

# WEB TABLES

U.S. DEPARTMENT OF EDUCATION  
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## Public Career and Technical Education High Schools, Principals, and Teachers in 2008

Career and technical education (CTE) is a part of most public high school students' educational experiences in the United States. The vast majority of U.S. public high schools offer their students at least one CTE program or course, and nearly all public school graduates take at least one CTE course either in their school, at an area/regional CTE school, or in a full-time CTE school<sup>1</sup> (Levesque et al. 2008). As of 2008, some 36 states included some CTE education in their high school graduation requirements, and 12 states offered students the opportunity to earn a career/technical diploma or endorsement.<sup>2</sup>

The National Center for Education Statistics (NCES) has published numerous reports describing CTE offerings and students' participation in high school (e.g., Hudson and Laird 2009; Levesque

2003; Levesque et al. 2008; Levesque, Wun, and Green 2010). In addition, NCES has published a series of Web Tables presenting the latest data on the condition of CTE nationwide, including information on the CTE delivery system and its offerings, trends in CTE coursetaking, characteristics of CTE participants, and the teachers who deliver the CTE curriculum in grades 9–12.<sup>3</sup> Using data from the 2007–08 Schools and Staffing Survey (SASS:08), the Web Tables presented here expand previous NCES Web Tables on CTE by providing new information on CTE high schools, job satisfaction of principals and teachers in CTE schools, their views on working conditions, and CTE teachers' professional development needs. The following summarizes the information presented in each of the 12 Web Tables.

Tables 1 to 7 compare CTE high schools with other types of public high schools in terms of the school's class organization, student composition, locale, special admission policies, occupational preparation opportunities, and student-to-counselor ratios. Specifically, table 1 indicates the percentage of all public high schools that are CTE schools. In addition, it provides information about whether the school is a charter school and whether the entire school serves dropouts or potential dropouts. Table 2 examines various methods that schools use to organize their classes and students. Tables 3 and 4 present information about student-body composition and school locale; table 5 presents data on special requirements that schools use for admission; table 6 looks at the occupational preparation opportunities schools offer their students; and table 7 shows the ratios of students to counselors.

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Table 8 provides principals' satisfaction with their job, faculty, and school district. Tables 9 to 12 focus on public school teachers in grades 9–12, grouping them based on their main teaching assignment: those who primarily taught occupational education, those who taught academic subjects, and those who taught enrichment or other subjects. Occupational education teachers consist of teachers who primarily taught any of the following occupational subjects: agriculture and natural resources; business; communications and design; computer and information sciences; construction, architecture, and engineering technologies; consumer, culinary, and public services; health sciences; manufacturing; marketing; and repair and transportation.<sup>4</sup>

Specifically, table 9 presents the distribution of occupational education, academic, and enrichment/other teachers in different types of public high schools. Tables 10 and 11 show the professional development priorities of occupational education, academic, and enrichment/other teachers, the extent to which they participate in professional development

on the subject(s) they teach, the length of such participation, and how useful they think this professional training is. Table 12 presents occupational education, academic, and enrichment/other teachers' views on school conditions and their overall satisfaction with teaching at their school.

## RELATED NCES REPORTS

*Web Tables—Public High School Teachers of Career and Technical Education in 2007–08* (NCES 2011-235). <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011235>

## DATA

The estimates presented in these tables were generated from the NCES 2007–08 Schools and Staffing Survey (SASS:08). SASS:08 is a nationally representative sample survey of public, private, and Bureau of Indian Education (BIE)-funded K–12 schools, principals, and teachers in the 50 states and the District of Columbia. These tables use data from public high schools, principals, and grade 9–12 teachers.

The SASS:08 public school sample is a stratified probability-proportionate-to-size (PPS) sample, which allows analysts to produce national-, regional-,

and state-level elementary, secondary, and combined public school estimates. The target population of the public school sample includes all regular; nonregular (special education, alternative, vocational/technical); public charter; and BIE schools. The SASS:08 public school sample consists of about 9,800 public schools (including both traditional public and public charter schools) and 180 BIE schools. BIE schools were excluded from the data analyses to produce these Web Tables. About 3,500 public high schools (identified by having grade 12) and 3,300 public high school principals were in the data analyses for these Web Tables. The SASS:08 teacher sample was drawn from teacher rosters at sampled schools. The target population of the teacher sample includes all staff who teach regularly scheduled classes to students in any of grades K–12. Approximately 47,400 teachers were sampled from public schools, and about 20,500 public school grade 9–12 teachers were included in the data analyses for these Web Tables.

For an overview of the survey methodology used, see *Documentation for the 2007–08 Schools and Staffing Survey* (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010332>).

## VARIABLES USED

The variables used in these Web Tables are listed below. Detailed information about these variables can be obtained from the SASS:08 School, Principal, and Teacher Questionnaires (<http://nces.ed.gov/surveys/sass/question0708.asp>) or the SASS:08 restricted-use data file (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010363>). The SASS:08 sample design included stratification, disproportionate sampling of certain strata, and multistage probability sampling. The resulting statistics are more variable than they would have been if they had been based on data from a simple random sample of the same size. As a result, simple random sampling techniques for estimating sampling errors cannot be applied to these data. The estimates and standard errors in these Web Tables were generated by SAS using the balanced repeated replication method created for the complex sampling design used by SASS:08.

Label	Name
<b>Variables from the 2007–08 Schools and Staff Surveys (SASS:08), School Survey</b>	
Entire school serves specifically dropouts or potential dropouts	S0049
Number of full- or part-time psychologists in school	S0142 or S0143
Number of full- or part-time school/guidance counselors in school	S0136 or S0137
Number of full- or part-time social workers in school	S0140 or S0141
Number of students in school who are Black, Hispanic/Latino (of any race), Asian/Pacific Islander, American Indian/Alaska Native	NMINST_S
Number of students in school who are identified as limited-English-proficient (LEP)	S0208
Number of students in school who have an Individual Education Plan (IEP)	S0201
School locale	URBANS12
School size	S0039
School that is a public charter school	S0230
School type	S0048
School provides the following opportunities to students in grades 9–12:	
Career and technical education courses	S0109
Dual or concurrent enrollment that offers both high school and college credits	S0108
Specialized career academy	S0111
Work-based learning or internships outside of school	S0110
School uses special requirements for admission other than proof of immunization, age, or resident	S0070
School uses the following special requirements for admission:	
Academic record	S0073
Admission test	S0071
Personal interview	S0076
Recommendations	S0077
Special student aptitudes/skills/talents	S0075
Special student needs (e.g., students “at risk” or with disabilities)	S0074
Standardized achievement test	S0072
School uses the following methods to organize classes or students:	
Block scheduling	S0104
Grades subdivided into small groups such as “houses” or “families”	S0101
Multi-age grouping	S0103
Student groups that remain 2 or more years with the same teacher	S0102
Traditional grades or academic discipline-based departments	S0100
Final sampling weight for public schools	SFNLWGT

Continued on next page.

## VARIABLES USED—Continued

Label	Name
<b>Variables from the 2007–08 Schools and Staff Surveys (SASS:08), Principal Survey</b>	
To what extent do you agree or disagree with each of the following statements:	
I do not seem to have as much enthusiasm now as I did when I began my career as a principal	A0234
I like the way things are run in this district	A0231
I think about staying home from school because I am just too tired to go	A0235
I think about transferring to another school	A0233
If I could get a higher paying job, I'd leave education as soon as possible	A0232
The faculty and staff at this school like being here; I would describe them as a satisfied group	A0230
The stress and disappointment involved in serving as principal at this school are not worth it	A0229
Final sampling weight for public school principals	AFNLWGT
<b>Variables from the 2007–08 Schools and Staff Surveys (SASS:08), Teacher Survey</b>	
To what extent do you agree or disagree with each of the following statements:	
I am generally satisfied with being a teacher at this school	T0302
I am given the support I need to teach students with special needs	T0300
I receive a great deal of support from parents for the work I do	T0289
Most of my colleagues share my beliefs and values about the central mission of the school	T0294
The level of student misbehavior in this school interferes with my teaching	T0288
The principal knows what kind of school he/she wants and has communicated it to the staff	T0295
There is a great deal of cooperative effort among the staff members	T0296
First priority for future professional development	T0231
Length of participation in professional development in subject area	T0235
Main teaching assignment	T0067
Participation in professional development in subject area in past 12 months	T0234
Usefulness of professional development in subject area	T0236
Final sampling weight for public school teachers	TFNLWGT

## REFERENCES

Hudson, L., and Laird, J. (2009). *New Indicators of High School Career/Technical Education Coursetaking: Class of 2005* (NCES 2009-038). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

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Levesque, K., Laird, J., Hensley, E., Choy, S.P., Cataldi, E.F., and Hudson, L. (2008). *Career/Technical Education in the United States: 1990 to 2005* (NCES 2008-035). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Levesque, K., Wun, J., and Green, C. (2010). *Science Achievement and Occupational Career/Technical Education Coursetaking in High School: The Class of 2005* (NCES 2010-021). National Center for Education Statistics, Institute

of Education Sciences, U.S. Department of Education. Washington, DC.

Silverberg, M., Warner, E., Fong, M., and Goodwin, D. (2004). *National Assessment of Vocational Education: Final Report to Congress*. U.S. Department of Education. Washington, DC: Office of the Under Secretary, Policy and Program Studies Service.

A Section 508-compliant version of these Web Tables is available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012250>.

## ENDNOTES

<sup>1</sup> Career and technical education is typically provided in three main settings at the high school level: comprehensive high schools, full-time CTE high schools, and area or regional CTE schools serving multiple high schools (Silverberg et al. 2004). Comprehensive high schools typically have an academic focus, but also offer CTE either on or off site, the latter often at an area CTE school. Full-time CTE high schools emphasize CTE but also offer academic coursework; students typically spend their entire school day at the school. Area CTE schools provide CTE part time to students who receive all or most of their academic instruction at their home high school (Levesque et al. 2008).

<sup>2</sup> These states have one or more of the following CTE-related components in their graduation requirements: (1) CTE courses are a required option for all students (i.e., students must choose between CTE and another course option [usually foreign language or arts] to meet graduation requirements); (2) students may substitute an approved CTE course for a standard core course to meet high school graduation requirements; and (3) all students must complete a career concentration/major/sequence. The complete list of states that had CTE-related requirements for high school graduation in 2008 is available on the Education Commission of the States website at <http://mb2.ecs.org/reports/Report.aspx?id=1898>.

<sup>3</sup> These Web Tables are available on the NCES CTE Statistics website at <http://nces.ed.gov/surveys/ctes/tables/index.asp?LEVEL=SECONDARY>.

<sup>4</sup> In past NCES reports, CTE teachers generally included three groups: those who taught family and consumer sciences education (which focuses on preparing students for adult roles outside the paid labor market); those who taught general labor market preparation (which focuses on general employment skills used across a wide range of occupational areas, such as keyboarding and word processing); and those who taught occupational education (which focuses on skills required in a specific occupation or occupational cluster). This set of Web Tables focuses on occupational education teachers and combines those who taught family/consumer sciences education and general labor market preparation with enrichment/other teachers.

# National Center for Education Statistics

**Table 1.**  
**Percentage distribution of various types of public high schools, and percentage of public high schools that were charter schools or that served entirely dropouts or potential dropouts, by school type: 2008**

School type	Total	Public high school that	
		Was a charter school	Served entirely dropouts or potential dropouts <sup>1</sup>
<b>Total</b>	<b>100.0</b>	<b>5.6</b>	<b>13.0</b>
School type <sup>2</sup>			
Regular	67.5	2.7	1.2
Career/technical/vocational	3.7	‡	‡
Other	28.7	12.7	42.3

‡ Reporting standards not met.

<sup>1</sup> Potential dropouts are those who have been suspended, expelled, or referred for behavioral or adjustment problems.

<sup>2</sup> Career/technical/vocational schools primarily serve students being trained for occupations. Schools classified in the "other" category include special program emphasis schools (such as science or mathematics schools, performing arts schools, talented or gifted schools, and foreign language immersion schools); special education schools; alternative schools; and other types of schools that do not fall into these categories.

NOTE: Detail in the first column may not sum to total because of rounding. High schools are defined as those that have grade 12 or those with no grade lower than 7 and at least one grade higher than 8 if they do not have grade 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

Table S1.

Standard errors for table 1: Percentage distribution of various types of public high schools, and percentage of public high schools that were charter schools or that served entirely dropouts or potential dropouts, by school type: 2008

School type	Total	Public high school that	
		Was a charter school	Served entirely dropouts or potential dropouts
Total	†	1.14	1.46
School type			
Regular	1.58	0.71	0.35
Career/technical/vocational	0.51	†	†
Other	1.62	3.57	4.15

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

**Table 2.**  
**Percentage of public high schools that used various methods to organize classes or students, by school type: 2008**

School type	Traditional grades or academic discipline-based departments	Grades subdivided into small groups	Student groups remaining two or more years with the same teacher	Multi-age grouping <sup>1</sup>	Block scheduling <sup>2</sup>
<b>Total</b>	<b>88.0</b>	<b>12.7</b>	<b>16.1</b>	<b>45.6</b>	<b>37.4</b>
School type <sup>3</sup>					
Regular	96.2	12.1	10.2	33.8	36.8
Career/technical/vocational	68.1	9.6 !	48.0	53.3	69.8
Other	71.3	14.5	25.9	72.2	34.7

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

<sup>1</sup> Placing students of different grades in the same class.

<sup>2</sup> Class periods scheduled to create extended blocks of instruction time.

<sup>3</sup> Career/technical/vocational schools primarily serve students being trained for occupations. Schools classified in the "other" category include special program emphasis schools (such as science or mathematics schools, performing arts schools, talented or gifted schools, and foreign language immersion schools); special education schools; alternative schools; and other types of schools that do not fall into these categories.

NOTE: High schools are defined as those that have grade 12 or those with no grades lower than 7 and at least one grade higher than 8 if they do not have grade 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

Table S2.

Standard errors for table 2: Percentage of public high schools that used various methods to organize classes or students, by school type: 2008

School type	Traditional grades or academic discipline-based departments	Grades subdivided into small groups	Student groups remaining two or more years with the same teacher	Multi-age grouping	Block scheduling
<b>Total</b>	<b>1.29</b>	<b>1.12</b>	<b>1.21</b>	<b>1.48</b>	<b>1.68</b>
School type					
Regular	0.63	0.99	0.91	1.50	1.54
Career/technical/vocational	6.22	4.73	6.92	7.14	6.53
Other	3.86	2.73	3.78	3.31	4.50

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

**Table 3.**  
Public high schools with various student composition characteristics, by school type: 2008

School type	Enrollment size per grade <sup>1</sup>	Percent of students in school who were Black, Hispanic/Latino (of any race), Asian/Pacific Islander, and American Indian/Alaska Native	Percent of students in school who had an Individual Education Plan (IEP)	Percent of students in school who were identified as limited-English-proficient (LEP)
<b>Total</b>	<b>159.9</b>	<b>36.6</b>	<b>18.5</b>	<b>4.5</b>
School type <sup>2</sup>				
Regular	209.2	30.4	12.7	3.8
Career/technical/vocational	204.0	32.4	17.8	0.9
Other	38.6	51.8	32.3	6.4

<sup>1</sup> SASS:08 does not differentiate between shared-time and full-time career/technical/vocational schools. Thus, some students who attended shared-time career/technical/vocational schools could be double counted if they also attended another type of school.

<sup>2</sup> Career/technical/vocational schools primarily serve students being trained for occupations. Schools classified in the "other" category include special program emphasis schools (such as science or mathematics schools, performing arts schools, talented or gifted schools, and foreign language immersion schools); special education schools; alternative schools; and other types of schools that do not fall into these categories.

NOTE: High schools are defined as those that have grade 12 or those with no grades lower than 7 and at least one grade higher than 8 if they do not have grade 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

Table S3.

Standard errors for table 3: Public high schools with various student composition characteristics, by school type: 2008

School type	Enrollment size per grade	Percent of students in school who were Black, Hispanic/Latino (of any race), Asian/Pacific Islander, and American Indian/Alaska Native	Percent of students in school who had an Individual Education Plan (IEP)	Percent of students in school who were identified as limited-English-proficient (LEP)
<b>Total</b>	<b>5.20</b>	<b>1.01</b>	<b>0.86</b>	<b>0.49</b>
School type				
Regular	5.35	1.04	0.27	0.40
Career/technical/vocational	28.52	4.15	2.09	0.21
Other	5.34	2.70	2.71	1.41

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

**Table 4.**  
**Percentage distribution of public high schools, by locale and school type: 2008**

School type	City	Suburb/town	Rural
<b>Total</b>	<b>20.2</b>	<b>39.1</b>	<b>40.8</b>
School type <sup>1</sup>			
Regular	14.0	35.8	50.3
Career/technical/vocational	21.0	47.6	31.4
Other	34.6	45.7	19.7

<sup>1</sup> Career/technical/vocational schools primarily serve students being trained for occupations. Schools classified in the "other" category include special program emphasis schools (such as science or mathematics schools, performing arts schools, talented or gifted schools, and foreign language immersion schools); special education schools; alternative schools; and other types of schools that do not fall into these categories.

NOTE: Detail may not sum to totals because of rounding. High schools are defined as those that have grade 12 or those with no grades lower than 7 and at least one grade higher than 8 if they do not have grade 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

Table S4.

Standard errors for table 4: Percentage distribution of public high schools, by locale and school type: 2008

School type	City	Suburb/town	Rural
<b>Total</b>	<b>1.15</b>	<b>1.31</b>	<b>1.44</b>
School type			
Regular	1.13	1.39	1.66
Career/technical/vocational	3.65	6.32	6.06
Other	3.49	3.25	2.72

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

**Table 5.**  
**Percentage of public high schools that had special requirements for admission, by school type: 2008**

School type	Percent of schools with special admission requirements <sup>1</sup>	Percent of schools requiring each of the following for admission						
		Admission test	Standardized achievement test	Academic record	Special student needs <sup>2</sup>	Special aptitudes/skills/talents	Personal interview	Recommendations
<b>Total</b>	<b>31.5</b>	<b>2.5</b>	<b>3.8</b>	<b>16.9</b>	<b>18.7</b>	<b>5.2</b>	<b>11.6</b>	<b>12.9</b>
School type <sup>3</sup>								
Regular	14.3	0.9 !	2.1	11.6	8.0	2.6	3.4	1.7
Career/technical/vocational	59.2	13.9	12.9	48.1	20.8	19.5	27.6	31.3
Other	68.2	4.8	6.5	25.2	43.5	9.7	28.7	36.9

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

<sup>1</sup> Requirements other than proof of immunization, age, or residence.

<sup>2</sup> In SASS:08, students with special needs refer to those “at risk” or with mental, physical, or learning disabilities.

<sup>3</sup> Career/technical/vocational schools primarily serve students being trained for occupations. Schools classified in the “other” category include special program emphasis schools (such as science or mathematics schools, performing arts schools, talented or gifted schools, and foreign language immersion schools); special education schools; alternative schools; and other types of schools that do not fall into these categories.

NOTE: High schools are defined as those that have grade 12 or those with no grades lower than 7 and at least one grade higher than 8 if they do not have grade 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Questionnaire,” 2007–08.

# National Center for Education Statistics

Table S5.

Standard errors for table 5: Percentage of public high schools that had special requirements for admission, by school type: 2008

School type	Percent of schools with special admission requirements	Percent of schools requiring each of the following for admission						
		Admission test	Standardized achievement test	Academic record	Special student needs	Special aptitudes/ skills/ talents	Personal interview	Recommendations
<b>Total</b>	<b>1.39</b>	<b>0.50</b>	<b>0.63</b>	<b>1.02</b>	<b>1.22</b>	<b>0.69</b>	<b>1.18</b>	<b>1.10</b>
School type								
Regular	1.04	0.40	0.60	0.97	0.76	0.47	0.62	0.50
Career/technical/vocational	6.47	3.91	3.21	7.00	4.36	5.23	6.20	6.67
Other	4.18	1.40	1.65	3.29	4.03	2.05	3.98	3.87

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

**Table 6.**  
**Percentage of public high schools that provided various occupational preparation opportunities to students in grades 9–12, by school type: 2008**

School type	Career and technical education courses	Work-based learning or internships outside of school <sup>1</sup>	Specialized career academy <sup>2</sup>	Dual or concurrent enrollment that offered both high school and college credits
<b>Total</b>	<b>82.7</b>	<b>65.4</b>	<b>24.1</b>	<b>65.8</b>
School type <sup>3</sup>				
Regular	93.6	70.6	26.7	77.9
Career/technical/vocational	100.0	79.0	61.2	65.9
Other	55.1	51.5	13.2	37.3

<sup>1</sup> Students earn course credits for supervised learning activities that occur in paid or unpaid workplace assignments.

<sup>2</sup> Curriculum organized around a specific career area, such as health, hospitality, or information technology.

<sup>3</sup> Career/technical/vocational schools primarily serve students being trained for occupations. Schools classified in the “other” category include special program emphasis schools (such as science or mathematics schools, performing arts schools, talented or gifted schools, and foreign language immersion schools); special education schools; alternative schools; and other types of schools that do not fall into these categories.

NOTE: High schools are defined as those that have grade 12 or those with no grades lower than 7 and at least one grade higher than 8 if they do not have grade 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Questionnaire,” 2007–08.

# National Center for Education Statistics

Table S6.

Standard errors for table 6: Percentage of public high schools that provided various occupational preparation opportunities to students in grades 9–12, by school type: 2008

School type	Career and technical education courses	Work-based learning or internships outside of school	Specialized career academy	Dual or concurrent enrollment that offered both high school and college credits
<b>Total</b>	<b>1.19</b>	<b>1.61</b>	<b>1.18</b>	<b>1.47</b>
School type				
Regular	0.87	1.37	1.27	1.13
Career/technical/vocational	0.00	5.08	6.15	5.57
Other	4.05	4.45	2.46	4.12

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

**Table 7.**  
**Percentage of public high schools that had school or guidance counselors, and among these schools, the student-to-counselor ratio, by school type and school characteristics: 2008**

School type and school characteristics	Excluding psychologists and social workers		Including psychologists and social workers	
	Percent of schools that had school or guidance counselors	Student-to-counselor ratio	Percent of schools that had school or guidance counselors	Student-to-counselor ratio
<b>Total</b>	<b>82.5</b>	<b>292.2</b>	<b>88.8</b>	<b>204.7</b>
School type <sup>1</sup>				
Regular	95.0	323.0	96.0	235.6
Career/technical/vocational	85.2	368.6	85.8	333.4
Other	52.9	146.1	72.3	88.4
Percent of students in school who were Black, Hispanic/Latino (of any race), Asian/Pacific Islander, and American Indian/Alaska Native				
10 or less	89.6	317.8	91.9	219.2
11–30	81.6	292.0	87.4	206.9
31–50	75.4	287.1	86.3	207.8
More than 50	79.3	264.0	87.7	185.5
Percent of students in school who were approved for free or reduced-price lunch <sup>2</sup>				
10 or less	95.7	338.5	97.1	247.7
11–30	91.0	311.7	93.0	222.3
31–50	91.2	313.0	94.9	222.9
More than 50	76.2	249.7	84.0	174.1
School locale				
City	82.0	274.8	89.3	194.5
Suburb or town	79.9	292.9	89.1	198.3
Rural	85.3	299.7	88.3	216.0
School size				
1–599	72.5	220.9	82.6	146.0
600–1,199	98.4	370.5	98.7	267.0
1,200–1,999	97.3	373.6	97.3	276.7
2,000 or more	97.4	377.5	98.5	328.3

<sup>1</sup> Career/technical/vocational schools primarily serve students being trained for occupations. Schools classified in the “other” category include special program emphasis schools (such as science or mathematics schools, performing arts schools, talented or gifted schools, and foreign language immersion schools); special education schools; alternative schools; and other types of schools that do not fall into these categories.

<sup>2</sup> In 2007–08, 93.5 percent of public high schools participated in the National School Lunch Program.

NOTE: High schools are defined as those that have grade 12 or those with no grades lower than 7 and at least one grade higher than 8 if they do not have grade 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Questionnaire,” 2007–08.

# National Center for Education Statistics

Table S7.

Standard errors for table 7: Percentage of public high schools that had school or guidance counselors, and among these schools, the student-to-counselor ratio, by school type and school characteristics: 2008

School type and school characteristics	Excluding psychologists and social workers		Including psychologists and social workers	
	Percent of schools that had school or guidance counselors	Student-to-counselor ratio	Percent of schools that had school or guidance counselors	Student-to-counselor ratio
<b>Total</b>	<b>1.73</b>	<b>5.40</b>	<b>1.59</b>	<b>5.46</b>
School type				
Regular	0.70	5.30	0.66	5.62
Career/technical/vocational	4.05	26.93	3.93	29.82
Other	4.58	11.44	4.67	8.13
Percent of students in school who were Black, Hispanic/Latino (of any race), Asian/Pacific Islander, and American Indian/Alaska Native				
10 or less	2.11	9.17	1.99	9.06
11–30	3.31	11.01	2.81	8.89
31–50	6.08	16.22	5.01	14.76
More than 50	3.78	11.04	3.29	10.44
Percent of students in school who were approved for free or reduced-price lunch				
10 or less	1.65	20.57	1.29	17.24
11–30	2.33	5.78	2.21	6.76
31–50	1.96	11.23	1.38	10.06
More than 50	3.76	10.79	3.69	8.98
School locale				
City	3.47	12.69	3.02	10.54
Suburb or town	3.07	8.61	2.55	7.88
Rural	2.04	9.44	2.19	8.93
School size				
1–599	2.48	6.85	2.41	5.99
600–1,199	0.57	9.93	0.53	9.75
1,200–1,999	0.98	12.85	0.98	11.99
2,000 or more	1.20	13.20	0.97	18.51

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

**Table 8.**  
**Percentage of public high school principals who agreed or strongly agreed with various statements about their job, faculty, and school district, by school type: 2008**

School type	The stress and disappointments involved in serving as principal at this school aren't worth it	If I could get a higher paying job, I'd leave education as soon as possible	I think about transferring to another school	I don't seem to have as much enthusiasm now as I did when I began my career as a principal	I think about staying home from school because I'm just too tired to go	The faculty and staff at this school like being here; I would describe them as a satisfied group	I like the way things are run in this district
<b>Total</b>	<b>21.0</b>	<b>22.0</b>	<b>24.5</b>	<b>26.6</b>	<b>10.1</b>	<b>91.7</b>	<b>78.2</b>
School type <sup>1</sup>							
Regular	22.3	22.4	25.2	27.5	11.0	91.1	79.9
Career/technical/vocational	14.8 !	12.2 !	12.8 !	17.1	9.6 !	89.7	83.0
Other	18.8	22.4	24.5	25.8	7.9	93.4	73.4

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

<sup>1</sup> Career/technical/vocational schools primarily serve students being trained for occupations. Schools classified in the "other" category include special program emphasis schools (such as science or mathematics schools, performing arts schools, talented or gifted schools, and foreign language immersion schools); special education schools; alternative schools; and other types of schools that do not fall into these categories.

NOTE: High schools are defined as those that have grade 12 or those with no grades lower than 7 and at least one grade higher than 8 if they do not have grade 12.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Questionnaire" and "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

Table S8.

Standard errors for table 8: Percentage of public high school principals who agreed or strongly agreed with various statements about their job, faculty, and school district, by school type: 2008

School type	The stress and disappointments involved in serving as principal at this school aren't worth it	If I could get a higher paying job, I'd leave education as soon as possible	I think about transferring to another school	I don't seem to have as much enthusiasm now as I did when I began my career as a principal	I think about staying home from school because I'm just too tired to go	The faculty and staff at this school like being here; I would describe them as a satisfied group	I like the way things are run in this district
<b>Total</b>	<b>1.36</b>	<b>1.25</b>	<b>1.44</b>	<b>1.52</b>	<b>0.92</b>	<b>0.97</b>	<b>1.44</b>
School type							
Regular	1.37	1.38	1.42	1.47	1.06	1.01	1.27
Career/technical/vocational	4.91	3.71	3.83	4.80	3.67	5.78	5.76
Other	3.69	3.38	3.28	3.47	2.01	2.01	4.24

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Questionnaire" and "Public School Questionnaire," 2007-08.

# National Center for Education Statistics

**Table 9.**  
**Percentage distribution of grade 9–12 public school teachers' main teaching assignment, by school type: 2008**

Main teaching assignment	Total	School type <sup>1</sup>		
		Regular	Career/ technical/ vocational	Other
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Occupational education, total	7.7	7.0	39.3	4.6
Agriculture and natural resources	1.1	1.2	‡	‡
Business	2.1	2.2	4.3 !	0.9 !
Communications and design	0.9	0.8	3.8	0.6 !
Computer and information sciences	0.6	0.5	1.9 !	1.0 !
Construction, architecture, and engineering technologies	0.9	0.7	7.7	‡
Consumer, culinary, and public services	0.6	0.4	4.1	0.6 !
Health sciences	0.4	0.3	4.2 !	‡
Manufacturing	0.3	0.2	3.3	‡
Marketing	0.4	0.3	‡	‡
Repair and transportation	0.5	0.4	6.4	‡
Academic education, total	67.1	67.9	34.0	70.1
English and language arts	15.9	15.8	7.9	18.5
Mathematics	13.5	13.4	8.2	14.6
Sciences	11.7	12.0	7.0	11.3
Social sciences	11.7	11.7	7.2	14.2
Foreign languages	6.0	6.4	2.1 !	3.4
Other academic <sup>2</sup>	8.4	8.7	1.6 !	8.1
Enrichment/other, total	25.1	25.2	26.7	25.3
Family and consumer sciences	2.3	2.5	2.4 !	0.9 !
General labor market preparation	3.9	3.7	14.6	2.4
Other <sup>3</sup>	18.9	19.0	9.7	22.1

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

<sup>1</sup> Career/technical/vocational schools primarily serve students being trained for occupations. Schools classified in the "other" category include special program emphasis schools (such as science or mathematics schools, performing arts schools, talented or gifted schools, and foreign language immersion schools); special education schools; alternative schools; and other types of schools that do not fall into these categories.

<sup>2</sup> Other academic fields include arts, crafts, dance, drama or theater, music, philosophy, and English as a Second Language.

<sup>3</sup> Includes special education; health education; physical education; military science or Reserve Officers' Training Corps (ROTC); religious studies, theology, or divinity; and other unspecified teaching assignments.

NOTE: Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire" and "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

Table S9.

Standard errors for table 9: Percentage distribution of grade 9–12 public school teachers' main teaching assignment, by school type: 2008

Main teaching assignment	Total	School type		
		Regular	Career/ technical/ vocational	Other
Total	†	†	†	†
Occupational education, total	0.31	0.27	3.71	0.80
Agriculture and natural resources	0.12	0.13	†	†
Business	0.15	0.16	1.50	0.31
Communications and design	0.11	0.12	1.09	0.23
Computer and information sciences	0.08	0.08	0.91	0.40
Construction, architecture, and engineering technologies	0.10	0.10	1.71	†
Consumer, culinary, and public services	0.08	0.06	0.98	0.26
Health sciences	0.07	0.06	1.34	†
Manufacturing	0.04	0.04	0.93	†
Marketing	0.05	0.05	†	†
Repair and transportation	0.08	0.07	1.53	†
Academic education, total	0.79	0.73	3.39	2.38
English and language arts	0.45	0.50	1.85	1.60
Mathematics	0.32	0.31	2.02	1.09
Sciences	0.38	0.37	1.64	1.05
Social sciences	0.33	0.32	2.04	1.39
Foreign languages	0.32	0.37	0.96	0.65
Other academic	0.29	0.32	0.60	1.23
Enrichment/other, total	0.66	0.70	2.01	2.20
Family and consumer sciences	0.14	0.17	1.06	0.33
General labor market preparation	0.22	0.21	1.61	0.54
Other	0.63	0.67	1.71	2.01

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire" and "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

**Table 10.**  
**Percentage distribution of grade 9–12 public school teachers who rated various professional development topics as first priority for their future professional development, by school type and main teaching assignment: 2008**

School type and main teaching assignment	The content of the subject(s) I primarily teach	Student discipline and classroom management	Use of technology in instruction	Teaching students with special needs	Methods of teaching	Content standards in the subject(s) I primarily teach	Teaching students with limited-English-proficiency	Student assessment	Communicating with parents	Other
<b>Total</b>	<b>24.5</b>	<b>19.3</b>	<b>16.4</b>	<b>12.0</b>	<b>10.3</b>	<b>7.5</b>	<b>3.9</b>	<b>3.4</b>	<b>1.1</b>	<b>1.6</b>
School type <sup>1</sup>										
Regular	25.1	19.1	16.3	11.6	10.6	7.6	3.9	3.3	1.1	1.4
Career/technical/vocational	24.2	24.2	18.9	10.9	6.5	8.0	2.5 !	2.3 !	‡	‡
Other	18.1	21.6	17.7	16.7	9.3	5.0	4.4	3.0	1.8 !	2.6
Main teaching assignment										
Occupational education	28.3	21.2	23.1	5.4	6.9	7.9	2.0 !	2.6	1.2 !	1.4 !
Academic education	27.1	18.1	16.7	6.2	12.3	8.3	4.9	3.7	1.2	1.6
Core academic <sup>2</sup>	25.9	18.2	17.3	6.7	12.9	8.4	4.3	3.9	1.1	1.5
Other academic <sup>3</sup>	35.2	17.5	12.6	3.3	7.9	7.6	9.5	2.8	1.7 !	2.0
Enrichment/other <sup>4</sup>	16.3	22.2	13.6	29.3	6.2	5.2	2.0	2.7	0.9	1.6

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

<sup>1</sup> Career/technical/vocational schools primarily serve students being trained for occupations. Schools classified in the “other” category include special program emphasis schools (such as science or mathematics schools, performing arts schools, talented or gifted schools, and foreign language immersion schools); special education schools; alternative schools; and other types of schools that do not fall into these categories.

<sup>2</sup> Core academic fields include English and language arts, mathematics, science, social studies, and foreign languages.

<sup>3</sup> Other academic fields include arts, crafts, dance, drama or theater, music, philosophy, and English as a Second Language.

<sup>4</sup> Includes family and consumer sciences; general labor market preparation; special education; health education; physical education; military science or Reserve Officers’ Training Corps (ROTC); religious studies, theology, or divinity; and other unspecified teaching assignments.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Questionnaire” and “Public School Questionnaire,” 2007–08.

# National Center for Education Statistics

Table S10.

Standard errors for table 10: Percentage distribution of grade 9–12 public school teachers who rated various professional development topics as first priority for their future professional development, by school type and main teaching assignment: 2008

School type and main teaching assignment	The content of the subject(s) I primarily teach	Student discipline and classroom management	Use of technology in instruction	Teaching students with special needs	Methods of teaching	Content standards in the subject(s) I primarily teach	Teaching students with limited-English-proficiency	Student assessment	Communicating with parents	Other
<b>Total</b>	<b>0.52</b>	<b>0.46</b>	<b>0.47</b>	<b>0.40</b>	<b>0.31</b>	<b>0.29</b>	<b>0.31</b>	<b>0.20</b>	<b>0.11</b>	<b>0.13</b>
School type										
Regular	0.57	0.51	0.52	0.43	0.34	0.32	0.36	0.21	0.12	0.13
Career/technical/vocational	4.21	3.69	3.00	1.96	1.25	1.56	0.95	0.73	†	†
Other	1.55	1.62	2.00	1.55	1.30	0.76	1.18	0.58	0.65	0.73
Main teaching assignment										
Occupational education	2.13	1.47	1.71	0.82	1.00	1.00	0.63	0.52	0.45	0.55
Academic education	0.61	0.60	0.60	0.40	0.43	0.36	0.41	0.27	0.14	0.17
Core academic	0.61	0.65	0.61	0.45	0.46	0.36	0.44	0.31	0.14	0.17
Other academic	1.78	1.24	1.37	0.78	0.97	1.01	1.09	0.71	0.52	0.56
Enrichment/other	1.08	0.92	0.75	0.92	0.55	0.41	0.32	0.29	0.24	0.23

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire" and "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

Table 11.

Percentage of grade 9–12 public school teachers who participated in professional development activities on the content of their subject(s) in the past 12 months, and among them, the percentage distribution of the total hours they spent on these activities and the percentage who rated these activities as very useful, by school type and main teaching assignment: 2008

School type and main teaching assignment	Percent of teachers who participated in professional development activities on the content of their subject(s)	Percentage distribution of the total hours participants spent on these activities				Percent of participants who rated these activities as very useful
		8 hours or less	9–16 hours	17–32 hours	33 hours or more	
<b>Total</b>	<b>80.5</b>	<b>22.5</b>	<b>27.3</b>	<b>21.9</b>	<b>28.3</b>	<b>26.7</b>
School type <sup>1</sup>						
Regular	80.7	22.7	27.4	21.7	28.3	26.5
Career/technical/vocational	77.6	19.9	27.1	21.8	31.2	32.8
Other	78.9	20.3	26.5	21.9	31.4	28.4
Main teaching assignment						
Occupational education	81.5	19.0	28.3	23.7	29.0	31.2
Academic education	79.4	23.1	27.0	20.8	29.2	26.4
Core academic <sup>2</sup>	79.0	23.6	27.2	20.7	28.6	24.9
Other academic <sup>3</sup>	82.1	19.9	25.8	21.1	33.2	37.1
Enrichment/other <sup>4</sup>	83.0	21.8	27.9	24.2	26.0	26.1

<sup>1</sup> Career/technical/vocational schools primarily serve students being trained for occupations. Schools classified in the “other” category include special program emphasis schools (such as science or mathematics schools, performing arts schools, talented or gifted schools, and foreign language immersion schools); special education schools; alternative schools; and other types of schools that do not fall into these categories.

<sup>2</sup> Core academic fields include English and language arts, mathematics, science, social studies, and foreign languages.

<sup>3</sup> Other academic fields include arts, crafts, dance, drama or theater, music, philosophy, and English as a Second Language.

<sup>4</sup> Includes family and consumer sciences; general labor market preparation; special education; health education; physical education; military science or Reserve Officers’ Training Corps (ROTC); religious studies, theology, or divinity; and other unspecified teaching assignments.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Questionnaire” and “Public School Questionnaire,” 2007–08.

# National Center for Education Statistics

Table S11.

Standard errors for table 11: Percentage of grade 9–12 public school teachers who participated in professional development activities on the content of their subject(s) in the past 12 months, and among them, the percentage distribution of the total hours they spent on these activities and the percentage who rated these activities as very useful, by school type and main teaching assignment: 2008

School type and main teaching assignment	Percent of teachers who participated in professional development activities on the content of their subject(s)	Percentage distribution of the total hours participants spent on these activities				Percent of participants who rated these activities as very useful
		8 hours or less	9–16 hours	17–32 hours	33 hours or more	
<b>Total</b>	<b>0.49</b>	<b>0.60</b>	<b>0.56</b>	<b>0.49</b>	<b>0.68</b>	<b>0.64</b>
School type						
Regular	0.59	0.72	0.62	0.58	0.75	0.68
Career/technical/vocational	2.76	2.41	4.59	3.12	4.02	2.99
Other	2.11	1.73	1.52	1.83	2.18	1.88
Main teaching assignment						
Occupational education	1.34	1.85	2.21	2.03	2.20	2.08
Academic education	0.63	0.79	0.70	0.63	0.85	0.84
Core academic	0.68	0.81	0.77	0.74	0.90	0.85
Other academic	1.41	2.14	1.83	1.76	2.10	2.21
Enrichment/other	0.88	1.12	1.06	1.04	1.15	1.07

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire" and "Public School Questionnaire," 2007–08.

# National Center for Education Statistics

Table 12.

Percentage of grade 9–12 public school teachers who agreed or strongly agreed with various statements about their school, students, and job, by school type and main teaching assignment: 2008

School type and main teaching assignment	The level of student misbehavior in this school interferes with my teaching	I receive a great deal of support from parents for the work I do	Most of my colleagues share my beliefs and values about what the central mission of the school should be	The principal knows what kind of school he or she wants and has communicated it to the staff	There is a great deal of cooperative effort among the staff members	I am given the support I need to teach students with special needs	I am generally satisfied with being a teacher at this school
<b>Total</b>	<b>40.1</b>	<b>60.0</b>	<b>83.7</b>	<b>86.6</b>	<b>80.9</b>	<b>68.9</b>	<b>92.4</b>
School type <sup>1</sup>							
Regular	39.6	61.0	83.5	86.7	80.8	69.1	92.4
Career/technical/vocational	36.5	58.2	86.9	86.3	87.7	68.1	94.7
Other	41.8	52.2	85.3	85.8	83.5	69.5	92.5
Main teaching assignment							
Occupational education	37.9	64.2	85.8	87.9	82.9	71.2	93.8
Academic education	41.1	59.3	83.1	85.9	80.5	65.9	92.0
Core academic <sup>2</sup>	41.8	57.6	83.0	85.6	80.4	65.6	91.9
Other academic <sup>3</sup>	36.3	71.2	83.8	87.9	80.6	67.9	92.3
Enrichment/other <sup>4</sup>	38.0	60.5	84.7	87.8	81.6	76.3	93.3

<sup>1</sup> Career/technical/vocational schools primarily serve students being trained for occupations. Schools classified in the “other” category include special program emphasis schools (such as science or mathematics schools, performing arts schools, talented or gifted schools, and foreign language immersion schools); special education schools; alternative schools; and other types of schools that do not fall into these categories.

<sup>2</sup> Core academic fields include English and language arts, mathematics, science, social studies, and foreign languages.

<sup>3</sup> Other academic fields include arts, crafts, dance, drama or theater, music, philosophy, and English as a Second Language.

<sup>4</sup> Include family and consumer sciences; general labor market preparation; special education; health education; physical education; military science or Reserve Officers' Training Corps (ROTC); religious studies, theology, or divinity; and other unspecified teaching assignments.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Questionnaire” and “Public School Questionnaire,” 2007–08.

# National Center for Education Statistics

Table S12.

Standard errors for table 12: Percentage of grade 9–12 public school teachers who agreed or strongly agreed with various statements about their school, students, and job, by school type and main teaching assignment: 2008

School type and main teaching assignment	The level of student misbehavior in this school interferes with my teaching	I receive a great deal of support from parents for the work I do	Most of my colleagues share my beliefs and values about what the central mission of the school should be	The principal knows what kind of school he or she wants and has communicated it to the staff	There is a great deal of cooperative effort among the staff members	I am given the support I need to teach students with special needs	I am generally satisfied with being a teacher at this school
<b>Total</b>	<b>0.77</b>	<b>0.67</b>	<b>0.52</b>	<b>0.53</b>	<b>0.52</b>	<b>0.74</b>	<b>0.38</b>
School type							
Regular	0.85	0.70	0.55	0.53	0.57	0.79	0.42
Career/technical/vocational	4.87	3.69	1.98	2.73	2.28	4.01	1.12
Other	2.81	2.21	1.80	2.06	1.42	2.85	1.34
Main teaching assignment							
Occupational education	2.10	1.99	1.49	1.36	1.53	1.50	1.00
Academic education	0.89	0.78	0.57	0.60	0.64	0.85	0.45
Core academic	0.95	0.90	0.60	0.62	0.65	0.93	0.47
Other academic	1.84	1.83	1.41	1.25	1.57	1.75	1.24
Enrichment/other	1.11	1.06	0.88	0.82	0.88	1.15	0.65

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire" and "Public School Questionnaire," 2007–08.