

Table A1. Standard errors for table 1: Percentage of private school teachers reporting relatively low levels of administrative support, satisfaction with salary, student discipline, and teacher input in classroom and school decisions, by turnover status and private school type: 1999–2000 to 2000–01

Private school type and teacher perceptions of school organizational factors	All teachers	Stayers	Movers and leavers
All private sector			
Low administrative support ¹	0.45	0.50	1.18
Low salary ²	0.55	0.64	1.00
Poor student discipline ³	0.59	0.65	1.17
Low teacher input in classroom decisions ⁴	0.42	0.47	1.11
Low teacher input in school decisions ⁵	0.55	0.62	1.17
Catholic			
Low administrative support ¹	0.66	0.68	1.69
Low salary ²	0.71	0.72	1.69
Poor student discipline ³	0.73	0.76	1.80
Low teacher input in classroom decisions ⁴	0.60	0.61	1.57
Low teacher input in school decisions ⁵	0.74	0.77	1.49
Other religious			
Low administrative support ¹	0.74	0.76	1.89
Low salary ²	0.93	1.02	1.71
Poor student discipline ³	0.88	0.86	1.71
Low teacher input in classroom decisions ⁴	0.74	0.83	2.07
Low teacher input in school decisions ⁵	0.88	1.03	1.71
Nonsectarian			
Low administrative support ¹	1.21	1.55	2.85
Low salary ²	1.31	1.56	3.14
Poor student discipline ³	1.74	1.95	3.30
Low teacher input in classroom decisions ⁴	1.01	1.13	2.63
Low teacher input in school decisions ⁵	0.91	0.97	2.67

¹ Teachers were described as reporting low administrative support if their mean response (on a scale from 1 = *strongly disagree* to 4 = *strongly agree*) was below the cut-off score closest to the 20th percentile for private school teachers with respect to the statements: the principal lets staff members know what is expected of them; the school administration's behavior toward the staff is supportive and encouraging; my principal enforces school rules for student conduct and backs me up when I need it; the principal knows what kind of school he/she wants and has communicated it to the staff; and in this school, staff members are recognized for a job well done. The cut-off score was 3.0 out of 4.0. To put this in context, the average score was 3.4 for private school teachers and 3.2 for public school teachers.

² Teachers were described as reporting low salary if their response (on a scale from 1 = *strongly disagree* to 4 = *strongly agree*) was at or below the cut-off score closest to the 20th percentile for private school teachers on the statement: I am satisfied with my salary. The cut-off score was 1.0 out of 4.0. To put this in context, the average score was 2.8 for private school teachers and 2.9 for public school teachers.

³ Teachers were coded as reporting poor student discipline in their school if their mean response (on a scale from 1 = *serious problem* to 4 = *not a problem*) was below the cut-off score closest to the 20th percentile for private school teachers on a list of potential school problems: students cutting class; physical conflicts among students; robbery or theft; vandalism of school property; student possession of weapons; and student disrespect for teachers. The cut-off score was 3.5 out of 4.0. To put this in context, the average score was 3.6 for private school teachers and 3.2 for public school teachers.

⁴ Teachers were described as reporting low classroom input if their mean response (on a scale from 1 = *no control* to 5 = *complete control*) was below the cut-off score closest to the 20th percentile for private school teachers on a set of questions concerning control over their job: selecting textbooks and other instructional materials; selecting content, topics, and skills to be taught; selecting teaching techniques; evaluating and grading students; disciplining students; and determining the amount of homework to be assigned. The cut-off score was 3.83 out of 5.0. To put this in context, the average score was 4.3 for private school teachers and 4.0 for public school teachers.

⁵ Teachers were described as reporting low schoolwide input if their mean response (on a scale from 1 = *no influence* to 5 = *a great deal of influence*) was below the cut-off score closest to the 20th percentile for private school teachers on a set of questions concerning their influence: setting performance standards for students of this school; establishing curriculum; determining the content of in-service professional development programs; evaluating teachers; hiring new full-time teachers; setting discipline policy; and deciding how the school budget will be spent. The cut-off score was 2.14 out of 5.0. To put this in context, the average score was 2.8 for private school teachers and 2.5 for public school teachers.

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