases in sample excludes out-of-scope or ineligible cases. Reasons for an out-of-scope designation include a school closure or a principal or teacher no longer employed by the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all components, special tabulations from the response rate data files).

Table B-3.—Number of in-scope cases in sample and number of interviews for public school districts, schools, principals, teachers, and school library media centers, by state: 1999–2000

State	Public district		Public school		Public principal		Public teacher		Public school library media center	
	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews
50 States and DC	5,386	4,690	9,527	8,432	9,404	8,524	51,811	42,086	8,858	7,715
Alabama	91	85	229	219	229	214	1,248	993	220	198
Alaska	43	39	193	150	189	172	899	731	173	132
Arizona	97	87	202	176	201	182	1,116	906	187	162
Arkansas	120	112	161	149	160	150	930	769	160	145
California	327	263	464	379	457	394	2,875	2,208	362	281
Colorado	83	76	169	151	168	151	943	803	163	144
Connecticut	92	65	165	138	161	140	851	640	154	134
Delaware	19	15	66	53	66	57	277	222	60	54
District of Columbia	1	1	66	52	66	55	325	225	60	50
Florida	56	48	234	210	231	210	1,230	974	214	197
Georgia	98	92	182	170	182	171	901	733	180	164
Hawaii	1	1	98	81	98	89	507	432	98	95
Idaho	79	72	169	162	165	157	900	754	159	142
Illinois	159	141	202	182	198	183	1,102	902	175	156
Indiana	123	110	166	155	166	153	906	759	160	141
Iowa	124	112	170	158	169	161	929	786	168	154
Kansas	125	119	163	155	163	147	921	785	161	144
Kentucky	100	90	171	158	166	145	886	701	157	134
Louisiana	64	56	213	185	212	194	1,016	802	195	167
Maine	109	88	152	142	152	147	851	711	135	122
Maryland	23	17	166	114	166	122	729	568	163	114
Massachusetts	119	93	165	139	164	141	922	690	159	140
Michigan	159	143	198	178	193	181	987	807	172	143
Minnesota	132	115	183	168	175	165	1,057	852	167	150
Mississippi	113	98	202	189	200	183	1,061	875	192	161
Missouri	128	118	181	168	176	166	1,017	849	170	151
Montana	145	124	184	168	169	162	1,253	1,078	172	157
Nebraska	117	104	163	151	161	149	938	821	158	140
Nevada	17	14	126	105	125	111	533	416	121	105
New Hampshire	84	67	118	108	116	108	620	512	114	102
New Jersey	153	125	181	145	179	155	876	683	168	138
New Mexico	57	52	180	164	179	161	835	654	172	140
New York	199	170	330	275	326	267	1,606	1,220	301	256
North Carolina	86	73	198	187	197	177	897	729	184	159
North Dakota	113	99	181	164	179	167	1,061	898	164	137
Ohio	157	130	186	173	185	178	977	821	179	166
Oklahoma	231	206	362	317	361	329	2,041	1,719	355	320
Oregon	88	77	167	142	167	149	893	745	162	150
Pennsylvania	148	129	182	164	181	161	1,000	810	167	153
Rhode Island	35	26	99	91	96	83	409	311	95	92
South Carolina	60	55	168	151	165	151	837	659	162	141
South Dakota	127	117	215	187	209	193	1,253	1,054	180	152
Tennessee	87	80	181	163	179	155	1,331	1,089	175	151
Texas	317	282	455	409	447	420	2,718	2,183	423	376
Utah	33	32	168	150	165	158	826	710	157	135
Vermont	95	67	117	101	115	105	550	439	116	105
Virginia	82	74	172	147	172	150	1,360	1,126	155	138
Washington	124	111	196	173	192	181	1,055	833	180	159
West Virginia	56	48	163	150	163	148	816	658	139	112
Wisconsin	148	133	174	152	173	157	1,018	826	173	149
Wyoming	42	39	131	114	130	119	722	615	122	107

NOTE: The number of in-scope cases in sample excludes out-of-scope or ineligible cases. Reasons for an out-of-scope designation include a school closure or a principal or teacher no longer employed by the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999-2000 (all public school components, special tabulations from the response rate data files).

Table B-4.—Number of in-scope cases in sample and number of interviews for private schools, principals, teachers, and school library media centers, by NCES typology: 1999–2000

NCES typology	Private school		Private principal		Private teacher		Private school library media center	
	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews
All private schools	3,233	2,611	3,185	2,734	9,472	7,098	2,480	2,086
Catholic	912	787	911	821	3,285	2,542	840	738
Parochial	435	385	434	398	1,531	1,182	396	351
Diocesan	303	254	303	271	1,069	840	281	240
Private Order	174	148	174	152	685	520	163	147
Other religious	1,592	1,254	1,559	1,313	4,325	3,174	1,107	905
Conservative Christian	454	340	449	370	1,041	731	297	229
Affiliated	671	538	668	568	2,027	1,519	529	453
Unaffiliated	467	376	442	375	1,257	924	281	223
Nonsectarian	729	570	715	600	1,862	1,382	533	443
Regular program	387	288	383	303	1,073	806	327	263
Special emphasis	189	156	181	159	465	312	109	96
Special education	153	126	151	138	324	264	97	84

NOTE: The number of in-scope cases in sample excludes out-of-scope or ineligible cases. Reasons for an out-of-scope designation include a school closure or a principal or teacher no longer employed by the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all private school components, special tabulations from the response rate data files).

Table B-5.—Number of in-scope cases in sample and number of interviews for public charter schools, principals, and teachers: 1999–2000

	Public charter school		Public charter principal		Public charter teacher	
	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews
All states and District of Columbia	1,010	870	988	891	3,617	2,847

NOTE: The number of in-scope cases in sample excludes out-of-scope or ineligible cases. Reasons for an out-of-scope designation include a school closure or a principal or teacher no longer employed by the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all public charter school components, special tabulations from the response rate data files).

Table B-6.—Number of in-scope cases in sample and number of interviews for Bureau of Indian Affairs (BIA) schools, principals, teachers, and school library media centers: 1999–2000

	BIA school		BIA principal		BIA teacher		BIA school library media center	
	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews	Number in-scope	Number of interviews
All states and District of Columbia	120	116	119	111	442	373	109	104

NOTE: The number of in-scope cases in sample excludes out-of-scope or ineligible cases. Reasons for an out-of-scope designation include a school closure or a principal or teacher no longer employed by the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all BIA school components, special tabulations from the response rate data files).

V. Pre-testing Activities

Four stages of testing were undertaken in preparation for the 1999–2000 SASS:

- Testing to make improvements to the Public and Private School Teacher Questionnaires;
- Testing to make improvements to the Teacher Listing Form (TLF);
- Testing of new modules of questions for all SASS questionnaires; and
- Final testing of re-designed SASS questionnaires.

Cognitive interviews were conducted with teachers in 1995 to evaluate the overall format of the 1993–94 teacher questionnaires, and to investigate questions that were identified as problematic during the 1993–94 survey (Jenkins and Von Thurn 1996; Jenkins and Dillman 1993; Jenkins 1994).

The Teacher Listing Form (TLF), the form used to construct the sampling frame for teachers and select a sample of teachers, was studied in both 1995 and 1997. In 1997, a formal split panel test was conducted to compare alternative versions of the TLF (Zukerberg and Lee 1997).

A field test was conducted in spring 1998 to evaluate new modules of questions. School and principal questionnaires were mailed to approximately 250 public schools and 250 private schools. Teacher questionnaires were mailed to approximately 550 public teachers and 550 private teachers. District questionnaires were mailed to approximately 250 school districts. The test of the revised questionnaires did not follow the usual SASS data collection procedures, where the goal is to obtain the highest possible response rates. Instead, the intent was to obtain enough data on all questionnaire items to perform a thorough evaluation of them. Telephone follow-up of some nonrespondents was conducted to evaluate administration of the questions by phone. The questionnaires used for the field test were abbreviated versions that included primarily newly developed items and some core items asked on previous versions. The completed questionnaires were evaluated using the following three methodologies: professional review of questionnaires, behavior coding, and cognitive interviews (Zukerberg 1999).

In the Fall of 1998, a field test was conducted that used the questionnaires proposed for use in the full scale 1999–2000 SASS. Approximately 500 of each of the following questionnaires were mailed: all public sector (district, school, principal, teacher, and school library media center) and all private sector (school, principal, teacher, and school library media center). As with the Spring field test, the intent was to obtain enough questionnaires to evaluate how well they operated. An additional evaluation component added to the Fall field test was usability testing of the Internet reporting option of the School Library Media Center Questionnaire (Zukerberg 1999).

VI. Data Collection Procedures

Data collection for 1999–2000 SASS took place during the 1999–2000 school year. Respondents to the School District Questionnaire were designated by the district office in response to a notification letter. The school questionnaires were addressed to the school principal or school head but may have been filled out by other school staff. The school library media center questionnaires were addressed to the librarian, staff, or other library media center specialist in charge of the library. The principal and teacher questionnaires were sent to the sampled individuals. Each component began with a mailout phase, followed by a second mailing, and additional nonresponse follow-up conducted by telephone from centralized telephone centers. Remaining nonrespondents were assigned to field staff, who obtained interviews by phone or personal visit. Table B-7 depicts both the specific data collection activity and the time frame in which it occurred.

Table B-7.—Data collection time schedule: 1999–2000

Activity	Date of activity
Introductory letters mailed to school districts	August 1999
Introductory letters and teacher listing forms mailed to schools	August 1999
Census field representatives called school districts to obtain the name of a contact person to whom the School District Questionnaire should be addressed	September 1999
Lists of teachers provided by schools	September 1999–January 2000
First mailing of questionnaires to:	
Principals	September 1999
School Library Media Centers	September 1999
School Districts	September 1999
Schools	October 1999
Teachers	December 1999–March 2000
Second mailing of questionnaires to:	
Principals	October 1999
School Library Media Centers	November 1999
School Districts	November 1999
Schools	November 1999
Teachers	February–March 2000
Telephone and field follow-up of mail nonrespondents	November 1999–June 2000

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all components).

VII. SASS Reinterview Program

SASS included a reinterview program for its school and teacher surveys. The purpose of this reinterview program was to evaluate the reliability of the data from selected SASS questions by estimating each question's response variance; that is, to measure the consistency in response between the original survey and the reinterview. High response variance indicates a problem with the design of the question or the nature of the data being collected by that question. The questions chosen for reinterview were considered to be critical to the SASS survey or suspected to be problematic. All reinterviews were conducted by mail. Most reinterview respondents received their reinterview questionnaire between three and four weeks from the date that they mailed back their original questionnaire. Only original survey cases completed by mail were eligible for reinterview. For a discussion of questions that exhibited moderate or high response variance, see the 1999–2000 SASS Reinterview Report (Ennis and Miller 2001).

VIII. Use of Improved Technology

A. Questionnaire Printing

The 1999–2000 SASS was the first administration of SASS to use customized printing of questionnaires. DocuPrint equipment allows for printing data specific to any respondent on any page. For SASS, DocuPrint was used to:

- Print respondent's identification information on the questionnaires;
- Provide information to specific respondents to avoid definitional problems;
- Change wording for a split panel test of a method to improve the School Library Media Center (LMC) Internet reporting rate; and
- Personalize letters to respondents.

B. Imaging of Questionnaires

In previous administrations of SASS, Census Bureau staff keyed completed questionnaires. The 1999–2000 SASS used imaging technology. The recognition program captured 75.4 percent of the questionnaire fields (13,414,588 of 17,792,365 fields) completed on the questionnaires. Traditionally, these fields went to a keyer/operator for 100 percent verification. In this administration of SASS, only 5,374,580 fields (30.2 percent) were 100 percent verified (verified fields included those not recognized by the program plus a random sample of 7.8 percent of the recognized fields). Imaging the questionnaires was found to be faster, less costly, and as accurate as keying. The results of imaging were:

- Data capture by imaging questionnaires, rather than by keying them, was completed using approximately one-half of the resources used in the previous round of SASS. Additionally, the data capture was completed earlier than in the previous round.
- Imaging was less expensive than traditional keying. Although some keying was required for data that could not be read by the equipment, cost savings still were realized.
- The quality of the image data capture operation was comparable to the traditional keying. The estimated overall operator error rate for the 1999–2000 surveys was 0.24 percent. This compares to a historical operator error rate of 0.28 to 0.36 percent when all data items were keyed.

C. Survey Design and Documentation System

One of the goals of the 1999–2000 SASS was to automate design, processing, and documentation activities more fully. Developing Surveys (DevSurv), software developed by staff in the Special Surveys Division of Statistics Canada, was used to perform many functions and activities. Specifically, the Census Bureau used DevSurv to produce Computer Assisted Telephone Interview (CATI) specifications, spreadsheets for testing scenarios, database structures or record layouts for the survey data files, codebooks, as well as code to read the microdata files. The DevSurv software used information stored in a Paradox database. The information entered included such things as question text, response categories, specifications for edits, and specifications for derived variables. More information about the DevSurv software can be found in the *1999–2000 Schools and Staffing: Data File User's Manual* (Tourkin et al. forthcoming).

IX. Response Rates

A. Survey Response Rates

The unweighted questionnaire, weighted questionnaire, and weighted overall response rates for each questionnaire are listed in table B-8. The weighted response rates for each component of SASS are detailed in tables B-9, B-10, B-11, and B-12. Table B-9 provides public school response rates by state for districts, schools, principals, teachers, and school library media centers. Table B-10 lists private school response rates by private school typology for schools, principals, teachers, and school library media centers. Table B-11 provides response rates for public charter schools, principals, and teachers. Table B-12 provides response rates for BIA schools, principals, teachers, and school library media centers. The response rate tables are useful as an indication of possible nonresponse bias.

The unweighted response rates were calculated by dividing the number of interview cases by the total number of eligible cases. The weighted response rates were derived by dividing the number of interview cases weighted by the basic weight by the total number of eligible cases weighted by the basic weight. The basic weight for each sample case is the inverse of the probability of selection.

Table B-8.—Weighted and unweighted questionnaire response rates and weighted overall response rates, by survey: 1999–2000

Survey	Unweighted questionnaire	Weighted questionnaire response rate	Weighted overall response rate*
Public School Teacher Listing Form	93.1	92.2	†
Private School Teacher Listing Form	85.8	87.0	†
Public Charter School Teacher Listing Form	91.3	91.4	†
BIA School Teacher Listing Form	97.5	97.8	†
Public School District	87.1	88.6	†
Public School	88.5	88.5	†
Private School	80.8	79.8	†
Public Charter School	86.1	86.1	†
BIA School	96.7	96.7	†
Public School Principal	90.6	90.0	†
Private School Principal	85.8	84.8	†
Public Charter School Principal	90.2	90.2	†
BIA School Principal	93.3	93.3	†
Public School Teacher	81.2	83.1	76.6
Private School Teacher	74.9	77.2	67.2
Public Charter School Teacher	78.7	78.6	71.8
BIA School Teacher	84.4	87.4	85.5
Public School Library Media Center	87.1	94.7	†
Private School Library Media Center	84.1	87.7	†
BIA School Library Media Center	95.4	95.4	†

† Not applicable.

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

NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all components, special tabulations from the response rate data files).

Table B-9.—Final weighted response rates for public school districts, schools, principals, teachers, and school library media centers, by state: 1999–2000

State	Districts	Schools	Principals	Teachers			School library media centers
				Teacher listing form	Teacher questionnaire	Overall teacher response rate*	
50 States and DC	88.6	88.5	90.0	92.2	83.1	76.6	94.7
Alabama	94.2	95.8	95.4	95.0	83.3	79.2	98.3
Alaska	91.6	77.0	89.1	98.7	83.0	81.9	75.3
Arizona	92.0	88.4	89.6	98.3	84.0	82.6	91.9
Arkansas	94.7	94.0	92.9	97.5	84.3	82.2	99.5
California	89.8	81.3	85.9	91.4	78.2	71.5	83.6
Colorado	91.2	92.0	88.8	95.6	88.3	84.4	99.4
Connecticut	77.1	81.8	86.4	94.0	79.8	75.0	94.6
Delaware	78.9	80.0	86.3	94.4	83.7	79.1	90.0
District of Columbia	100.0	77.9	82.0	90.6	71.7	65.0	81.7
Florida	83.4	90.1	92.2	92.6	80.4	74.4	97.9
Georgia	94.7	97.3	93.6	96.5	85.0	82.1	99.6
Hawaii	100.0	82.2	90.6	91.9	86.0	79.0	97.3
Idaho	90.4	97.1	95.4	97.3	88.4	86.0	98.2
Illinois	95.5	91.9	92.4	97.3	83.5	81.3	97.8
Indiana	89.5	92.8	93.9	92.1	88.6	81.6	98.1
Iowa	91.6	93.3	95.6	96.5	87.4	84.4	96.1
Kansas	95.6	95.1	88.2	96.5	87.9	84.8	100.0
Kentucky	91.1	91.9	88.1	96.2	84.9	81.7	94.8
Louisiana	87.7	85.6	91.7	92.4	82.5	76.2	98.4
Maine	76.0	93.6	97.0	93.5	86.8	81.2	100.0
Maryland	74.6	68.0	72.5	76.2	83.6	63.7	75.2
Massachusetts	79.0	85.9	88.0	95.3	78.1	74.4	97.7
Michigan	90.0	89.5	93.9	87.9	83.6	73.5	95.9
Minnesota	85.7	93.1	93.9	93.5	84.7	79.2	98.5
Mississippi	88.4	93.5	92.5	93.3	85.8	80.1	95.1
Missouri	93.8	92.9	92.9	93.6	86.5	81.0	96.6
Montana	89.1	90.4	96.1	96.4	90.1	86.9	96.8
Nebraska	92.4	95.4	94.2	91.3	89.9	82.1	95.6
Nevada	82.4	84.9	88.8	97.2	80.9	78.6	95.8
New Hampshire	73.8	91.1	93.5	94.4	85.3	80.5	96.1
New Jersey	78.5	80.1	83.8	98.0	80.8	79.2	88.5
New Mexico	90.1	92.3	88.1	84.0	84.7	71.1	96.4
New York	84.0	80.8	79.5	95.9	76.8	73.7	93.0
North Carolina	85.2	94.6	85.3	87.7	83.3	73.1	92.7
North Dakota	85.0	90.1	93.1	84.5	87.0	73.5	93.3
Ohio	84.0	94.3	96.3	91.9	86.6	79.6	97.6
Oklahoma	89.5	87.9	92.0	93.3	86.2	80.4	98.5
Oregon	89.3	88.8	90.5	89.6	86.9	77.8	97.2
Pennsylvania	88.9	87.0	86.2	83.3	81.9	68.2	97.3
Rhode Island	73.3	91.7	86.4	89.7	78.8	70.7	97.0
South Carolina	92.5	86.5	92.5	91.9	80.6	74.1	91.4
South Dakota	92.3	91.9	93.2	95.6	85.3	81.5	97.7
Tennessee	94.4	91.5	87.6	94.2	86.5	81.5	94.5
Texas	90.4	89.1	93.9	95.5	84.1	80.3	96.1
Utah	97.4	89.1	94.2	95.3	87.2	83.1	99.0
Vermont	68.9	89.0	92.6	87.5	82.0	71.8	100.0
Virginia	90.8	84.3	87.3	91.2	85.2	77.7	95.0
Washington	91.2	86.3	91.4	96.5	81.7	78.8	95.2
West Virginia	85.7	92.1	91.7	91.4	84.2	77.0	96.3
Wisconsin	90.3	88.0	89.4	94.1	84.6	79.6	94.6
Wyoming	93.7	88.9	91.0	95.9	89.1	85.5	98.5

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

NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all public school components, special tabulations from the response rate data files).

Table B-10.—Final weighted response rates for private schools, principals, teachers, and school library media centers, by NCES typology: 1999–2000

NCES typology	Schools	Principals	Teachers			School library media centers
			Teacher listing form	Teacher questionnaire	Overall teacher response rate*	
All private schools	79.8	84.8	87.0	77.2	67.2	87.7
Catholic	87.2	90.7	92.3	79.8	73.7	92.3
Parochial	88.4	91.3	92.3	78.8	72.7	92.9
Diocesan	85.8	91.0	93.3	82.0	76.5	91.2
Private Order	84.2	86.3	88.5	79.0	69.9	92.0
Other religious	77.1	82.4	84.5	73.6	62.2	83.6
Conservative Christian	74.6	83.9	80.2	71.9	57.7	79.1
Affiliated	75.7	79.2	84.4	75.6	63.8	87.9
Unaffiliated	80.8	83.1	88.9	73.6	65.4	84.8
Nonsectarian	74.5	81.0	85.0	77.8	66.1	86.3
Regular program	65.6	71.4	79.8	78.6	62.7	81.5
Special emphasis	85.8	90.5	87.5	70.8	62.0	92.1
Special education	76.5	87.9	92.2	83.7	77.2	91.5

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

NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all private school components, special tabulations from the response rate data files).

Table B-11.—Final weighted response rates for public charter schools, principals, and teachers: 1999–2000

	Schools	Principals	Teachers			School library media centers
			Teacher listing form	Teacher questionnaire	Overall teacher response rate*	
Public charter	86.1	90.2	91.4	78.6	71.8	†

† Not applicable.

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

NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all public charter school components, special tabulations from the response rate data files).

Table B-12.—Final weighted response rates for BIA schools, principals, teachers, and school library media centers: 1999–2000

	Schools	Principals	Teachers			School library media centers
			Teacher listing form	Teacher questionnaire	Overall teacher response rate*	
BIA	96.7	93.3	97.8	87.4	85.5	95.4

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

NOTE: Weighted using inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all BIA school components, special tabulations from the response rate data files).

B. Nonresponse Bias Analysis

A nonresponse bias analysis was conducted for each of the components of the 1999–2000 SASS. The analysis included two steps to evaluate the extent of potential bias introduced by school district nonresponse, school nonresponse, school principal nonresponse, teacher nonresponse, and school library nonresponse.

First, unweighted and weighted response rates for each of the SASS components were examined to find large response rate differences overall and by selected characteristics of schools. For public school, public charter school, and BIA school related SASS surveys, the selected school characteristics were: state, region, community type, school instruction level, and student enrollment. For private school related SASS surveys, the selected school characteristics were: region, affiliation, NCES typology, community type, school instruction level, and student enrollment.

The results from the first step were used to identify the set of SASS components and subgroups for which the response rates were relatively low (i.e., less than 75 percent). Then, in the second step, for subgroups of schools among SASS components that did not attain at least a 75 percent response rate, SASS basic weighted estimates were compared to the corresponding population value obtained from the Common Core of Data (CCD) or Private School Survey (PSS) frames. Significant differences between the distribution of the respondent units and the frame distribution would suggest a potential bias due to nonresponse.

Estimates calculated for selected subgroups of the district component included the number of schools, the number of teachers, and the number of students in the district. For the school, principal, and library media center components, the percentage of minority students, the number of teachers, and the number of students in the school were calculated for use in the evaluation. For the teacher components, the number of teachers and the number of students were calculated for use in the evaluation.

When considering unit nonresponse, even at levels below 75 percent, there is no evidence to point to a substantial bias in SASS estimates.

The detailed results of these bias analyses are reported in *Nonresponse Bias Analysis for the 1999–2000 Schools and Staffing Survey (SASS)* (Bokossa, Salvucci, and Ghosh forthcoming).

C. Item Response Rates

The unweighted item response rates are the number of sample cases responding to an item divided by the number of sample cases eligible to answer the item. For SASS, the unweighted item response rates ranged from 10 percent to 100 percent. Tables B-13 and B-14 provide a brief summary of the item response rates. The item response rates in these tables are unweighted, and do not reflect additional response loss due to respondents' refusal to participate in the survey. None of the items presented in this report had a response rate below 70 percent. All items with a response rate below 70 percent will be examined for bias and, in some cases, will not be included on the data file.

Table B-13.—Summary of unweighted item response rates, by survey: 1999–2000

Survey	Range of item response rate	Percent of items with a response rate of 90 percent or more	Percent of items with a response rate of 75–89 percent	Percent of items with a response rate of less than 75 percent
School district survey	50–100	78	20	2
School survey				
Public	67–100	85	12	3
Private	45–100	44	51	5
Public Charter	39–100	70	24	6
BIA	60–100	87	10	3
Principal survey				
Public	40–100	95	2	3
Private	42–100	97	2	1
Public Charter	48–100	96	1	3
BIA	15–100	94	2	4
Teacher survey				
Public	48–100	89	7	4
Private	10–100	83	11	6
Public Charter	16–100	82	10	8
BIA	12–100	82	10	8
School library media center survey				
Public	40–100	70	27	3
Private	51–100	65	25	10
BIA	54–100	58	32	10

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all components, special tabulations from the response rate data files).

Table B-14.—Items with unweighted response rates of less than 75 percent, by survey: 1999–2000

Survey	Items
School district survey	6A, 6B, 6C, 39C, 47B
School survey	
Public	9B, 11A(0-9), 11A(10-20), 11A(21+), 32A(part-time), 32B(part-time), 33B, 50
Private	8A, 8B, 8C, 8F, 11(0-9), 11(10-20), 11(21+), 22D, 22E, 29B, 52C, 52D, 52E, 52F, 55A, 55B, 55C, 55D, 56B, 90
Public Charter	10A, 10B, 10C, 12(0-9), 12(10-20), 12(21+), 18O, 18O(importance), 35B, 38C(4yr), 38C(2yr), 38C(tech), 46B, 46C, 54A, 69D, 69E, 69F, 71A, 71B, 71C, 71D, 72B, 83B, 90, 92
BIA	10(0-9), 10(10-20), 10(21+), 30C(4-year), 30C(2-year), 30C(tech), 32E, 45A, 45B, 45C, 45D
Principal survey	
Public	10A(7), 10B(5), 10C(5), 10G(5), 31
Private	28
Public Charter	10A(7), 10B(5), 10C(5), 10G(5), 31
BIA	10A(5), 10B(3), 10C(3), 10G(3), 21I, 29
Teacher survey	
Public	38(11, code), 38 (11, enrollment), 38(12, code), 38 (12, enr), 38(13, code), 38 (13, enr), 38(14, code), 38 (14, enr), 38(15, code), 38 (15 enr), 50E(8)
Private	4C (code), 37, 38 (8, code), 38 (8, enrollment), 38 (9, code), 38 (9, enr), 38 (10, code), 38 (10, enr), 38 (11, code), 38 (11, enr), 38 (12, code), 38 (12, enr), 38 (13, code), 38 (13, enr), 38 (14, code), 38 (14, enr), 38 (15, code), 38 (15, enr)
Public Charter	4C (code), 37, 38 (6, code), 38 (6, enrollment), 38 (7, code), 38 (7, enr) 38 (8, code), 38 (8, enr), 38 (9, code), 38 (9, enr), 38 (10, code), 38 (10, enr), 38 (11, code), 38 (11, enr), 38 (12, code), 38 (12, enr), 38 (13, code), 38 (13, enr), 38 (14, code), 38 (14, enr), 38 (15, code), 38 (15, enr), 50E(8)
BIA	2, 11D3(year), 11D5(year), 37, 38(4, code), 38(7, code), 38 (7, enrollment), 38(8, code), 38 (8, enr), 38(9, code), 38 (9, enr), 38(10, code), 38 (10, enr), 38(11, code), 38 (11, enr), 38(12, code), 38 (12, enr), 38(13, code), 38 (13, enr), 38(14, code), 38 (14, enr), 38(15, code), 38 (15, enr), 50E(8)
School library media center survey	
Public	6 (yes/no), 8, 22D (acquired), 22E (total)
Private	6 (yes/no), 7 (yes/no), 8 (yes/no), 9, 22B (total), 22C (total), 22D (acquired), 22D (total), 22E (total), 25 (Europe), 25 (government), 25 (space), 25 (medicine)
BIA	5 (yes/no), 5 (< 1/2 time), 5(1/2 time), 5 (3/4 time), 5 (total), 6 (yes/no), 7 (yes/no), 19B (2), 21B (total), 21C (total), 21D (total), 21E (total)

NOTE: Numbers in this table refer to questionnaire item numbers, while letters or parenthetical descriptions refer to sub-items. The first item number presented in this table, 6A, is sub-item A on the School District Survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000 (all components, special tabulations from the response rate data files).

X. Imputation Procedures

For questionnaire items that should have been answered but were not, values were imputed by (1) using data from other items on the questionnaire, (2) extracting data from a related component of the SASS (for example, using data from a school record to impute missing values on that school's library questionnaire), (3) imputing data from the Office of Educational Research and Improvement (OERI) charter school list and the National Charter School Directory (NCSD) for public charter schools only, (4) extracting data from the sample frame file (information about the sample case from other sources; for example, the Private School Survey (PSS) or the Common Core of Data (CCD), collected in the 1997–98 school year), and (5) extracting data from a respondent with similar characteristics, using a sequential hot-deck imputation procedure. See Brick and Kalton (1996) and Kalton and Kasprzyk (1986) for a general discussion of imputation procedures.

For some incomplete items, the entry from another part of the questionnaire, or the data record for a similar case was directly imputed to complete the item. For others the entry was used as part of an adjustment factor with other data on the incomplete record. For example, if a respondent did not report that the school had programs with special instructional approaches (18a) on the public school questionnaire, the response (1 = yes or 2 = no) for a similar school was imputed to item 18a of the incomplete record. If a respondent did not answer how many male students attended the school (8), the ratio of male students to the K–12 enrollment for a similar school was used to impute an entry to item 8 (i.e., SCHOOL A item 8 = SCHOOL A ENROLLMENT multiplied by the ratio of SCHOOL B item 8 to SCHOOL B ENROLLMENT). The source and method for imputation are identified in the data file by the “imputation flag” variable. For example, $f_s0111=7$ indicates that a donor (similar school) was used to impute variable $s0111$ of the Public School Questionnaire.

Values were imputed for items with missing data on records that had been classified as interviews (Interview Status Records (ISR) =1). In-scope cases that failed to meet the ISR criteria were classified as noninterviews (ISR=2). The specifics of the ISR requirements varied by survey, but required that a certain number of critical items and a percentage of the remaining items had non-missing values. The number of critical items required ranged from 2 to 6 items per survey and the percentage of additional remaining items required was between 2 and 10 percent. Noninterview adjustment factors were used during the data weighting process to compensate for data that were missing because the sample case was a noninterview.

XI. Weighting

Weighting of the sample units from the public sector was carried out to produce national and state estimates for public districts, schools, principals, and teachers. The private sector was weighted to produce national and association group estimates. Public charter and BIA schools were weighted to produce national and regional estimates.

Each component of SASS is weighted separately. Each weighting procedure consists of several general stages of the estimation process:

- Basic Weight—is the inverse of the probability of selection of the sample unit.
- Sampling Adjustment Factor—adjusts for any alteration in the sampling unit's probability of selection. For example, a sample school may have merged with another or a sample teacher may have been selected as a result of subsampling for nonresponse follow-up.
- Noninterview Adjustment Factors—adjusts the weights of interviewed cases to account for sample cases eligible for interview but not interviewed.

- First Stage Ratio Adjustment Factor—controls the sample estimates to the sampling frame totals thereby making up for deficiencies in the sample selected.
- Second Stage Ratio Adjustment Factor—applies to private schools and controls the SASS sample estimates to the 1999–2000 Private School Survey (PSS) totals. This adjustment forces the SASS estimates to agree with PSS totals for certain key characteristics.
- Teacher Adjustment Factor—applies to teacher files and controls the teacher counts from the teacher files to the teacher counts from the school files. This is done to improve the consistency in SASS estimates between files.

For more information on the weighting methodology, see the *1999–2000 SASS Sample Design and Estimation Report* (Cole et al. forthcoming).

XII. Reliability

SASS estimates are based on samples with the following exceptions: public charter schools, BIA schools, and four private school affiliations (the Association of Military Colleges and Schools, Friends Council on Education, Solomon Schechter Day Schools, and any Lutheran affiliation other than Lutheran Church—Missouri Synod, Evangelical Lutheran Church in America, or Wisconsin Evangelical Lutheran Synod). The sample estimates may differ somewhat from the values obtained from administering a complete census using the same questionnaire, instructions, and enumerators. The difference occurs because a sample survey estimate is subject to two types of errors: nonsampling and sampling. Estimates of the magnitude of the SASS sampling error can be derived or calculated, but not of nonsampling error. This section describes SASS nonsampling error sources, followed by a discussion of sampling error, its estimation, and its use in data analysis (Jabine 1994; Kalton et al. 2000).

A. Nonsampling Variability

Nonsampling errors are attributed to many sources, including:

- Inability to obtain information about all cases in the sample (Monaco et al. 1998; Scheuren et al. 1996)
- Definitional difficulties
- Differences in the interpretation of questions
- Inability or unwillingness on the part of the respondents to provide correct information
- Inability to recall information
- Poorly worded or vague questions (Salvucci et al. 1997)
- Errors made in collection (e.g., recording or coding the data)
- Errors made in processing the data
- Errors made in estimating values for missing data
- Undercoverage (Hammon 2001; Lee, Burke, and Rust 2001)

Quality control and edit procedures were used to reduce errors made by respondents, coders, and interviewers. More detailed discussion of the existence and control of nonsampling errors in the SASS can be found in the *Quality Profile for SASS Rounds 1–3: 1987–1995* (Kalton et al. 2000).

B. Sampling Variability

Standard errors indicate the magnitude of the sampling error. They also partially measure the effect of some nonsampling errors in response and enumeration, but do not measure any systematic biases in the data. The standard errors mostly measure the variations that occurred by chance because a sample was surveyed rather than the entire population.

The sample estimate and its standard error enable one to construct confidence intervals, or ranges that would include the average result of all possible samples with a known probability. For example, if all possible samples were selected and surveyed under essentially the same conditions and with the same sample design, and if estimates and their standard errors were calculated from each sample, then—

- Approximately 90 percent of the intervals from 1.645 standard errors below the estimate to 1.645 standard errors above the estimate would include the average result of all possible samples.
- Approximately 95 percent of the intervals from 1.960 standard errors below the estimate to 1.960 standard errors above the estimate would include the average result of all possible samples.

The average estimate derived from all possible samples is or is not contained in any particular computed interval. However, for a particular sample, one can say with the specified confidence that the confidence interval includes the average estimate derived from all possible samples.

Standard errors were estimated using a bootstrap variance procedure which incorporates the design features of the complex survey sample design (Kaufman 2000). Information about variance estimation software for complex sample surveys can be obtained from <http://www.fas.harvard.edu/~stats/survey~soft/survey~soft.html>.

The 1999–2000 standard error methodology has been altered with respect to the handling of certainty schools: in earlier SASS administrations, it was assumed that there was no variance associated with certainty schools, and that all error from certainty schools reflected bias. In 1999–2000, it was decided to assume that nonresponse from certainty schools followed a random process and so certainty schools could have variance due to this random process.

XIII. Statistical Tests

The tests of significance used in this analysis are based on Student's t statistics. 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 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.

In order to correct significance tests for multiple comparisons, a Bonferroni adjustment was used (Hayes 1988). This method adjusts the significance level for the total number of comparisons made with a particular classification variable. All the differences cited in this report are significant at the 0.05 level of significance after a Bonferroni adjustment.

XIV. Data Files

There are currently two types of data files produced for the 1999–2000 SASS: *restricted-use response rate* files, which contain all cases in the original samples, and the *restricted-use analysis* files, which contain only those cases for which interviews were obtained. The restricted-use analysis files are fully imputed and weighted. The files used to generate the estimates in this report were the following:

ID	Questionnaire	Response rate data files	Restricted-use analysis data files
16A	Public teacher list	01/04/2001	Not applicable
16B	Private teacher list	01/03/2001	Not applicable
16C	Indian teacher list	01/03/2001	Not applicable
16D	Public Charter teacher list	01/03/2001	Not applicable
1A	District	02/13/2001	03/05/2002
2A	Public Principal	07/11/2001	03/14/2002
2B	Private Principal	07/11/2001	03/14/2002
2C	Indian Principal	06/25/2001	03/14/2002
2D	Public Charter Principal	06/25/2001	03/14/2002
3A	Public School	07/02/2001	03/06/2002
3B	Private School	07/03/2001	04/30/2002
3C	Indian School	06/25/2001	03/06/2002
3D	Public Charter School	06/25/2001	03/06/2002
4A	Public Teacher	07/19/2001	03/14/2002
4B	Private Teacher	07/19/2001	03/14/2002
4C	Indian Teacher	08/29/2001	03/14/2002
4D	Public Charter Teacher	09/05/2001	03/14/2002
LS1A	Public School Library Media Center	07/24/2001	05/21/2002
LS1B	Private School Library Media Center	07/24/2001	05/21/2002
LS1C	Indian School Library Media Center	04/10/2001	05/21/2002

Public-use files are not available at the time of this report. These files will be released following disclosure risk analysis and review. Additionally, data used to produce the estimates for the BIA tables were run from an internal Census Bureau analysis file that combines BIA or public-use cases from the public, charter, and BIA files. This file will not be included among the restricted-use files that are released from SASS. Analysts may recreate this file by merging all BIA cases on the public, public charter, and Indian files using the BIA-flag variable. The actual number of BIA schools, principals, teachers, and school library media centers taken from the Indian files only are shown in table C1 (see appendix C, Bureau of Indian Affairs Weighted Estimates). The estimates are provided so that analysts working with these files have benchmark counts for their work.

The final restricted-use datasets for the 1999–2000 SASS will all be created at one time and have similar file creation dates.

XV. Cautions Concerning Change Estimates

Care must be taken in estimating change over time in a SASS data element, because some of the measured change (e.g., an x percent increase in the number of teachers having certification) may not be attributable to a change in the educational system. Some of the change may be due to changes in the sampling frame, to a questionnaire item wording, or other changes detailed in Cole et al. (forthcoming).

The primary reasons for change include the following:

- Questionnaires were substantially revised. Questions were reworded based on the results of cognitive testing. The order of questions on the questionnaires was also changed.

- The sampling frame has changed somewhat over time. For example, the introduction of public charter schools into the educational system has affected estimates of noncharter public schools as well as public schools overall.
- Definitions and concepts have changed over time. For example, a more precise definition of a library media center is provided on the school questionnaire than has been provided in the past.

One major change to note is a change in the “community type” variable used in this report. The Common Core of Data (CCD) changed the Census Bureau’s geographic coding of public schools in metropolitan and nonmetropolitan areas as of school year 1998–99. The definitional change was to redefine “rural” into two codes: code 7 remains as “rural outside a metropolitan area,” while the new code 8 is for “rural within a metropolitan area.” This recognizes the areas that are rural, even though the entire surrounding places may be defined as part of a metropolitan area. At the same time, there has been more reporting and assignment of locale codes for public schools using a more precise system of physical addresses (although some public schools still are using mailing addresses). The physical address allows for a more precise coding than at the ZIP code level of the mailing address of a public school. The change in the method of assigning locale codes has resulted in some cases shifting from one locale code prior to the 1998–99 school year to another as of 1998–99 and subsequent years. The 3-level urbanicity variable now includes the code 8 rural areas in the “urban fringe/large town” category, rather than as part of the “rural/small town” category. This definitional and operational change may result in some comparisons of schools by community type or locale over time that do not reflect actual change, but merely a shift in the distribution of schools by community type due to the difference in definition of rural areas or method of community type assignment.

XVI. References

- Bokossa, M., Salvucci, S., and Ghosh, D. Forthcoming. *Nonresponse Bias Analysis for the 1999–2000 Schools and Staffing Survey (SASS)*. U.S. Department of Education, National Center for Education Statistics, Washington, DC: U.S. Government Printing Office.
- Brick, M. and Kalton, G. 1996. Handling Missing Data in Survey Research. *Statistical Methods in Medical Research* 5: 215–238.
- Broughman, S.P. and Colaciello, L.A. 1999. *Private School Universe Survey, 1997–98* (NCES 1999–319). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Bureau of Indian Affairs. 1998. *Office of Indian Education Programs: Education Directory*. Washington, DC: U.S. Government Printing Office.
- Cole, C., Fondelier, S., Jackson, B., Parmer, R., Warner, T., and Weant, G. Forthcoming. *1999–2000 Schools and Staffing Survey: Sample Design and Estimation* (NCES 2002–304). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Dale, A. (Ed.). 2000. *National Charter School Directory 2000, Sixth Edition*. Washington, DC: The Center for Education Reform.
- Ennis, S.R. and Miller, D.E. 2001. *Reinterview Report—Response Variance in the 1999–2000 Schools and Staffing Survey*. Washington, DC: U.S. Bureau of the Census. Unpublished memorandum.
- Hammon, T. 2001. “Evaluating the Coverage of the U.S. National Center for Education Statistics Public Elementary/Secondary School Frame.” *Proceedings of the Second International Conference on Establishment Surveys*. American Statistical Association, Alexandria, VA, 79–88.
- Hayes, W.L. 1988. *Statistics* (4th ed.). New York, NY: Holt, Rinehart, and Winston.

- Jabine, T. 1994. *A Quality Profile for SASS: Aspects of the Quality of Data in the Schools and Staffing Surveys* (NCES 94–340). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Jenkins, C.R. 1994. “Questionnaire Research in the Schools and Staffing Survey: A Cognitive Approach.” *Papers Presented at Meetings of the American Statistical Association*. (NCES 94–01). U.S. Department of Education. Washington, DC: National Center for Education Statistics Working Paper.
- Jenkins, C.R. and Dillman, D.A. 1993. “Combining Cognitive and Motivational Research Perspectives for the Design of Respondent-Friendly Self-Administered Questionnaires.” Papers presented at the annual meeting of the American Association for Public Opinion Research. St. Charles, Illinois.
- Jenkins, C.R. and Von Thurn, D. 1996. *Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey* (NCES 96–05). U.S. Department of Education. Washington, DC: National Center for Education Statistics Working Paper.
- Kalton, G. and Kasprzyk, D. 1986. The Treatment of Missing Survey Data. *Survey Methodology* 12(1): 1–16.
- Kalton G., Winglee, M.W., Krawchuk, S., and Levine, D. 2000. *Quality Profile for SASS: Rounds 1–3: 1987–1995* (NCES 2000–308). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Kaufman, S. 2000. *A Bootstrap Variance Estimator for Systematic PPS Sampling* (NCES 2000–04). U.S. Department of Education. Washington, DC: National Center for Education Statistics Working Paper.
- Lee, H., Burke, J., and Rust, K. 2001. “Evaluating the Coverage of the U.S. National Center for Education Statistics Public and Private School Frame Using Data from the National Assessment of Educational Progress.” *Proceedings of the Second International Conference on Establishment Surveys*. American Statistical Association, Alexandria, VA, 89–98.
- Monaco, D., Salvucci, S., Zhang, F., and Hu, M. 1998. *An Analysis of Total Nonresponse in the 1993–94 Schools and Staffing Survey* (NCES 98–243). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Office of Educational Research and Improvement. 2000. *The State of Charter Schools 2000*. Washington, DC: U.S. Department of Education.
- Salvucci, S., Walter, E., Conley, V., Fink, S., and Saba S. 1997. *Measurement Error Studies at the National Center for Education Statistics* (NCES 97–464). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Scheuren, F., Monaco, D., Zhang, F., Ikosi, G., and Chang, M. 1996. *An Exploratory Analysis of Response Rates in the 1990–91 Schools and Staffing Survey (SASS)* (NCES 96–338). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Tourkin, S.C., Pugh, K.W., Parmer, R.J., and Gruber, K.J. Forthcoming. *1999–2000 Schools and Staffing Survey: Data File User’s Manual*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Zukerberg, A.L. 1999. *1998 Pretest and Questionnaire Revisions*. Washington, DC: U.S. Bureau of the Census. Unpublished memorandum.
- Zukerberg, A.L. and Lee, M. 1997. *Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form* (NCES 97–23). U.S. Department of Education. Washington, DC: National Center for Education Statistics Working Paper.

Appendix C: Bureau of Indian Affairs Weighted Estimates

Bureau of Indian Affairs Weighted Estimates

Table C-1.—Number of Bureau of Indian Affairs (BIA) schools, principals, teachers, and students in schools reported solely in the BIA Education Directory, by selected characteristics: 1999–2000

Selected characteristics	Schools	Principals	Teachers	Students
Total	120	119	2,353	30,101
Region				
Northeast	#	#	#	#
Midwest	23	22	560	5,213
South	#	#	#	#
West	93	93	1,711	23,855
Community type				
Central city	10	11	191	2,396
Urban fringe/large town	20	20	272	4,238
Rural/small town	90	88	1,890	23,468
School level				
Elementary	84	84	1,397	19,667
Secondary	15	15	338	4,182
Combined	21	20	617	6,252
Student enrollment				
Less than 100	14	15	#	1,046
100–499	96	93	1,866	23,179
500 or more	#	11	393	#

Too few sample cases.

NOTE: This table includes respondents that completed the Indian SASS questionnaires. This table does not include respondents completing Public or Public Charter questionnaires that were also in the Bureau of Indian Affairs Education Directory.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Indian School Principal Survey," and "Indian School Teacher Survey."

Table C-2.—Standard errors for number of Bureau of Indian Affairs (BIA) schools, principals, teachers, and students in schools reported solely in the BIA Education Directory, by selected characteristics: 1999–2000

Selected characteristics	Schools	Principals	Teachers	Students
Total	0.6	0.6	40.4	495.7
Region				
Northeast	#	#	#	#
Midwest	1.4	1.4	41.8	360.5
South	#	#	#	#
West	1.4	1.3	50.6	657.5
Community type				
Central city	0.8	0.8	18.2	226.0
Urban fringe/large town	1.2	1.2	25.1	293.7
Rural/small town	1.4	1.4	48.6	572.0
School level				
Elementary	0.7	0.8	23.6	324.3
Secondary	0.3	0.3	12.8	200.5
Combined	0.9	0.9	36.8	363.5
Student enrollment				
Less than 100	0.7	0.7	#	54.1
100–499	1.3	1.3	47.7	417.2
500 or more	#	1.0	46.4	#

Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1999–2000, "Indian School Survey," "Indian School Principal Survey," and "Indian School Teacher Survey."

Appendix D: Glossary

Glossary

The following survey terms are defined as they apply to the Schools and Staffing Survey (SASS).

A

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.org/ap/index.html> on the Internet.

Affiliation. SASS uses 20 categories into which all private schools are divided based on religious orientation and association membership. These categories are Catholic, Friends, Episcopal, Hebrew Day, Solomon Schechter, Other Jewish, Missouri Synod Lutheran, Wisconsin Synod Lutheran, Evangelical Lutheran, Other Lutheran, Seventh-Day Adventist, Christian Schools International, American Association of Christian Schools, Association of Christian Schools International, National Association of Private Schools for Exceptional Children, Montessori, Independent Schools, National Independent Private School Association, Other, and Military schools. Schools with multiple affiliations are classified by their first affiliation in the above list. These categories represent the private school sampling strata for SASS, therefore, the SASS private school sample is designed to support estimates for each of these affiliation categories. Membership in the National Association of Independent Schools (NAIS) is not used to determine the private school affiliation for SASS and is reported separately. Schools in NAIS may come from any affiliation category.

Automated circulation. The SASS questionnaires do not provide a definition for this term. A general definition is that the circulation of library materials process is automated, i.e., computerized.

Average. The arithmetic mean.

B

Bureau of Indian Affairs (BIA) School. Any school included in the 1997–98 *Office of Indian Education Programs: Education Directory* is a BIA-funded school. This directory was the population frame for the Indian School component of the 1999–2000 SASS. Schools listed in the BIA directory receive federal funds but may be operated by a local school district, a local tribe, or as a public charter school. Prior to the 1998–99 school year, states may have reported some BIA-funded schools to the Common Core of Data (CCD) and that would result in duplicate reporting. For the 1999–2000 SASS, any BIA-funded school was flagged as a BIA school, but if a school was also reported on CCD, that school received a Public School Questionnaire. CCD now reports all BIA-funded schools separately from the state counts. Similarly, for BIA-funded schools appearing on the public charter school frame, those schools, if eligible, received a Public Charter School Questionnaire.

C

Certification. A license or certificate awarded to teachers by the state to teach in a public school.

Charter School. See Public Charter School.

Charter School Origin. See Public Charter School Origin.

Class size. Number of students taught by a teacher in a self-contained classroom, or average number of students per class taught by a teacher that provides departmentalized instruction.

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, 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.

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.

Content. 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.

Content and performance standards. This term is not defined in the SASS questionnaires. A general definition is a set of goals, objectives, or criteria expressed either numerically as a statistical average or philosophically as an ideal of excellence that students should attain in specific subject matter (content), or the level of attainment students should actually accomplish (performance).

D

Departmentalized instruction. The SASS teacher questionnaires define teachers in departmentalized instruction as teachers who teach subject matter courses (e.g., biology, history, keyboarding) to several classes of different students all or most of the day.

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.

E

Elementary school. See school, elementary.

Extended day or before-school or after-school daycare. The SASS questionnaires specify that these programs are available at the school in any of grades K–12 or comparable ungraded levels, regardless of funding source, as identified by the school.

F

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 certification in field to be taught. This term is not defined in the SASS questionnaires. A general definition is a license or certificate awarded to teachers by the state to teach a specific field or subject area in that state. In this report, eligible certificates include regular or standard state certificates or advanced professional certificates. Provisional, temporary, or emergency certificates are not included.

I

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 a high school degree program internationally licensed by the International Baccalaureate Organization. For more information, see <http://www.ibo.org/> on the Internet.

L

Library Media Center. See School Library Media Center.

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 whose difficulties in speaking, reading, writing, or understanding the English language are sufficient to deny them the opportunity to learn successfully in an English-speaking-only classroom.

M

Magnet school program. The SASS district questionnaire defines a magnet school program as a program in which some or all schools in the district offer enhancements such as special curricular themes or methods of instruction, which are intended to attract students from outside their normal attendance area.

Main assignment field. The field in which the teacher teaches the most classes, as indicated by the teacher.

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. In this report, majors and minors include only those earned at the bachelor's degree level or higher.

Median. The midpoint of the data or where precisely 50 percent of the values lie above it, and 50 percent lie below it.

Methods of teaching. This term is not defined in the SASS questionnaires. A general definition is a set of instructional practices or processes that teachers employ. Methods of teaching may include cooperative learning, individualized systems of instruction, peer and cross-age tutoring, etc.

N

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 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.

National School Lunch Program, Eligible. Students are eligible for free or reduced-price lunch based on their family income. Children from families with incomes at or below 130 percent of the poverty level are eligible for free lunches. Those between 130 percent and 185 percent of the poverty level are eligible for reduced-price lunches.

NCES Typology. See typology.

O

Other library staff. The SASS library media center/library questionnaires define other paid library staff as full-time and part-time staff who are not certified as library media specialists and full-time and part-time library aides or clerical staff.

P

Praxis Core Battery test. A standardized national teacher general assessment 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 <http://www.teachingandlearning.org/licensure/praxis/index.html> on the Internet.

Praxis II: Subject Assessment. The SASS questionnaires do not provide a definition. A general definition is a standardized national teacher assessment of subject content administered by the Educational Testing Service. These assessments measure candidates' knowledge of the subjects they will teach, as well as how much they know about teaching that subject. For more information, see <http://www.teachingandlearning.org/licensure/praxis/index.html> on the Internet.

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.

Program. A plan or system under which action may be taken toward a goal. A set of services or initiatives offered by a school.

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. The sector includes public charter schools open during the 1998–99 school year and still open in the 1999–2000 school year.

Public Charter School Origin. Public charter schools can originate in one of three ways:

- A newly created school that was not a, or part of a, public or private school before becoming a public charter school.
- A pre-existing public school that was a, or part of a, public school before becoming a public charter school.
- A pre-existing private school that was a, or part of a, private school before becoming a public charter school.

Public School. A public school is defined as an institution that provides educational services for at least one of grades 1–12 (or comparable ungraded levels), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support and is operated by an education or chartering agency. They include regular, special education, vocational/technical, alternative, and public charter schools. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense are included. They also include Bureau of Indian Affairs-funded schools operated by local public school districts.

R

Region.

- Northeast: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania.
- Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas.
- South: Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas.
- West: Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, Hawaii.

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

S

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 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 examples, 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, elementary. A school is classified as elementary if it has one or more of grades K–6 and does not have any grade higher than grade 8; 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 one or more of grades 7–12 and does not have any grade lower than grade 7; for example, schools with grades 9–12, 7–9, 10–12, or 7–8 are classified as secondary.

School-related activities. School-related activities are activities that teachers 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.

Self-contained classes. The SASS teacher questionnaires define teachers in self-contained classes as teachers who teach multiple subjects to the same class of students all or most of the day.

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

Specialized tech-prep program. The SASS school questionnaires define this term as vocational-technical instruction in the last two years of high school designed to prepare students for two years of postsecondary vocational instruction.

Special Education School. Special education schools focus primarily on direct instructional activities required to educate students with mental handicaps, such as mental retardation; physical handicaps, such as hearing- and speech-impairment, and learning disabilities, such as dyslexia.

State approved teacher preparation program. The SASS questionnaires do not provide a definition. A general definition is a program of activities and experiences, developed by a postsecondary institution and approved by a state, that trains people to assume the responsibilities of a member of the education profession.

State certified library media specialist. The SASS library media center/library questionnaires define this term as paid professional staff who are 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 assessment. The SASS teacher questionnaires provide methods of testing, evaluation, and performance assessment as examples of student assessment activities.

Student/teacher ratio. Total number of students in the schools divided by the number of full-time equivalent teachers in the school.

T

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

Tardiness. Tardiness refers to a student coming to school or class after the designated starting time, missing part of a class.

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 who teaches at more than one school (for example, a music teacher who teaches three days per week at one school and two days per week at another). Short-term substitute teachers and student teachers are not included.

Teacher induction program. The SASS questionnaires do not provide a definition for this term. A general definition is a formal process by which new teachers are introduced to teaching once they have completed their university-based preparation. Common elements of teacher induction programs include mentoring or support systems, training, individual-based inservice, and teacher assessment.

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.

Title I, schoolwide. The SASS questionnaires do not provide a definition of this term. A schoolwide Title I program refers to schools that use Title I funds to improve the effectiveness of the entire school. These programs are intended to strengthen the school's overall capacity and develop more comprehensive strategies for helping students from low-income families.

Title I, targeted assistance. The SASS questionnaires do not provide a definition of this term. A targeted assistance Title I program is a program at a school that targets Title I funds to specific students identified as in need of assistance. It provides categorical funding for qualified students only.

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, schools located on military bases and operated by the Department of Defense, and Bureau of Indian Affairs-funded schools operated by local public school districts. See also the definitions for public and public charter schools.

Typology. Categories (three major with three sub-categories each) into which private schools are divided based on religious orientation, association membership, and program emphasis: 1) Catholic—parochial, diocesan, private; 2) Other religious—affiliated with a Conservative Christian school association, affiliated with a national denomination, unaffiliated; 3) Nonsectarian—regular, special program emphasis, special education.

Appendix E: Table Crosswalk, by Sector

Table Crosswalk, by Sector

Table topic	Public	Private	Public charter	Bureau of Indian Affairs
Total number of schools, principals, teachers, and students	1.01	2.01	3.01	4.01
Percentage of school districts or schools with a salary schedule and average teacher salary schedules for various levels of earned degrees and experience	1.02	2.02	3.02	(*)
Percentage of public school districts with various types of school choice policies, and the number of students enrolled in districts from outside their home districts	1.03	(*)	(*)	(*)
Percentage of districts or schools that required various teacher qualifications when considering teacher applicants	1.04	2.03	3.03	(*)
Percentage of elementary schools that offered a particular program or service	1.05	2.04	3.04	4.02
Percentage of secondary and combined schools that offered a particular program or service	1.06	2.05	3.05	4.03
Number of schools with Title I students, schools with students eligible for free or reduced-price lunches, schools that participated in the National School Lunch Program, and number of prekindergarten through twelfth grade students eligible and approved for free or reduced-price lunches	1.07	2.06	3.06	4.04
Percentage of schools with various security measures	1.08	2.07	3.07	4.05
Total number of school library media centers, percentage of library media centers with state certified library media specialists, average number of full-time or part-time state certified library media specialists, average number of students per full-time or part-time certified library media specialist, and average number of paid other library staff	1.09	2.08	3.08	4.06
Percentage of school library media centers with selected equipment and services	1.10	2.09	(*)	(*)
Percentage of principals with experience in teaching, administration, or other selected positions before becoming principals	1.11	2.10	3.09	4.07
Percentage of public school principals who reported that the parent association had a great deal of influence over various school activities and percentage of principals and teachers who reported that lack of parent involvement was a serious problem at their school	1.12	(*)	(*)	(*)
Percentage distribution of teachers by age and average and median age of school teachers	1.13	2.11	3.10	4.08
Percentage of full-time teachers who reported participating in various professional development activities in the past 12 months	1.14	2.12	3.11	4.09
Average hours per week that full-time teachers were required to be at school and average hours worked outside regular school hours	1.15	2.13	3.12	4.10
Average class size and student/teacher ratios	1.16	2.14	3.13	4.11
Percentage of teachers who stated that crime was a serious problem or who reported being threatened or physically attacked at school	1.17	2.15	3.14	4.12
Percentage of public school teachers who agreed or strongly agreed with various statements regarding the working conditions in their school or classroom	1.18	(*)	(*)	(*)
Percentage of public school teacher who taught students on Individual Education Plans (IEP) or Limited-English Proficient (LEP) students and the percentage with 8 or more hours of training on how to teach IEP or LEP students	1.19	(*)	(*)	(*)

* No table on this topic for this sector.

Appendix F: Schools and Staffing Survey 1999–2000 Content Framework

Schools and Staffing Survey 1999–2000

Content Framework

1. **Teacher Capacity**
 - 1.1. **Individual Characteristics of Teachers**
 - 1.1.1. Individual Information
 - 1.1.2. Attitudes (e.g., satisfaction)
 - 1.1.3. Subject Area
 - 1.1.4. Grade Level
 - 1.1.5. Income/Benefits
 - 1.2. **Teacher Quality**
 - 1.2.1. Basic Qualifications
 - 1.2.1.1. Licensure
 - 1.2.1.2. Academic Preparation
 - 1.2.1.3. Experience
 - 1.2.2. Quality Assessments
 - 1.2.2.1. Teacher Perceptions
 - 1.2.2.2. External Assessments
 - 1.3. **Teacher Career Paths**
 - 1.3.1. Recruitment and Hiring
 - 1.3.2. Entry into Teaching
 - 1.3.3. Teacher Preparation
 - 1.3.4. Induction of New Teachers
 - 1.3.5. Exits
 - 1.4. **Professional Development**
 - 1.4.1. Design
 - 1.4.1.1. Type
 - 1.4.1.2. Influence on Design
 - 1.4.2. Delivery
 - 1.4.3. Content
 - 1.4.4. Sponsors and Support
 - 1.4.5. Outcomes
2. **School Capacity**
 - 2.1. **Organization and Management**
 - 2.1.1. **Policy and Practice**
 - 2.1.1.1. Decision Making
 - 2.1.1.2. Salary and Benefits
 - 2.1.1.3. Hiring Practices—Teachers
 - 2.1.1.4. Hiring Practices—Other
 - 2.1.1.5. Professional Development
 - 2.1.1.6. Other
 - 2.1.2. **Administration**
 - 2.1.2.1. Individual Characteristics
 - 2.1.2.2. Management
 - 2.1.2.3. Attitudes
 - 2.1.2.4. Academic Preparation
 - 2.1.2.5. Experience
 - 2.1.2.6. Other Training
 - 2.1.2.7. Salary/Benefits
 - 2.1.3. **Programs**
 - 2.1.3.1. Limited English Proficiency
 - 2.1.3.2. Pre-School
 - 2.1.3.3. Special Education
 - 2.1.3.4. Student Behavior
 - 2.2. **School Processes**
 - 2.2.1. Teacher Influence on Policy
 - 2.2.2. Control in Classroom
 - 2.2.3. Perceptions
 - 2.2.4. Content
 - 2.2.5. Conditions for Teaching and Learning
 - 2.3. **Curriculum and Instruction**
 - 2.3.1. Curriculum Offerings
 - 2.3.2. Instructional Standards
 - 2.3.3. Instructional Organization and Practices
 - 2.3.4. Outcomes
 - 2.3.5. Resources
 - 2.4. **Parental Involvement**
 - 2.4.1. Encouraging Parental Involvement
 - 2.4.2. Type and Degree
 - 2.5. **School Safety and Student Behavior**
 - 2.5.1. Perceptions
 - 2.5.2. Behavioral Measures
 - 2.6. **Basic School Characteristics**
 - 2.6.1. Community
 - 2.6.2. Student Population
 - 2.6.3. Teacher Population
 - 2.6.4. Private
 - 2.6.4.1. Affiliation
 - 2.6.4.2. Teacher
 - 2.6.4.3. Tuition
 - 2.6.4.4. Other
 - 2.6.5. Enrollment
 - 2.6.6. Grade Level
 - 2.6.7. Admission
 - 2.6.8. Other
3. **District Capacity**
 - 3.1. **District Characteristics**
 - 3.1.1. Enrollment
 - 3.1.2. Grade Levels
 - 3.1.3. Student Population
 - 3.1.4. Teacher Population
 - 3.1.5. Other

- 3.2 **District Policy and Practice**
 - 3.2.1 Hiring Practices—Teacher
 - 3.2.2 Hiring Practices—Other
 - 3.2.3 Programs
 - 3.2.4 Salary and Benefits
 - 3.2.5 Professional Development
 - 3.2.6 Other
- 4. **School Library Media Center Capacity**
 - 4.1 **LMC Specialist Qualifications**
 - 4.2 **Support Staff Characteristics**
 - 4.3 **Facilities**
- 4.4 **Resources**
 - 4.4.1 Expenditures for Library Materials
 - 4.4.2 Collection Characteristics
- 4.5 **Technology**
 - 4.5.1 Automated Circulation System
 - 4.5.2 Digital Media, Databases, and Internet
- 4.6 **Scheduling**
 - 4.6.1 Flexible or Fixed
 - 4.6.2 Frequency of Visits
 - 4.6.3 Schedule Decision-making
- 4.7 **Collaboration with Teachers**

Appendix G: Additional Resources on the Schools and Staffing Survey (SASS)

Additional Resources on the Schools and Staffing Survey (SASS)

SASS products may be obtained online at <http://nces.ed.gov/surveys/SASS/> or in printed versions free of charge while supplies last from:

U.S. Department of Education
ED Pubs
P.O. Box 1398
Jessup, MD 20794-1398
1-877-4ED-PUBS

Other Reports on the 1999–2000 SASS Collection

- *Qualifications of the Public Teacher Workforce: 1987–88 to 1999–2000* (NCES 2002–603).
- *Schools and Staffing in the United States: A Statistical Profile, 1999–2000* (forthcoming).
- *America’s Teachers: Profile of a Profession, 1999–2000* (forthcoming).
- *SASS by State, 1999–2000* (forthcoming).
- *Public Charter Schools in the United States, 1999–2000* (forthcoming).
- *Characteristics of American Indian and Alaska Native Education, Results from the 1999–2000 SASS* (forthcoming).
- *Private Schools in the United States: A Statistical Profile, 1999–2000* (forthcoming).
- *1999–2000 Schools and Staffing Survey: Sample Design and Estimation* (forthcoming).

Selected Reports on Earlier SASS Collections

- *Schools and Staffing in the United States: A Statistical Profile, 1987–88* (NCES 92–120)
- *Schools and Staffing in the United States: A Statistical Profile, 1990–91* (NCES 93–146)
- *Schools and Staffing in the United States: A Statistical Profile, 1993–94* (NCES 96–124)
- *America’s Teachers: Profile of a Profession, 1993–94* (NCES 97–460)
- *Public and Private School Principals in the United States: A Statistical Profile, 1987–88 to 1993–94* (NCES 97–455)
- *SASS by State, 1993–94 Schools and Staffing Survey: Selected State Results* (NCES 96–312)
- *Job Satisfaction Among America’s Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation* (NCES 97–471)
- *Private Schools in the United States: A Statistical Profile, 1993–94* (NCES 97–459)
- *Characteristics of American Indian and Alaska Native Education* (NCES 97–451)
- *Teacher Supply in the U.S.: Sources of Newly Hired Teachers in Public and Private Schools, 1988–91* (NCES 2000–309)
- *In the Middle: Characteristics of Public Schools With a Focus on Middle Schools* (NCES 2000–312)
- *Public School Districts in the United States: A Statistical Profile: 1987–88 to 1993–94* (NCES 98–203)

- *School Library Media Centers: 1993–94* (NCES 98–282)
- *Time Spent Teaching Core Academic Subjects in Elementary Schools: Comparisons Across Community, School, Teacher, and Student Characteristics* (NCES 97–293)
- *SASS 1993–94: A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training* (NCES 97–472)

Selected Technical Reports on Earlier SASS Collections

- *Quality Profile for SASS Rounds 1–3: 1987–1995* (NCES 2000–308)
- *1993–94 Schools and Staffing Survey: Sample Design and Estimation* (NCES 96–089)

Public-use Data

- *The Schools and Staffing Survey (SASS) and Teacher Followup Survey (TFS): Electronic Codebook and Public-Use Data for Three Cycles of SASS and TFS* (NCES 98–312)

Questionnaires

- *SASS and PSS Questionnaires 1993–94* (NCES 94–674) <http://nces.ed.gov/surveys/SASS>
- *SASS and PSS Questionnaires 1999–2000* (NCES 2000–310) <http://nces.ed.gov/surveys/SASS>

A list of conference papers and working papers, on technical and methodological topics, is available on our Web site at <http://nces.ed.gov/surveys/SASS>