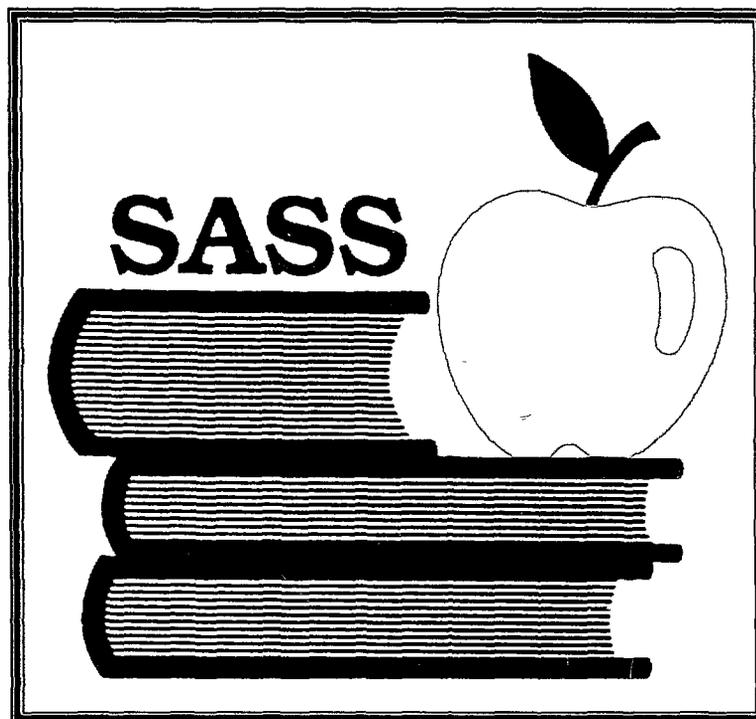
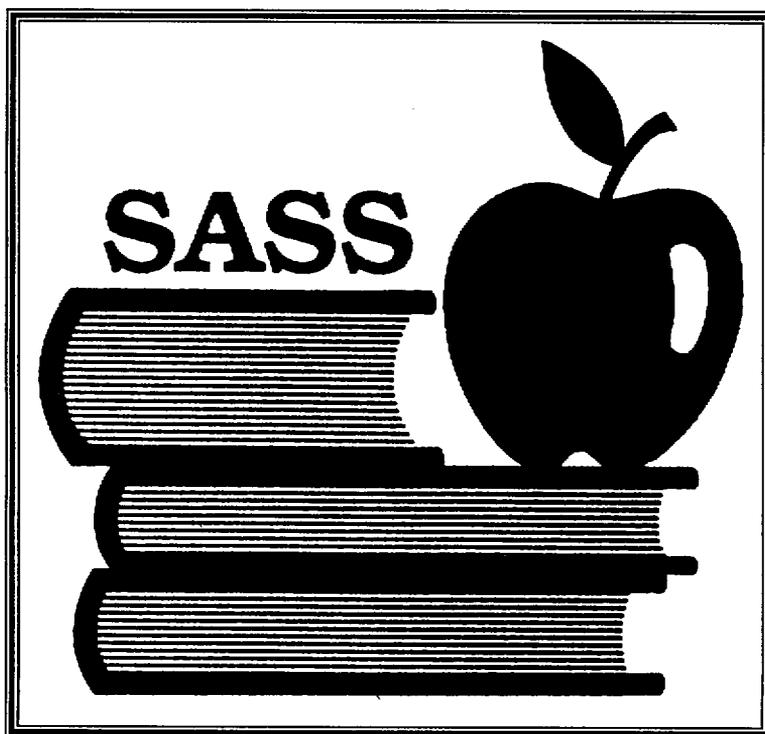

NATIONAL CENTER FOR EDUCATION STATISTICS

**Schools and Staffing in
the United States:
A Statistical Profile,
1987-88**



**Schools and Staffing Survey
and Teacher Followup Survey**

**Schools and Staffing
in the United States:
A Statistical Profile,
1987-88**



Susan P. Choy
Elliott A. Medrich
Robin R. Henke
MPR Associates, Inc.
1995 University Ave., Suite 225
Berkeley, CA 94704

Sharon A. Bobbitt
Elementary/Secondary Education Statistics Division
National Center for Education Statistics

U.S. Department of Education

Lamar Alexander
Secretary

Office of Educational Research and Improvement

Diane Ravitch
Assistant Secretary

National Center for Education Statistics

Emerson J. Elliott
Acting Commissioner

Elementary/Secondary Education Statistics Division

Paul Planchon
Associate Commissioner

National Center for Education Statistics

"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

July 1992

Foreword

The National Center for Education Statistics (NCES) has recently released the most thorough and comprehensive national survey in the history of American education concerning the school work force and teacher supply and demand, the Schools and Staffing Survey (SASS). This survey provides, for the first time, the integrated data needed to provide a composite national snapshot of these critically important features of America's public and private school landscape.

SASS is an integrated survey of public and private schools, school districts, principals, and teachers. It was conducted first during the 1987-88 school year, again in 1990-91, and will be conducted at three-year intervals thereafter. For the 1987-88 SASS, the U.S. Department of Education selected a sample of 56,000 teachers in 9,300 public schools and 11,000 teachers in 3,500 private schools. One year after SASS, the Teacher Followup Survey (TFS) is conducted. The followup includes a sample of SASS teacher respondents, both those who have left teaching and those who have remained in the profession.

This report presents results from the 1987-88 SASS and the 1988-89 TFS. It provides a comprehensive portrait of public and private schools and staffing in the United States, including data on schools, school districts, principals, and teachers. The information is presented in the context of school characteristics. Each table provides data disaggregated within the public and private sectors by community type, school level, school size, and percent minority enrollment. This report therefore enables local educators and policy makers to reflect on how conditions in their schools compare with national data for similar types of schools.

The education of children takes place in a context of schools, with the assistance of teachers and principals. This report, and the SASS, provide a statistical profile of that learning environment in the United States. Policy makers and educators can use this information to understand first the issues in education today, and to develop policies and programs that will work in America's educational system.

Paul Planchon, Associate Commissioner
Elementary/Secondary Education Statistics Division

Acknowledgments

The authors wish to thank all those who contributed to the production of this report. Among MPR Associates staff, special mention goes to Ellen Liebman, who provided very capable programming support, Leslie Retallick, who prepared the figures, and Andrea Livingston and Brett Threlkeld, who carefully edited the manuscript.

Marilyn McMillen, of the Elementary and Secondary Division, and Mary Rollefson, of the Special Surveys and Analysis Branch, provided valuable assistance at the design stage. Steven Kaufman, Charles Hammer, and Kerry Gruber, all of the Special Surveys and Analysis Branch, painstakingly reviewed the text and tables through several drafts. Dan Kasprzyk, Special Surveys and Analysis Branch Chief, and Susan Ahmed, Statistical Standards and Methodology Division, provided overall guidance and support.

We would also like to acknowledge the helpful comments of the following reviewers: Douglas Wright, Statistical Standards and Methodology Division; Mary Frase, Data Development Division; John Mathews, Education Assessment Division; Arthur Powell, National Association of Independent Schools; Lynn Cornett, Southern Regional Education Board; and Judith Anderson, Office of Research, OERI.

Highlights

This report summarizes results of the Schools and Staffing Survey (1987–88) and the Teacher Followup Survey (1988–89) and describes the characteristics of local education agencies, schools, and teachers in the nation’s elementary and secondary education system. Some of the highlights are as follows:

Schools and Students

- In 1987–88, there were more than 105,000 elementary, secondary, or combined schools. Of these schools, 78,600 were public and 26,800 were private.¹ More than 45,100,000 students attended these schools: 39,900,000 went to public schools, and 5,200,000 went to private schools.
- The average school had 428 students. Public schools were larger (averaging 508 students) than private schools (averaging 195 students).
- Twenty-eight percent of students attending elementary or secondary school were minority in 1987–88: 15 percent were black; 9 percent were Hispanic; 3 percent were Asian–Pacific Islander; and 1 percent were Native American.
- In 1988, schools with 12th grades required an average of 3.8 years of English-language arts for high school graduation, 2.5 years of mathematics-computer science, 2.9 years of social sciences and social studies (for example history, geography, economics), 2.1 years of physical and biological sciences, and .5 years of foreign language. In each of these subject areas, more years were required, on average, in private schools than in public schools.
- Fifty-seven percent of 12th graders in October 1986 were enrolled in college preparatory or academic track programs.

The School Work Force

- In 1987–88, there were just over 2,630,000 elementary and secondary school teachers: about 2,320,000 public school teachers and 307,000 private school teachers. There were more than 103,000 school principals.
- In addition to teachers and principals, public and private schools in 1987–88 employed 86,000 guidance counselors, 79,000 librarians and media personnel, 109,000 other professionals, 408,000 teacher aides, and 498,000 non-instructional personnel.
- Fifty percent of all schools had no minority teachers (44 percent of public schools and 67 percent of private schools). Fourteen percent had more than 30 percent minority teachers. Eleven percent of all schools had minority principals.

¹ These estimates are lower than those produced by the NCES Public Elementary/Secondary School Universe Survey of the Common Core of Data. See Appendix A for a discussion of the reasons for this difference.

- In 1987–88, 71 percent of teachers were female, and 29 percent were male. The average teacher was 40 years old. Sixty-nine percent of principals were male, and 31 percent were female. The average principal was 46 years old.
- Twelve percent of all teachers belonged to a minority group (13 percent in public schools and 9 percent in private schools). There were more black teachers than teachers of any other minority group (7 percent of all teachers). Blacks were followed by Hispanics (3 percent of all teachers) and Native American and Asian teachers (1 percent each of all teachers).
- Fifty-three percent of teachers had a bachelor’s degree, and 46 percent had obtained a higher degree. The average teacher had more than 14 years of teaching experience.

Working Conditions

- The average class size for teachers in self-contained classrooms (mostly elementary teachers) was 26 students, while the average class size for teachers in departments (mostly secondary teachers) was 24 students.
- Public school teachers in self-contained classrooms taught more total hours per week in basic subject areas—English, mathematics, social studies, and the sciences—on average, than their private school counterparts (20.9 compared with 18.2 hours).
- In 1987–88 a larger proportion of public school teachers were full-time (92 percent) as compared with private school teachers (84 percent).

Compensation

- In 1987–88, the average base salary for teachers was \$25,205 per year. In public schools, the average was \$26,231, compared with \$16,562 in private schools. The average annual salary for principals was \$37,663; \$41,963 in public schools and \$22,350 in private schools.
- Forty-one percent of all teachers strongly agreed or agreed with the statement “I am satisfied with my teaching salary.”
- Among all public and private schools, most offered teachers (and paid at least part of the cost of) medical (90 percent), dental (59 percent), life insurance, (65 percent), and pension benefits (64 percent); and 56 percent of all schools offered teachers some in-kind benefits. With the exception of in-kind benefits, these benefits were more commonly available to public school teachers: medical (offered to 95 percent of public and 75 percent of private school teachers); dental (offered to 65 percent of public and 37 percent of private school teachers); life insurance (offered to 72 percent of public and 44 percent of private school teachers); pension programs (offered to 68 percent of public and 53 percent of private school teachers); and in-kind (offered to 53 percent of public and 67 percent of private school teachers).

Attitudes

- On an overall measure, 32 percent of teachers reported that they were generally satisfied with their working conditions.

- The student behavior problems that teachers most commonly reported to be serious problems in their schools included student absenteeism (reported by 15 percent of all public and private school teachers), student alcohol use (11 percent), student tardiness (10 percent), student drug use (7 percent), and verbal abuse of teachers (7 percent). There were differences between public and private school teachers: absenteeism was reported to be a serious problem by 16 percent of public and 4 percent of private school teachers; alcohol use by 11 percent of public and 4 percent of private school teachers; tardiness by 11 percent of public and 4 percent of private school teachers; drug use by 8 percent of public and 2 percent of private school teachers; and verbal abuse by 8 percent of public and 2 percent of private school teachers. In both public and private schools, principals were less likely than teachers to say that these problems were “serious.”
- Among all teachers, 33 percent said that if they were starting over, they would certainly become a teacher again; and 7 percent said that they certainly would not choose teaching again.

Supply, Demand, and Shortage of Teachers

- During the 1987–88 school year, 99 percent of the teaching positions approved by public school districts and 98 percent of those approved by private schools were filled.
- In 1987–88, 53 percent of administrators in schools that had vacant teaching positions reported that they had no difficulty filling those vacancies; 19 percent said that they had difficulty; and 28 percent said that they had difficulty in some fields.
- In 1987–88, 11 percent of teachers were newly hired by their schools, and 3 percent were first-time teachers. Among newly hired, experienced teachers, 75 percent had taught elsewhere the previous year; 7 percent were homemaking; 6 percent were working outside of education; 4 percent were in college; 3 percent were of unknown status; 2 percent were unemployed; and 2 percent were retired.
- In 1988–89, 94 percent of teachers who had been teaching in 1987–88 were still teaching. Eighty-six percent of 1987–88 teachers stayed at the same school where they had been teaching in 1986–87; 8 percent moved to some other school; and the remaining 6 percent had left teaching.
- The proportions of stayers, movers, and leavers did not vary by teaching field.
- Whereas 50 percent of all private school teachers who changed schools between 1987–88 and 1988–89 went to public schools, only 3 percent of public school teachers who moved went to private schools.
- Private school teachers were much more likely than public school teachers to move for a better salary or benefits.
- Teachers who left teaching were more likely to leave because of a family or personal move or for health reasons than for any of the other reasons included in the survey: 38 percent of teachers who left cited a family or personal move or reasons related to health. The second most likely reason for leaving was retirement (19 percent).

Contents

| | Page |
|--|-------------|
| Foreword | iii |
| Acknowledgments | iv |
| Highlights | v |
| List of Figures | ix |
| List of Tables | xii |
| 1 Introduction | 1 |
| Background | 1 |
| Purpose of This Report | 2 |
| Organization of This Report | 3 |
| 2 Schools and Students | 5 |
| School Size and Structure | 8 |
| Student Characteristics | 11 |
| School and District Programs and Services | 17 |
| Academic Programs | 21 |
| 3 The Work Force | 26 |
| Composition of the School Work Force | 26 |
| Demographic Characteristics of the School Work Force | 30 |
| Qualifications of Teachers and Principals | 44 |
| 4 Working Conditions | 52 |
| Teaching Load | 52 |
| Time Teaching Core Subjects | 56 |
| Assignments | 57 |
| 5 Compensation | 63 |
| Salaries and Other Compensation | 63 |
| Scheduled Salaries, Degrees and Teaching Experience | 71 |
| Satisfaction with Teaching Salary | 74 |
| Benefits Offered or Received | 74 |
| 6 Attitudes | 80 |
| School Policies and Practices | 80 |
| School Problems | 84 |
| Influence on School Practices | 94 |
| Teacher Attitudes Toward Teaching as a Career | 99 |
| 7 Supply, Demand, and Shortage of Teachers | 108 |
| Aspects of Supply, Demand, and Shortage of Teachers | 108 |
| Source of Current Supply | 120 |
| Teacher Turnover | 124 |
| Stayers, Movers, and Leavers | 125 |
| 8 Conclusion | 144 |
| Appendix A: Technical Notes | 147 |
| Appendix B: Selected Standard Errors | 161 |
| Index | 179 |

List of Figures

| Figure | | Page |
|--------|--|------|
| 2.1 | Number of public and private schools, by community type: 1987–88 | 5 |
| 2.2 | Number of public and private school students, by community type: 1987–88..... | 5 |
| 2.3 | Average number of public and private school students per full-time equivalent teacher, by community type: 1987–88 | 9 |
| 2.4 | Percentage distribution of public and private school students, by school size and community type: 1987–88 | 11 |
| 2.5 | Percentage of minority students in public and private schools, by community type: 1987–88..... | 11 |
| 2.6 | Percentage of public and private schools offering various programs and services: 1987–88..... | 20 |
| 2.7 | Percentage of public and private school students in academic or college preparatory programs, by community type: 1987–88 | 25 |
| 3.1 | Number of public and private school teachers, by community type: 1987–88..... | 26 |
| 3.2 | Percentage distribution of all schools and public and private schools, by percent minority teachers: 1987–88 | 30 |
| 3.3 | Percentage of minority teachers in all schools and public and private schools: 1987–88..... | 31 |
| 3.4 | Percentage of all schools and public and private schools with minority principals: 1987–88 | 31 |
| 3.5 | Percentage of public and private school teachers and principals, by sex: 1987–88 | 36 |
| 3.6 | Percentage of all school teachers and principals and public and private school teachers and principals, by race–ethnicity: 1987–88..... | 37 |
| 3.7 | Percentage distribution of all teachers and public and private school teachers, by highest degree earned: 1987–88..... | 45 |
| 4.1 | Average class size for teachers in self-contained classrooms and teachers in departments in all schools and public and private schools: 1987–88..... | 52 |
| 4.2 | Average class size for public and private elementary school teachers in self-contained classrooms, by community type: 1987–88 | 53 |
| 4.3 | Average hours per week that public and private elementary school teachers in self-contained classrooms spent teaching certain subjects: 1987–88..... | 56 |
| 4.4 | Percentage of full- and part-time teachers in public and private schools by teaching status: 1987–88 | 57 |

| | | |
|-----|--|-----|
| 5.1 | Average base salary for full-time public and private elementary and secondary school teachers, by community type: 1987–88 | 69 |
| 5.2 | Average salary for public and private elementary and secondary school principals, by community type: 1987–88 | 70 |
| 5.3 | Average scheduled salary for public and private elementary school teachers with various degrees and levels of teaching experience, by community type: 1987–88 | 71 |
| 5.4 | Percentage of all teachers and public and private school teachers by agreement with the statement <i>I am satisfied with my teaching salary:</i> 1987–88 | 74 |
| 5.5 | Percentage of all schools and public and private schools where teachers were offered certain benefits: 1987–88 | 75 |
| 5.6 | Percentage of all schools and public and private schools where principals received certain benefits: 1987–88 | 75 |
| 6.1 | Percentage of public and private school teachers who were highly satisfied with various aspects of their working conditions: 1987–88 | 81 |
| 6.2 | Percentage of public and private school teachers who viewed certain issues as serious problems, by community type: 1987–88 | 85 |
| 6.3 | Percentage of public and private school principals who viewed certain issues as serious problems, by community type: 1987–88 | 89 |
| 6.4 | Percentage of principals who thought that various groups or persons had a great deal of influence on certain activities: 1987–88 | 95 |
| 6.5 | Percentage of teachers who thought that they had a great deal of influence on certain policies: 1987–88 | 98 |
| 6.6 | Percentage distribution of public and private school teachers by reported likelihood of becoming a teacher again, by community type: 1987–88 | 99 |
| 7.1 | Average percentage of approved positions filled and average percentage filled with newly hired teachers in public school districts and private schools: 1987–88 | 109 |
| 7.2 | Percentage distribution of public and private schools with vacancies reported, by difficulty in finding qualified applicants: 1987–88 | 111 |
| 7.3 | Percentage of public and private schools that used various methods to compensate for unfilled vacancies: 1987–88 | 113 |
| 7.4 | Percentage of public school districts that offered retraining to prepare staff members to teach in fields with current or anticipated shortages, by field: 1987–88 | 118 |
| 7.5 | Percentage distribution of newly hired, experienced teachers in public and private schools, by previous year’s activity: 1987–88 | 121 |
| 7.6 | Average percentage of public and private school teachers who left and who were added to their schools’ staffs between October 1986 and October 1987: 1987–88 | 124 |
| 7.7 | Percentage of 1987–88 public and private school teachers who stayed in their 1987–88 schools (stayers), moved to different schools (movers), or left teaching (leavers), by 1988–89: 1987–88 and 1988–89 | 125 |

| | | |
|------|---|-----|
| 7.8 | Percentage distribution of teachers who changed schools (movers) between 1987–88 and 1988–89 school sectors in 1987–88 and primary reason for moving: 1987–88 and 1988–89 | 131 |
| 7.9 | Percentage distribution of teachers who changed schools (movers), by sector in 1987–88 and type of move: 1987–88 and 1988–89 | 134 |
| 7.10 | Percentage distribution of public and private school teachers who left teaching (leavers), by main reason for leaving: 1987–88 and 1988–89 | 135 |
| 7.11 | Average 1987–88 and 1988–89 total income for public and private school teachers who were stayers, movers, and leavers: 1987–88 and 1988–89 | 140 |

List of Tables

| Table | Page | |
|-------|--|----|
| 2.1 | Number of public and private schools and students and average number of students per full-time equivalent (FTE) teacher, by selected school characteristics: 1987–88..... | 6 |
| 2.2 | Number of public schools and students and average number of students per full-time equivalent (FTE) teacher, by state: 1987–88 | 7 |
| 2.3 | Percentage distribution of schools and students and average school size, by selected school characteristics: 1987–88 | 10 |
| 2.4 | Percentage distribution of students by racial–ethnic background and percent minority students, by selected school characteristics: 1987–88 | 12 |
| 2.5 | Percentage distribution of students by racial–ethnic background and percent minority students in public schools, by state: 1987–88 | 14 |
| 2.6 | Percentage of schools by size and percent minority, by private school type: 1987–88 | 16 |
| 2.7 | Percentage of schools in which various programs and services were available to students, by selected school characteristics: 1987–88 | 18 |
| 2.8 | Average years of instruction required for high school graduation in schools with 12th grade, and average rates of graduation, enrollment in academic or college preparatory track, and college application among 1986–87 twelfth graders, by selected school characteristics: 1987–88..... | 22 |
| 2.9 | Average years of instruction required for high school graduation in public schools with 12th grade, and average rates of graduation, enrollment in academic or college preparatory track, and college application among 1986–87 twelfth graders, by state: 1987–88 | 24 |
| 3.1 | Number of teachers and principals, by selected school characteristics: 1987–88..... | 27 |
| 3.2 | Number of full-time equivalent employees by employee type and number of students, by selected school characteristics: 1987–88 | 28 |
| 3.3 | Percentage distribution of schools by percent minority teachers, average percent minority teachers, and percentage of schools with minority principals, by selected school characteristics: 1987–88..... | 32 |
| 3.4 | Percentage distribution of public schools by percent minority teachers, average percent minority teachers, and percentage with minority principals, by state: 1987–88 | 34 |
| 3.5 | Percentage distribution of teachers by sex and race–ethnicity, percent minority teachers, and average teacher age, by selected school characteristics: 1987–88..... | 38 |
| 3.6 | Percentage distribution of principals by sex and race–ethnicity, percent minority principals, and average principal age, by selected school characteristics: 1987–88..... | 40 |

| | | |
|------|--|----|
| 3.7 | Percentage distribution of teachers by sex and race–ethnicity, by private school type: 1987–88 | 42 |
| 3.8 | Percentage distribution of principals by sex and race–ethnicity, by private school type: 1987–88 | 43 |
| 3.9 | Percentage distribution of teachers and principals by highest degree earned and average years of teaching experience, by selected school characteristics: 1987–88..... | 46 |
| 3.10 | Percentage distribution of teachers and principals in public schools by highest degree earned and average years of teaching experience, by state: 1987–88 | 48 |
| 3.11 | Percentage distribution of public school teachers by type of certification in main assignment field, by state: 1987–88..... | 50 |
| 4.1 | Average number of periods taught per day by teachers in departments, and average class size, by selected school characteristics: 1987–88 | 54 |
| 4.2 | Average hours per week and percentage of teaching hours per week that elementary school teachers in self-contained classes spent teaching certain subjects, by selected school characteristics: 1987–88..... | 58 |
| 4.3 | Percentage distribution of teachers by teaching status and type of teacher, by selected school characteristics: 1987–88 | 60 |
| 4.4 | Number of teachers by sector and level, by main assignment field: 1987–88..... | 62 |
| 5.1 | Average earnings for full-time teachers, percentage of teachers who received various types of compensation, and average principal salary, by selected school characteristics: 1987–88 | 64 |
| 5.2 | Average full-time public school teacher and principal salaries and percentage of teachers who were strongly or somewhat satisfied with their salaries, by state: 1987–88 | 66 |
| 5.3 | Average salaries of principals and teachers, by private school type: 1987–88 | 68 |
| 5.4 | Average scheduled salary for full-time teachers by highest degree earned and years of teaching experience, by selected school characteristics: 1987–88..... | 72 |
| 5.5 | Percentage distribution of teachers by response to the statement <i>I am satisfied with my teaching salary</i> , by selected school characteristics: 1987–88..... | 76 |
| 5.6 | Percentage of schools in which teachers were offered and principals received various benefits, by selected school characteristics: 1987–88 | 78 |
| 6.1 | Percentage of teachers who were highly satisfied with various aspects of their working conditions, by selected school characteristics: 1987–88 | 82 |
| 6.2 | Percentage of teachers and principals who perceived certain issues as serious problems in their schools, by selected school characteristics: 1987–88..... | 86 |
| 6.3 | Percentage of teachers and principals in public schools who thought that certain issues were serious problems in their schools, by state: 1987–88 | 90 |

| | | |
|------|---|-----|
| 6.4a | Percentage distribution of teachers by perceptions about seriousness of problems, by private school type: 1987–88 | 92 |
| 6.4b | Percentage distribution of teachers by perceptions about seriousness of problems, by private school type: 1987–88 | 93 |
| 6.5 | Percentage of principals who thought that various groups or persons had a great deal of influence on school decisions on certain activities, by selected school characteristics: 1987–88 | 96 |
| 6.6 | Percentage of teachers who thought that they had a great deal of influence on certain policies, by selected school characteristics: 1987–88 | 100 |
| 6.7 | Percentage distribution of teachers by reported likelihood of becoming a teacher again and plans to remain in teaching, by selected school characteristics: 1987–88..... | 102 |
| 6.8 | Percentage distribution of teachers in public schools by reported likelihood of becoming a teacher again and plans to remain in teaching, by state: 1987–88 | 104 |
| 6.9 | Percentage distribution of teachers by attitude toward becoming a teacher if they could start college over, by private school type: 1987–88 | 106 |
| 6.10 | Percentage distribution of teachers by plans to remain in teaching, by private school type: 1987–88 | 107 |
| 7.1 | Average percentage of approved positions filled, vacant or filled with long-term substitutes, or withdrawn in public districts and private schools, by selected public school district and private school characteristics: 1987–88..... | 110 |
| 7.2 | Percentage distribution of schools that had vacancies by difficulty in finding qualified applicants and percentage of schools that used various methods to compensate for unfilled vacancies, by selected school characteristics: 1987–88..... | 114 |
| 7.3 | Average percentage of approved positions vacant and percentage distribution of public schools that had vacancies by difficulty in finding qualified applicants, by state: 1987–88 | 116 |
| 7.4 | Percentage of public districts and private schools that provided free retraining to prepare staff members to teach in fields with current or anticipated shortages, by selected public school district and private school characteristics: 1987–88..... | 119 |
| 7.5 | Percentage of full-time teachers who were newly hired and who were first-time teachers, and percentage distribution of newly hired, experienced teachers by 1986–87 main activity, by selected school characteristics: 1987–88 | 122 |
| 7.6 | Average percentage of teachers who left (separations) and who were added (additions) to schools' staffs between October 1986 and October 1987, by selected school characteristics: 1987–88 | 126 |
| 7.7 | Percentage of 1987–88 teachers who were still teaching in 1988–89; of those still teaching, percentage who stayed in the same school and who changed schools; and percentage of 1987–88 teachers who remained in their schools (stayers), changed schools (movers), or left teaching (leavers), by selected school characteristics: 1988–89 | 128 |

| | | |
|------|---|-----|
| 7.8 | Percentage of teachers who were teaching in 1987–88 who were still teaching in 1988–89; percentages of those who stayed in the same school or changed schools; and percentage who left teaching by sector, by teaching field: 1988–89 | 130 |
| 7.9 | Percentage of teachers who changed schools (movers) and percentage distribution of movers by main reason for moving, by selected school characteristics: 1988–89 | 132 |
| 7.10 | Percentage of teachers who changed schools (movers) and percentage distribution of movers by type of move, by selected characteristics of 1987–88 schools: 1988–89 | 136 |
| 7.11 | Percentage of teachers who left teaching (leavers) and percentage distribution of leavers by main reason for leaving, and by selected school characteristics: 1987–88 and 1988–89 | 138 |
| 7.12 | Average income of stayers, movers, and leavers, by sources of income: 1987–88 and 1988–89 | 141 |
| 7.13 | Percentage of stayers, movers, and leavers who were very or somewhat satisfied with various aspects of their current jobs: 1988–89 | 143 |

Appendix Tables

| | |
|--------------------------------|-----|
| Selected Standard Errors | 161 |
|--------------------------------|-----|

Chapter 1

Introduction

Background

The 1980s was a time for reevaluating American education policy, programs, and practice. During this decade, a number of reports and studies examined the quality of the schools and their products, highlighted their shortcomings, and proposed strategies to enhance educational outcomes.¹ Without exception, it was recognized that teachers are central to any reform strategy, and who teaches, the way teachers teach, and how to attract and retain a qualified work force became issues of special concern. Even though teachers were viewed as one source of the “problem,” they were also seen as critical to solving it.

The National Education Summit in 1989, at which the nation’s Governors and the President initiated a campaign to improve educational performance, accentuated the particular role of teachers and school staff in the reform process:

Sweeping changes in our education system must be made. Educators must be given greater flexibility to devise challenging and inspiring strategies to serve the needs of a diverse body of students...our public education system must be fundamentally restructured in order to ensure that all students can meet higher standards. This means reorienting schools so they focus on results, not on procedures; giving each school’s principal and teachers the discretion to make more decisions and the flexibility to use federal, state, and local resources in more productive, innovative ways that improve learning; [and] providing a way for gifted professionals who want to teach to do so through alternative certification avenues.²

Deciding how best to restructure schools requires a clear understanding of where we are now. Although the education enterprise has been under scrutiny for a number of years, no single data set has characterized the schools; the school work force; and the policies, practices, and working conditions that typify the nation’s elementary and secondary education institutions. As a result, discussions about the kinds of teachers that are needed in schools, the demand or shortage of qualified teachers, and so forth, are often not grounded in high-quality data.

¹ See, for example, National Commission on Excellence in Education, *A Nation at Risk: The Imperative for Educational Reform* (Washington, D.C.: 1983); Education Commission of the States, Task Force on Education for Economic Growth, *Action for Excellence* (Denver: Education Commission of the States, 1983); John Goodlad, *A Place Called School* (New York: McGraw-Hill, Inc., 1983); Ernest L. Boyer, *High School: A Report on Secondary Education in America* (New York: Harper & Row, Publishers, Inc., 1983); Carnegie Forum on Education and the Economy, *A Nation Prepared: Teachers for the 21st Century* (Washington, D.C.: Carnegie Forum on Education and the Economy, 1986); The Holmes Group, *Tomorrow’s Teachers* (East Lansing, MI: Michigan State University, 1986); National Governors’ Association, *Time for Results: The Governors’ 1991 Report on Education* (Washington, D.C.: National Governors’ Association, 1991); Association for Supervision and Curriculum Development, *School Reform Policy: A Call for Reason* (Alexandria, VA: Association for Supervision and Curriculum Development, 1986); Denis P. Doyle, Bruce S. Cooper, and Roberta Trachtman, *Taking Charge: State Action on School Reform in the 1980s* (Indianapolis: The Hudson Institute, 1990).

² U.S. Department of Education, *National Goals for Education* (Washington, D.C.: U.S. Department of Education, July 1990) 2,10.

Purpose of This Report

This document provides basic information about schools in America and the teachers and principals who make up most of the elementary and secondary school work force. At a time when the public, policymakers, and education practitioners are looking for ways to invigorate our nation's schools and upgrade the teaching force, this report helps provide the kinds of comprehensive data about schools and teachers that are necessary for this effort.

The basis for this report, the 1987–88 Schools and Staffing Survey, had the following five objectives (Hudson and Darling-Hammond 1987):

- To profile the nation's elementary and secondary school teaching force;
- To improve estimates and projections of teacher supply and demand by teaching field, sector, level, and geographic location;
- To allow analyses of teacher mobility and turnover;
- To enhance assessments of teacher quality and qualifications; and
- To provide information on school policies and practices and workplace conditions.

The Schools and Staffing Survey (SASS) is an integrated set of surveys conducted by the National Center for Education Statistics. It was first conducted in 1987–88, and was repeated in 1990–91. The 1987–88 sample consisted of more than 56,000 public and 11,000 private school teachers from more than 9,300 public and 3,500 private schools. The SASS consists of the following components:

- A School Survey—two versions, one for public and one for private schools;
- A School Administrator survey—a single version for both public and private school principals;
- A Teacher Survey—two versions, one for public and one for private school teachers; and
- A Survey of Teacher Demand and Shortage—two versions, one for public school districts and one for private schools.

Taken together, SASS provides a comprehensive portrait of each component of the educational system including schools, districts, principals, and teachers, in both the public and private sectors. It was designed to support estimates at the regional, state and national levels for public schools and at the national and affiliation levels for private schools. The teacher sample provides data on both new and experienced teachers by major assignment fields.

This report also uses data from the Teacher Followup Survey (TFS). This survey, which includes both public and private school teachers, had two questionnaires, one for teachers who left the profession and one for teachers who remained. The sample for the TFS was a subsample of public and private school teachers who responded to the Teacher Survey component of the SASS. When used in conjunction with SASS data, the TFS provides added information on where teachers who leave go and how teachers who stay and leave may differ.

Organization of This Report

This report consists of eight chapters. This first chapter provides an introduction to the Schools and Staffing Survey. Chapter 2 profiles the nation's public and private elementary and secondary schools and students. Chapter 3 describes the teachers, principals, and others who make up the school work force. The focus of Chapter 4 is on working conditions in the schools, particularly issues of teaching load, class size, and fields of assignment. Chapter 5 addresses questions of compensation such as teacher and principal earnings and benefits. Next, Chapter 6 explores teacher and principal attitudes toward school policies and practices, their satisfaction with the profession, and their perception of school problems and of their influence on school practices. Chapter 7 examines the complex issues of supply, demand, and shortage of teachers by looking at vacancies and how they are addressed, teacher turnover, sources of new hires, and the stability of the work force in terms of retention and separation of teachers from schools. Chapter 8 concludes the report. Appendix A contains the Technical Notes, which provide detailed information about the survey and sample, the data sets, methodology, and accuracy of the estimates. Appendix B includes standard errors of the estimates cited in the text of the report and standard errors for selected state tables.

Each chapter includes a brief summary of highlights followed by a series of figures and tables. Differences among groups reported throughout the text were evaluated using a two-tailed t-test. All differences cited in the text are significant at $p \leq .05$, using a two-tailed t-test with Bonferroni adjustments for multiple comparisons. Not all significant findings are discussed. An explanation of the procedure used is provided in the Technical Notes.

With a few exceptions, each table in this report is one of two types. In the first type of table, the first row shows the total for public and private schools together. Separate rows provide totals for public and private schools. Within each sector, data are reported by community type (urban, suburban, and rural-small city) and within each community type, by school level, percent minority enrollment, and school size. In the second type of table, data are reported by state (for public schools) or affiliation (for private schools).³

Community type was assigned to a school based on the school administrator's report of the type of community in which the school was located. Throughout this report, "urban" means a medium-sized city (50,000 to 100,000 people), large city (100,000 to 500,000 people), or a very large city (more than 500,000 people); "suburban" means a suburb of a medium-sized, large, or very large city, or a military base or station; and "rural-small city" means a rural or farming community, a small city or town of fewer than 50,000 people that was not a suburb of a larger city, or an Indian reservation.

Row variables and selected column variables are defined in Appendix A. In some tables percentage distributions do not add to 100 percent due to rounding.

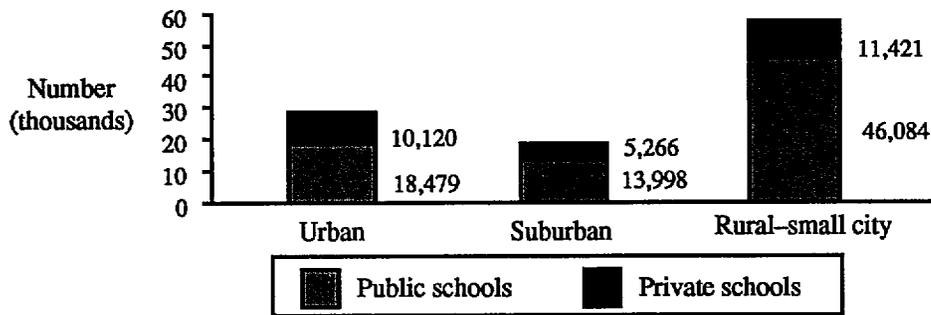
³For additional tables on private schools by affiliation, see U.S. Department of Education, National Center for Education Statistics, *Detailed Characteristics of Private Schools and Staff: 1987-88*, December 1991.

Chapter 2

Schools and Students

In 1987–88, there were approximately 105,000 schools in the United States. About 79,000 of these schools were public and about 27,000 were private (tables 2.1 and 2.2).⁴ Of the public schools, 18,000 were located in urban communities, 14,000 in suburban communities, and 46,000 in rural areas or small cities (figure 2.1). In the private sector, 10,000 schools were located in urban communities, 5,000 in suburban communities, and 11,000 in rural areas or small cities.

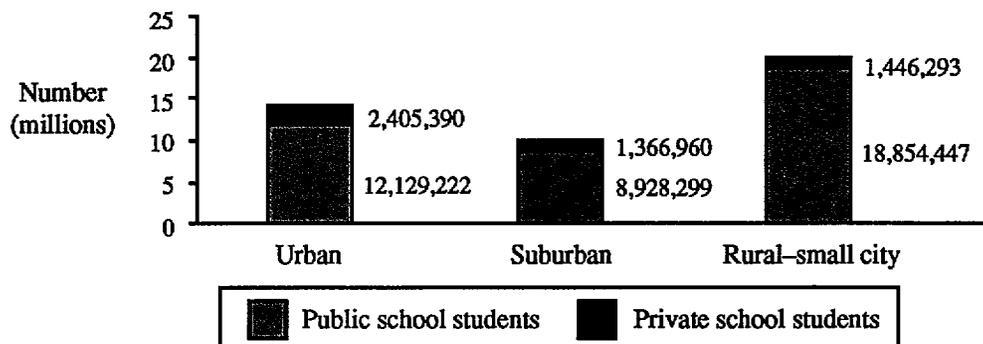
Figure 2.1—Number of public and private schools, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

Forty-five million students were enrolled in these schools: about 40 million in public schools and about 5 million in private schools. More students were enrolled in schools located in rural areas or small cities (20 million), than in urban communities (15 million), which, in turn, was more than the number enrolled in suburban communities (10 million) (figure 2.2). In all three community types, the great majority of the students were enrolled in public schools.

Figure 2.2—Number of public and private school students, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

⁴ In tables 2.1 and 2.2, details may not add to totals due to rounding error.

Table 2.1—Number of public and private schools and students and average number of students per full-time equivalent (FTE) teacher, by selected school characteristics: 1987–88

| | Total | | | Public | | | Private | | |
|---------------------|---------|------------|--------------------------------|---------|------------|--------------------------------|---------|-----------|--------------------------------|
| | Schools | Students | Average students/ FTE tchr. | Schools | Students | Average students/ FTE tchr. | Schools | Students | Average students/ FTE tchr. |
| TOTAL | 105,367 | 45,130,611 | 17.1 | 78,561 | 39,911,968 | 17.5 | 26,807 | 5,218,643 | 15.8 |
| Urban | 28,599 | 14,534,612 | 17.9 | 18,479 | 12,129,222 | 18.7 | 10,120 | 2,405,390 | 16.5 |
| School level | | | | | | | | | |
| Elementary | 20,107 | 8,874,841 | 19.1 | 13,620 | 7,473,84 | 19.4 | 6,487 | 1,400,996 | 18.4 |
| Secondary | 5,181 | 4,793,543 | 16.9 | 3,934 | 4,316,501 | 17.9 | 1,247 | 477,042 | 13.9 |
| Combined | 3,310 | 866,228 | 12.6 | 924 | 338,875 | 12.6 | 2,386 | 527,353 | 12.6 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 10,476 | 4,350,913 | 17.3 | 4,806 | 2,937,830 | 18.9 | 5,670 | 1,413,083 | 15.9 |
| 20% or more | 18,123 | 10,183,700 | 18.3 | 13,672 | 9,191,392 | 18.7 | 4,450 | 992,307 | 17.2 |
| School size | | | | | | | | | |
| Less than 150 | 5,160 | 365,773 | 12.0 | 949 | 72,464 | 10.2 | 4,212 | 293,308 | 12.4 |
| 150 to 499 | 11,790 | 3,800,284 | 18.8 | 6,977 | 2,503,729 | 18.6 | 4,814 | 1,296,555 | 19.2 |
| 500 to 749 | 6,270 | 3,789,401 | 19.7 | 5,583 | 3,390,311 | 19.6 | 687 | 399,089 | 20.0 |
| 750 or more | 5,378 | 6,579,155 | 19.6 | 4,970 | 6,162,717 | 19.5 | 408 | 416,438 | 20.1 |
| Suburban | 19,264 | 10,295,259 | 17.6 | 13,998 | 8,928,299 | 18.3 | 5,266 | 1,366,960 | 15.8 |
| School level | | | | | | | | | |
| Elementary | 13,578 | 5,939,043 | 18.6 | 10,137 | 5,200,984 | 18.9 | 3,441 | 738,059 | 17.6 |
| Secondary | 3,990 | 3,871,241 | 17.1 | 3,524 | 3,617,886 | 17.5 | 466 | 253,355 | 14.4 |
| Combined | 1,696 | 484,975 | 11.5 | 337 | 109,429 | 10.7 | 1,359 | 375,546 | 11.8 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 13,128 | 6,720,861 | 17.3 | 9,084 | 5,610,758 | 18.0 | 4,045 | 1,110,103 | 15.6 |
| 20% or more | 6,136 | 3,574,398 | 18.4 | 4,914 | 3,317,541 | 19.0 | 1,221 | 256,857 | 16.3 |
| School size | | | | | | | | | |
| Less than 150 | 2,736 | 196,393 | 11.9 | 511 | 43,338 | 11.6 | 2,225 | 153,054 | 11.9 |
| 150 to 499 | 8,265 | 2,821,553 | 18.1 | 5,943 | 2,171,547 | 17.9 | 2,322 | 650,006 | 18.5 |
| 500 to 749 | 4,356 | 2,626,387 | 19.3 | 3,937 | 2,375,973 | 19.2 | 419 | 250,415 | 20.1 |
| 750 or more | 3,907 | 4,650,926 | 18.8 | 3,607 | 4,337,441 | 19.0 | 300 | 313,484 | 17.0 |
| Rural—small city | 57,505 | 20,300,740 | 16.5 | 46,084 | 18,854,447 | 16.8 | 11,421 | 1,446,293 | 15.2 |
| School level | | | | | | | | | |
| Elementary | 38,031 | 12,105,224 | 17.4 | 30,873 | 11,272,749 | 17.6 | 7,158 | 832,475 | 16.4 |
| Secondary | 12,568 | 6,603,327 | 15.6 | 11,856 | 6,438,353 | 15.8 | 712 | 164,975 | 11.1 |
| Combined | 6,906 | 1,592,188 | 13.3 | 3,354 | 1,143,345 | 12.9 | 3,551 | 448,843 | 13.7 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 43,193 | 14,215,643 | 16.4 | 33,110 | 12,937,718 | 16.7 | 10,083 | 1,277,924 | 15.3 |
| 20% or more | 14,312 | 6,085,097 | 16.9 | 12,974 | 5,916,729 | 17.2 | 1,338 | 168,368 | 14.4 |
| School size | | | | | | | | | |
| Less than 150 | 14,838 | 1,078,904 | 13.9 | 7,209 | 635,474 | 13.6 | 7,629 | 443,431 | 14.2 |
| 150 to 499 | 29,125 | 8,987,640 | 17.0 | 25,547 | 8,125,901 | 16.9 | 3,577 | 861,739 | 17.3 |
| 500 to 749 | 8,843 | 5,295,717 | 18.2 | 8,677 | 5,196,959 | 18.2 | — | — | — |
| 750 or more | 4,700 | 4,938,478 | 18.6 | 4,650 | 4,896,114 | 18.6 | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Table 2.2—Number of public schools and students and average number of students per full-time equivalent (FTE) teacher, by state: 1987–88

| | Number of schools | Number of students | Average students/ FTE teacher |
|-------------------|-------------------|--------------------|----------------------------------|
| TOTAL | 78,561 | 39,911,968 | 17.5 |
| Alabama | 1,362 | 781,015 | 20.0 |
| Alaska | 459 | 115,012 | 14.8 |
| Arizona | 964 | 535,944 | 18.4 |
| Arkansas | 1,044 | 412,268 | 16.9 |
| California | 7,088 | 4,369,838 | 22.8 |
| Colorado | 1,206 | 538,965 | 16.8 |
| Connecticut | 943 | 450,677 | 14.0 |
| Delaware | 161 | 88,780 | 15.4 |
| Dist. of Columbia | 182 | 82,690 | 16.0 |
| Florida | 2,092 | 1,648,799 | 17.4 |
| Georgia | 1,729 | 1,148,022 | 17.9 |
| Hawaii | 234 | 179,107 | 19.1 |
| Idaho | 533 | 195,347 | 19.1 |
| Illinois | 3,749 | 1,748,083 | 17.2 |
| Indiana | 1,849 | 1,001,449 | 18.1 |
| Iowa | 1,449 | 492,387 | 15.1 |
| Kansas | 1,404 | 415,841 | 14.7 |
| Kentucky | 1,363 | 695,529 | 18.3 |
| Louisiana | 1,430 | 766,380 | 18.4 |
| Maine | 710 | 209,171 | 15.5 |
| Maryland | 1,184 | 655,464 | 18.1 |
| Massachusetts | 1,743 | 886,569 | 15.5 |
| Michigan | 3,195 | 1,560,716 | 20.3 |
| Minnesota | 1,369 | 692,809 | 17.2 |
| Mississippi | 887 | 547,366 | 18.7 |
| Missouri | 1,962 | 812,873 | 15.8 |
| Montana | 673 | 179,695 | 13.7 |
| Nebraska | 1,065 | 284,549 | 14.1 |
| Nevada | 288 | 172,734 | 18.7 |
| New Hampshire | 432 | 163,044 | 15.9 |
| New Jersey | 2,223 | 1,113,344 | 13.8 |
| New Mexico | 632 | 286,638 | 18.9 |
| New York | 3,935 | 2,638,345 | 15.2 |
| North Carolina | 1,919 | 1,062,547 | 18.4 |
| North Dakota | 492 | 119,194 | 13.5 |
| Ohio | 3,780 | 1,763,640 | 17.5 |
| Oklahoma | 1,758 | 617,800 | 15.5 |
| Oregon | 1,202 | 467,897 | 17.8 |
| Pennsylvania | 3,270 | 1,684,350 | 18.0 |
| Rhode Island | 287 | 125,954 | 16.3 |

Table 2.2—Number of public schools and students and average number of students per full-time equivalent (FTE) teacher, by state: 1987–88—continued

| | Number of schools | Number of students | Average students/teacher |
|----------------|-------------------|--------------------|--------------------------|
| South Carolina | 1,098 | 650,716 | 18.1 |
| South Dakota | 586 | 127,403 | 14.1 |
| Tennessee | 1,596 | 854,049 | 19.4 |
| Texas | 5,358 | 3,086,029 | 15.9 |
| Utah | 662 | 393,779 | 24.1 |
| Vermont | 374 | 89,942 | 14.2 |
| Virginia | 1,728 | 959,121 | 16.3 |
| Washington | 1,617 | 800,224 | 20.0 |
| West Virginia | 1,072 | 363,172 | 15.9 |
| Wisconsin | 1,870 | 769,267 | 16.8 |
| Wyoming | 354 | 107,436 | 14.5 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

School Size and Structure

Basic descriptive information on school size and structure sets the context for examining other aspects of schools and staffing. School size and structure both affect and are affected by staffing needs and the organization of instruction within schools.

In 1987–88, the average number of students per full-time equivalent teacher was 17.1 (table 2.1).⁵ In the public sector, the ratio was lower in rural–small city schools (16.8) than in urban and suburban schools (18.7 and 18.3, respectively) (figure 2.3). In the private sector, the ratio was lower in rural–small city schools (15.2) than in urban schools (16.5), but not significantly different from the ratio in suburban schools (15.8). In each community type, the ratio was higher in public schools than in private schools.

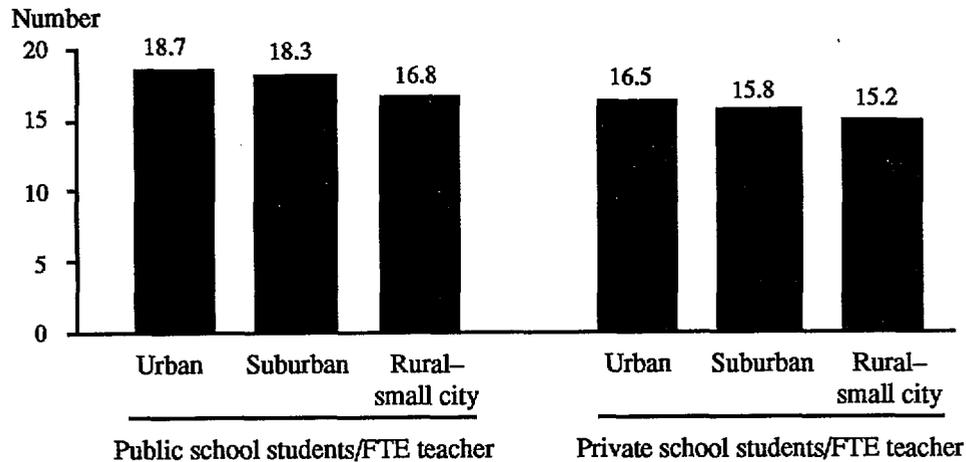
In each community type, more than one-half of all students were enrolled in elementary schools, and approximately one-third were enrolled in secondary schools. The rest were enrolled in combined elementary and secondary schools (table 2.3). In each community type, a much greater proportion of private school students than public school students attended combined elementary and secondary schools. In the public sector, the greatest proportion of students in combined schools was in rural–small city areas (6 percent), compared with 3 percent in urban communities, which was greater than the 1 percent in suburban communities. In the private sector, rural–small city communities had a greater proportion of students in combined schools (31 percent) than did urban communities (22 percent). There was no statistically significant difference between

⁵ The ratio of students to full-time equivalent teachers was computed for each school, and the average over all schools computed. A full-time equivalent teacher is one who has a full-time teaching assignment. For example, a person working two periods as a teacher and three periods as a guidance counselor would be a .4 FTE teacher and a .6 FTE guidance counselor.

suburban and either urban or rural–small city communities in the proportion of students enrolled in combined private schools.

On average, public schools were much larger than private schools: 508 students compared with 195 students (table 2.3). Also, public school students were much more likely than private school students to attend large schools: 39 percent of all public school students attended schools larger than 750, compared with only 15 percent of all private school students. In each sector there was some variation by community type (figure 2.4). No significant differences were found in the percentage of students attending differently sized schools in urban and suburban communities. However, rural–small city communities differed from these two community types in this respect: a greater proportion of students in rural areas and small cities attended schools with less than 150 students, and a smaller proportion attended very large schools (more than 750 students). See table 2.6 for data on private school size by affiliation.

Figure 2.3—Average number of public and private school students per full-time equivalent teacher, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

Urban public schools were much more likely than public schools in other community types, or private schools in any community type, to have a minority enrollment of 20 percent or more. Whereas 74 percent of urban public schools had a minority enrollment of 20 percent or more, only 35 percent of suburban and 28 percent of rural–small city public schools had such an enrollment. In the private sector, 44 percent of urban schools had a minority enrollment of 20 percent or more, compared with only 23 percent of suburban schools and 12 percent of rural–small city schools.

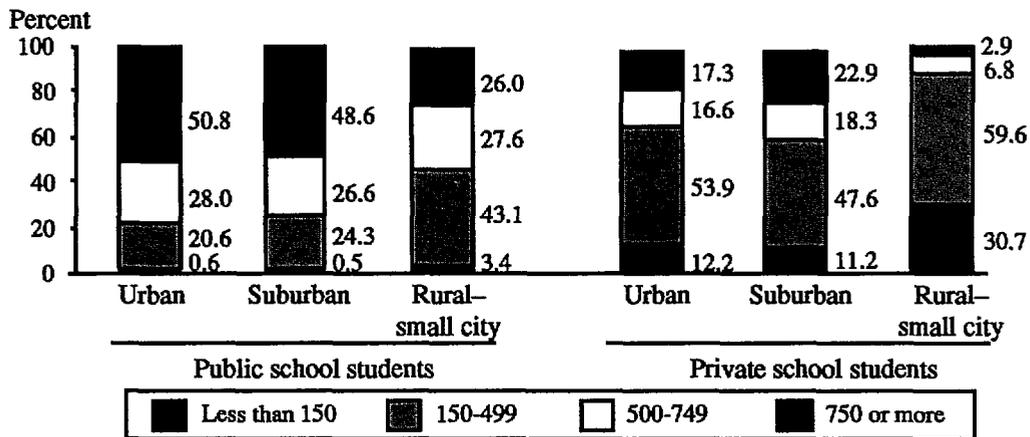
Table 2.3—Percentage distribution of schools and students and average school size, by selected school characteristics: 1987–88

| | Total | | | Public | | | Private | | |
|---------------------|---------|----------|-----------|---------|----------|-----------|---------|----------|-----------|
| | Schools | Students | Avg. size | Schools | Students | Avg. size | Schools | Students | Avg. size |
| TOTAL | 100.0 | 100.0 | 428 | 100.0 | 100.0 | 508 | 100.0 | 100.0 | 195 |
| Urban | 27.1 | 32.2 | 508 | 23.5 | 30.4 | 656 | 37.8 | 46.1 | 238 |
| School level | | | | | | | | | |
| Elementary | 70.3 | 61.1 | 441 | 73.7 | 61.6 | 549 | 64.1 | 58.2 | 216 |
| Secondary | 18.1 | 33.0 | 925 | 21.3 | 35.6 | 1,097 | 12.3 | 19.8 | 383 |
| Combined | 11.6 | 6.0 | 262 | 5.0 | 2.8 | 367 | 23.6 | 21.9 | 221 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 36.6 | 29.9 | 415 | 26.0 | 24.2 | 611 | 56.0 | 58.7 | 249 |
| 20% or more | 63.4 | 70.1 | 562 | 74.0 | 75.8 | 672 | 44.0 | 41.3 | 223 |
| School size | | | | | | | | | |
| Less than 150 | 18.0 | 2.5 | 71 | 5.1 | 0.6 | 76 | 41.6 | 12.2 | 70 |
| 150 to 499 | 41.2 | 26.1 | 322 | 37.8 | 20.6 | 359 | 47.6 | 53.9 | 269 |
| 500 to 749 | 21.9 | 26.1 | 604 | 30.2 | 28.0 | 607 | 6.8 | 16.6 | 581 |
| 750 or more | 18.8 | 45.3 | 1,223 | 26.9 | 50.8 | 1,240 | 4.0 | 17.3 | 1,021 |
| Suburban | 18.3 | 22.8 | 534 | 17.8 | 22.4 | 638 | 19.6 | 26.2 | 260 |
| School level | | | | | | | | | |
| Elementary | 70.5 | 57.7 | 437 | 72.4 | 58.3 | 513 | 65.3 | 54.0 | 215 |
| Secondary | 20.7 | 37.6 | 970 | 25.2 | 40.5 | 1,027 | 8.9 | 18.5 | 543 |
| Combined | 8.8 | 4.7 | 286 | 2.4 | 1.2 | 324 | 25.8 | 27.5 | 276 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 68.1 | 65.3 | 512 | 64.9 | 62.8 | 618 | 76.8 | 81.2 | 275 |
| 20% or more | 31.9 | 34.7 | 583 | 35.1 | 37.2 | 675 | 23.2 | 18.8 | 210 |
| School size | | | | | | | | | |
| Less than 150 | 14.2 | 1.9 | 72 | 3.6 | 0.5 | 85 | 42.3 | 11.2 | 69 |
| 150 to 499 | 42.9 | 27.4 | 341 | 42.5 | 24.3 | 365 | 44.1 | 47.6 | 280 |
| 500 to 749 | 22.6 | 25.5 | 603 | 28.1 | 26.6 | 604 | 8.0 | 18.3 | 597 |
| 750 or more | 20.3 | 45.2 | 1,190 | 25.8 | 48.6 | 1,202 | 5.7 | 22.9 | 1,044 |
| Rural-small city | 54.6 | 45.0 | 353 | 58.7 | 47.2 | 409 | 42.6 | 27.7 | 127 |
| School level | | | | | | | | | |
| Elementary | 66.1 | 59.6 | 318 | 67.0 | 59.8 | 365 | 62.7 | 57.6 | 116 |
| Secondary | 21.9 | 32.5 | 525 | 25.7 | 34.1 | 543 | 6.2 | 11.4 | 232 |
| Combined | 12.0 | 7.8 | 231 | 7.3 | 6.1 | 341 | 31.1 | 31.0 | 126 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 75.1 | 70.0 | 329 | 71.8 | 68.6 | 391 | 88.3 | 88.4 | 127 |
| 20% or more | 24.9 | 30.0 | 425 | 28.2 | 31.4 | 456 | 11.7 | 11.6 | 126 |
| School size | | | | | | | | | |
| Less than 150 | 25.8 | 5.3 | 73 | 15.6 | 3.4 | 88 | 66.8 | 30.7 | 58 |
| 150 to 499 | 50.6 | 44.3 | 309 | 55.4 | 43.1 | 318 | 31.3 | 59.6 | 241 |
| 500 to 749 | 15.4 | 26.1 | 599 | 18.8 | 27.6 | 599 | 1.4 | 6.8 | — |
| 750 or more | 8.2 | 24.3 | 1,051 | 10.1 | 26.0 | 1,053 | 0.4 | 2.9 | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Figure 2.4—Percentage distribution of public and private school students, by school size and community type: 1987–88



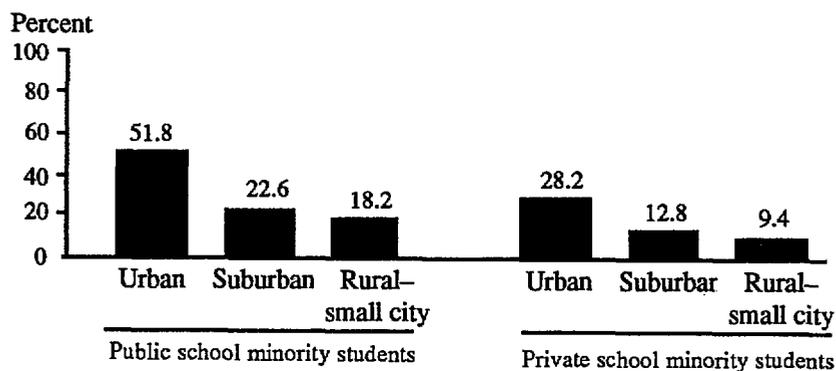
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

Student Characteristics

Of the students enrolled in public and private schools in the United States in 1987–88, 72 percent were white; 15 percent were black; 9 percent were Hispanic; 3 percent were Asian; and 1 percent were Native American (tables 2.4 and 2.5). The percent minority was higher in public schools (29 percent) than in private schools (19 percent). See table 2.6 for information on minority enrollment by private school affiliation.

In both the public and private sectors, the proportions of minorities were much greater in urban schools than in suburban or rural–small city schools (figure 2.5). In the public sector, 52 percent of the students in urban schools were minority, compared with 23 percent in suburban schools and 18 percent in rural–small city schools. In the private sector, 28 percent of the students in urban schools were minority, compared with 13 percent in suburban schools and 9 percent in rural–small city schools. Within each community type, public schools had a greater percentage of minority students than did private schools.

Figure 2.5—Percentage of minority students in public and private schools, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

Table 2.4—Percentage distribution of students by racial-ethnic background and percent minority students, by selected school characteristics: 1987-88

| | Native American | Asian/Pacific Islander | Black non-Hisp. | Hispanic | White non-Hisp. | Minority (nonwhite) |
|---------------------|-----------------|------------------------|-----------------|----------|-----------------|---------------------|
| TOTAL | 1.0 | 2.6 | 15.3 | 9.1 | 72.0 | 28.0 |
| PUBLIC | 1.1 | 2.5 | 16.3 | 9.4 | 70.7 | 29.3 |
| Urban | 0.7 | 4.1 | 29.6 | 17.4 | 48.2 | 51.8 |
| School level | | | | | | |
| Elementary | 0.7 | 3.9 | 31.0 | 18.4 | 46.0 | 54.0 |
| Secondary | 0.6 | 4.5 | 26.3 | 15.5 | 53.1 | 46.9 |
| Combined | 0.4 | 3.8 | 40.5 | 18.6 | 36.7 | 63.3 |
| Minority enrollment | | | | | | |
| less than 20% | 0.6 | 1.9 | 3.8 | 2.9 | 90.8 | 9.2 |
| 20% or more | 0.7 | 4.8 | 38.1 | 22.1 | 34.3 | 65.7 |
| School size | | | | | | |
| Less than 150 | 0.8 | 2.2 | 37.9 | 14.6 | 44.5 | 55.5 |
| 150 to 499 | 1.2 | 3.6 | 30.8 | 10.3 | 54.1 | 45.9 |
| 500 to 749 | 0.6 | 3.0 | 31.4 | 15.4 | 49.5 | 50.5 |
| 750 or more | 0.5 | 5.0 | 28.0 | 21.5 | 45.1 | 54.9 |
| Suburban | 0.5 | 3.6 | 11.1 | 7.4 | 77.4 | 22.6 |
| School level | | | | | | |
| Elementary | 0.5 | 3.7 | 11.2 | 8.1 | 76.5 | 23.5 |
| Secondary | 0.5 | 3.5 | 11.0 | 6.6 | 78.4 | 21.6 |
| Combined | 1.6 | 1.6 | 11.0 | 4.4 | 81.4 | 18.6 |
| Minority enrollment | | | | | | |
| less than 20% | 0.3 | 1.9 | 3.0 | 1.7 | 93.0 | 7.0 |
| 20% or more | 0.8 | 6.5 | 25.3 | 17.4 | 50.0 | 50.0 |
| School size | | | | | | |
| Less than 150 | 1.8 | 2.1 | 14.7 | 5.5 | 75.9 | 24.1 |
| 150 to 499 | 0.5 | 3.4 | 9.6 | 4.7 | 81.8 | 18.2 |
| 500 to 749 | 0.7 | 3.9 | 11.0 | 6.8 | 77.5 | 22.5 |
| 750 or more | 0.4 | 3.5 | 12.0 | 9.2 | 75.0 | 25.0 |
| Rural—small city | 1.6 | 1.1 | 10.2 | 5.2 | 81.8 | 18.2 |
| School level | | | | | | |
| Elementary | 1.8 | 1.1 | 10.3 | 5.9 | 81.0 | 19.0 |
| Secondary | 1.2 | 1.1 | 10.3 | 4.5 | 82.9 | 17.1 |
| Combined | 2.9 | 0.7 | 9.7 | 2.2 | 84.5 | 15.5 |
| Minority enrollment | | | | | | |
| Less than 20% | 0.5 | 0.7 | 2.2 | 1.4 | 95.2 | 4.8 |
| 20% or more | 4.2 | 1.9 | 28.6 | 14.0 | 51.3 | 48.7 |
| School size | | | | | | |
| Less than 150 | 5.2 | 0.4 | 3.7 | 6.3 | 84.4 | 15.6 |
| 150 to 499 | 2.0 | 0.8 | 8.5 | 4.7 | 84.0 | 16.0 |
| 500 to 749 | 1.4 | 1.2 | 12.2 | 5.1 | 80.1 | 19.9 |
| 750 or more | 0.8 | 1.5 | 11.8 | 6.0 | 79.9 | 20.1 |

Table 2.4—Percentage distribution of students by racial-ethnic background and percent minority students, by selected school characteristics: 1987-88—continued

| | Native American | Asian/Pacific Islander | Black non-Hisp. | Hispanic | White non-Hisp. | Minority (nonwhite) |
|---------------------|-----------------|------------------------|-----------------|----------|-----------------|---------------------|
| PRIVATE | 0.5 | 3.2 | 8.1 | 7.1 | 81.1 | 18.9 |
| Urban | 0.2 | 4.4 | 12.5 | 11.1 | 71.8 | 28.2 |
| School level | | | | | | |
| Elementary | 0.2 | 4.8 | 14.8 | 11.8 | 68.4 | 31.6 |
| Secondary | 0.3 | 4.2 | 7.2 | 13.8 | 74.5 | 25.5 |
| Combined | 0.2 | 3.5 | 11.1 | 6.7 | 78.5 | 21.5 |
| Minority enrollment | | | | | | |
| less than 20% | 0.2 | 1.4 | 2.3 | 1.9 | 94.2 | 5.8 |
| 20% or more | 0.2 | 8.8 | 27.4 | 24.4 | 39.3 | 60.7 |
| School size | | | | | | |
| Less than 150 | 0.4 | 2.6 | 18.8 | 9.4 | 68.9 | 31.1 |
| 150 to 499 | 0.2 | 4.0 | 12.4 | 13.0 | 70.5 | 29.5 |
| 500 to 749 | 0.2 | 5.9 | 11.3 | 10.0 | 72.7 | 27.3 |
| 750 or more | 0.2 | 5.8 | 9.4 | 7.3 | 77.4 | 22.6 |
| Suburban | 0.3 | 3.0 | 5.2 | 4.4 | 87.2 | 12.8 |
| School level | | | | | | |
| Elementary | 0.4 | 2.6 | 5.9 | 5.7 | 85.4 | 14.6 |
| Secondary | 0.2 | 4.1 | 4.2 | 3.5 | 88.0 | 12.0 |
| Combined | 0.1 | 2.8 | 4.4 | 2.3 | 90.4 | 9.6 |
| Minority enrollment | | | | | | |
| less than 20% | 0.1 | 1.6 | 2.1 | 1.9 | 94.2 | 5.8 |
| 20% or more | 1.2 | 9.1 | 19.7 | 15.9 | 54.0 | 46.0 |
| School size | | | | | | |
| Less than 150 | 0.2 | 2.5 | 8.9 | 4.2 | 84.1 | 15.9 |
| 150 to 499 | 0.4 | 2.8 | 5.5 | 5.6 | 85.7 | 14.3 |
| 500 to 749 | 0.2 | 2.2 | 3.8 | 4.2 | 89.6 | 10.4 |
| 750 or more | 0.1 | 4.1 | 3.8 | 1.9 | 90.1 | 9.9 |
| Rural—small city | 1.1 | 1.5 | 3.5 | 3.3 | 90.6 | 9.4 |
| School level | | | | | | |
| Elementary | 0.8 | 1.4 | 3.1 | 2.9 | 91.8 | 8.2 |
| Secondary | 0.2 | 3.2 | 4.0 | 4.7 | 87.9 | 12.1 |
| Combined | 2.0 | 1.1 | 3.9 | 3.5 | 89.5 | 10.5 |
| Minority enrollment | | | | | | |
| Less than 20% | 0.2 | 1.1 | 1.4 | 1.3 | 96.1 | 3.9 |
| 20% or more | 8.6 | 4.7 | 20.3 | 19.4 | 46.9 | 53.1 |
| School size | | | | | | |
| Less than 150 | 1.2 | 1.6 | 3.4 | 4.9 | 88.8 | 11.2 |
| 150 to 499 | 1.2 | 1.4 | 3.7 | 2.8 | 90.9 | 9.1 |
| 500 to 749 | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Questionnaire).

Table 2.5—Percentage distribution of students by racial-ethnic background and percent minority students in public schools, by state: 1987-88

| | Native American | Asian/Pacific Islander | Black non-Hisp. | Hispanic | White non-Hisp. | Minority (nonwhite) |
|-------------------|--------------------|---------------------------|--------------------|----------|--------------------|------------------------|
| TOTAL | 1.1 | 2.5 | 16.3 | 9.4 | 70.7 | 29.3 |
| Alabama | 0.5 | 0.6 | 37.9 | 0.3 | 60.6 | 39.4 |
| Alaska | 21.6 | 2.9 | 3.2 | 1.6 | 70.7 | 29.3 |
| Arizona | 7.6 | 1.1 | 3.3 | 21.5 | 66.6 | 33.4 |
| Arkansas | 0.2 | 0.9 | 24.6 | 0.4 | 73.9 | 26.1 |
| California | 0.9 | 7.9 | 8.2 | 29.2 | 53.7 | 46.3 |
| Colorado | 0.7 | 1.8 | 5.5 | 15.5 | 76.6 | 23.4 |
| Connecticut | 0.2 | 1.6 | 9.7 | 7.9 | 80.6 | 19.4 |
| Delaware | 0.1 | 1.1 | 26.9 | 3.0 | 68.8 | 31.2 |
| Dist. of Columbia | 4.9 | 0.7 | 86.6 | 4.0 | 3.8 | 96.2 |
| Florida | 0.6 | 1.2 | 25.4 | 9.5 | 63.3 | 36.7 |
| Georgia | 0.1 | 1.1 | 32.8 | 0.7 | 65.3 | 34.7 |
| Hawaii | 0.5 | 68.8 | 2.3 | 5.6 | 22.9 | 77.1 |
| Idaho | 1.5 | 0.9 | 0.3 | 4.1 | 93.2 | 6.8 |
| Illinois | 0.1 | 2.4 | 20.7 | 9.6 | 67.2 | 32.8 |
| Indiana | 0.1 | 0.5 | 11.3 | 2.0 | 86.1 | 13.9 |
| Iowa | 0.4 | 1.5 | 2.4 | 0.9 | 94.8 | 5.2 |
| Kansas | 0.8 | 1.3 | 7.3 | 2.8 | 87.9 | 12.1 |
| Kentucky | 0.1 | 0.4 | 7.2 | 0.3 | 92.1 | 7.9 |
| Louisiana | 0.3 | 1.1 | 44.9 | 1.1 | 52.6 | 47.4 |
| Maine | 0.2 | 0.9 | 0.6 | 0.3 | 98.1 | 1.9 |
| Maryland | 0.6 | 2.1 | 32.2 | 1.1 | 64.1 | 35.9 |
| Massachusetts | 0.1 | 2.3 | 6.4 | 5.6 | 85.5 | 14.5 |
| Michigan | 1.1 | 1.0 | 18.1 | 2.5 | 77.3 | 22.7 |
| Minnesota | 1.3 | 2.4 | 2.8 | 1.6 | 91.9 | 8.1 |
| Mississippi | 1.3 | 0.2 | 49.3 | 0.2 | 49.0 | 51.0 |
| Missouri | 0.1 | 0.7 | 9.2 | 0.5 | 89.5 | 10.5 |
| Montana | 9.6 | 0.4 | 0.4 | 0.9 | 88.6 | 11.4 |
| Nebraska | 0.9 | 1.0 | 4.2 | 2.6 | 91.2 | 8.8 |
| Nevada | 2.0 | 2.9 | 12.3 | 7.2 | 75.5 | 24.5 |
| New Hampshire | 0.1 | 1.4 | 0.8 | 0.5 | 97.2 | 2.8 |
| New Jersey | 0.1 | 3.7 | 19.0 | 10.7 | 66.5 | 33.5 |
| New Mexico | 9.5 | 0.8 | 2.2 | 38.1 | 49.4 | 50.6 |
| New York | 0.2 | 3.8 | 20.6 | 14.3 | 61.2 | 38.8 |
| North Carolina | 1.4 | 0.7 | 30.4 | 0.4 | 67.2 | 32.8 |
| North Dakota | 5.7 | 0.6 | 0.5 | 0.5 | 92.6 | 7.4 |
| Ohio | 0.1 | 0.9 | 14.8 | 1.4 | 82.7 | 17.3 |
| Oklahoma | 10.9 | 0.8 | 9.0 | 2.5 | 76.8 | 23.2 |
| Oregon | 2.4 | 2.3 | 2.8 | 2.8 | 89.7 | 10.3 |
| Pennsylvania | 0.3 | 1.1 | 11.6 | 1.8 | 85.1 | 14.9 |
| Rhode Island | 0.2 | 1.8 | 6.5 | 3.9 | 87.6 | 12.4 |

Table 2.5—Percentage distribution of students by racial-ethnic background and percent minority students in public schools, by state: 1987-88—continued

| | Native American | Asian/Pacific Islander | Black non-Hisp. | Hispanic | White non-Hisp. | Minority (nonwhite) |
|----------------|--------------------|---------------------------|--------------------|----------|--------------------|------------------------|
| South Carolina | 0.1 | 0.6 | 40.9 | 0.4 | 58.0 | 42.0 |
| South Dakota | 13.1 | 0.6 | 0.5 | 0.4 | 85.4 | 14.6 |
| Tennessee | 0.0 | 0.6 | 19.4 | 0.2 | 79.7 | 20.3 |
| Texas | 0.6 | 1.7 | 15.1 | 29.5 | 53.1 | 46.9 |
| Utah | 1.6 | 1.4 | 0.6 | 3.6 | 92.8 | 7.2 |
| Vermont | 0.1 | 0.5 | 0.4 | 0.3 | 98.7 | 1.3 |
| Virginia | 0.6 | 2.0 | 24.4 | 1.2 | 71.7 | 28.3 |
| Washington | 2.9 | 4.6 | 3.5 | 4.5 | 84.5 | 15.5 |
| West Virginia | 0.0 | 1.0 | 4.6 | 0.1 | 94.2 | 5.8 |
| Wisconsin | 1.6 | 1.2 | 8.5 | 1.5 | 87.1 | 12.9 |
| Wyoming | 4.1 | 0.6 | 2.3 | 5.6 | 87.6 | 12.4 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Questionnaire).

**Table 2.6—Percentage of schools by size and percent minority, by private school type:
1987–88**

| | School size | | | | | Percent minority | | | |
|--------------------------------|-------------|---------|---------|---------|-------|------------------|-------|--------|------|
| | <150 | 150-299 | 300-499 | 500-749 | 750 + | <5% | 5-19% | 20-49% | 50%+ |
| Private school type | | | | | | | | | |
| Religious | 49.2 | 30.1 | 12.7 | 5.0 | 3.0 | 50.8 | 25.8 | 10.5 | 12.8 |
| Nonsectarian | 66.2 | 20.6 | 7.3 | 3.7 | 2.2 | 26.3 | 35.7 | 20.2 | 17.8 |
| Private school category | | | | | | | | | |
| Assembly of God | 68.2 | 27.0 | 3.9 | — | 0.0 | 37.3 | 38.3 | 17.5 | 6.9 |
| Baptist | 66.3 | 21.5 | 6.1 | 3.5 | 2.6 | 60.8 | 24.0 | 6.3 | 8.9 |
| Calvinist | 37.6 | 20.5 | 28.1 | 8.6 | 5.2 | 69.7 | 24.0 | 5.1 | — |
| Christian | 71.8 | 17.5 | 5.2 | 3.8 | 1.7 | 49.5 | 34.0 | 7.2 | 9.4 |
| Episcopal | 42.1 | 35.0 | 13.8 | 1.9 | 7.2 | 21.9 | 47.8 | 18.8 | 11.4 |
| Friends | 41.3 | 28.7 | — | 9.8 | 7.8 | — | 55.8 | 33.5 | 7.4 |
| Jewish | 41.8 | 36.3 | 8.2 | 7.5 | 6.2 | 85.2 | 8.6 | 4.7 | — |
| Lutheran | 63.9 | 29.4 | 5.1 | 1.5 | 0.0 | 64.5 | 18.7 | 6.3 | 10.5 |
| 7th Day Adventist | 89.6 | 6.7 | 3.0 | 0.0 | — | 30.6 | 34.1 | 18.7 | 16.6 |
| Roman Catholic | 20.7 | 44.4 | 22.1 | 8.1 | 4.8 | 44.8 | 24.6 | 12.4 | 18.2 |
| Other: Religious | 83.5 | 10.1 | 3.8 | 2.0 | 0.6 | 64.0 | 23.9 | 6.6 | 5.5 |
| Exceptional children | 89.2 | 10.8 | 0.0 | 0.0 | 0.0 | 12.2 | 59.5 | 24.0 | 4.2 |
| Montessori | 82.0 | 11.7 | 4.5 | 1.8 | 0.0 | 27.9 | 40.3 | 16.5 | 15.3 |
| NAIS | 27.5 | 30.7 | 18.7 | 14.9 | 8.3 | 19.8 | 53.2 | 18.7 | 8.3 |
| Other: Nonsectarian | 70.2 | 20.6 | 5.9 | 2.0 | 1.4 | 28.5 | 29.5 | 20.8 | 21.2 |
| 9-Category typology | | | | | | | | | |
| Catholic | | | | | | | | | |
| -Parochial | 19.4 | 48.6 | 22.9 | 7.2 | 2.0 | 46.2 | 23.4 | 11.6 | 18.8 |
| -Diocesan | 20.0 | 44.0 | 18.6 | 7.4 | 10.2 | 50.8 | 25.0 | 10.7 | 13.5 |
| -Private Order | 29.5 | 20.1 | 24.1 | 14.4 | 11.9 | 25.9 | 31.4 | 19.7 | 23.0 |
| Other Religious | | | | | | | | | |
| -Conservative Christian | 70.3 | 19.4 | 6.1 | 3.2 | 0.9 | 52.8 | 31.2 | 7.8 | 8.2 |
| -Affiliated | 65.1 | 23.8 | 6.6 | 2.5 | 2.1 | 52.9 | 24.5 | 12.8 | 9.9 |
| -Unaffiliated | 80.7 | 12.7 | 3.0 | 1.9 | 1.7 | 61.9 | 24.4 | 6.1 | 7.6 |
| Nonsectarian | | | | | | | | | |
| -Regular | 50.7 | 27.3 | 12.1 | 7.0 | 3.0 | 35.3 | 34.2 | 15.9 | 14.7 |
| -Special emphasis | 74.5 | 17.4 | 4.5 | 1.4 | 2.3 | 22.4 | 38.3 | 18.7 | 20.5 |
| -Special education | 89.3 | 9.9 | — | — | 0.0 | 10.7 | 34.2 | 35.3 | 19.9 |
| NAIS membership status | | | | | | | | | |
| Not NAIS | 53.7 | 28.2 | 11.3 | 4.3 | 2.5 | 47.5 | 26.4 | 12.0 | 14.1 |
| NAIS | 27.9 | 29.4 | 19.6 | 14.4 | 8.6 | 19.4 | 53.8 | 19.5 | 7.3 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

School and District Programs and Services

The prevalence and distribution of programs and services for students are important indicators of equity and access. In the public sector, district policy determines whether many of these programs and services are provided, but they are delivered at the school level. Table 2.7 and figure 2.6 show the percentages of schools that offered various programs and services in 1987–88, by school type.

Almost all public schools offered free or reduced-price lunches (96 percent) and programs for handicapped students (91 percent). Eighty-three percent offered remedial reading, math programs, or both; 73 percent offered programs for gifted and talented students; and 73 percent offered diagnostic and prescriptive services provided by professionals trained to diagnose students' learning problems and to plan and provide therapeutic or educational programs. Sixty percent offered ECIA Chapter 1 services. Less commonly offered by public schools were English as a second language (ESL) programs (offered by 34 percent) and bilingual programs (offered by 20 percent).

Only 30 percent of all public schools offered vocational education. However, among secondary schools, where most vocational education is offered, the percentages were much larger: 77 percent of the public secondary schools in urban communities, 81 percent in suburban areas, and 86 percent in rural areas or small cities. Only 13 percent of public schools offered extended day or before- or after-school day-care programs; however, among elementary schools, 26 percent of the schools in urban communities and 24 percent of the schools in suburban areas offered these services. On the other hand, the proportion was smaller (only 9 percent) in schools in rural–small city communities.

Within the public sector, the programs and services that were offered varied by school size in urban communities. For example, schools in the largest size category (more than 750 students) were more likely than schools in any of the smaller size categories to offer remedial services (88 percent compared with 62 percent to 80 percent), gifted and talented programs (81 percent compared with 16 percent to 74 percent), bilingual programs (48 percent compared with 19 percent to 36 percent), or ESL programs (67 percent compared with 21 percent to 51 percent). The smallest schools (fewer than 150 students) were much less likely than schools in any of the larger size categories to provide programs for handicapped students (68 percent compared with 86 percent to 94 percent), extended day or before- or after-school day-care programs (10 percent compared with 21 percent to 25 percent), free or reduced-price lunches (89 percent compared with 97 percent to 99 percent), or ECIA Chapter 1 services (31 percent compared with 48 percent to 58 percent). The relationship between school size and school programs and services was less definite in suburban and rural–small city schools.

Public schools were more likely than private schools to provide each of the services described here except extended day or before- or after-school day-care programs. Only 13 percent of public schools provided such services, but 31 percent of private schools did so. At the elementary level, the percentages were 26 percent for public schools and 51 percent for private schools. Chapter 1 services are available to private school students, but are not provided by private schools. Therefore the availability of these services to private school students is not shown here.

Table 2.7—Percentage of schools in which various programs and services were available to students, by selected school characteristics: 1987–88

| | Remedial | Gifted & talented | Bi-lingual | ESL | Handi-capped | Voc. ed. | Diag./prescr. | Extended day | Free/red. price lunch | Chapter 1 services |
|---------------------|----------|-------------------|------------|------|--------------|----------|---------------|--------------|-----------------------|--------------------|
| TOTAL | 76.7 | 61.8 | 16.6 | 28.0 | 72.4 | 25.0 | 64.8 | 17.3 | 78.1 | 59.7 |
| PUBLIC | 82.5 | 72.5 | 20.0 | 34.4 | 90.5 | 29.9 | 72.6 | 12.8 | 96.1 | 59.7 |
| Urban | 80.0 | 70.0 | 34.5 | 49.8 | 88.2 | 24.6 | 71.8 | 22.2 | 97.1 | 53.0 |
| Elementary | 79.5 | 73.1 | 36.1 | 50.0 | 88.0 | 7.2 | 70.6 | 26.4 | 98.9 | 60.6 |
| Secondary | 86.4 | 68.9 | 31.1 | 54.3 | 88.6 | 76.8 | 74.8 | 8.8 | 92.6 | 31.0 |
| Combined | 59.6 | 29.4 | 25.7 | 26.8 | 89.3 | 58.3 | 77.8 | 16.5 | 90.0 | 34.0 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 76.4 | 77.6 | 20.5 | 44.3 | 87.7 | 23.2 | 74.4 | 19.6 | 95.3 | 37.0 |
| 20% or more | 81.2 | 67.3 | 39.4 | 51.7 | 88.4 | 25.1 | 70.9 | 23.1 | 97.8 | 58.6 |
| School size | | | | | | | | | | |
| Less than 150 | 61.6 | 16.4 | 18.5 | 20.8 | 68.0 | 49.2 | 72.4 | 9.9 | 89.1 | 31.2 |
| 150 to 499 | 76.7 | 66.2 | 26.5 | 40.8 | 85.7 | 8.5 | 70.0 | 25.4 | 96.8 | 57.7 |
| 500 to 749 | 80.3 | 74.3 | 35.8 | 51.0 | 89.9 | 15.7 | 71.1 | 21.0 | 98.9 | 55.3 |
| 750 or more | 87.7 | 80.6 | 47.5 | 66.5 | 93.5 | 52.4 | 75.1 | 21.3 | 97.1 | 47.9 |
| Suburban | 84.2 | 80.5 | 21.9 | 52.3 | 93.0 | 25.9 | 77.5 | 18.9 | 96.0 | 46.2 |
| School level | | | | | | | | | | |
| Elementary | 83.9 | 84.0 | 23.3 | 53.8 | 92.3 | 5.6 | 76.4 | 24.2 | 97.2 | 53.4 |
| Secondary | 86.9 | 75.1 | 18.4 | 49.6 | 95.0 | 81.0 | 80.8 | 4.8 | 93.8 | 26.1 |
| Combined | 64.8 | 34.4 | 15.7 | 35.7 | 93.1 | 60.0 | 72.8 | 6.1 | 85.2 | 41.7 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 85.2 | 83.1 | 16.0 | 46.9 | 93.3 | 26.3 | 78.2 | 17.6 | 95.3 | 42.9 |
| 20% or more | 82.3 | 75.8 | 32.7 | 62.3 | 92.5 | 25.1 | 76.1 | 21.1 | 97.4 | 52.3 |
| School size | | | | | | | | | | |
| Less than 150 | 61.0 | 28.7 | 11.6 | 19.0 | 69.1 | 39.5 | 77.4 | 6.0 | 81.6 | 35.4 |
| 150 to 499 | 86.4 | 80.7 | 18.3 | 48.0 | 91.2 | 10.3 | 75.1 | 20.2 | 95.2 | 51.9 |
| 500 to 749 | 80.0 | 84.6 | 24.6 | 55.0 | 94.8 | 14.2 | 77.8 | 26.3 | 98.9 | 51.5 |
| 750 or more | 88.3 | 83.2 | 26.3 | 61.2 | 97.5 | 62.3 | 80.9 | 10.4 | 96.4 | 32.8 |
| Rural—small city | 83.1 | 71.1 | 13.7 | 22.8 | 90.7 | 33.2 | 71.5 | 7.2 | 95.8 | 66.5 |
| School level | | | | | | | | | | |
| Elementary | 85.1 | 75.5 | 13.6 | 22.8 | 89.7 | 7.5 | 71.9 | 9.2 | 96.4 | 78.0 |
| Secondary | 77.9 | 64.5 | 13.6 | 24.6 | 92.9 | 86.1 | 69.3 | 3.0 | 95.2 | 34.2 |
| Combined | 82.5 | 54.0 | 14.2 | 16.0 | 92.0 | 82.9 | 75.1 | 4.2 | 92.4 | 75.2 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 82.9 | 71.5 | 8.7 | 17.5 | 89.9 | 33.0 | 72.9 | 6.6 | 95.3 | 65.4 |
| 20% or more | 83.6 | 70.1 | 26.3 | 36.2 | 92.6 | 33.7 | 67.8 | 8.9 | 96.9 | 69.4 |
| School size | | | | | | | | | | |
| Less than 150 | 71.4 | 43.4 | 12.4 | 11.2 | 71.2 | 28.7 | 66.1 | 5.7 | 86.9 | 62.2 |
| 150 to 499 | 84.5 | 73.4 | 11.6 | 21.1 | 92.5 | 27.8 | 71.5 | 6.9 | 97.1 | 70.6 |
| 500 to 749 | 86.7 | 80.6 | 17.4 | 30.0 | 97.5 | 35.2 | 72.9 | 8.4 | 98.1 | 67.1 |
| 750 or more | 86.6 | 83.5 | 19.7 | 36.6 | 97.8 | 65.8 | 77.0 | 9.2 | 98.0 | 49.6 |

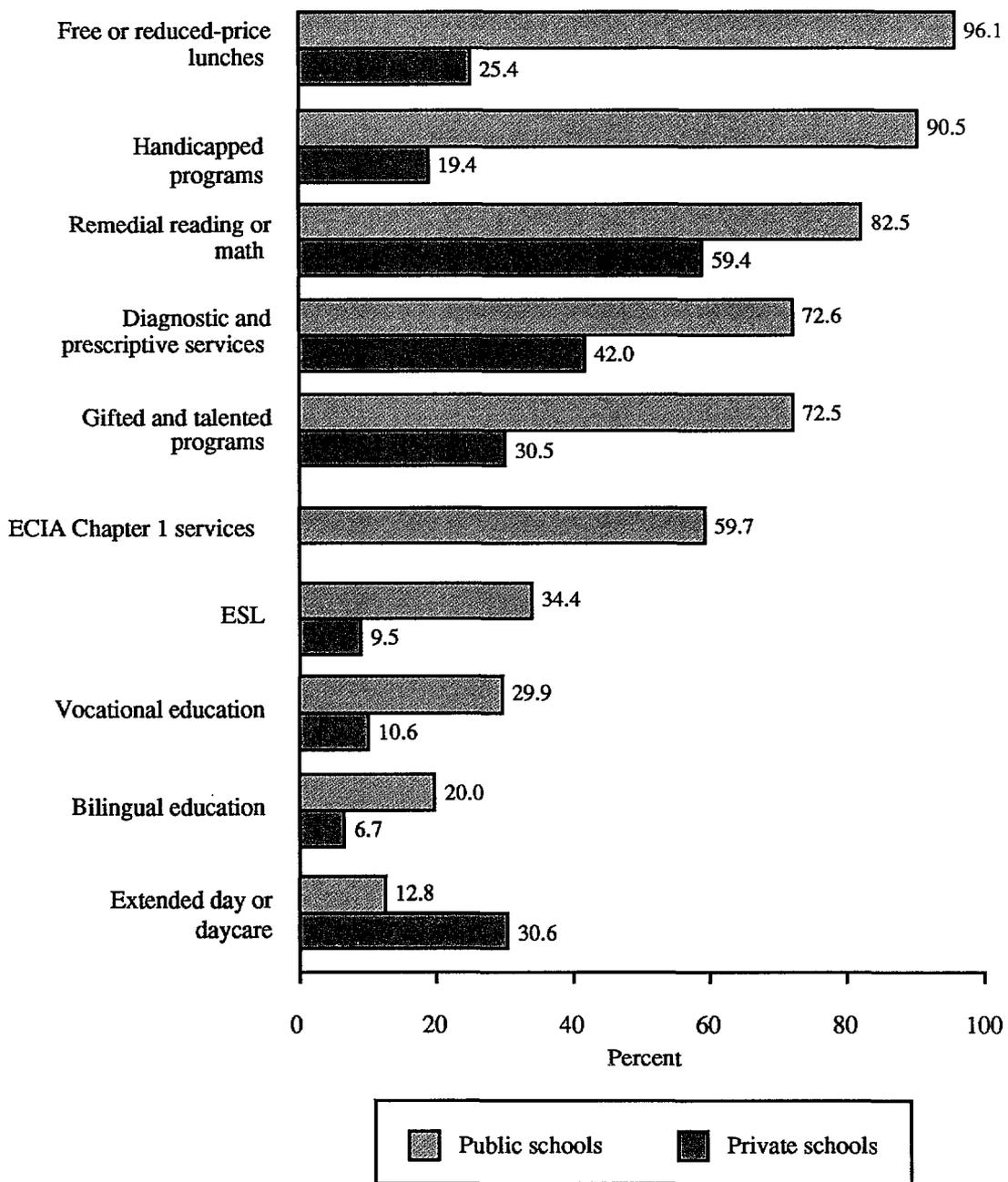
Table 2.7—Percentage of schools in which various programs and services were available to students, by selected school characteristics: 1987–88—continued

| | Remedial | Gifted & talented | Bi-lingual | ESL | Handi-capped | Voc. ed. | Diag./prescr. | Extended day | Free/red. price lunch |
|---------------------|----------|-------------------|------------|------|--------------|----------|---------------|--------------|-----------------------|
| PRIVATE | 59.4 | 30.5 | 6.7 | 9.5 | 19.4 | 10.6 | 42.0 | 30.6 | 25.4 |
| Urban | 58.6 | 31.7 | 7.9 | 12.4 | 19.7 | 12.0 | 40.1 | 41.7 | 25.4 |
| School level | | | | | | | | | |
| Elementary | 60.4 | 33.3 | 8.0 | 11.1 | 14.9 | 2.4 | 41.6 | 50.7 | 29.1 |
| Secondary | 58.8 | 40.3 | 9.9 | 20.5 | 21.7 | 31.6 | 30.9 | 0.8 | 15.5 |
| Combined | 53.5 | 22.8 | 6.6 | 11.8 | 31.7 | 27.9 | 40.9 | 38.9 | 20.3 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 58.7 | 32.3 | 7.2 | 11.6 | 21.1 | 11.9 | 42.4 | 40.7 | 21.8 |
| 20% or more | 58.4 | 31.0 | 8.7 | 13.5 | 17.9 | 12.1 | 37.2 | 43.1 | 29.9 |
| School size | | | | | | | | | |
| Less than 150 | 47.6 | 25.5 | 9.2 | 8.8 | 25.3 | 13.6 | 34.9 | 41.7 | 20.0 |
| 150 to 499 | 66.1 | 34.7 | 7.8 | 15.1 | 14.9 | 9.1 | 45.1 | 42.1 | 29.9 |
| 500 to 749 | 61.8 | 41.4 | — | 15.7 | 16.1 | 15.4 | 32.1 | 44.2 | 26.7 |
| 750 or more | 77.1 | 43.7 | 5.5 | 11.9 | 24.6 | 24.1 | 49.3 | 33.1 | 24.8 |
| Suburban | 65.6 | 37.8 | 9.1 | 9.9 | 21.0 | 7.9 | 46.8 | 35.4 | 16.2 |
| School level | | | | | | | | | |
| Elementary | 65.3 | 38.7 | 9.0 | 9.7 | 15.4 | 0.9 | 45.2 | 41.2 | 18.3 |
| Secondary | 66.4 | 56.9 | 4.4 | 8.8 | 18.7 | 34.6 | 51.3 | 10.8 | 15.0 |
| Combined | 66.1 | 28.9 | 11.0 | 10.8 | 36.1 | 16.5 | 49.1 | 29.2 | 11.5 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 68.5 | 41.6 | 8.0 | 8.5 | 21.0 | 7.9 | 50.0 | 30.2 | 17.9 |
| 20% or more | 56.0 | 25.2 | 12.9 | 14.7 | 21.1 | 8.1 | 36.2 | 52.7 | 10.6 |
| School size | | | | | | | | | |
| Less than 150 | 58.5 | 36.7 | 10.7 | 7.9 | 22.0 | 7.6 | 42.9 | 38.5 | 9.0 |
| 150 to 499 | 70.4 | 34.1 | 7.9 | 11.4 | 16.4 | 5.8 | 49.1 | 33.8 | 21.1 |
| 500 to 749 | 71.7 | 45.5 | 4.2 | 1.7 | 29.7 | 5.4 | 54.2 | 28.1 | 30.9 |
| 750 or more | 72.8 | 64.3 | 13.0 | 24.6 | 37.0 | 30.6 | 46.9 | 35.8 | 11.3 |
| Rural—small city | 57.3 | 26.0 | 4.4 | 6.7 | 18.3 | 10.6 | 41.4 | 18.4 | 29.7 |
| School level | | | | | | | | | |
| Elementary | 57.9 | 24.7 | 3.4 | 4.9 | 17.9 | 3.5 | 44.1 | 17.9 | 37.5 |
| Secondary | 54.9 | 33.3 | 2.4 | 32.0 | 13.4 | 27.9 | 33.8 | 5.6 | 43.0 |
| Combined | 56.5 | 27.1 | 7.0 | 5.2 | 20.2 | 21.3 | 37.6 | 22.0 | 11.3 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 56.6 | 26.4 | 3.9 | 4.9 | 17.5 | 9.5 | 40.2 | 16.9 | 29.5 |
| 20% or more | 62.3 | 22.4 | 8.4 | 19.9 | 24.3 | 18.4 | 50.2 | 29.4 | 31.5 |
| School size | | | | | | | | | |
| Less than 150 | 50.9 | 23.1 | 4.2 | 4.8 | 16.3 | 10.0 | 36.4 | 18.0 | 19.9 |
| 150 to 499 | 69.8 | 30.5 | 5.3 | 10.0 | 22.0 | 11.0 | 51.3 | 18.5 | 49.8 |
| 500 to 749 | — | — | — | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Figure 2.6—Percentage of public and private schools offering various programs and services: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

Academic Programs

Graduation requirements, graduation rates, and the percentages of students enrolled in academic or college preparatory programs are indicators of the rigor of the academic program and the commitment of students. These are all major national concerns, and are being closely monitored at both the state and national levels.

In 1988, schools with 12th grades required an average of 3.8 years of English–language arts for high school graduation, 2.5 years of mathematics–computer science, 2.9 years of social sciences and social studies (for example, history, geography, economics), 2.1 years of physical and biological sciences, and .5 years of foreign language (tables 2.8 and 2.9).⁶ The requirements in public and private schools differed significantly. In each of these subject areas, more years were required, on average, in private schools than in public schools.

The 1987 average graduation rate for students who were enrolled in 12th grade in October 1986 was 93 percent. The rate was slightly higher in private schools than in public schools (96 percent compared with 92 percent). Within the public sector, the graduation rate in urban high schools (86 percent) was lower than that of suburban or rural–small city schools (92 percent and 93 percent, respectively). In urban and suburban public schools, the graduation rate in schools with a minority enrollment of less than 20 percent did not differ significantly from the rate in schools with a minority enrollment of 20 percent or more. In rural–small city public schools, however, the graduation rate was higher in schools with a minority enrollment of less than 20 percent than in schools with 20 percent or more. In the private sector, the graduation rate did not vary significantly by community type, but in urban areas schools with less than 20 percent minority had a slightly higher graduation rate than those with 20 percent or more minority.

Across all schools, the average proportion of 12th-grade students who were enrolled in academic or college preparatory programs was 57 percent (table 2.7). The average proportion in private schools (75 percent) was much higher than that in public schools (50 percent). This pattern held across all community types: in urban, suburban, and rural–small city schools, the average proportion for public schools was lower than that for private schools (figure 2.7). Within the public sector, suburban schools had a higher average (57 percent) than did urban or rural–small city schools (50 percent and 48 percent, respectively). In the private sector, the differences among community types were not significant.

Among suburban and rural–small city public schools, those with a minority enrollment of less than 20 percent had a higher average percentage of their 12th-grade students enrolled in academic or college preparatory programs (60 percent and 50 percent, respectively) than did schools with a minority enrollment of 20 percent or more (51 percent and 42 percent, respectively). The differences in public urban schools were not significant. Within the private sector, in no community type was there a significant difference between schools with a minority enrollment of less than 20 percent and schools with a minority enrollment of 20 percent or more.

⁶Information on graduation requirements were collected from public school districts. For table 2.8, it was assumed that schools had the same requirements as their districts.

Table 2.8—Average years of instruction required for high school graduation in schools with 12th grade, and average rates of graduation, enrollment in academic or college preparatory track, and college application among 1986–87 twelfth graders, by selected school characteristics: 1987–88

| | Subject areas | | | | | Avg. % of 12th graders that | | |
|---------------------|---------------|--------------------|--------------------|----------------------------------|----------------------|-----------------------------|-----------------------------------|--------------------------|
| | English | Math./ computer | Social sciences | Physical/ biolog. sciences | Foreign languages | Graduated | Enroll. academic coll.prep. | Applied to college |
| TOTAL | 3.8 | 2.5 | 2.9 | 2.1 | 0.5 | 93.0 | 57.0 | 55.0 |
| PUBLIC | 3.8 | 2.3 | 2.8 | 2.0 | 0.2 | 92.0 | 49.8 | 48.3 |
| Urban | 3.8 | 2.3 | 2.8 | 1.9 | 0.3 | 86.3 | 49.7 | 45.3 |
| School level | | | | | | | | |
| Secondary | 3.8 | 2.3 | 2.8 | 2.0 | 0.3 | 87.1 | 51.4 | 48.0 |
| Combined | 3.8 | 2.3 | 2.7 | 1.9 | 0.3 | 80.6 | 38.5 | 25.5 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 3.7 | 2.3 | 2.7 | 1.9 | 0.3 | 89.6 | 53.1 | 50.7 |
| 20% or more | 3.8 | 2.3 | 2.8 | 2.0 | 0.3 | 85.2 | 48.6 | 43.4 |
| School size | | | | | | | | |
| Less than 150 | 3.8 | 2.5 | 2.9 | 2.1 | 0.4 | 63.1 | 20.1 | 10.2 |
| 150 to 499 | 3.8 | 2.4 | 2.9 | 1.9 | 0.3 | 82.3 | 35.1 | 30.5 |
| 500 to 749 | 3.6 | 2.2 | 2.6 | 1.6 | 0.2 | 87.9 | 59.5 | 47.7 |
| 750 or more | 3.8 | 2.3 | 2.8 | 2.0 | 0.3 | 91.3 | 57.4 | 54.7 |
| Suburban | 3.8 | 2.4 | 2.9 | 2.0 | 0.3 | 91.8 | 56.6 | 54.5 |
| School level | | | | | | | | |
| Secondary | 3.8 | 2.4 | 2.9 | 2.0 | 0.3 | 93.4 | 57.4 | 56.3 |
| Combined | — | — | — | — | — | — | — | — |
| Minority enrollment | | | | | | | | |
| Less than 20% | 3.8 | 2.3 | 2.9 | 2.0 | 0.4 | 92.6 | 59.5 | 58.9 |
| 20% or more | 3.8 | 2.6 | 2.8 | 2.0 | 0.3 | 90.1 | 50.8 | 45.6 |
| School size | | | | | | | | |
| Less than 150 | — | — | — | — | — | — | — | — |
| 150 to 499 | 3.9 | 2.5 | 3.1 | 2.1 | 0.3 | 91.4 | 53.6 | 45.5 |
| 500 to 749 | 3.8 | 2.5 | 2.9 | 2.1 | 0.4 | 94.0 | 55.7 | 58.5 |
| 750 or more | 3.8 | 2.3 | 2.8 | 2.0 | 0.3 | 94.1 | 60.3 | 59.9 |
| Rural—small city | 3.7 | 2.3 | 2.8 | 2.0 | 0.2 | 93.4 | 48.3 | 47.6 |
| School level | | | | | | | | |
| Secondary | 3.7 | 2.3 | 2.8 | 2.0 | 0.2 | 93.1 | 47.1 | 47.3 |
| Combined | 3.8 | 2.3 | 2.9 | 2.1 | 0.2 | 94.2 | 52.3 | 48.8 |
| Minority level | | | | | | | | |
| Less than 20% | 3.7 | 2.3 | 2.8 | 2.0 | 0.2 | 94.5 | 50.4 | 50.0 |
| 20% or more | 3.9 | 2.5 | 2.8 | 2.2 | 0.3 | 90.1 | 42.3 | 40.6 |
| School size | | | | | | | | |
| Less than 150 | 3.7 | 2.3 | 2.8 | 2.1 | 0.2 | 89.2 | 46.1 | 46.3 |
| 150 to 499 | 3.7 | 2.3 | 2.8 | 2.0 | 0.2 | 94.6 | 48.9 | 48.2 |
| 500 to 749 | 3.8 | 2.3 | 2.8 | 2.0 | 0.2 | 94.3 | 46.2 | 45.9 |
| 750 or more | 3.7 | 2.3 | 2.8 | 2.1 | 0.3 | 92.8 | 50.5 | 49.0 |

Table 2.8—Average years of instruction required for high school graduation in schools with 12th grade, and average rates of graduation, enrollment in academic or college preparatory track, and college application among 1986–87 twelfth graders, by selected school characteristics: 1987–88—continued

| | Subject areas | | | | | Avg. % of 12th graders that | | |
|---------------------|---------------|--------------------|--------------------|----------------------------------|----------------------|-----------------------------|-----------------------------------|--------------------------|
| | English | Math./ computer | Social sciences | Physical/ biolog. sciences | Foreign languages | Graduated | Enroll. academic coll.prep. | Applied to college |
| PRIVATE | 3.9 | 2.9 | 3.2 | 2.5 | 1.1 | 95.7 | 74.6 | 73.4 |
| Urban | 3.9 | 2.8 | 3.1 | 2.4 | 1.4 | 95.4 | 75.3 | 76.8 |
| School level | | | | | | | | |
| Secondary | 3.9 | 2.8 | 3.0 | 2.3 | 1.5 | 97.2 | 80.3 | 85.2 |
| Combined | 3.9 | 2.9 | 3.2 | 2.5 | 1.3 | 93.8 | 71.4 | 69.8 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 3.9 | 2.9 | 3.1 | 2.4 | 1.4 | 97.7 | 79.4 | 75.7 |
| 20% or more | 3.8 | 2.7 | 3.0 | 2.4 | 1.3 | 92.0 | 69.3 | 78.4 |
| School size | | | | | | | | |
| Less than 150 | 3.7 | 2.8 | 3.0 | 2.4 | 0.9 | 91.7 | 57.5 | 63.1 |
| 150 to 499 | 4.0 | 2.9 | 3.2 | 2.5 | 1.6 | 97.8 | 85.0 | 82.9 |
| 500 to 749 | 3.9 | 2.9 | 3.0 | 2.3 | 1.7 | 96.3 | 89.3 | 86.3 |
| 750 or more | 4.0 | 2.8 | 3.0 | 2.4 | 1.6 | 98.1 | 88.7 | 88.0 |
| Suburban | 3.9 | 2.8 | 3.2 | 2.4 | 1.4 | 96.5 | 81.8 | 81.3 |
| School level | | | | | | | | |
| Secondary | 4.0 | 2.7 | 2.9 | 2.3 | 1.3 | 95.6 | 94.0 | 87.4 |
| Combined | 3.9 | 2.9 | 3.3 | 2.4 | 1.4 | 97.0 | 75.9 | 77.8 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 3.9 | 2.9 | 3.1 | 2.4 | 1.4 | 97.5 | 83.1 | 80.5 |
| 20% or more | — | — | — | — | — | — | 74.0 | — |
| School size | | | | | | | | |
| Less than 150 | — | — | — | — | — | 93.3 | 57.2 | 65.4 |
| 150 to 499 | 3.9 | 2.9 | 3.2 | 2.4 | 1.5 | 95.9 | 87.8 | 80.8 |
| 500 to 749 | — | — | — | — | — | 98.9 | 95.2 | 91.6 |
| 750 or more | — | — | — | — | — | 99.4 | 96.9 | 92.2 |
| Rural—small city | 3.9 | 2.9 | 3.2 | 2.6 | 0.8 | 95.7 | 70.8 | 66.8 |
| School level | | | | | | | | |
| Secondary | 4.0 | 2.9 | 3.1 | 2.5 | 1.2 | 97.6 | 85.1 | 89.3 |
| Combined | 3.9 | 3.0 | 3.3 | 2.6 | 0.7 | 95.0 | 66.8 | 59.8 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 3.9 | 2.9 | 3.2 | 2.6 | 0.8 | 96.5 | 71.8 | 67.0 |
| 20% or more | — | — | — | — | — | 90.6 | 63.5 | 66.1 |
| School size | | | | | | | | |
| Less than 150 | 3.9 | 2.9 | 3.2 | 2.6 | 0.7 | 94.1 | 63.6 | 55.1 |
| 150 to 499 | 3.9 | 3.0 | 3.2 | 2.5 | 0.9 | 97.2 | 78.9 | 78.0 |
| 500 to 749 | — | — | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Demand and Shortage Questionnaires).

Table 2.9—Average years of instruction required for high school graduation in public schools with 12th grade, and average rates of graduation, enrollment in academic or college preparatory track, and college application among 1986–87 twelfth graders, by state: 1987–88

| | Subject areas | | | | | Avg. % of 12th graders that | | |
|-------------------|---------------|--------------------|--------------------|----------------------------------|----------------------|-----------------------------|-----------------------------------|--------------------------|
| | English | Math./ computer | Social sciences | Physical/ biolog. sciences | Foreign languages | Graduated | Enroll. academic coll.prep. | Applied to college |
| TOTAL | 3.8 | 2.3 | 2.8 | 2.0 | 0.2 | 92.0 | 49.8 | 48.3 |
| Alabama | 3.9 | 2.2 | 3.1 | 2.0 | 0.4 | 93.0 | 40.2 | 37.6 |
| Alaska | 4.0 | 2.3 | 3.1 | 2.2 | 0.0 | 85.1 | 56.1 | 37.5 |
| Arizona | — | — | — | — | — | — | — | — |
| Arkansas | 4.0 | 2.9 | 2.9 | 2.3 | 0.1 | 94.7 | 43.4 | 37.6 |
| California | 3.6 | 2.3 | 3.1 | 2.0 | 0.7 | 78.9 | 42.5 | 40.0 |
| Colorado | 3.7 | 2.3 | 2.7 | 2.0 | 0.1 | 89.9 | 60.0 | 55.1 |
| Connecticut | — | — | — | — | — | 94.8 | 52.5 | 49.0 |
| Delaware | — | — | — | — | — | — | — | — |
| Dist. of Columbia | — | — | — | — | — | — | — | — |
| Florida | 4.0 | 3.0 | 3.1 | 3.0 | 0.4 | 86.6 | 42.7 | 38.8 |
| Georgia | 4.0 | 2.3 | 2.8 | 2.0 | 0.5 | 91.6 | 40.9 | 40.2 |
| Hawaii | — | — | — | — | — | — | — | — |
| Idaho | — | — | — | — | — | — | — | — |
| Illinois | 3.4 | 2.1 | 2.2 | 1.4 | 0.1 | 93.0 | 50.7 | 50.3 |
| Indiana | 3.7 | 2.0 | 2.2 | 1.9 | — | 95.7 | 43.0 | 43.9 |
| Iowa | 3.5 | 2.1 | 3.0 | 2.0 | — | 98.1 | 58.0 | 60.8 |
| Kansas | 4.0 | 2.2 | 2.8 | 2.0 | — | 96.2 | 57.9 | 57.7 |
| Kentucky | 3.9 | 2.8 | 2.2 | 2.4 | 0.1 | 94.0 | 41.8 | 37.7 |
| Louisiana | 3.8 | 3.0 | 2.7 | 2.8 | 0.1 | 93.4 | 50.3 | 37.9 |
| Maine | — | — | — | — | — | — | — | — |
| Maryland | — | — | — | — | — | — | — | — |
| Massachusetts | 3.8 | 2.4 | 2.3 | 1.9 | 0.5 | 92.4 | 66.8 | 62.0 |
| Michigan | 3.4 | 2.0 | 2.6 | 1.6 | 0.1 | 92.6 | 53.2 | 49.0 |
| Minnesota | 3.3 | 1.3 | 2.8 | 1.3 | — | 95.7 | 48.2 | 53.9 |
| Mississippi | 3.9 | 2.3 | 2.6 | 2.2 | 0.1 | 92.3 | 57.1 | 44.8 |
| Missouri | 3.1 | 2.1 | 2.7 | 2.0 | 0.0 | 95.0 | 39.9 | 43.2 |
| Montana | — | — | — | — | — | — | — | — |
| Nebraska | 3.0 | 1.9 | 2.5 | 1.6 | 0.1 | 98.2 | 69.5 | 67.9 |
| Nevada | — | — | — | — | — | — | — | — |
| New Hampshire | — | — | — | — | — | — | — | — |
| New Jersey | 3.9 | 2.3 | 2.4 | 1.6 | 0.1 | 91.5 | 60.0 | 57.3 |
| New Mexico | — | — | — | — | — | — | — | — |
| New York | 3.9 | 2.0 | 3.5 | 2.0 | 0.5 | 93.4 | 62.6 | 60.9 |
| North Carolina | 4.0 | 2.3 | 2.2 | 2.0 | — | 94.4 | 47.0 | 52.9 |
| North Dakota | 4.0 | 2.2 | 2.9 | 2.0 | 0.0 | 96.0 | 63.3 | 75.8 |
| Ohio | 3.6 | 2.1 | 2.5 | 1.4 | 0.0 | 91.5 | 45.0 | 41.7 |
| Oklahoma | 3.9 | 2.3 | 2.3 | 2.1 | 0.1 | 94.8 | 40.9 | 44.5 |
| Oregon | 3.9 | 2.3 | 3.0 | 2.0 | 0.2 | 93.5 | 50.7 | 47.4 |
| Pennsylvania | 3.8 | 2.6 | 3.3 | 2.6 | 0.3 | 94.4 | 44.8 | 43.9 |
| Rhode Island | — | — | — | — | — | — | — | — |

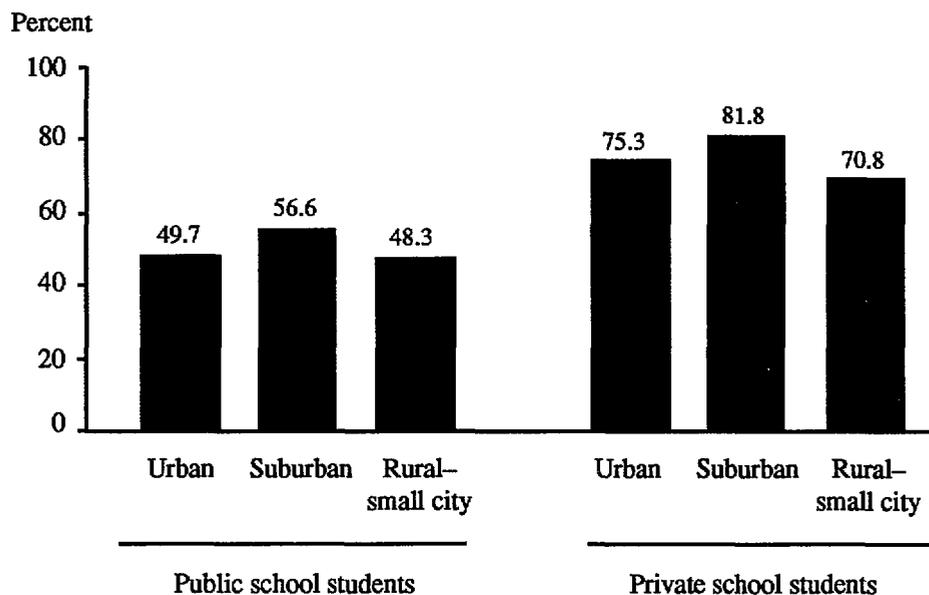
Table 2.9—Average years of instruction required for high school graduation in schools with 12th grade, and average rates of graduation, enrollment in academic or college preparatory track, and college application among 1986–87 twelfth graders, by state: 1987–88—continued

| | Subject areas | | | | | Avg. % of 12th graders that | | |
|----------------|---------------|--------------------|--------------------|----------------------------------|----------------------|-----------------------------|-----------------------------------|--------------------------|
| | English | Math./ computer | Social sciences | Physical/ biolog. sciences | Foreign languages | Graduated | Enroll. academic coll.prep. | Applied to college |
| South Carolina | 4.0 | 3.0 | 3.0 | 2.1 | 0.2 | 89.9 | 39.2 | 40.0 |
| South Dakota | — | — | — | — | — | — | — | — |
| Tennessee | 4.0 | 2.1 | 1.7 | 2.0 | 0.2 | 92.5 | 47.8 | 45.0 |
| Texas | 4.0 | 3.1 | 2.9 | 2.3 | 0.4 | 93.2 | 49.4 | 51.0 |
| Utah | — | — | — | — | — | — | — | — |
| Vermont | — | — | — | — | — | — | — | — |
| Virginia | 3.8 | 2.6 | 3.0 | 2.6 | 0.9 | 95.0 | 54.5 | 50.1 |
| Washington | 3.7 | 2.1 | 3.1 | 1.9 | 0.1 | 84.4 | 62.4 | 50.6 |
| West Virginia | — | — | — | — | — | — | — | — |
| Wisconsin | 3.8 | 2.0 | 3.2 | 2.1 | 0.0 | 95.7 | 54.4 | 51.6 |
| Wyoming | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Figure 2.7—Percentage of public and private school students in academic or college preparatory programs, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Demand and Shortage Questionnaires).

Chapter 3

The Work Force

The Schools and Staffing Survey provides a comprehensive profile of teachers and principals in both the public and private sectors. Describing the composition and qualifications of education professionals fulfills an important monitoring function, essential to understanding the nature of the work force.

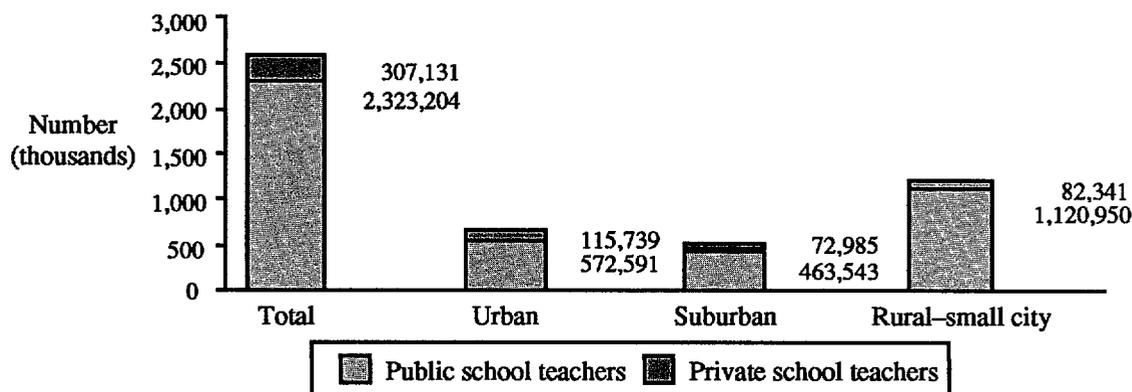
Composition of the School Work Force

The school work force is large and diverse. In 1987–88 there were approximately 2,600,000 elementary and secondary school teachers in the United States, with about 2,300,000 of them teaching in public schools and 300,000 in private schools (table 3.1).⁷

Of the total number of teachers, there were about 573,000 in urban public schools, 116,000 in urban private schools, 464,000 in suburban public schools, 73,000 in suburban private schools, 1,121,000 in rural–small city public schools, and 82,000 in rural–small city private schools (figure 3.1). In 1987–88, there were approximately 103,000 principals: about 78,000 in public schools and 25,000 in private schools.

In addition to teachers and principals, other types of employees included, in full-time equivalents, 77,000 guidance counselors in public schools and 8,500 in private schools; 66,800 librarians and media specialists in public schools and 11,900 in private schools; 82,900 other professional personnel in public schools and 25,900 in private schools; 368,100 teachers aides in public schools and 40,200 in private schools; and 444,100 other non-instructional personnel in public schools and 53,600 in private schools (table 3.2).

Figure 3.1—Number of public and private school teachers, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

⁷ The estimates in table 3.1 represent headcounts. The table that follows, 3.2, reports “full-time equivalent” employees. Table 3.2 yields a different estimate of the number of teachers, and a combined estimate of “full-time equivalent” principals and assistant principals. The estimates in table 3.1 are derived from the teacher questionnaire, and the estimates in table 3.2 are derived from the school questionnaire. In both tables 3.1 and 3.2 details may not add to totals due to rounding error or item nonresponse. See Appendix A for a discussion of why estimates of FTE teachers are larger than the headcounts.

Table 3.1—Number of teachers and principals, by selected school characteristics: 1987–88

| | Total | | Public | | Private | |
|-------------------------|-----------|------------|-----------|------------|----------|------------|
| | Teachers | Principals | Teachers | Principals | Teachers | Principals |
| TOTAL | 2,630,335 | 103,291 | 2,323,204 | 77,890 | 307,131 | 25,401 |
| Urban | 688,330 | 26,873 | 572,591 | 17,476 | 115,739 | 9,396 |
| School level | | | | | | |
| Elementary | 411,817 | 19,115 | 348,148 | 13,005 | 63,669 | 6,109 |
| Secondary | 229,370 | 4,840 | 203,168 | 3,660 | 26,203 | 1,180 |
| Combined | 47,143 | 2,918 | 21,276 | 811 | 25,867 | 2,107 |
| Minority enrollment | | | | | | |
| Less than 20% | 224,426 | 9,749 | 150,548 | 4,583 | 73,879 | 5,166 |
| 20% or more | 463,904 | 17,124 | 422,044 | 12,893 | 41,860 | 4,231 |
| School size | | | | | | |
| Less than 150 | 27,962 | 4,618 | 8,880 | 836 | 19,082 | 3,782 |
| 150 to 499 | 197,319 | 11,263 | 135,471 | 6,672 | 61,848 | 4,591 |
| 500 to 749 | 176,892 | 5,971 | 158,361 | 5,314 | 18,531 | 657 |
| 750 or more | 286,157 | 5,020 | 269,880 | 4,654 | 16,277 | 366 |
| Suburban | 536,528 | 18,357 | 463,543 | 13,331 | 72,985 | 5,026 |
| School level | | | | | | |
| Elementary | 300,476 | 12,952 | 264,195 | 9,661 | 36,281 | 3,291 |
| Secondary | 203,546 | 3,829 | 191,050 | 3,366 | 12,496 | 462 |
| Combined | 32,506 | 1,576 | 8,299 | 304 | 24,208 | 1,273 |
| Minority enrollment | | | | | | |
| Less than 20% | 363,122 | 12,646 | 303,786 | 8,739 | 59,336 | 3,907 |
| 20% or more | 173,406 | 5,711 | 159,757 | 4,592 | 13,649 | 1,119 |
| School size | | | | | | |
| Less than 150 | 18,889 | 2,641 | 4,904 | 481 | 13,985 | 2,159 |
| 150 to 499 | 158,954 | 7,848 | 127,572 | 5,682 | 31,382 | 2,166 |
| 500 to 749 | 131,561 | 4,156 | 118,019 | 3,746 | 13,542 | 410 |
| 750 or more | 227,124 | 3,712 | 213,049 | 3,421 | 14,076 | 291 |
| Rural—small city | 1,203,291 | 53,399 | 1,120,950 | 43,781 | 82,341 | 9,618 |
| School level | | | | | | |
| Elementary | 696,312 | 34,895 | 651,242 | 29,179 | 45,070 | 5,716 |
| Secondary | 408,298 | 11,996 | 394,941 | 11,365 | 13,357 | 631 |
| Combined | 98,681 | 6,508 | 74,767 | 3,236 | 23,914 | 3,272 |
| Minority enrollment | | | | | | |
| Less than 20% | 869,603 | 39,820 | 797,853 | 31,434 | 71,750 | 8,385 |
| 20% or more | 333,688 | 13,579 | 323,097 | 12,346 | 10,590 | 1,233 |
| School size | | | | | | |
| Less than 150 | 97,357 | 12,538 | 66,886 | 6,490 | 30,471 | 6,048 |
| 150 to 499 | 567,087 | 27,914 | 521,681 | 24,543 | 45,406 | 3,371 |
| 500 to 749 | 287,745 | 8,451 | 283,213 | 8,301 | 4,532 | — |
| 750 or more | 251,101 | 4,495 | 249,170 | 4,447 | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School, School Administrator, and Teacher Questionnaires).

Table 3.2—Number of full-time equivalent employees by employee type and number of students, by selected school characteristics: 1987–88

| | FTE | | | | | | | Students |
|---------------------|----------------------|-----------|---------------------|--------------------|---------------------|---------------|-----------------------|------------|
| | Princ. & asst princ. | Teachers | Guidance counselors | Librarians & media | Other professionals | Teacher aides | Other non-instructors | |
| TOTAL | 161,015 | 2,654,835 | 85,558 | 78,741 | 108,781 | 408,255 | 497,763 | 45,130,611 |
| PUBLIC | 124,207 | 2,302,187 | 77,043 | 66,830 | 82,907 | 368,067 | 444,143 | 39,911,968 |
| Urban | 34,362 | 669,367 | 23,078 | 17,022 | 27,810 | 120,284 | 126,478 | 12,129,222 |
| School level | | | | | | | | |
| Elementary | 20,394 | 401,320 | 9,162 | 11,239 | 16,951 | 87,774 | 76,594 | 7,473,846 |
| Secondary | 12,355 | 242,045 | 12,788 | 5,314 | 8,872 | 21,552 | 44,770 | 4,316,501 |
| Combined | 1,613 | 26,002 | 1,128 | 469 | 1,986 | 10,958 | 5,114 | 338,875 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 7,973 | 162,608 | 5,424 | 4,657 | 6,586 | 22,142 | 1,177 | 2,937,830 |
| 20% or more | 26,389 | 506,759 | 17,654 | 12,365 | 1,224 | 98,142 | 95,301 | 9,191,392 |
| School size | | | | | | | | |
| Less than 150 | 1,010 | 10,772 | 608 | 352 | 1,365 | 6,048 | 2,828 | 72,464 |
| 150 to 499 | 8,783 | 145,111 | 3,594 | 5,027 | 7,455 | 35,909 | 28,258 | 2,503,729 |
| 500 to 749 | 9,087 | 182,374 | 4,789 | 5,072 | 7,293 | 35,326 | 36,004 | 3,390,311 |
| 750 or more | 15,482 | 331,111 | 14,086 | 6,570 | 11,698 | 43,001 | 59,387 | 6,162,717 |
| Suburban | 24,800 | 503,508 | 17,826 | 13,443 | 19,226 | 71,730 | 96,977 | 8,928,299 |
| School level | | | | | | | | |
| Elementary | 14,057 | 286,083 | 6,219 | 8,382 | 11,457 | 53,968 | 55,239 | 5,200,984 |
| Secondary | 10,185 | 208,813 | 11,232 | 4,840 | 6,589 | 13,588 | 40,449 | 3,617,886 |
| Combined | 558 | 8,612 | 375 | 221 | 1,181 | 4,174 | 1,289 | 109,429 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 15,777 | 323,850 | 11,423 | 8,848 | 11,378 | 38,093 | 58,777 | 5,610,758 |
| 20% or more | 9,023 | 179,659 | 6,403 | 4,595 | 7,848 | 33,636 | 38,200 | 3,317,541 |
| School size | | | | | | | | |
| Less than 150 | 731 | 4,538 | 187 | 86 | 766 | 2,480 | 805 | 43,338 |
| 150 to 499 | 7,387 | 129,800 | 3,014 | 4,674 | 6,279 | 22,907 | 24,668 | 2,171,547 |
| 500 to 749 | 5,944 | 130,860 | 3,711 | 3,618 | 4,866 | 22,430 | 24,671 | 2,375,973 |
| 750 or more | 10,739 | 238,311 | 10,913 | 5,065 | 7,315 | 23,913 | 46,833 | 4,337,441 |
| Rural—small city | 65,044 | 1,129,311 | 36,139 | 36,366 | 35,871 | 176,054 | 220,687 | 18,854,447 |
| School level | | | | | | | | |
| Elementary | 37,862 | 644,150 | 14,096 | 22,438 | 20,903 | 137,452 | 129,570 | 11,272,749 |
| Secondary | 22,004 | 402,844 | 19,558 | 11,380 | 11,328 | 25,231 | 70,009 | 6,438,353 |
| Combined | 5,178 | 82,317 | 2,485 | 2,548 | 3,640 | 13,370 | 21,108 | 1,143,345 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 45,369 | 784,816 | 25,629 | 26,042 | 26,012 | 105,262 | 152,372 | 12,937,718 |
| 20% or more | 19,675 | 344,494 | 10,511 | 10,324 | 9,858 | 70,792 | 68,316 | 5,916,729 |
| School size | | | | | | | | |
| Less than 150 | 8,382 | 52,560 | 2,202 | 2,757 | 2,683 | 11,719 | 14,829 | 635,474 |
| 150 to 499 | 30,527 | 505,645 | 14,297 | 19,533 | 16,946 | 85,519 | 100,807 | 8,125,901 |
| 500 to 749 | 13,904 | 297,539 | 8,710 | 8,180 | 8,223 | 47,466 | 53,587 | 5,196,959 |
| 750 or more | 12,232 | 273,566 | 10,931 | 5,895 | 8,020 | 31,351 | 51,464 | 4,896,114 |

Table 3.2—Number of full-time equivalent employees by employee type and number of students, by selected school characteristics: 1987–88—continued

| | FTE | | | | | | | Students |
|---------------------|----------------------|----------|---------------------|--------------------|---------------------|---------------|-----------------------|-----------|
| | Princ. & asst princ. | Teachers | Guidance counselors | Librarians & media | Other professionals | Teacher aides | Other non-instructors | |
| PRIVATE | 36,808 | 352,648 | 8,514 | 11,911 | 25,874 | 40,188 | 53,620 | 5,218,643 |
| Urban | 15,247 | 156,501 | 3,925 | 5,163 | 11,580 | 18,750 | 22,926 | 2,405,390 |
| School level | | | | | | | | |
| Elementary | 8,309 | 78,500 | 947 | 2,699 | 4,894 | 12,233 | 10,125 | 1,400,996 |
| Secondary | 2,546 | 32,865 | 1,892 | 1,281 | 2,412 | 780 | 5,020 | 477,042 |
| Combined | 4,392 | 45,137 | 1,086 | 1,183 | 4,274 | 5,737 | 7,781 | 527,353 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 8,850 | 94,602 | 2,234 | 3,332 | 6,865 | 9,167 | 13,345 | 1,413,083 |
| 20% or more | 6,397 | 61,899 | 1,691 | 1,830 | 4,715 | 9,583 | 9,581 | 992,307 |
| School size | | | | | | | | |
| Less than 150 | 5,509 | 28,969 | 647 | 555 | 3,571 | 9,524 | 4,806 | 293,308 |
| 150 to 499 | 6,844 | 80,199 | 1,501 | 2,934 | 4,745 | 7,132 | 11,076 | 1,296,555 |
| 500 to 749 | 1,535 | 22,966 | 827 | 911 | 1,718 | 970 | 2,977 | 399,089 |
| 750 or more | 1,359 | 24,366 | 951 | 763 | 1,547 | 1,124 | 4,067 | 416,438 |
| Suburban | 7,907 | 93,487 | 2,262 | 3,134 | 6,866 | 8,540 | 12,916 | 1,366,960 |
| School level | | | | | | | | |
| Elementary | 4,271 | 42,615 | 438 | 1,531 | 2,283 | 5,492 | 4,568 | 738,059 |
| Secondary | 967 | 16,238 | 1,023 | 511 | 1,128 | 71 | 2,425 | 253,355 |
| Combined | 2,669 | 34,635 | 801 | 1,091 | 3,455 | 2,977 | 5,924 | 375,546 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 6,189 | 76,615 | 1,853 | 2,510 | 5,580 | 6,320 | 10,611 | 1,110,103 |
| 20% or more | 1,718 | 16,872 | 409 | 624 | 1,286 | 2,221 | 2,305 | 256,857 |
| School size | | | | | | | | |
| Less than 150 | 2,844 | 16,308 | 399 | 378 | 1,537 | 3,249 | 2,263 | 153,054 |
| 150 to 499 | 3,073 | 41,746 | 595 | 1,506 | 2,691 | 3,640 | 5,124 | 650,006 |
| 500 to 749 | 876 | 14,652 | 355 | 548 | 930 | 673 | 2,085 | 250,415 |
| 750 or more | 1,115 | 20,780 | 913 | 701 | 1,708 | 978 | 3,445 | 313,484 |
| Rural—small city | 13,654 | 102,660 | 2,327 | 3,614 | 7,428 | 12,898 | 17,778 | 1,446,293 |
| School level | | | | | | | | |
| Elementary | 7,403 | 51,191 | 343 | 1,754 | 2,671 | 5,062 | 7,885 | 832,475 |
| Secondary | 1,227 | 14,878 | 822 | 640 | 2,000 | 176 | 3,760 | 164,975 |
| Combined | 5,024 | 36,591 | 1,163 | 1,221 | 2,757 | 7,660 | 6,133 | 448,843 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 11,756 | 88,945 | 2,067 | 2,907 | 6,136 | 7,307 | 14,316 | 1,277,924 |
| 20% or more | 1,898 | 13,715 | 260 | 708 | 1,292 | 5,591 | 3,462 | 168,368 |
| School size | | | | | | | | |
| Less than 150 | 8,279 | 37,003 | 745 | 807 | 3,508 | 5,742 | 7,207 | 443,431 |
| 150 to 499 | 4,853 | 56,480 | 1,212 | 2,499 | 3,216 | 6,732 | 9,047 | 861,739 |
| 500 to 749 | — | — | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Demographic Characteristics of the School Work Force

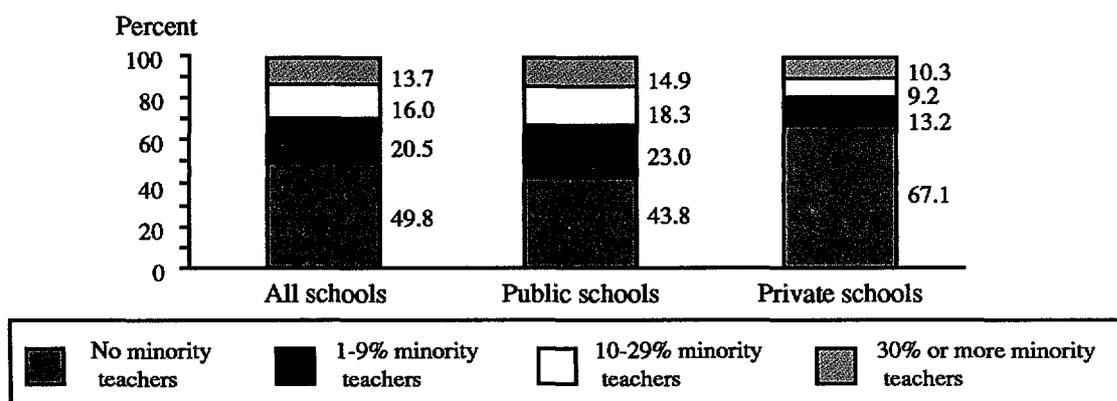
The demographic characteristics of teachers and principals are indicators of the diversity of the school work force. In 1987–88, among all schools, 50 percent had no minority teachers on staff (tables 3.3 and 3.4, figure 3.2), while 14 percent had teaching staffs that were 30 percent or more minority.

Forty-four percent of public schools and 67 percent of private schools had no minority teachers. On average, the teaching staff in public schools was 13 percent minority, while in private schools the staff was 9 percent minority (figure 3.3). The percentage of elementary schools with no minority teachers varied substantially by community type, school sector, and school level. For example, among urban elementary schools, 14 percent of public schools and 55 percent of private schools had no minority teachers, in contrast with 42 percent of public and 71 percent of private suburban elementary schools. Among rural–small city elementary schools, 58 percent of public and 86 percent of private schools had no minority teachers. Similar patterns existed in secondary schools, although the percentages with no minority teachers tended to be smaller.

In both the public and private sectors, schools with less than 20 percent minority enrollment had lower percentages of minority faculty than did schools with 20 percent or more minority enrollment. Moreover, this was true in all types of communities. In both sectors and all community types, schools with less than 20 percent minority enrollment were more likely to have no minority teachers and less likely to have 30 percent or more minority teachers than were schools with 20 percent or more minority students. In addition, among public schools, across all community types, large schools (750 students or more) were more likely to have minority teachers than were small schools (fewer than 150 students).

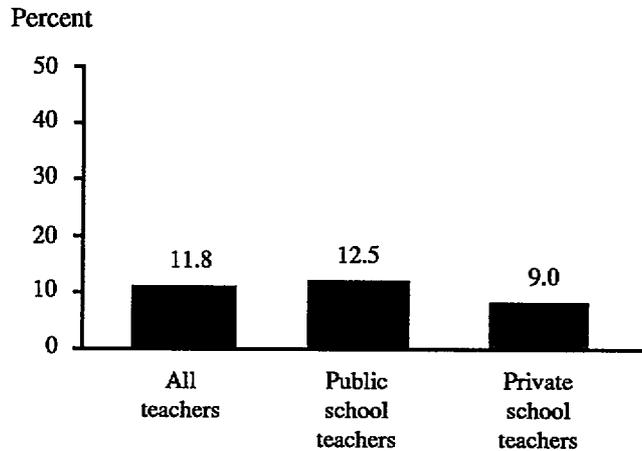
Eleven percent of all schools had minority principals (table 3.3, figure 3.4). Public schools were more likely to have minority principals than were private schools (13 percent versus 7 percent). Minority principals were most commonly found in urban schools in both the public and private sectors. In urban elementary schools, 29 percent of public and 11 percent of private school principals were minority, and in urban secondary schools, 25 percent of public and 15 percent of private school principals were minority. However, much smaller proportions of suburban and rural–small city principals were minority.

Figure 3.2—Percentage distribution of all schools and public and private schools, by percent minority teachers: 1987–88



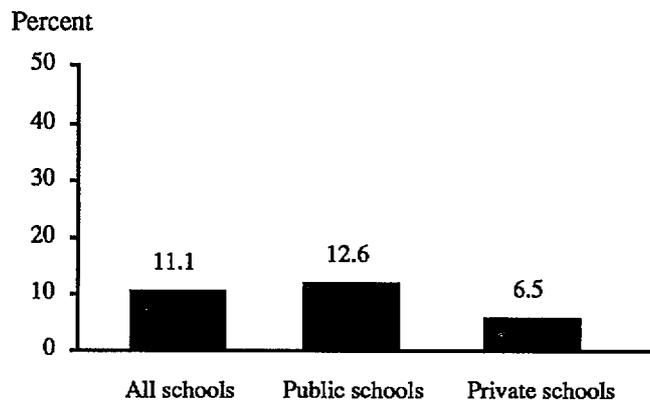
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

**Figure 3.3—Percentage of minority teachers in all schools and public and private schools:
1987–88**



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School Questionnaire).

Figure 3.4—Percentage of all schools and public and private schools with minority principals: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and School Administrator Questionnaires).

Table 3.3—Percentage distribution of schools by percent minority teachers, average percent minority teachers, and percentage of schools with minority principals, by selected school characteristics: 1987–88

| | Percent minority teachers | | | | Average percent minority teachers | Percent with minority principal |
|---------------------|---------------------------|------|--------|------|-----------------------------------|---------------------------------|
| | None | 1-9% | 10-29% | 30%+ | | |
| TOTAL | 49.8 | 20.5 | 16.0 | 13.7 | 11.8 | 11.1 |
| PUBLIC | 43.8 | 23.0 | 18.3 | 14.9 | 12.8 | 12.6 |
| Urban | 13.6 | 20.9 | 29.7 | 35.9 | 26.7 | 28.2 |
| School level | | | | | | |
| Elementary | 13.7 | 19.2 | 30.1 | 37.0 | 27.6 | 29.2 |
| Secondary | 9.9 | 28.3 | 30.8 | 31.1 | 23.5 | 24.8 |
| Combined | 27.0 | 14.6 | 17.8 | 40.5 | 26.3 | 28.3 |
| Minority enrollment | | | | | | |
| Less than 20% | 42.0 | 41.3 | 13.4 | 3.4 | 6.2 | 5.0 |
| 20% or more | 3.6 | 13.7 | 35.4 | 47.3 | 33.9 | 36.6 |
| School size | | | | | | |
| Less than 150 | 35.8 | 9.8 | 17.2 | 37.2 | 24.4 | 25.2 |
| 150 to 499 | 18.9 | 18.2 | 31.0 | 31.9 | 25.1 | 26.8 |
| 500 to 749 | 10.6 | 23.3 | 29.1 | 37.0 | 27.1 | 28.1 |
| 750 or more | 5.2 | 24.1 | 30.8 | 40.0 | 28.9 | 31.0 |
| Suburban | 39.0 | 33.6 | 18.5 | 8.9 | 9.8 | 9.3 |
| School level | | | | | | |
| Elementary | 42.4 | 29.2 | 19.1 | 9.3 | 10.2 | 10.0 |
| Secondary | 29.4 | 46.4 | 16.4 | 7.8 | 8.6 | 7.7 |
| Combined | 37.2 | 31.0 | 25.1 | 6.7 | 8.5 | — |
| Minority enrollment | | | | | | |
| Less than 20% | 54.5 | 37.0 | 7.0 | 1.5 | 3.6 | 4.0 |
| 20% or more | 10.5 | 27.3 | 39.8 | 22.5 | 21.1 | 19.5 |
| School size | | | | | | |
| Less than 150 | 53.6 | 4.4 | 35.0 | 7.0 | 9.0 | 4.5 |
| 150 to 499 | 52.0 | 26.6 | 14.0 | 7.4 | 8.1 | 8.0 |
| 500 to 749 | 35.2 | 34.9 | 20.0 | 9.8 | 10.9 | 11.3 |
| 750 or more | 19.7 | 47.6 | 22.2 | 10.5 | 11.5 | 9.8 |
| Rural—small city | 57.4 | 20.7 | 13.7 | 8.2 | 8.1 | 7.1 |
| School level | | | | | | |
| Elementary | 58.4 | 19.1 | 14.0 | 8.5 | 8.3 | 7.5 |
| Secondary | 53.5 | 25.9 | 13.0 | 7.7 | 7.4 | 6.6 |
| Combined | 62.0 | 16.8 | 12.9 | 8.4 | 8.3 | 5.6 |
| Minority enrollment | | | | | | |
| Less than 20% | 73.8 | 20.4 | 4.8 | 1.0 | 2.4 | 1.8 |
| 20% or more | 15.6 | 21.4 | 36.2 | 26.9 | 22.6 | 20.9 |
| School size | | | | | | |
| Less than 150 | 81.1 | 4.5 | 6.6 | 7.8 | 6.5 | 4.8 |
| 150 to 499 | 61.9 | 18.4 | 12.2 | 7.6 | 7.4 | 6.9 |
| 500 to 749 | 40.1 | 30.5 | 19.5 | 9.9 | 10.0 | 8.0 |
| 750 or more | 28.5 | 40.1 | 21.9 | 9.6 | 10.8 | 10.3 |

Table 3.3—Percentage distribution of schools by percent minority teachers, average percent minority teachers, and percentage of schools with minority principals, by selected school characteristics: 1987–88—continued

| | Percent minority teachers | | | | Average percent minority teachers | Percent with minority principal |
|---------------------|---------------------------|------|--------|------|-----------------------------------|---------------------------------|
| | None | 1-9% | 10-29% | 30%+ | | |
| PRIVATE | 67.1 | 13.2 | 9.3 | 10.3 | 9.0 | 6.5 |
| Urban | 51.2 | 16.9 | 14.2 | 17.6 | 15.1 | 11.6 |
| School level | | | | | | |
| Elementary | 54.5 | 14.0 | 13.3 | 18.2 | 14.6 | 11.2 |
| Secondary | 30.7 | 36.9 | 15.0 | 17.4 | 17.6 | 15.3 |
| Combined | 53.0 | 14.3 | 16.5 | 16.2 | 15.0 | 10.7 |
| Minority enrollment | | | | | | |
| Less than 20% | 71.1 | 18.1 | 7.9 | 2.9 | 3.9 | 3.0 |
| 20% or more | 25.8 | 15.4 | 22.4 | 36.5 | 29.2 | 22.2 |
| School size | | | | | | |
| Less than 150 | 58.4 | 3.1 | 14.7 | 23.9 | 19.8 | 15.0 |
| 150 to 499 | 48.3 | 23.6 | 14.0 | 14.2 | 12.3 | 9.1 |
| 500 to 749 | 39.8 | 39.4 | 13.5 | 7.3 | 7.3 | 7.0 |
| 750 or more | 31.0 | 43.4 | 13.7 | 11.9 | 11.9 | 15.6 |
| Suburban | 65.8 | 18.4 | 7.7 | 8.1 | 7.6 | 4.1 |
| School level | | | | | | |
| Elementary | 71.1 | 12.3 | 7.2 | 9.3 | 8.5 | 2.7 |
| Secondary | 39.1 | 49.8 | 9.5 | 1.6 | 4.9 | — |
| Combined | 61.5 | 22.8 | 8.4 | 7.3 | 6.4 | 6.1 |
| Minority enrollment | | | | | | |
| Less than 20% | 73.7 | 18.0 | 4.9 | 3.5 | 3.9 | 2.4 |
| 20% or more | 39.6 | 19.6 | 17.2 | 23.5 | 20.1 | 9.8 |
| School size | | | | | | |
| Less than 150 | 66.3 | 8.2 | 11.8 | 13.6 | 11.7 | 5.8 |
| 150 to 499 | 68.0 | 21.9 | 5.1 | 5.0 | 5.3 | 3.1 |
| 500 to 749 | 69.0 | 24.9 | 3.9 | 2.2 | 3.2 | — |
| 750 or more | 40.1 | 57.0 | — | 0.0 | 2.0 | 0.0 |
| Rural—small city | 81.9 | 7.6 | 5.7 | 4.8 | 4.2 | 3.0 |
| School level | | | | | | |
| Elementary | 85.7 | 4.9 | 4.1 | 5.3 | 4.3 | 3.7 |
| Secondary | 54.9 | 37.5 | 7.6 | 0.0 | 3.7 | — |
| Combined | 79.7 | 7.1 | 8.4 | 4.8 | 4.1 | 2.0 |
| Minority enrollment | | | | | | |
| Less than 20% | 87.9 | 7.0 | 3.7 | 1.4 | 1.7 | 1.1 |
| 20% or more | 37.0 | 12.0 | 20.7 | 30.3 | 23.1 | 16.4 |
| School size | | | | | | |
| Less than 150 | 85.6 | 3.6 | 6.1 | 4.7 | 4.0 | 3.1 |
| 150 to 499 | 74.8 | 15.0 | 4.9 | 5.2 | 4.7 | 2.9 |
| 500 to 749 | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and School Administrator Questionnaires).

Table 3.4—Percentage distribution of public schools by percent minority teachers, average percent minority teachers, and percentage with minority principals, by state: 1987–88

| | Percent minority teachers | | | | Average percent minority teachers | Percent with minority principal |
|------------------|---------------------------|------|--------|-------|-----------------------------------|---------------------------------|
| | None | 1-9% | 10-29% | 30%+ | | |
| TOTAL | 43.8 | 23.0 | 18.3 | 14.9 | 12.8 | 12.6 |
| Alabama | 10.7 | 14.3 | 38.4 | 36.6 | 27.7 | 30.2 |
| Alaska | 46.2 | 22.8 | 25.3 | 5.8 | 9.0 | 6.0 |
| Arizona | 23.1 | 36.9 | 25.7 | 14.3 | 14.1 | 18.6 |
| Arkansas | 41.1 | 14.5 | 25.0 | 19.4 | 14.6 | 14.3 |
| California | 23.5 | 28.2 | 32.2 | 16.1 | 15.7 | 16.3 |
| Colorado | 36.5 | 32.9 | 22.9 | 7.6 | 9.6 | 10.9 |
| Connecticut | 52.8 | 31.2 | 7.6 | 8.5 | 6.9 | 13.0 |
| Delaware | 8.1 | 22.6 | 62.6 | 6.7 | 15.5 | 18.4 |
| Dist of Columbia | 0.0 | 0.0 | 0.0 | 100.0 | 91.2 | 98.4 |
| Florida | 4.1 | 27.3 | 44.3 | 24.3 | 21.5 | 17.1 |
| Georgia | 10.6 | 27.0 | 32.6 | 29.8 | 24.8 | 26.7 |
| Hawaii | 4.1 | 0.0 | 6.9 | 89.0 | 75.8 | 77.9 |
| Idaho | 66.3 | 30.1 | 3.5 | 0.0 | 2.0 | — |
| Illinois | 57.9 | 17.0 | 6.4 | 18.6 | 12.9 | 9.8 |
| Indiana | 62.4 | 23.0 | 9.2 | 5.4 | 6.5 | 7.3 |
| Iowa | 81.6 | 14.0 | 4.3 | 0.0 | 1.3 | 2.2 |
| Kansas | 67.3 | 21.0 | 9.4 | 2.3 | 4.2 | 5.7 |
| Kentucky | 60.0 | 25.5 | 11.6 | 2.9 | 5.7 | 2.9 |
| Louisiana | 3.9 | 6.5 | 43.4 | 46.1 | 35.3 | 29.6 |
| Maine | 92.2 | 6.7 | 0.0 | — | 0.8 | 0.0 |
| Maryland | 10.3 | 19.9 | 38.7 | 31.0 | 25.9 | 23.4 |
| Massachusetts | 58.9 | 27.9 | 8.7 | 4.6 | 5.6 | 4.7 |
| Michigan | 59.6 | 18.6 | 8.2 | 13.7 | 10.5 | 12.7 |
| Minnesota | 80.6 | 13.9 | 3.7 | 1.8 | 2.2 | — |
| Mississippi | 2.3 | 11.1 | 37.5 | 49.2 | 37.4 | 35.6 |
| Missouri | 61.1 | 32.6 | 2.6 | 3.7 | 4.8 | 4.5 |
| Montana | 70.8 | 16.3 | 7.4 | 5.5 | 4.4 | 8.2 |
| Nebraska | 76.9 | 15.1 | 5.0 | 3.0 | 3.4 | 4.6 |
| Nevada | 35.9 | 33.1 | 24.8 | 6.3 | 9.2 | 11.5 |
| New Hampshire | 84.5 | 15.5 | 0.0 | 0.0 | 0.6 | 0.0 |
| New Jersey | 38.3 | 32.4 | 16.1 | 13.2 | 10.7 | 9.2 |
| New Mexico | 8.4 | 15.0 | 29.5 | 47.1 | 36.9 | 40.3 |
| New York | 42.6 | 30.0 | 14.0 | 13.4 | 11.7 | 11.6 |
| North Carolina | 12.4 | 17.9 | 44.4 | 25.3 | 21.5 | 20.6 |
| North Dakota | 86.5 | 7.1 | — | 4.0 | 3.0 | — |

Table 3.4—Percentage distribution of public schools by percent minority teachers, average percent minority teachers, and percentage with minority principals, by state: 1987–88—continued

| | Percent minority teachers | | | | Average percent minority teachers | Percent with minority principal |
|----------------|---------------------------|------|--------|------|-----------------------------------|---------------------------------|
| | None | 1-9% | 10-29% | 30%+ | | |
| Ohio | 65.3 | 15.8 | 9.3 | 9.6 | 6.6 | 7.8 |
| Oklahoma | 31.3 | 30.6 | 26.1 | 12.0 | 12.1 | 5.6 |
| Oregon | 58.1 | 32.5 | 6.8 | 2.5 | 5.0 | — |
| Pennsylvania | 69.4 | 18.7 | 4.0 | 7.8 | 5.3 | 7.5 |
| Rhode Island | 68.4 | 26.0 | 4.2 | — | 2.7 | — |
| South Carolina | 5.2 | 27.5 | 45.4 | 22.0 | 20.2 | 17.0 |
| South Dakota | 86.3 | 2.2 | 5.4 | 6.1 | 5.2 | 5.8 |
| Tennessee | 34.5 | 30.9 | 15.2 | 19.5 | 13.4 | 13.1 |
| Texas | 22.9 | 27.1 | 22.3 | 27.8 | 21.2 | 22.2 |
| Utah | 57.8 | 35.1 | 7.1 | 0.0 | 2.9 | 2.7 |
| Vermont | 86.5 | 8.6 | 0.0 | — | 2.8 | 0.0 |
| Virginia | 21.6 | 23.8 | 34.2 | 20.4 | 18.1 | 18.4 |
| Washington | 45.2 | 40.4 | 13.1 | 1.3 | 5.1 | 5.2 |
| West Virginia | 70.0 | 18.4 | 8.1 | 3.5 | 5.4 | — |
| Wisconsin | 79.1 | 9.5 | 9.1 | 2.2 | 2.7 | 3.8 |
| Wyoming | 72.7 | 20.2 | 7.1 | 0.0 | 2.1 | 3.9 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and School Administrator Questionnaires).

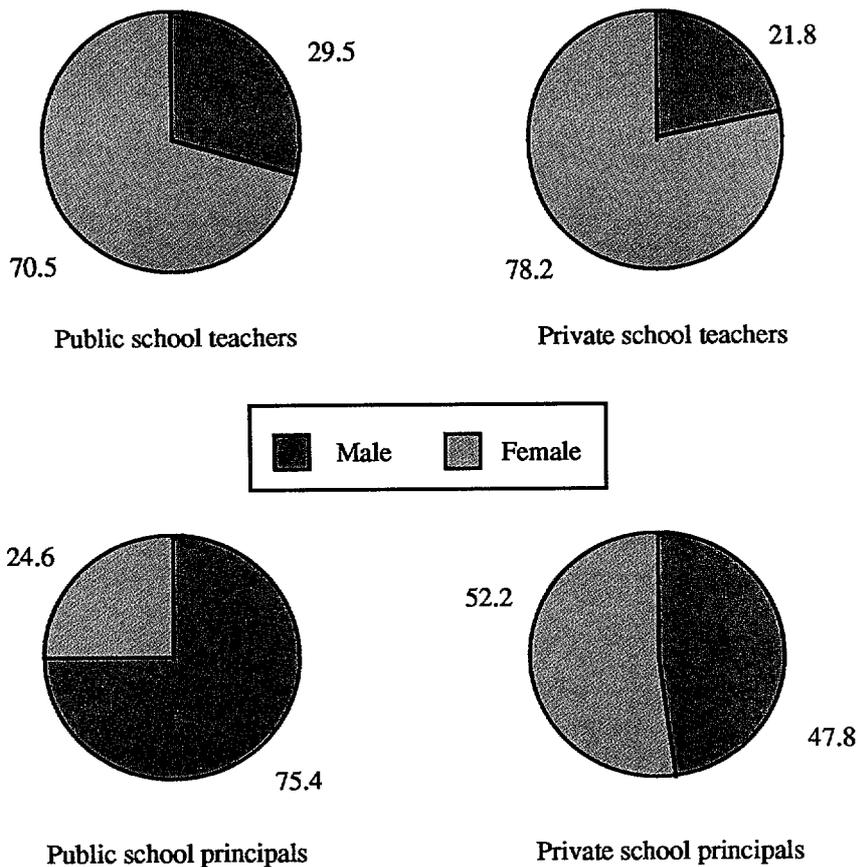
In 1987–88, the teaching force was overwhelmingly female (71 percent) and white (88 percent) (table 3.5, figures 3.5 and 3.6). In both public and private sectors across community types, male teachers were more likely to be teaching in secondary, rather than in elementary schools.

Among the 12 percent minority teachers, black teachers accounted for a greater percentage (7 percent) than any other minority group, followed by Hispanics (3 percent of all teachers) and Native American and Asian teachers (1 percent each of all teachers). There were higher percentages of black teachers in urban public schools than in public or private suburban or rural–small city schools. There was also a greater proportion of black teachers (16 percent) in urban public schools than in urban private schools (3 percent).

The majority of all school principals were male (69 percent), but their proportions in public and private schools differed significantly (table 3.6). Seventy-five percent of public school principals were male, versus only 48 percent of private school principals. In both the public and private sectors in all community types, principals at the elementary level were more likely to be female than were principals at the secondary level. Except in private, rural–small city schools, principals at schools with 20 percent or more minority students were more likely to be female than were principals at schools with less than 20 percent minority students.

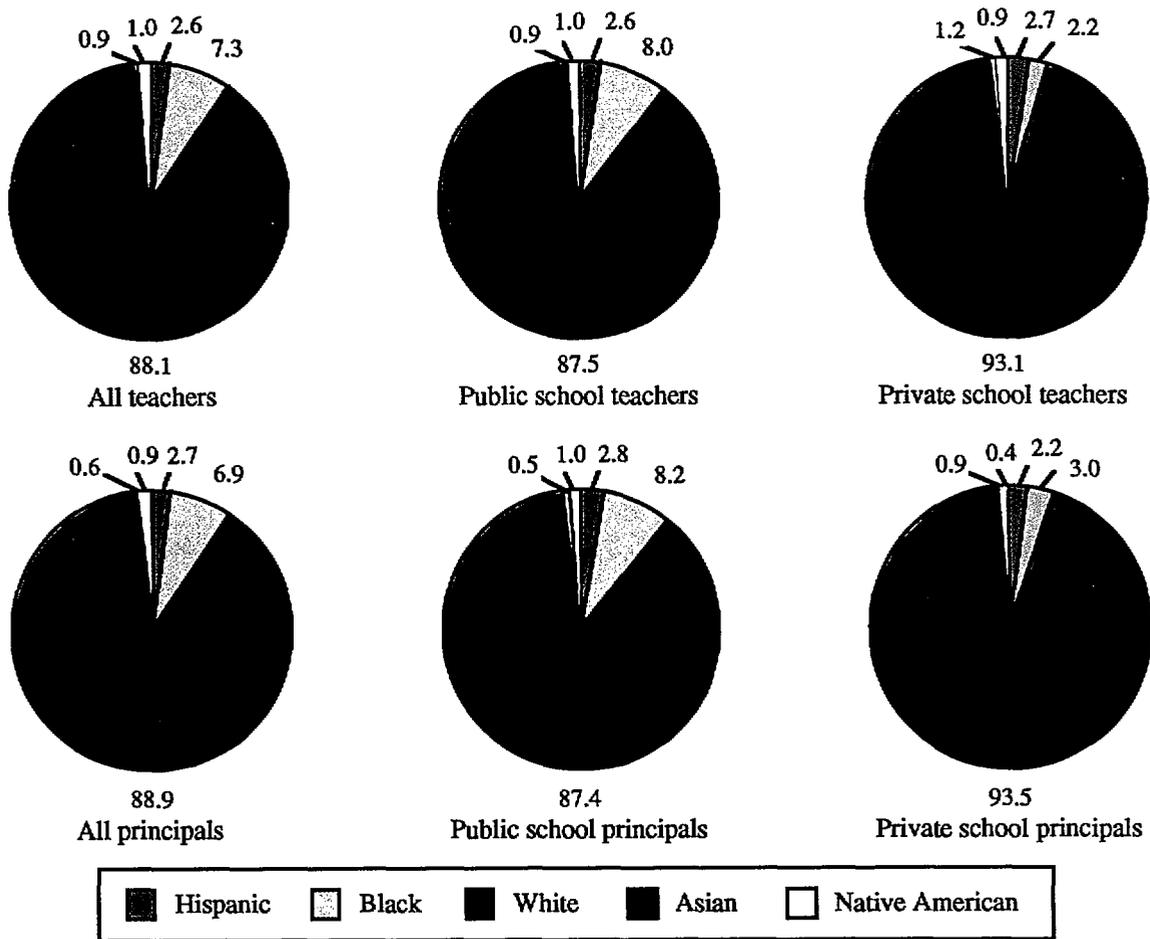
As with the teaching force, most principals were white (89 percent), although the percentages of white principals differed somewhat between public schools (87 percent) and private schools (94 percent) (figure 3.6). Seven percent of all principals were black (8 percent in public schools and 3 percent in private schools). Like teachers, 3 percent of principals were Hispanic, 1 percent Asian and 1 percent Native American. See tables 3.7 and 3.8 for data on the distribution of private school teachers and principals by sex and race-ethnicity by affiliation.

Figure 3.5—Percentage of public and private school teachers and principals, by sex: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and School Administrator Questionnaires).

Figure 3.6—Percentage of all school teachers and principals and public and private school teachers and principals, by race-ethnicity: 1987-88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 (School and School Administrator Questionnaires).

Table 3.5—Percentage distribution of teachers by sex and race–ethnicity, percent minority teachers, and average teacher age, by selected school characteristics: 1987–88

| | Sex | | Race–ethnicity | | | | | % Minority (nonwhite) | Average age |
|---------------------|------|--------|----------------|----------------|-------|----------|-------|-----------------------|-------------|
| | Male | Female | Native Amer. | Asian/Pac. Is. | Black | Hispanic | White | | |
| TOTAL | 28.6 | 71.4 | 1.0 | 0.9 | 7.3 | 2.6 | 88.1 | 11.9 | 40.2 |
| PUBLIC | 29.5 | 70.5 | 1.0 | 0.9 | 8.0 | 2.6 | 87.5 | 12.5 | 40.4 |
| Urban | 27.7 | 72.3 | 0.9 | 1.4 | 16.2 | 5.3 | 76.2 | 23.8 | 41.3 |
| School level | | | | | | | | | |
| Elementary | 15.5 | 84.5 | 0.8 | 1.4 | 18.0 | 6.2 | 73.7 | 26.3 | 40.9 |
| Secondary | 48.4 | 51.6 | 1.3 | 1.5 | 12.6 | 4.0 | 80.7 | 19.3 | 42.0 |
| Combined | 30.4 | 69.6 | 0.6 | 0.7 | 21.4 | 3.0 | 74.3 | 25.7 | 41.2 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 29.5 | 70.5 | 1.1 | 0.4 | 3.3 | 0.7 | 94.5 | 5.5 | 41.3 |
| 20% or more | 27.1 | 72.9 | 0.9 | 1.7 | 20.9 | 7.0 | 69.5 | 30.5 | 41.3 |
| School size | | | | | | | | | |
| Less than 150 | 28.1 | 71.9 | 0.7 | — | 18.6 | 4.9 | 75.5 | 24.5 | 38.8 |
| 150 to 499 | 15.5 | 84.5 | 1.0 | 1.5 | 16.6 | 3.5 | 77.3 | 22.7 | 41.5 |
| 500 to 749 | 19.9 | 80.1 | 0.8 | 1.0 | 16.8 | 5.5 | 76.0 | 24.0 | 41.2 |
| 750 or more | 38.4 | 61.6 | 1.0 | 1.6 | 15.5 | 6.1 | 75.8 | 24.2 | 41.3 |
| Suburban | 30.7 | 69.3 | 0.8 | 1.3 | 5.3 | 1.7 | 90.9 | 9.1 | 41.1 |
| School level | | | | | | | | | |
| Elementary | 17.7 | 82.3 | 1.0 | 1.6 | 5.8 | 1.6 | 89.9 | 10.1 | 41.0 |
| Secondary | 48.8 | 51.2 | 0.6 | 0.7 | 4.8 | 1.8 | 92.1 | 7.9 | 41.4 |
| Combined | 30.1 | 69.9 | — | — | 4.6 | 3.0 | 90.9 | 9.1 | 39.1 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 31.9 | 68.1 | 1.0 | 0.5 | 1.8 | 0.8 | 96.0 | 4.0 | 41.3 |
| 20% or more | 28.4 | 71.6 | 0.6 | 2.8 | 12.1 | 3.5 | 81.0 | 19.0 | 40.9 |
| School size | | | | | | | | | |
| Less than 150 | 25.2 | 74.8 | 4.0 | — | 4.9 | 2.4 | 88.3 | 11.7 | 38.4 |
| 150 to 499 | 20.1 | 79.9 | 1.0 | 1.5 | 3.8 | 0.8 | 92.9 | 7.1 | 41.5 |
| 500 to 749 | 24.5 | 75.5 | 0.6 | 0.9 | 5.4 | 1.9 | 91.2 | 8.8 | 41.3 |
| 750 or more | 40.6 | 59.4 | 0.8 | 1.3 | 6.2 | 2.2 | 89.5 | 10.5 | 40.9 |
| Rural–small city | 29.6 | 70.4 | 1.2 | 0.4 | 4.7 | 1.6 | 92.1 | 7.9 | 39.6 |
| School level | | | | | | | | | |
| Elementary | 18.2 | 81.8 | 1.2 | 0.4 | 4.9 | 1.7 | 91.9 | 8.1 | 39.5 |
| Secondary | 47.3 | 52.7 | 1.1 | 0.4 | 4.3 | 1.7 | 92.5 | 7.5 | 39.9 |
| Combined | 35.3 | 64.7 | 1.6 | 0.6 | 5.6 | 0.7 | 91.4 | 8.6 | 38.8 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 31.6 | 68.4 | 1.0 | 0.2 | 1.2 | 0.9 | 96.8 | 3.2 | 39.6 |
| 20% or more | 24.6 | 75.4 | 1.7 | 1.0 | 13.5 | 3.5 | 80.3 | 19.7 | 39.6 |
| School size | | | | | | | | | |
| Less than 150 | 27.6 | 72.4 | 1.7 | 0.5 | 1.3 | 1.8 | 94.7 | 5.3 | 38.8 |
| 150 to 499 | 26.6 | 73.4 | 1.2 | 0.3 | 3.8 | 1.4 | 93.3 | 6.7 | 39.5 |
| 500 to 749 | 27.4 | 72.6 | 1.1 | 0.4 | 6.0 | 1.7 | 90.9 | 9.1 | 39.7 |
| 750 or more | 38.8 | 61.2 | 1.0 | 0.7 | 6.3 | 1.9 | 90.1 | 9.9 | 39.8 |

Table 3.5—Percentage distribution of teachers by sex and race-ethnicity, percent minority teachers, and average teacher age, by selected school characteristics: 1987-88
—continued

| | Sex | | Race-ethnicity | | | | | % Minority (nonwhite) | Average age |
|---------------------|------|--------|----------------|----------------|-------|----------|-------|-----------------------|-------------|
| | Male | Female | Native Amer. | Asian/Pac. Is. | Black | Hispanic | White | | |
| PRIVATE | 21.8 | 78.2 | 0.9 | 1.2 | 2.2 | 2.7 | 93.1 | 6.9 | 39.0 |
| Urban | 22.3 | 77.7 | 0.8 | 1.6 | 3.1 | 4.0 | 90.5 | 9.5 | 38.7 |
| School level | | | | | | | | | |
| Elementary | 11.6 | 88.4 | 0.8 | 1.1 | 4.2 | 4.2 | 89.7 | 10.3 | 38.6 |
| Secondary | 38.8 | 61.2 | 1.5 | 2.5 | 1.5 | 6.0 | 88.5 | 11.5 | 40.6 |
| Combined | 31.9 | 68.1 | — | 1.8 | 1.9 | 1.6 | 94.4 | 5.6 | 36.8 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 22.3 | 77.7 | 0.9 | — | 0.3 | 1.0 | 97.7 | 2.3 | 38.6 |
| 20% or more | 22.4 | 77.6 | 0.7 | 4.3 | 8.1 | 9.5 | 77.4 | 22.6 | 38.8 |
| School size | | | | | | | | | |
| Less than 150 | 18.7 | 81.3 | 0.2 | 0.8 | 6.3 | 4.4 | 88.2 | 11.8 | 36.9 |
| 150 to 499 | 16.5 | 83.5 | 0.8 | 0.9 | 3.5 | 4.0 | 90.8 | 9.2 | 38.9 |
| 500 to 749 | 30.7 | 69.3 | 0.9 | 1.8 | 0.7 | 4.9 | 91.7 | 8.3 | 38.2 |
| 750 or more | 39.0 | 61.0 | 1.5 | 5.1 | — | 2.4 | 90.3 | 9.7 | 40.2 |
| Suburban | 20.1 | 79.9 | 0.5 | 0.7 | 1.3 | 2.2 | 95.3 | 4.7 | 39.2 |
| School level | | | | | | | | | |
| Elementary | 10.1 | 89.9 | 0.7 | 1.4 | 2.0 | 1.5 | 94.4 | 5.6 | 39.2 |
| Secondary | 42.6 | 57.4 | 0.0 | 0.0 | 1.4 | 3.9 | 94.7 | 5.3 | 41.1 |
| Combined | 23.3 | 76.7 | 0.4 | — | 0.2 | 2.5 | 96.9 | 3.1 | 38.3 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 20.7 | 79.3 | 0.5 | 0.2 | 0.6 | 2.0 | 96.7 | 3.3 | 39.3 |
| 20% or more | 17.3 | 82.7 | — | 3.2 | 4.0 | 3.1 | 89.2 | 10.8 | 38.7 |
| School size | | | | | | | | | |
| Less than 150 | 19.3 | 80.7 | 0.8 | — | 4.1 | 1.9 | 93.0 | 7.0 | 38.1 |
| 150 to 499 | 17.2 | 82.8 | 0.6 | 1.6 | 0.8 | 2.4 | 94.6 | 5.4 | 39.4 |
| 500 to 749 | 20.6 | 79.4 | — | 0.0 | — | 2.5 | 96.9 | 3.1 | 38.4 |
| 750 or more | 26.7 | 73.3 | 0.0 | 0.0 | — | — | 97.5 | 2.5 | 40.8 |
| Rural—small city | 20.8 | 79.2 | 1.0 | 0.2 | 1.2 | 1.4 | 96.2 | 3.8 | 38.9 |
| School level | | | | | | | | | |
| Elementary | 11.4 | 88.6 | 1.3 | 0.4 | 1.1 | 1.0 | 96.3 | 3.7 | 38.4 |
| Secondary | 45.4 | 54.6 | 0.0 | — | 1.7 | 1.9 | 96.3 | 3.7 | 40.5 |
| Combined | 24.9 | 75.1 | 1.0 | 0.0 | — | 1.8 | 96.2 | 3.8 | 39.0 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 20.4 | 79.6 | 0.7 | 0.2 | 0.6 | 1.2 | 97.3 | 2.7 | 38.7 |
| 20% or more | 23.6 | 76.4 | 3.3 | 0.8 | 5.1 | 2.4 | 88.4 | 11.6 | 40.3 |
| School size | | | | | | | | | |
| Less than 150 | 20.0 | 80.0 | 1.0 | 0.5 | 1.6 | 1.3 | 95.6 | 4.4 | 38.0 |
| 150 to 499 | 20.4 | 79.6 | 1.1 | — | 0.9 | 1.3 | 96.5 | 3.5 | 39.3 |
| 500 to 749 | 30.9 | 69.1 | 0.0 | 0.0 | — | — | 96.1 | 3.9 | 39.5 |
| 750 or more | — | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School and Teacher Questionnaires).

Table 3.6—Percentage distribution of principals by sex and race-ethnicity, percent minority principals, and average principal age, by selected school characteristics: 1987-88

| | Sex | | Race-ethnicity | | | | | % Minority (nonwhite) | Average age |
|---------------------|------|--------|----------------|----------------|-------|----------|-------|-----------------------|-------------|
| | Male | Female | Native Amer. | Asian/Pac. Is. | Black | Hispanic | White | | |
| TOTAL | 68.6 | 31.4 | 0.9 | 0.6 | 6.9 | 2.7 | 88.9 | 11.1 | 46.4 |
| PUBLIC | 75.4 | 24.6 | 1.0 | 0.5 | 8.2 | 2.8 | 87.4 | 12.6 | 46.8 |
| Urban | 63.5 | 36.5 | 0.8 | 0.9 | 20.1 | 6.5 | 71.8 | 28.2 | 48.3 |
| School level | | | | | | | | | |
| Elementary | 59.0 | 41.0 | 0.5 | 0.8 | 20.8 | 7.2 | 70.8 | 29.2 | 48.3 |
| Secondary | 80.3 | 19.7 | 1.6 | 1.4 | 17.0 | 4.8 | 75.2 | 24.8 | 48.7 |
| Combined | 60.9 | 39.1 | 3.1 | 0.0 | 22.6 | 2.5 | 71.7 | 28.3 | 47.2 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 70.8 | 29.2 | 0.9 | — | 1.8 | 1.8 | 95.0 | 5.0 | 47.8 |
| 20% or more | 61.0 | 39.0 | 0.8 | 1.0 | 26.6 | 8.1 | 63.4 | 36.6 | 48.5 |
| School size | | | | | | | | | |
| Less than 150 | 57.8 | 42.2 | — | — | 19.9 | 1.9 | 74.8 | 25.2 | 46.4 |
| 150 to 499 | 57.4 | 42.6 | 1.3 | 0.5 | 19.8 | 5.2 | 73.2 | 26.8 | 48.4 |
| 500 to 749 | 64.5 | 35.5 | — | 0.3 | 21.3 | 6.3 | 71.9 | 28.1 | 48.2 |
| 750 or more | 72.3 | 27.7 | 0.6 | 2.0 | 19.0 | 9.4 | 69.0 | 31.0 | 48.7 |
| Suburban | 73.5 | 26.5 | 0.9 | 1.1 | 5.5 | 1.8 | 90.7 | 9.3 | 47.5 |
| School level | | | | | | | | | |
| Elementary | 68.1 | 31.9 | 1.1 | 1.3 | 5.7 | 1.9 | 90.0 | 10.0 | 47.4 |
| Secondary | 89.0 | 11.0 | — | 0.7 | 4.9 | 1.8 | 92.3 | 7.7 | 47.7 |
| Combined | 73.3 | 26.7 | 0.0 | 0.0 | — | 0.0 | 96.4 | — | 46.1 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 78.9 | 21.1 | 1.0 | — | 2.1 | 0.8 | 96.0 | 4.0 | 47.3 |
| 20% or more | 63.3 | 36.7 | 0.6 | 3.2 | 11.9 | 3.8 | 80.5 | 19.5 | 47.8 |
| School size | | | | | | | | | |
| Less than 150 | 66.6 | 33.4 | 0.0 | — | — | 0.0 | 95.5 | 4.5 | 44.3 |
| 150 to 499 | 74.4 | 25.6 | 1.2 | 0.7 | 4.8 | 1.4 | 92.0 | 8.0 | 48.1 |
| 500 to 749 | 67.6 | 32.4 | — | 1.6 | 6.9 | 2.1 | 88.7 | 11.3 | 46.9 |
| 750 or more | 79.3 | 20.7 | 0.6 | 1.4 | 5.4 | 2.5 | 90.2 | 9.8 | 47.6 |
| Rural—small city | 81.1 | 18.9 | 1.2 | 0.2 | 4.2 | 1.5 | 92.9 | 7.1 | 46.0 |
| School level | | | | | | | | | |
| Elementary | 75.5 | 24.5 | 1.1 | 0.2 | 4.6 | 1.7 | 92.5 | 7.5 | 46.1 |
| Secondary | 94.4 | 5.6 | 1.2 | 0.3 | 3.6 | 1.6 | 93.4 | 6.6 | 46.0 |
| Combined | 84.5 | 15.5 | 2.0 | 0.4 | 3.1 | — | 94.4 | 5.6 | 44.5 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 82.7 | 17.3 | 0.6 | — | 0.7 | 0.5 | 98.2 | 1.8 | 45.7 |
| 20% or more | 76.9 | 23.1 | 2.5 | 0.6 | 13.5 | 4.3 | 79.1 | 20.9 | 46.7 |
| School size | | | | | | | | | |
| Less than 150 | 71.0 | 29.0 | 2.1 | — | 1.2 | 1.4 | 95.2 | 4.8 | 45.3 |
| 150 to 499 | 82.0 | 18.0 | 1.1 | 0.2 | 4.2 | 1.4 | 93.1 | 6.9 | 46.1 |
| 500 to 749 | 82.8 | 17.2 | 0.7 | 0.3 | 5.4 | 1.6 | 92.0 | 8.0 | 46.0 |
| 750 or more | 87.5 | 12.5 | 1.0 | 0.6 | 6.3 | 2.3 | 89.7 | 10.3 | 46.4 |

Table 3.6—Percentage distribution of principals by sex and race-ethnicity, percent minority principals, and average principal age, by selected school characteristics: 1987-88—continued

| | Sex | | Race-ethnicity | | | | | % Minority (nonwhite) | Average age |
|---------------------|------|--------|----------------|----------------|-------|----------|-------|-----------------------|-------------|
| | Male | Female | Native Amer. | Asian/Pac. Is. | Black | Hispanic | White | | |
| PRIVATE | 47.8 | 52.2 | 0.4 | 0.9 | 3.0 | 2.2 | 93.5 | 6.5 | 45.3 |
| Urban | 44.9 | 55.1 | 1.1 | 1.7 | 4.8 | 4.0 | 88.4 | 11.6 | 46.1 |
| School level | | | | | | | | | |
| Elementary | 32.3 | 67.7 | — | 2.3 | 5.7 | 3.0 | 88.8 | 11.2 | 46.7 |
| Secondary | 64.2 | 35.8 | 1.6 | — | 2.5 | 9.9 | 84.7 | 15.3 | 45.5 |
| Combined | 70.7 | 29.3 | 3.2 | — | 3.5 | 3.8 | 89.3 | 10.7 | 44.7 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 49.9 | 50.1 | 1.4 | — | — | 1.4 | 97.0 | 3.0 | 45.2 |
| 20% or more | 38.9 | 61.1 | — | 3.6 | 10.7 | 7.4 | 77.8 | 22.2 | 47.1 |
| School size | | | | | | | | | |
| Less than 150 | 50.4 | 49.6 | — | 1.7 | 7.8 | 4.8 | 85.0 | 15.0 | 44.5 |
| 150 to 499 | 37.4 | 62.6 | 1.0 | 1.7 | 2.6 | 3.8 | 90.9 | 9.1 | 46.8 |
| 500 to 749 | 51.2 | 48.8 | — | — | — | — | 93.0 | 7.0 | 48.3 |
| 750 or more | 71.4 | 28.6 | — | — | 7.0 | 0.0 | 84.4 | 15.6 | 48.3 |
| Suburban | 42.6 | 57.4 | — | 0.7 | 2.4 | 0.8 | 95.9 | 4.1 | 45.4 |
| School level | | | | | | | | | |
| Elementary | 29.1 | 70.9 | — | 1.1 | 1.2 | — | 97.3 | 2.7 | 45.7 |
| Secondary | 65.5 | 34.5 | 0.0 | 0.0 | — | — | 92.1 | — | 46.7 |
| Combined | 69.2 | 30.8 | 0.0 | 0.0 | 6.1 | 0.0 | 93.9 | 6.1 | 44.1 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 46.3 | 53.7 | — | 0.0 | 1.4 | — | 97.6 | 2.4 | 45.3 |
| 20% or more | 29.9 | 70.1 | 0.0 | 3.3 | 6.0 | — | 90.2 | 9.8 | 45.7 |
| School size | | | | | | | | | |
| Less than 150 | 43.3 | 56.7 | 0.0 | 1.7 | 4.1 | 0.0 | 94.2 | 5.8 | 43.0 |
| 150 to 499 | 38.9 | 61.1 | 0.0 | 0.0 | — | 1.8 | 96.9 | 3.1 | 46.6 |
| 500 to 749 | 44.0 | 56.0 | — | 0.0 | — | 0.0 | 97.2 | — | 48.5 |
| 750 or more | 62.8 | 37.2 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 | 49.5 |
| Rural—small city | 54.4 | 45.6 | — | 0.2 | 1.2 | 1.5 | 97.0 | 3.0 | 44.5 |
| School level | | | | | | | | | |
| Elementary | 40.9 | 59.1 | 0.0 | — | 1.6 | 2.0 | 96.3 | 3.7 | 45.0 |
| Secondary | 75.2 | 24.8 | 0.0 | 0.0 | 0.0 | — | 98.8 | — | 47.0 |
| Combined | 73.9 | 26.1 | — | — | 0.8 | — | 98.0 | 2.0 | 43.2 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 54.7 | 45.3 | 0.0 | — | 0.0 | 0.8 | 98.9 | 1.1 | 44.5 |
| 20% or more | 51.9 | 48.1 | — | — | 9.7 | 5.9 | 83.6 | 16.4 | 44.3 |
| School size | | | | | | | | | |
| Less than 150 | 57.7 | 42.3 | 0.0 | — | 1.3 | 1.7 | 96.9 | 3.1 | 43.3 |
| 150 to 499 | 46.9 | 53.1 | — | — | — | 1.2 | 97.1 | 2.9 | 46.4 |
| 500 to 749 | — | — | — | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School and School Administrator Questionnaires).

Table 3.7—Percentage distribution of teachers by sex and race-ethnicity, by private school type: 1987–88

| | Sex | | Race/ethnicity | | | | |
|--------------------------------|------|--------|-----------------|--------------------|--------------|--------------|----------|
| | Male | Female | Native American | Asian/ Pac. Is. | Black | White | Hispanic |
| | | | | | Non-Hispanic | Non-Hispanic | |
| Private school type | | | | | | | |
| Religious | 19.4 | 80.6 | 0.8 | 0.9 | 2.2 | 92.9 | 3.1 |
| Nonsectarian | 28.5 | 71.4 | 0.6 | 1.0 | 1.9 | 94.4 | 2.0 |
| Private school category | | | | | | | |
| Assembly of God | 15.2 | 84.8 | 0.0 | — | 3.5 | 94.0 | — |
| Baptist | 26.5 | 73.4 | — | — | 1.2 | 96.7 | 1.6 |
| Calvinist | 35.6 | 64.4 | 0.0 | 0.0 | — | 99.0 | 0.0 |
| Christian | 21.3 | 78.7 | 0.0 | 0.4 | 2.3 | 96.3 | 1.0 |
| Episcopal | 22.5 | 77.4 | — | 6.1 | 2.5 | 90.6 | 0.8 |
| Friends | 32.5 | 67.6 | 0.0 | — | 7.1 | 92.8 | 0.0 |
| Jewish | 21.3 | 78.7 | — | 0.0 | — | 97.3 | 1.8 |
| Lutheran | 29.3 | 70.7 | 1.2 | — | 3.0 | 95.3 | — |
| 7th Day Adventist | 43.5 | 56.5 | — | 2.9 | 8.2 | 81.9 | 6.7 |
| Roman Catholic | 16.1 | 83.9 | 1.2 | 0.9 | 2.1 | 91.8 | 4.1 |
| Other: Religious | 18.4 | 81.6 | 0.0 | — | 1.9 | 95.6 | 2.6 |
| Exceptional children | 26.3 | 73.7 | — | 0.0 | 1.5 | 94.5 | 0.0 |
| Montessori | 4.0 | 96.0 | — | 11.1 | 5.6 | 79.2 | 3.6 |
| NAIS | 36.0 | 64.0 | 0.5 | — | — | 96.2 | 2.7 |
| Other: Nonsectarian | 25.3 | 74.7 | 0.5 | 0.6 | 2.9 | 94.7 | 1.3 |
| 9-Category typology | | | | | | | |
| Catholic | | | | | | | |
| -Parochial | 9.3 | 90.8 | 1.3 | 0.7 | 2.4 | 92.3 | 3.3 |
| -Diocesan | 22.2 | 77.8 | 1.3 | 1.1 | 2.0 | 93.1 | 2.5 |
| -Private order | 32.0 | 68.0 | 0.6 | 1.5 | 0.8 | 88.3 | 8.8 |
| Other Religious | | | | | | | |
| -Conservative Christian | 23.6 | 76.4 | — | — | 1.0 | 96.7 | 2.1 |
| -Affiliated | 25.8 | 74.2 | 0.5 | 1.8 | 2.7 | 93.5 | 1.6 |
| -Unaffiliated | 23.4 | 76.7 | — | 0.2 | 4.3 | 94.1 | 1.3 |
| Nonsectarian | | | | | | | |
| -Regular | 29.3 | 70.7 | 0.4 | 0.3 | 1.4 | 96.0 | 1.9 |
| -Special emphasis | 28.1 | 71.9 | 0.7 | 2.9 | 2.0 | 91.5 | 2.8 |
| -Special education | 26.1 | 73.9 | 1.5 | 0.0 | 4.3 | 94.2 | 0.0 |
| NAIS membership status | | | | | | | |
| Not NAIS | 19.7 | 80.4 | 0.9 | 0.8 | 2.4 | 92.9 | 3.0 |
| NAIS | 31.4 | 68.6 | 0.3 | 1.8 | 0.8 | 95.1 | 2.0 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher and School Questionnaires).

Table 3.8—Percentage distribution of principals by sex and race-ethnicity, by private school type: 1987-88

| | Sex | | Race/ethnicity | | | | |
|--------------------------------|------|--------|-----------------|--------------------|--------------|--------------|----------|
| | Male | Female | Native American | Asian/ Pac. Is. | Black | White | Hispanic |
| | | | | | Non-Hispanic | Non-Hispanic | |
| Private school type | | | | | | | |
| Religious | 47.9 | 52.0 | 0.5 | 0.6 | 2.3 | 94.0 | 2.5 |
| Nonsectarian | 49.3 | 50.5 | — | 2.6 | 5.5 | 88.7 | 2.9 |
| Private school category | | | | | | | |
| Assembly of God | 73.9 | 26.1 | 0.0 | 0.0 | 4.7 | 93.6 | — |
| Baptist | 79.5 | 20.5 | — | — | 2.3 | 94.8 | — |
| Calvinist | 90.3 | 9.7 | 0.0 | 0.0 | 0.0 | 98.9 | — |
| Christian | 54.7 | 45.3 | 0.0 | — | 5.2 | 93.2 | — |
| Episcopal | 55.0 | 45.1 | 0.0 | 0.0 | 4.3 | 89.6 | — |
| Friends | 55.8 | 44.2 | 0.0 | 0.0 | — | 93.9 | — |
| Jewish | 63.2 | 36.8 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 |
| Lutheran | 88.0 | 11.5 | — | — | 1.5 | 97.4 | 0.0 |
| 7th Day Adventist | 54.1 | 45.2 | 0.0 | — | 8.7 | 86.4 | 2.6 |
| Roman Catholic | 23.1 | 76.9 | 0.3 | 0.4 | 1.2 | 93.9 | 4.1 |
| Other: Religious | 68.9 | 31.1 | — | 0.0 | 1.7 | 94.6 | — |
| Exceptional children | 41.4 | 58.6 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 |
| Montessori | 18.8 | 80.8 | 0.0 | — | 5.7 | 91.2 | — |
| NAIS | 80.1 | 19.9 | — | — | — | 96.7 | — |
| Other: Nonsectarian | 48.4 | 51.4 | — | 3.5 | 6.9 | 85.8 | 3.6 |
| 9-Category typology | | | | | | | |
| Catholic | | | | | | | |
| -Parochial | 14.9 | 85.2 | — | 0.6 | 0.4 | 95.9 | 2.8 |
| -Diocesan | 38.4 | 61.6 | 0.0 | 0.0 | 3.3 | 95.8 | — |
| -Private order | 48.4 | 51.6 | — | 0.0 | — | 77.4 | 18.7 |
| Other Religious | | | | | | | |
| -Conservative Christian | 72.8 | 27.2 | — | 0.9 | 1.9 | 95.2 | 1.2 |
| -Affiliated | 71.8 | 28.0 | — | 1.0 | 2.5 | 95.3 | 1.1 |
| -Unaffiliated | 62.0 | 37.7 | — | — | 7.1 | 90.2 | — |
| Nonsectarian | | | | | | | |
| -Regular | 57.1 | 42.5 | 0.0 | 2.0 | 4.1 | 92.6 | 1.4 |
| -Special emphasis | 40.5 | 59.5 | — | 4.7 | 5.4 | 84.5 | 4.7 |
| -Special education | 47.3 | 52.7 | 0.0 | 0.0 | 9.3 | 87.8 | — |
| NAIS membership status | | | | | | | |
| Not NAIS | 47.1 | 52.8 | 0.5 | 1.0 | 3.0 | 92.8 | 2.7 |
| NAIS | 68.6 | 31.2 | — | 1.0 | 1.4 | 96.2 | 0.9 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (Administrator and School Questionnaires).

Qualifications of Teachers and Principals

Educational background, certification status, and teaching experience are common measures of the qualifications of teachers and principals. In the reform environment of the 1980s, issues of teacher qualifications represented an important area of inquiry and debate among policymakers. In fact, many states have adopted more stringent teacher certification requirements since the early 1980s in an effort to improve staff quality. The Schools and Staffing Survey offers one way of documenting the educational attainments and experience of new and experienced teachers and principals, critical to current reform efforts.

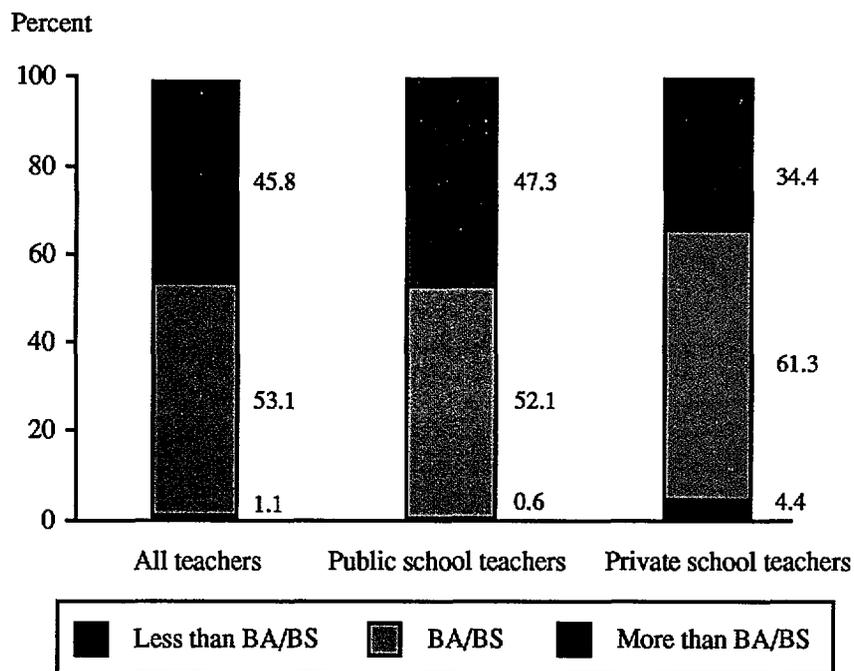
In 1987–88, nearly one-half (46 percent) of the teaching force had attained more than a bachelor's degree (tables 3.9 and 3.10, figure 3.7). Public school teachers were more likely than their private school counterparts to have degrees beyond a bachelor's (master's degree, educational specialist, professional diploma, doctorate or professional degree). Forty-seven percent of public school teachers and 34 percent of private school teachers had attained more than a bachelor's degree. In addition, among all full- and part-time teachers public school teachers had more years of teaching experience than private school teachers (an average of 15 years of teaching experience compared with 12 years).

For elementary teachers, education beyond a bachelor's degree was more common among public school teachers than among private school teachers across all community types. Forty-six percent of urban public elementary teachers and 25 percent of urban private elementary teachers had obtained a degree beyond a bachelor's. Fifty-one percent of suburban public elementary teachers, but only 29 percent of suburban private elementary teachers, had earned more than a bachelor's degree. Among rural–small city teachers, 41 percent of public elementary teachers had achieved a degree beyond a bachelor's, as did 21 percent of private elementary teachers. At the secondary level, nearly the same percentage of teachers in public and private schools had a degree beyond a bachelor's in all community types.

Fifty-three percent of all principals had earned at least a master's degree (tables 3.9 and 3.10). However, at higher levels of education, there were considerable differences between public and private school principals: 44 percent of public school principals had achieved beyond a master's degree (professional diploma, education specialist credential, doctorate, or professional degree). In contrast, only 19 percent of private school principals had achieved more than a master's degree. Table 3.10 shows the percentage distribution of public and private school teachers and principals by educational attainment within each state.

Among all public school teachers, 89 percent held regular certificates in their primary assignment field; 3 percent held probationary certification; 5 percent had temporary certificates; and 3 percent were not certified in their primary teaching field (table 3.11). Although table 3.11 reports certification status by state, these comparisons are not always meaningful because probationary and temporary certificates are issued under different conditions in different states.

Figure 3.7—Percentage distribution of all teachers and public and private school teachers, by highest degree earned: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

Table 3.9—Percentage distribution of teachers and principals by highest degree earned and average years of teaching experience, by selected school characteristics: 1987–88

| | Teachers | | | | Principals | | | |
|---------------------|-----------------|-------|-------------------|--------------------------------|--------------|------|----------------|--------------------------------------|
| | Less than BA/BS | BA/BS | Higher than BA/BS | Avg. years teaching experience | Less than MA | MA | Higher than MA | Avg. years tch. exper. before princ. |
| TOTAL | 1.1 | 53.1 | 45.8 | 14.2 | 9.4 | 52.8 | 37.8 | 9.8 |
| PUBLIC | 0.6 | 52.1 | 47.3 | 14.5 | 2.5 | 53.4 | 44.1 | 9.8 |
| Urban | 0.9 | 48.8 | 50.4 | 15.0 | 0.8 | 52.9 | 46.3 | 10.7 |
| School level | | | | | | | | |
| Elementary | 0.1 | 53.8 | 46.1 | 14.7 | 0.5 | 54.0 | 45.5 | 10.9 |
| Secondary | 2.1 | 41.3 | 56.6 | 15.5 | 1.0 | 50.1 | 48.9 | 10.2 |
| Combined | 1.5 | 38.1 | 60.4 | 14.4 | — | 48.8 | 48.1 | 9.8 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 1.0 | 46.6 | 52.5 | 15.1 | 1.2 | 51.9 | 46.9 | 9.7 |
| 20% or more | 0.8 | 49.5 | 49.6 | 14.9 | 0.6 | 53.3 | 46.1 | 11.1 |
| School size | | | | | | | | |
| Less than 150 | 3.3 | 45.6 | 51.1 | 12.4 | — | 46.2 | 50.8 | 10.5 |
| 150 to 499 | 0.5 | 52.3 | 47.2 | 15.3 | 0.9 | 52.9 | 46.1 | 11.1 |
| 500 to 749 | 0.5 | 53.3 | 46.3 | 14.9 | 0.4 | 57.1 | 42.4 | 10.5 |
| 750 or more | 1.2 | 44.5 | 54.3 | 14.9 | 0.4 | 49.4 | 50.2 | 10.4 |
| Suburban | 0.4 | 44.9 | 54.7 | 15.4 | 0.5 | 51.7 | 47.8 | 9.6 |
| School level | | | | | | | | |
| Elementary | — | 49.4 | 50.6 | 15.0 | 0.8 | 52.6 | 46.6 | 9.6 |
| Secondary | 1.0 | 38.6 | 60.5 | 16.1 | 0.0 | 48.8 | 51.2 | 9.6 |
| Combined | — | 47.2 | 52.5 | 12.6 | 0.0 | 53.4 | 46.6 | 8.8 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 0.3 | 43.7 | 56.0 | 15.6 | 0.7 | 50.6 | 48.7 | 9.3 |
| 20% or more | 0.5 | 47.3 | 52.2 | 15.0 | — | 53.6 | 46.0 | 10.2 |
| School size | | | | | | | | |
| Less than 150 | — | 55.0 | 44.6 | 12.7 | — | 68.4 | 26.1 | 8.9 |
| 150 to 499 | 0.2 | 47.6 | 52.2 | 15.6 | — | 54.3 | 45.1 | 9.7 |
| 500 to 749 | 0.2 | 45.9 | 53.9 | 15.4 | — | 50.9 | 48.7 | 9.7 |
| 750 or more | 0.6 | 42.5 | 56.8 | 15.4 | 0.0 | 45.7 | 54.3 | 9.3 |
| Rural—small city | 0.6 | 57.1 | 42.3 | 14.0 | 3.8 | 54.0 | 42.2 | 9.6 |
| School level | | | | | | | | |
| Elementary | 0.1 | 59.4 | 40.5 | 13.8 | 4.3 | 55.0 | 40.7 | 9.5 |
| Secondary | 1.6 | 51.9 | 46.6 | 14.4 | 1.9 | 52.0 | 46.1 | 9.7 |
| Combined | 0.6 | 63.9 | 35.5 | 13.2 | 6.5 | 52.1 | 41.4 | 9.4 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 0.6 | 56.7 | 42.8 | 14.2 | 3.9 | 54.7 | 41.5 | 9.3 |
| 20% or more | 0.8 | 58.0 | 41.2 | 13.5 | 3.8 | 52.2 | 44.0 | 10.3 |
| School size | | | | | | | | |
| Less than 150 | 0.2 | 70.1 | 29.7 | 12.8 | 14.8 | 54.5 | 30.7 | 9.8 |
| 150 to 499 | 0.5 | 60.1 | 39.4 | 14.0 | 2.2 | 55.8 | 42.0 | 9.5 |
| 500 to 749 | 0.6 | 55.5 | 43.9 | 14.1 | 1.6 | 51.0 | 47.5 | 9.8 |
| 750 or more | 1.1 | 49.0 | 49.9 | 14.2 | 1.3 | 48.8 | 49.8 | 9.0 |

Table 3.9—Percentage distribution of teachers and principals by highest degree earned and average years of teaching experience, by selected school characteristics: 1987–88—continued

| | Teachers | | | | Principals | | | |
|---------------------|-----------------|-------|-------------------|--------------------------------|--------------|------|----------------|--------------------------------------|
| | Less than BA/BS | BA/BS | Higher than BA/BS | Avg. years teaching experience | Less than MA | MA | Higher than MA | Avg. years tch. exper. before princ. |
| PRIVATE | 4.4 | 61.3 | 34.4 | 12.0 | 30.4 | 51.0 | 18.5 | 9.8 |
| Urban | 3.5 | 61.4 | 35.1 | 11.7 | 24.9 | 53.9 | 21.2 | 10.5 |
| School level | | | | | | | | |
| Elementary | 3.5 | 71.7 | 24.8 | 11.6 | 24.2 | 55.9 | 19.9 | 11.6 |
| Secondary | 1.3 | 42.8 | 55.9 | 14.0 | 16.1 | 61.5 | 22.4 | 11.6 |
| Combined | 5.9 | 54.7 | 39.4 | 9.7 | 31.7 | 43.9 | 24.4 | 6.8 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 3.4 | 59.4 | 37.2 | 11.7 | 25.2 | 54.1 | 20.7 | 9.8 |
| 20% or more | 3.8 | 64.8 | 31.4 | 11.7 | 24.5 | 53.6 | 21.9 | 11.4 |
| School size | | | | | | | | |
| Less than 150 | 7.9 | 63.7 | 28.4 | 9.0 | 40.3 | 44.4 | 15.3 | 7.8 |
| 150 to 499 | 3.4 | 65.6 | 31.0 | 11.8 | 16.8 | 60.5 | 22.7 | 12.4 |
| 500 to 749 | 1.8 | 59.4 | 38.8 | 11.5 | 3.1 | 58.4 | 38.5 | 11.8 |
| 750 or more | — | 44.9 | 54.3 | 14.7 | 5.5 | 62.1 | 32.4 | 12.1 |
| Suburban | 3.0 | 59.7 | 37.3 | 12.2 | 24.9 | 51.5 | 23.6 | 9.5 |
| School level | | | | | | | | |
| Elementary | 3.7 | 66.9 | 29.4 | 11.7 | 29.2 | 49.2 | 21.7 | 9.8 |
| Secondary | — | 49.0 | 50.5 | 15.6 | 2.1 | 56.6 | 41.3 | 11.8 |
| Combined | 3.3 | 54.4 | 42.2 | 11.3 | 22.2 | 55.7 | 22.1 | 8.0 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 3.0 | 59.7 | 37.3 | 12.4 | 24.3 | 51.6 | 24.1 | 9.5 |
| 20% or more | 2.9 | 59.8 | 37.2 | 11.5 | 27.1 | 51.3 | 21.6 | 9.5 |
| School size | | | | | | | | |
| Less than 150 | 5.0 | 61.7 | 33.3 | 9.7 | 41.9 | 38.2 | 20.0 | 6.5 |
| 150 to 499 | 4.7 | 59.9 | 35.4 | 12.1 | 14.9 | 61.4 | 23.7 | 11.5 |
| 500 to 749 | — | 66.0 | 33.7 | 12.0 | — | 72.5 | 26.7 | 12.6 |
| 750 or more | 0.0 | 51.3 | 48.7 | 15.1 | 7.5 | 47.4 | 45.1 | 12.9 |
| Rural—small city | 6.8 | 66.4 | 26.7 | 12.0 | 38.6 | 47.8 | 13.6 | 9.1 |
| School level | | | | | | | | |
| Elementary | 7.0 | 72.5 | 20.5 | 11.7 | 35.7 | 50.1 | 14.2 | 10.5 |
| Secondary | 1.3 | 51.8 | 46.9 | 13.6 | 14.5 | 69.1 | 16.4 | 10.3 |
| Combined | 9.6 | 63.2 | 27.2 | 11.5 | 48.4 | 39.5 | 12.1 | 6.4 |
| Minority enrollment | | | | | | | | |
| Less than 20% | 7.0 | 67.0 | 25.9 | 11.7 | 40.6 | 47.3 | 12.1 | 9.3 |
| 20% or more | 5.2 | 62.6 | 32.2 | 13.6 | 25.4 | 50.8 | 23.8 | 8.0 |
| School size | | | | | | | | |
| Less than 150 | 12.8 | 67.4 | 19.7 | 11.0 | 52.5 | 39.9 | 7.6 | 7.4 |
| 150 to 499 | 3.3 | 67.4 | 29.4 | 12.3 | 15.8 | 60.5 | 23.7 | 12.1 |
| 500 to 749 | — | 58.1 | 39.9 | 13.9 | — | — | — | — |
| 750 or more | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School, School Administrator, and Teacher Questionnaires).

Table 3.10—Percentage distribution of teachers and principals in public schools by highest degree earned and average years of teaching experience, by state: 1987–88

| | Teachers | | | | Principals | | | |
|-------------------|-----------------|-------|-------------------|--------------------------------|--------------|------|----------------|--------------------------------------|
| | Less than BA/BS | BA/BS | Higher than BA/BS | Avg. years teaching experience | Less than MA | MA | Higher than MA | Avg. years tch. exper. before princ. |
| TOTAL | 0.6 | 52.1 | 47.3 | 14.5 | 2.5 | 53.4 | 44.1 | 9.8 |
| Alabama | 1.1 | 40.3 | 58.6 | 13.7 | 0.0 | 40.5 | 59.5 | 9.7 |
| Alaska | — | 59.2 | 40.8 | 12.9 | 10.2 | 57.5 | 32.4 | 9.0 |
| Arizona | — | 56.3 | 43.4 | 12.6 | — | 57.5 | 41.9 | 10.1 |
| Arkansas | 0.3 | 66.5 | 33.3 | 12.0 | — | 52.9 | 46.5 | 9.1 |
| California | 0.1 | 55.3 | 44.6 | 15.6 | 8.3 | 55.8 | 35.8 | 10.6 |
| Colorado | 0.3 | 50.4 | 49.2 | 14.0 | 0.0 | 52.7 | 47.3 | 9.4 |
| Connecticut | 0.9 | 22.6 | 76.5 | 16.2 | 0.0 | 12.0 | 88.0 | 10.4 |
| Delaware | 1.4 | 65.2 | 33.4 | 15.3 | — | 46.5 | 52.1 | 8.8 |
| Dist. of Columbia | — | 42.5 | 56.2 | 18.2 | 0.0 | 64.5 | 35.5 | 11.5 |
| Florida | 0.9 | 58.7 | 40.4 | 13.2 | — | 71.9 | 27.9 | 10.7 |
| Georgia | 0.7 | 44.9 | 54.4 | 12.3 | 0.0 | 29.0 | 71.0 | 10.1 |
| Hawaii | — | 53.6 | 45.9 | 16.6 | 5.0 | 38.6 | 56.3 | 11.3 |
| Idaho | 0.5 | 72.4 | 27.1 | 12.4 | — | 64.7 | 29.9 | 8.6 |
| Illinois | — | 51.4 | 48.5 | 16.0 | 0.0 | 60.2 | 39.8 | 9.7 |
| Indiana | 0.7 | 14.9 | 84.5 | 15.3 | 0.0 | 37.3 | 62.7 | 9.3 |
| Iowa | 0.7 | 65.5 | 33.8 | 16.3 | 0.0 | 64.8 | 35.2 | 8.6 |
| Kansas | — | 53.3 | 46.6 | 14.1 | 0.0 | 74.0 | 26.0 | 9.1 |
| Kentucky | 1.1 | 23.6 | 75.4 | 14.4 | — | 11.3 | 87.6 | 10.1 |
| Louisiana | 0.8 | 53.2 | 46.0 | 13.4 | 0.0 | 50.0 | 50.0 | 12.6 |
| Maine | — | 68.8 | 31.0 | 14.0 | 19.3 | 59.9 | 20.8 | 9.2 |
| Maryland | 0.9 | 41.0 | 58.1 | 15.0 | 0.0 | 64.4 | 35.6 | 10.0 |
| Massachusetts | 1.6 | 46.3 | 52.2 | 15.9 | 3.4 | 53.7 | 42.9 | 10.5 |
| Michigan | — | 39.7 | 60.2 | 16.5 | 3.7 | 60.8 | 35.5 | 9.1 |
| Minnesota | 0.3 | 64.6 | 35.1 | 16.2 | — | 31.8 | 67.5 | 8.4 |
| Mississippi | 0.5 | 56.7 | 42.8 | 13.4 | — | 56.3 | 42.5 | 10.7 |
| Missouri | 0.9 | 52.4 | 46.7 | 13.7 | — | 52.9 | 45.7 | 8.8 |
| Montana | 0.0 | 75.6 | 24.4 | 13.6 | — | 79.8 | 17.4 | 8.3 |
| Nebraska | — | 61.2 | 38.5 | 14.4 | — | 53.9 | 42.1 | 8.3 |
| Nevada | — | 47.0 | 52.4 | 14.0 | 0.0 | 68.4 | 31.6 | 8.8 |
| New Hampshire | 2.2 | 65.2 | 32.6 | 13.0 | 13.5 | 59.2 | 27.3 | 9.4 |
| New Jersey | 0.6 | 57.6 | 41.8 | 15.4 | — | 57.3 | 42.2 | 10.1 |
| New Mexico | — | 47.2 | 52.6 | 13.6 | 6.4 | 64.5 | 29.1 | 9.2 |
| New York | 0.4 | 31.9 | 67.7 | 15.6 | 1.4 | 34.9 | 63.8 | 10.9 |
| North Carolina | 1.2 | 66.9 | 31.8 | 14.1 | 0.0 | 45.8 | 54.2 | 9.5 |
| North Dakota | 0.7 | 82.2 | 17.1 | 13.3 | 27.5 | 63.7 | 8.9 | 8.2 |
| Ohio | 1.2 | 55.0 | 43.8 | 14.8 | 2.5 | 71.6 | 25.9 | 9.7 |
| Oklahoma | 0.6 | 54.9 | 44.6 | 12.4 | 4.0 | 48.6 | 47.4 | 8.7 |
| Oregon | 0.0 | 53.9 | 46.1 | 13.9 | — | 47.5 | 47.1 | 9.8 |
| Pennsylvania | 0.8 | 47.6 | 51.6 | 16.5 | — | 37.5 | 60.9 | 9.9 |

Table 3.10—Percentage distribution of teachers and principals in public schools by highest degree earned and average years of teaching experience, by state: 1987–88
—continued

| | Teachers | | | | Principals | | | |
|----------------|-----------------|-------|-------------------|--------------------------------|--------------|------|----------------|--------------------------------------|
| | Less than BA/BS | BA/BS | Higher than BA/BS | Avg. years teaching experience | Less than MA | MA | Higher than MA | Avg. years tch. exper. before princ. |
| Rhode Island | 0.0 | 37.1 | 62.9 | 17.0 | 0.0 | 70.5 | 29.5 | 13.1 |
| South Carolina | 0.9 | 50.0 | 49.1 | 13.1 | 0.0 | 46.8 | 53.2 | 8.7 |
| South Dakota | — | 82.0 | 17.5 | 12.6 | 0.0 | 85.9 | 14.1 | 8.9 |
| Tennessee | 1.5 | 52.0 | 46.5 | 13.9 | 3.5 | 50.5 | 46.0 | 10.3 |
| Texas | 1.0 | 64.3 | 34.7 | 12.2 | 1.2 | 51.4 | 47.5 | 10.7 |
| Utah | 0.6 | 73.3 | 26.1 | 11.5 | — | 32.7 | 64.6 | 10.3 |
| Vermont | 0.8 | 57.5 | 41.6 | 13.6 | 14.1 | 63.0 | 22.9 | 9.2 |
| Virginia | 0.9 | 61.4 | 37.7 | 14.0 | 0.0 | 68.7 | 31.3 | 9.0 |
| Washington | 0.6 | 68.8 | 30.6 | 15.2 | — | 64.5 | 33.1 | 8.9 |
| West Virginia | 0.7 | 51.7 | 47.6 | 13.6 | — | 66.7 | 31.9 | 8.4 |
| Wisconsin | 0.0 | 63.2 | 36.8 | 15.7 | 1.9 | 70.9 | 27.3 | 9.6 |
| Wyoming | 0.0 | 70.7 | 29.3 | 13.4 | 0.0 | 65.4 | 34.6 | 9.3 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School, School Administrator, and Teacher Questionnaires).

Table 3.11—Percentage distribution of public school teachers by type of certification in main assignment field, by state: 1987–88

| | Regular | Probation | Temporary | None |
|-------------------|---------|-----------|-----------|------|
| TOTAL | 88.7 | 2.9 | 5.2 | 3.2 |
| Alabama | 94.3 | 2.0 | 2.0 | 1.7 |
| Alaska | 90.6 | 0.0 | — | 8.7 |
| Arizona | 86.7 | 3.0 | 6.1 | 4.2 |
| Arkansas | 93.1 | 1.2 | 3.5 | 2.2 |
| California | 86.2 | 3.5 | 6.6 | 3.8 |
| Colorado | 91.4 | 2.3 | 2.8 | 3.5 |
| Connecticut | 77.1 | 6.7 | 14.3 | 1.9 |
| Delaware | 89.7 | 3.1 | 3.2 | 4.0 |
| Dist. of Columbia | 72.8 | 12.5 | 5.4 | 9.3 |
| Florida | 82.7 | 4.5 | 6.3 | 6.5 |
| Georgia | 88.9 | 3.4 | 5.7 | 2.0 |
| Hawaii | 84.9 | 6.9 | 2.3 | 5.9 |
| Idaho | 93.7 | 0.7 | 4.2 | 1.4 |
| Illinois | 86.8 | 1.2 | 6.6 | 5.4 |
| Indiana | 93.3 | 1.0 | 4.1 | 1.6 |
| Iowa | 93.8 | 1.4 | 3.2 | 1.6 |
| Kansas | 96.2 | — | 2.1 | 1.5 |
| Kentucky | 89.0 | 1.8 | 8.1 | 1.1 |
| Louisiana | 88.7 | 1.9 | 4.3 | 5.1 |
| Maine | 83.3 | 5.9 | 7.8 | 2.9 |
| Maryland | 90.4 | 3.4 | 3.7 | 2.4 |
| Massachusetts | 91.1 | — | 3.1 | 5.7 |
| Michigan | 86.8 | 3.4 | 7.3 | 2.5 |
| Minnesota | 91.8 | 3.8 | 2.8 | 1.6 |
| Mississippi | 93.6 | 1.5 | 3.9 | 0.9 |
| Missouri | 95.6 | 0.4 | 2.6 | 1.4 |
| Montana | 91.4 | 4.5 | 2.8 | 1.3 |
| Nebraska | 89.5 | 7.5 | 1.1 | 1.8 |
| Nevada | 87.8 | 3.2 | 4.6 | 4.4 |
| New Hampshire | 89.3 | 3.0 | 2.7 | 5.0 |
| New Jersey | 95.4 | — | 1.6 | 2.8 |
| New Mexico | 92.0 | — | 3.8 | 3.6 |
| New York | 81.2 | 4.9 | 8.6 | 5.3 |
| North Carolina | 87.8 | 6.0 | 3.5 | 2.6 |
| North Dakota | 96.2 | 2.1 | 0.8 | 0.9 |
| Ohio | 89.0 | 1.2 | 8.7 | 1.1 |
| Oklahoma | 92.7 | 1.1 | 3.8 | 2.4 |
| Oregon | 88.9 | 5.6 | 3.4 | 2.1 |
| Pennsylvania | 91.1 | 3.3 | 3.7 | 1.9 |
| Rhode Island | 91.0 | 2.8 | 4.1 | 2.1 |

**Table 3.11—Percentage distribution of public school teachers by type of certification in main assignment field, by state: 1987–88
—continued**

| | Regular | Probation | Temporary | None |
|----------------|---------|-----------|-----------|------|
| South Carolina | 92.3 | — | 2.9 | 4.7 |
| South Dakota | 96.6 | 1.6 | 1.0 | 0.8 |
| Tennessee | 86.2 | 6.5 | 4.6 | 2.7 |
| Texas | 88.0 | 2.2 | 6.1 | 3.7 |
| Utah | 91.8 | 1.9 | 4.0 | 2.3 |
| Vermont | 86.4 | 10.8 | 1.4 | 1.4 |
| Virginia | 87.4 | 4.1 | 4.0 | 4.5 |
| Washington | 88.0 | 5.5 | 4.2 | 2.4 |
| West Virginia | 86.3 | 4.2 | 7.2 | 2.4 |
| Wisconsin | 93.9 | 1.6 | 4.0 | 0.5 |
| Wyoming | 94.6 | 1.1 | 3.1 | 1.2 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher Questionnaire).

Chapter 4

Working Conditions

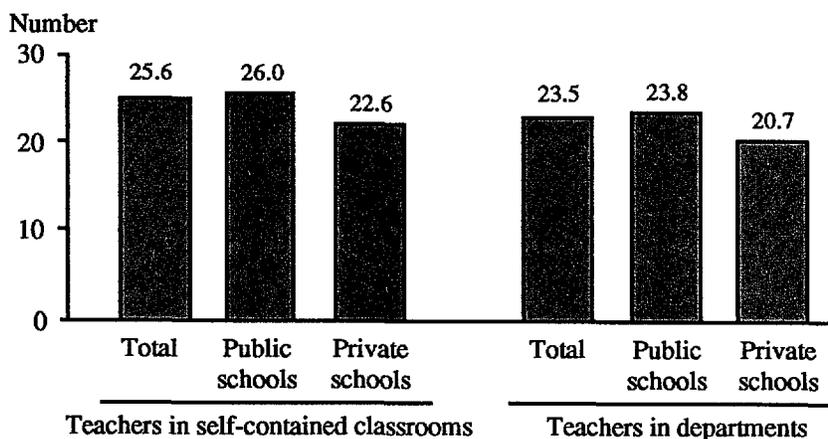
Working conditions may enhance the possibility of good teaching. Staffing configurations, class size, teacher class loads, and the distribution of instructional time devoted to different subject areas are some of the measures that describe the daily working conditions of teachers in schools.

Teaching Load

There were considerable differences in average class size in public and private schools: the average class size for public school teachers in departmentalized subjects was 23.8 students, while for private school teachers, it was 20.7⁸ (table 4.1, figure 4.1). For teachers in self-contained classrooms, the average class size in public schools was 26.0, while for teachers in private schools, it was 22.6.⁹ Among urban and rural–small city elementary schools, the average class size for self-contained classrooms in private schools was smaller than in public schools (23.8 in urban private, compared with 26.1 in urban public; 21.0 in rural–small city private, compared with 25.0 in rural–small city public) (figure 4.2). The average class size for secondary teachers in departments was also lower in private than in public urban and rural–small city schools (22.2 in urban private, compared with 25.1 in urban public; 17.8 in rural–small city private, compared with 22.1 in rural public). These patterns did not hold in suburban schools.

With regard to teaching responsibilities, public school teachers in departments averaged 5.0 periods per day. In contrast, private school teachers in departments averaged somewhat less, 4.6 periods per day. Caution must be exercised in making comparisons, however, because the length of a period varies from school to school.

Figure 4.1—Average class size for teachers in self-contained classrooms and teachers in departments in all schools and public and private schools: 1987–88

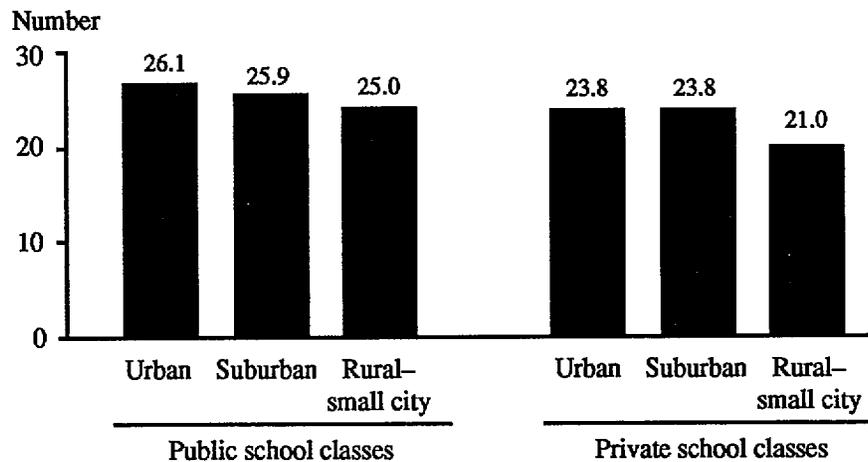


SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

⁸ Teachers in departments are mostly at the secondary level.

⁹ Most self-contained classrooms are in elementary schools.

Figure 4.2—Average class size for public and private elementary school teachers in self-contained classrooms, by community type: 1987-88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 (School and Teacher Questionnaires).

Table 4.1—Average number of periods taught per day by teachers in departments, and average class size, by selected school characteristics: 1987–88

| | Teachers in departments | | Self-contained average class size |
|---------------------|-------------------------|--------------------|-----------------------------------|
| | Average periods/day | Average class size | |
| TOTAL | 4.9 | 23.5 | 25.6 |
| PUBLIC | 5.0 | 23.8 | 26.0 |
| Urban | 4.9 | 25.5 | 26.4 |
| School level | | | |
| Elementary | 4.8 | 26.8 | 26.1 |
| Secondary | 4.9 | 25.1 | 32.4 |
| Combined | 5.4 | 22.7 | 22.0 |
| Minority enrollment | | | |
| Less than 20% | 4.8 | 24.8 | 25.9 |
| 20% or more | 4.9 | 25.8 | 26.6 |
| School size | | | |
| Less than 150 | 7.6 | 16.7 | 18.9 |
| 150 to 499 | 4.6 | 24.8 | 24.3 |
| 500 to 749 | 5.0 | 25.7 | 27.2 |
| 750 or more | 4.9 | 25.7 | 28.8 |
| Suburban | 4.9 | 24.6 | 26.4 |
| School levels | | | |
| Elementary | 4.9 | 25.8 | 25.9 |
| Secondary | 4.8 | 24.2 | 33.6 |
| Combined | 4.9 | 20.1 | 16.8 |
| Minority enrollment | | | |
| Less than 20% | 4.9 | 24.3 | 26.3 |
| 20% or more | 4.8 | 25.3 | 26.6 |
| School size | | | |
| Less than 150 | 6.0 | 9.1 | 19.4 |
| 150 to 499 | 4.7 | 24.4 | 25.0 |
| 500 to 749 | 4.8 | 25.2 | 27.3 |
| 750 or more | 4.9 | 24.7 | 28.3 |
| Rural—small city | 5.1 | 22.7 | 25.5 |
| School level | | | |
| Elementary | 5.1 | 24.6 | 25.0 |
| Secondary | 5.1 | 22.1 | 32.1 |
| Combined | 5.2 | 19.0 | 21.9 |
| Minority enrollment | | | |
| Less than 20% | 5.1 | 22.5 | 25.3 |
| 20% or more | 5.2 | 23.2 | 26.0 |
| School size | | | |
| Less than 150 | 5.1 | 15.8 | 20.2 |
| 150 to 499 | 5.1 | 22.3 | 24.4 |
| 500 to 749 | 5.2 | 23.2 | 27.2 |
| 750 or more | 5.0 | 23.8 | 30.3 |

Table 4.1—Average number of periods taught per day by teachers in departments, and average class size, by selected school characteristics: 1987–88—continued

| | Teachers in departments | | Self-contained average class size |
|---------------------|-------------------------|--------------------|--------------------------------------|
| | Average periods/day | Average class size | |
| PRIVATE | 4.6 | 20.7 | 22.6 |
| Urban | 4.6 | 22.3 | 23.7 |
| School level | | | |
| Elementary | 5.1 | 24.1 | 23.8 |
| Secondary | 4.4 | 22.2 | 35.7 |
| Combined | 4.2 | 19.9 | 21.2 |
| Minority enrollment | | | |
| Less than 20% | 4.5 | 21.7 | 23.2 |
| 20% or more | 4.9 | 23.5 | 24.4 |
| School size | | | |
| Less than 150 | 4.4 | 15.0 | 16.7 |
| 150 to 499 | 4.7 | 21.3 | 25.2 |
| 500 to 749 | 4.7 | 24.0 | 27.3 |
| 750 or more | 4.3 | 25.2 | 32.3 |
| Suburban | 4.4 | 22.0 | 23.1 |
| School level | | | |
| Elementary | 4.8 | 24.1 | 23.8 |
| Secondary | 4.7 | 27.0 | — |
| Combined | 3.9 | 16.1 | 21.2 |
| Minority enrollment | | | |
| Less than 20% | 4.4 | 21.8 | 22.4 |
| 20% or more | 4.7 | 23.3 | 25.5 |
| School size | | | |
| Less than 150 | 3.4 | 15.8 | 17.6 |
| 150 to 499 | 4.4 | 20.8 | 25.1 |
| 500 to 749 | 4.4 | 21.1 | 26.4 |
| 750 or more | 4.8 | 26.7 | 24.4 |
| Rural—small city | 4.6 | 17.7 | 20.7 |
| School level | | | |
| Elementary | 4.7 | 20.3 | 21.0 |
| Secondary | 4.4 | 17.8 | — |
| Combined | 4.7 | 14.2 | 18.2 |
| Minority enrollment | | | |
| Less than 20% | 4.6 | 17.8 | 21.0 |
| 20% or more | 4.6 | 16.1 | 18.7 |
| School size | | | |
| Less than 150 | 4.2 | 13.3 | 17.3 |
| 150 to 499 | 4.8 | 18.6 | 23.8 |
| 500 to 749 | 5.1 | 21.7 | — |
| 750 or more | — | — | — |

—Too few cases for a reliable estimate.

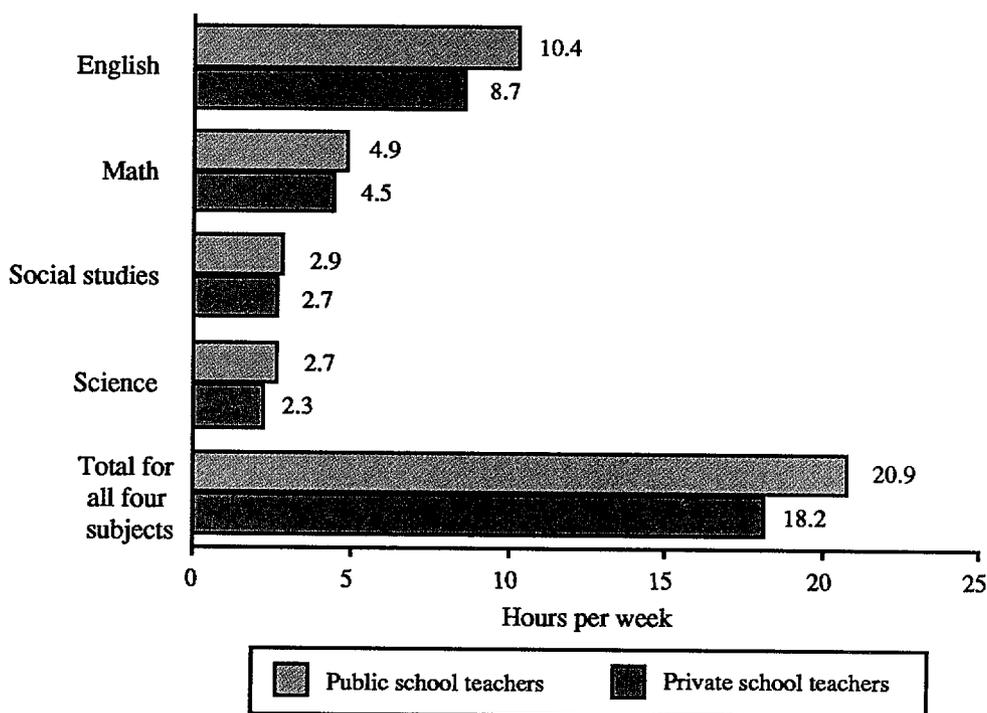
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

Time Teaching Core Subjects

It has been argued that the differences in curricular emphasis among schools may lead to different learning opportunities for students.¹⁰ In the aggregate, some differences in curriculum offerings between public and private schools were evident. Public school teachers in self-contained classrooms taught more total hours per week in basic subject areas—English, mathematics, social studies, and the sciences—on average, than their private school counterparts (20.9 compared with 18.2) (table 4.2, figure 4.3). In elementary, self-contained classes, the greatest difference was in the amount of time devoted to teaching English (10.4 hours per week, on average, in public schools, compared with 8.7 hours per week, on average, in private schools). In other subjects, differences were less, but still significant: mathematics was 4.9 hours, on average, in public schools, compared with 4.5 hours, on average, in private schools; social science was 2.9 hours, on average, in public schools and 2.7 hours, on average, in private schools; and science was 2.7 hours, on average, in public schools, compared with 2.3 hours, on average, for private schools.

In elementary schools in all three types of communities, the average total hours per week of teaching basic subjects in self-contained classrooms was higher in the public than in the private sector. The average ranged from 20.7 to 21.1 hours in public schools and from 17.4 to 18.7 hours in private schools.

Figure 4.3—Average hours per week that public and private elementary school teachers in self-contained classrooms spent teaching certain subjects: 1987–88



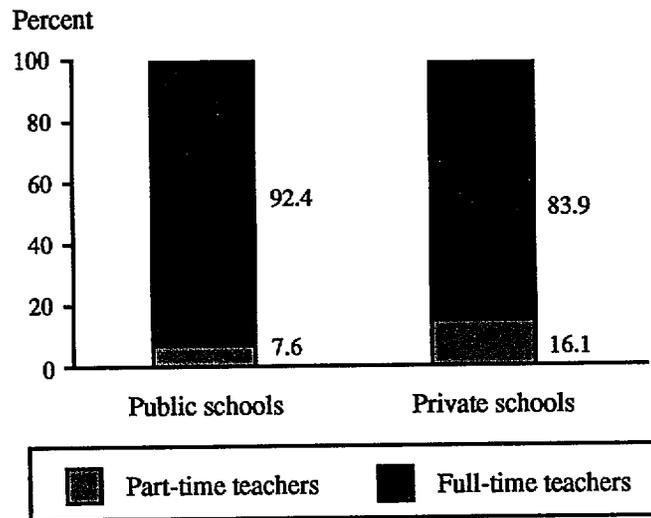
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

¹⁰This issue has been discussed extensively in comparisons of curriculum in many subject areas across countries. For an overview see McKnight, Curtis C. et al., *The Underachieving Curriculum: Assessing U.S. School Mathematics from an International Perspective* (Champaign, IL: Stipes, 1989).

Assignments

Public and private sector teaching staff configurations differed considerably. In 1987–88, a larger proportion of public school teachers were full-time (92 percent), as compared with private school teachers (84 percent) (table 4.3, figure 4.4).¹¹ The proportion of itinerant teachers and long-term substitutes in the public schools (5 percent and 1 percent, respectively) was larger than the corresponding proportion in private schools (1 percent and less than 1 percent, respectively). Table 4.4 reports the number of teachers in 18 primary fields for public and private elementary and secondary schools.

Figure 4.4—Percentage of full- and part-time teachers in public and private schools, by teaching status: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

¹¹ Part-time teachers are those who reported working three-quarters time or less.

Table 4.2—Average hours per week and percentage of teaching hours per week that elementary school teachers in self-contained classes spent teaching certain subjects, by selected school characteristics: 1987–88

| | Average hours per week | | | | Total of all four | Percent of hours for all four | | | |
|---------------------|------------------------|------------------|------------------------|---------|-------------------|-------------------------------|------------------|------------------------|---------|
| | English/ lang.arts | Arith./ math. | Soc. stud./ history | Science | | English/ lang. arts | Arith./ math. | Soc. stud./ history | Science |
| TOTAL | 10.2 | 4.8 | 2.9 | 2.6 | 20.6 | 49.2 | 24.2 | 14.0 | 12.6 |
| PUBLIC | 10.4 | 4.9 | 2.9 | 2.7 | 20.9 | 49.5 | 24.0 | 14.0 | 12.6 |
| Urban | 10.5 | 5.0 | 3.0 | 2.6 | 21.1 | 49.6 | 24.4 | 13.9 | 12.0 |
| School level | | | | | | | | | |
| Elementary | 10.6 | 5.0 | 3.0 | 2.6 | 21.1 | 49.7 | 24.4 | 13.9 | 12.1 |
| Combined | 9.5 | 4.9 | 2.8 | 2.2 | 19.4 | 50.1 | 26.5 | 13.2 | 10.2 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 10.5 | 4.7 | 2.8 | 2.4 | 20.4 | 50.5 | 24.0 | 13.8 | 11.7 |
| 20% or more | 10.6 | 5.1 | 3.0 | 2.6 | 21.3 | 49.3 | 24.6 | 14.0 | 12.1 |
| School size | | | | | | | | | |
| Less than 150 | 9.6 | 4.9 | 2.5 | 2.1 | 19.1 | 51.6 | 26.5 | 12.0 | 9.9 |
| 150 to 499 | 10.5 | 5.1 | 2.9 | 2.5 | 20.9 | 49.9 | 24.6 | 13.6 | 11.9 |
| 500 to 749 | 10.5 | 5.0 | 3.1 | 2.7 | 21.3 | 48.7 | 24.5 | 14.3 | 12.5 |
| 750 or more | 10.8 | 4.8 | 3.0 | 2.5 | 21.1 | 50.5 | 24.0 | 14.0 | 11.6 |
| Suburban | 10.2 | 4.8 | 2.9 | 2.7 | 20.7 | 49.3 | 23.7 | 14.0 | 13.0 |
| School level | | | | | | | | | |
| Elementary | 10.2 | 4.8 | 2.9 | 2.8 | 20.7 | 49.3 | 23.7 | 14.0 | 13.1 |
| Combined | 7.6 | 4.0 | 3.0 | 2.1 | 16.8 | 47.6 | 27.8 | 14.4 | 10.2 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 10.4 | 4.7 | 2.8 | 2.6 | 20.5 | 50.0 | 23.7 | 13.7 | 12.7 |
| 20% or more | 10.0 | 4.9 | 3.1 | 2.9 | 21.0 | 48.1 | 23.8 | 14.5 | 13.6 |
| School size | | | | | | | | | |
| Less than 150 | 7.8 | 4.3 | 2.8 | 2.8 | 17.7 | 44.0 | 26.9 | 14.7 | 14.3 |
| 150 to 499 | 10.5 | 4.7 | 2.9 | 2.7 | 20.8 | 50.6 | 23.2 | 13.6 | 12.7 |
| 500 to 749 | 10.0 | 4.8 | 2.9 | 2.6 | 20.2 | 48.3 | 24.3 | 14.4 | 13.0 |
| 750 or more | 10.4 | 5.0 | 3.1 | 3.1 | 21.6 | 48.3 | 23.6 | 14.3 | 13.8 |
| Rural—small city | 10.5 | 4.8 | 2.9 | 2.7 | 20.8 | 49.7 | 23.7 | 13.9 | 12.7 |
| School level | | | | | | | | | |
| Elementary | 10.5 | 4.8 | 2.9 | 2.7 | 20.8 | 49.8 | 23.7 | 13.8 | 12.7 |
| Combined | 9.8 | 4.8 | 3.2 | 2.7 | 20.5 | 48.5 | 24.2 | 14.6 | 12.7 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 10.6 | 4.7 | 2.8 | 2.6 | 20.8 | 50.3 | 23.6 | 13.7 | 12.4 |
| 20% or more | 10.3 | 4.9 | 3.0 | 2.9 | 21.0 | 48.4 | 24.0 | 14.3 | 13.3 |
| School size | | | | | | | | | |
| Less than 150 | 10.1 | 5.1 | 2.9 | 2.7 | 20.9 | 48.1 | 24.9 | 14.2 | 12.8 |
| 150 to 499 | 10.4 | 4.8 | 2.8 | 2.7 | 20.6 | 49.8 | 23.8 | 13.6 | 12.7 |
| 500 to 749 | 10.5 | 4.7 | 3.0 | 2.7 | 20.9 | 50.0 | 23.3 | 14.2 | 12.5 |
| 750 or more | 10.7 | 4.9 | 3.2 | 2.8 | 21.6 | 49.5 | 23.6 | 14.2 | 12.6 |

Table 4.2—Average hours per week and percentage of teaching hours per week that elementary school teachers in self-contained classes spent teaching certain subjects, by selected school characteristics: 1987–88—continued

| | Average hours per week | | | | Total of all four | Percent of hours for all four | | | |
|---------------------|------------------------|------------------|------------------------|---------|-------------------|-------------------------------|------------------|------------------------|---------|
| | English/ lang.arts | Arith./ math. | Soc. stud./ history | Science | | English/ lang. arts | Arith./ math. | Soc. stud./ history | Science |
| PRIVATE | 8.7 | 4.5 | 2.7 | 2.3 | 18.2 | 47.7 | 25.7 | 14.0 | 12.5 |
| Urban | 8.6 | 4.4 | 2.7 | 2.3 | 18.0 | 47.3 | 25.6 | 14.5 | 12.6 |
| School level | | | | | | | | | |
| Elementary | 8.8 | 4.4 | 2.6 | 2.3 | 18.1 | 47.8 | 25.1 | 14.6 | 12.5 |
| Combined | 7.8 | 4.3 | 2.8 | 2.5 | 17.4 | 45.3 | 27.6 | 14.2 | 12.9 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 8.9 | 4.4 | 2.6 | 2.2 | 18.0 | 48.5 | 25.4 | 14.1 | 12.1 |
| 20% or more | 8.2 | 4.3 | 2.8 | 2.5 | 17.8 | 45.4 | 26.0 | 15.3 | 13.3 |
| School size | | | | | | | | | |
| Less than 150 | 8.1 | 4.6 | 2.4 | 2.3 | 17.4 | 45.8 | 27.8 | 13.6 | 12.8 |
| 150 to 499 | 8.8 | 4.3 | 2.7 | 2.2 | 18.0 | 47.9 | 24.9 | 14.9 | 12.3 |
| 500 to 749 | 9.6 | 4.4 | 3.1 | 3.4 | 20.4 | 48.7 | 24.3 | 13.2 | 13.7 |
| 750 or more | — | — | — | — | — | — | — | — | — |
| Suburban | 8.5 | 4.5 | 2.5 | 2.0 | 17.5 | 47.7 | 26.0 | 14.3 | 12.0 |
| School level | | | | | | | | | |
| Elementary | 8.6 | 4.4 | 2.4 | 2.1 | 17.4 | 48.2 | 25.7 | 13.9 | 12.2 |
| Combined | 8.3 | 4.7 | 2.8 | 2.0 | 17.7 | 46.3 | 26.8 | 15.5 | 11.4 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 8.4 | 4.4 | 2.4 | 2.0 | 17.2 | 48.1 | 25.9 | 14.1 | 11.9 |
| 20% or more | 8.7 | 4.8 | 2.8 | 2.3 | 18.6 | 46.3 | 26.5 | 14.9 | 12.4 |
| School size | | | | | | | | | |
| Less than 150 | 7.8 | 4.5 | 2.2 | 2.0 | 16.5 | 46.9 | 27.5 | 13.0 | 12.6 |
| 150 to 499 | 8.6 | 4.4 | 2.6 | 2.1 | 17.7 | 47.4 | 25.3 | 14.9 | 12.4 |
| 500 to 749 | 8.5 | 4.8 | 2.4 | 2.0 | 17.7 | 47.1 | 28.3 | 13.4 | 11.3 |
| 750 or more | — | — | — | — | — | — | — | — | — |
| Rural—small city | 8.8 | 4.6 | 2.6 | 2.6 | 18.7 | 48.2 | 25.6 | 13.2 | 13.0 |
| School level | | | | | | | | | |
| Elementary | 8.8 | 4.6 | 2.6 | 2.5 | 18.7 | 48.6 | 25.7 | 13.1 | 12.6 |
| Combined | 8.9 | 4.7 | 2.6 | 2.7 | 18.8 | 47.3 | 25.1 | 13.6 | 14.0 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 8.8 | 4.6 | 2.5 | 2.5 | 18.5 | 48.5 | 25.4 | 13.1 | 13.0 |
| 20% or more | 9.0 | 5.1 | 3.2 | 3.0 | 20.4 | 46.6 | 26.4 | 14.3 | 12.7 |
| School size | | | | | | | | | |
| Less than 150 | 8.9 | 5.0 | 2.8 | 2.7 | 19.3 | 46.4 | 26.2 | 13.8 | 13.6 |
| 150 to 499 | 8.8 | 4.2 | 2.5 | 2.5 | 18.0 | 50.2 | 25.0 | 12.6 | 12.3 |
| 500 to 749 | — | — | — | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

Table 4.3—Percentage distribution of teachers by teaching status and type of teacher, by selected school characteristics: 1987–88

| | Teaching status | | Type of teacher | | |
|---------------------|-----------------|---------------|------------------|-------------------|----------------------|
| | All full-time | All part-time | Regular FT or PT | Itinerant teacher | Long-term substitute |
| TOTAL | 91.4 | 8.6 | 95.2 | 4.4 | 0.4 |
| PUBLIC | 92.4 | 7.6 | 94.7 | 4.9 | 0.5 |
| Urban | 93.2 | 6.8 | 94.7 | 4.3 | 1.0 |
| School level | | | | | |
| Elementary | 92.6 | 7.4 | 93.1 | 5.8 | 1.0 |
| Secondary | 94.1 | 5.9 | 97.4 | 1.7 | 0.8 |
| Combined | 94.6 | 5.4 | 94.3 | 4.0 | 1.7 |
| Minority enrollment | | | | | |
| Less than 20% | 90.2 | 9.8 | 92.5 | 7.0 | 0.5 |
| 20% or more | 94.2 | 5.8 | 95.5 | 3.4 | 1.2 |
| School size | | | | | |
| Less than 150 | 92.4 | 7.6 | 92.6 | 6.8 | 0.6 |
| 150 to 499 | 88.9 | 11.1 | 90.9 | 8.7 | 0.4 |
| 500 to 749 | 94.1 | 5.9 | 94.4 | 4.5 | 1.1 |
| 750 or more | 94.7 | 5.3 | 96.8 | 2.0 | 1.2 |
| Suburban | 92.1 | 7.9 | 94.8 | 4.8 | 0.4 |
| School level | | | | | |
| Elementary | 90.9 | 9.1 | 92.9 | 6.6 | 0.5 |
| Secondary | 93.8 | 6.2 | 97.3 | 2.3 | 0.4 |
| Combined | 94.7 | 5.3 | 96.1 | 3.7 | — |
| Minority enrollment | | | | | |
| Less than 20% | 91.4 | 8.6 | 94.3 | 5.3 | 0.4 |
| 20% or more | 93.7 | 6.3 | 95.7 | 3.9 | 0.5 |
| School size | | | | | |
| Less than 150 | 91.6 | 8.4 | 96.1 | 3.8 | — |
| 150 to 499 | 88.8 | 11.2 | 91.5 | 7.9 | 0.5 |
| 500 to 749 | 91.9 | 8.1 | 94.6 | 5.1 | 0.3 |
| 750 or more | 94.3 | 5.7 | 96.8 | 2.8 | 0.5 |
| Rural—small city | 92.0 | 8.0 | 94.4 | 5.4 | 0.2 |
| School level | | | | | |
| Elementary | 91.0 | 9.0 | 92.5 | 7.3 | 0.2 |
| Secondary | 93.8 | 6.2 | 96.9 | 2.9 | 0.2 |
| Combined | 91.5 | 8.5 | 96.9 | 2.8 | 0.3 |
| Minority enrollment | | | | | |
| Less than 20% | 91.0 | 9.0 | 94.0 | 5.8 | 0.2 |
| 20% or more | 94.6 | 5.4 | 95.3 | 4.5 | 0.2 |
| School size | | | | | |
| Less than 150 | 85.6 | 14.4 | 91.5 | 8.5 | — |
| 150 to 499 | 90.0 | 10.0 | 92.7 | 7.1 | 0.2 |
| 500 to 749 | 94.4 | 5.6 | 95.5 | 4.1 | 0.3 |
| 750 or more | 95.2 | 4.8 | 97.3 | 2.5 | 0.2 |

Table 4.3—Percentage distribution of teachers by teaching status and type of teacher, by selected school characteristics: 1987–88—continued

| | Teaching status | | Type of teacher | | |
|---------------------|-----------------|---------------|------------------|-------------------|----------------------|
| | All full-time | All part-time | Regular FT or PT | Itinerant teacher | Long-term substitute |
| PRIVATE | 83.9 | 16.1 | 99.0 | 0.8 | 0.1 |
| Urban | 84.2 | 15.8 | 99.3 | 0.6 | — |
| School level | | | | | |
| Elementary | 86.5 | 13.5 | 99.2 | 0.8 | 0.0 |
| Secondary | 81.6 | 18.4 | 99.6 | 0.4 | 0.0 |
| Combined | 81.4 | 18.6 | 99.5 | 0.3 | — |
| Minority enrollment | | | | | |
| Less than 20% | 83.1 | 16.9 | 99.4 | 0.5 | — |
| 20% or more | 86.1 | 13.9 | 99.3 | 0.7 | 0.0 |
| School size | | | | | |
| Less than 150 | 76.6 | 23.4 | 99.1 | 0.9 | 0.0 |
| 150 to 499 | 84.4 | 15.6 | 99.1 | 0.8 | — |
| 500 to 749 | 86.5 | 13.5 | 99.6 | — | 0.0 |
| 750 or more | 89.8 | 10.2 | 100.0 | 0.0 | 0.0 |
| Suburban | 83.2 | 16.8 | 99.5 | 0.4 | — |
| School level | | | | | |
| Elementary | 82.0 | 18.0 | 99.8 | — | — |
| Secondary | 90.2 | 9.8 | 99.8 | — | 0.0 |
| Combined | 81.5 | 18.5 | 99.1 | — | 0.0 |
| Minority enrollment | | | | | |
| Less than 20% | 82.4 | 17.6 | 99.4 | 0.5 | — |
| 20% or more | 86.9 | 13.1 | 100.0 | 0.0 | 0.0 |
| School size | | | | | |
| Less than 150 | 69.1 | 30.9 | 99.8 | — | 0.0 |
| 150 to 499 | 82.0 | 18.0 | 99.1 | 0.9 | — |
| 500 to 749 | 88.1 | 11.9 | 100.0 | 0.0 | 0.0 |
| 750 or more | 95.3 | 4.7 | 99.9 | — | 0.0 |
| Rural—small city | 83.9 | 16.1 | 98.4 | 1.5 | 0.1 |
| School level | | | | | |
| Elementary | 84.1 | 15.9 | 97.4 | 2.4 | 0.2 |
| Secondary | 79.1 | 20.9 | 99.3 | — | 0.0 |
| Combined | 86.1 | 13.9 | 99.6 | 0.3 | — |
| Minority enrollment | | | | | |
| less than 20% | 82.9 | 17.1 | 98.2 | 1.6 | 0.2 |
| 20% or more | 90.5 | 9.5 | 99.5 | — | 0.0 |
| School size | | | | | |
| Less than 150 | 82.3 | 17.7 | 98.0 | 1.7 | 0.3 |
| 150 to 499 | 84.0 | 16.0 | 98.4 | 1.5 | — |
| 500 to 749 | 91.4 | 8.6 | 99.8 | — | 0.0 |
| 750 or more | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

Table 4.4—Number of teachers by sector and level by main assignment field: 1987–88

| | All | | Public | | Private | |
|-------------------------|------------|-----------|------------|-----------|------------|-----------|
| | Elementary | Secondary | Elementary | Secondary | Elementary | Secondary |
| TOTAL | 1,341,471 | 1,288,864 | 1,181,578 | 1,141,626 | 159,893 | 147,238 |
| Kindergarten | 121,681 | — | 102,112 | — | 19,569 | — |
| General elementary | 797,819 | — | 687,198 | — | 110,622 | — |
| Basic skills/remedial | 20,156 | 10,334 | 19,139 | 9,690 | — | — |
| Gifted | 16,761 | 9,908 | 16,493 | 9,426 | — | — |
| Bilingual/ESL | 15,803 | 8,822 | 15,563 | 8,595 | — | — |
| English/language arts | 49,798 | 214,936 | 44,793 | 186,719 | 5,005 | 28,216 |
| Math/computer science | 22,388 | 173,752 | 19,030 | 150,936 | 3,358 | 22,816 |
| Foreign language | 2,819 | 60,874 | — | 45,732 | 936 | 15,142 |
| Social science | 9,568 | 142,766 | 8,477 | 125,340 | 1,091 | 17,426 |
| Science | 11,633 | 141,134 | 10,343 | 121,851 | — | 19,283 |
| Other special area | 105,942 | 357,971 | 100,158 | 320,423 | 5,784 | 37,548 |
| Special education | | | | | | |
| Mentally retarded | 28,205 | 19,801 | 27,235 | 19,330 | — | — |
| Emotionally disturbed | 12,940 | 12,287 | 11,615 | 11,021 | 1,325 | 1,267 |
| Learning disabled | 69,369 | 47,312 | 66,489 | 46,644 | 2,880 | — |
| Speech/hearing impaired | 25,524 | 4,345 | 24,542 | 4,286 | — | — |
| Other special education | 18,296 | 10,949 | 17,924 | 10,700 | — | — |
| Vocational education | — | 50,622 | — | 49,886 | — | — |
| All others | 12,627 | 22,662 | 8,444 | 20,780 | 4,183 | 1,882 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher Questionnaire).

Chapter 5

Compensation

Policymakers are very interested in issues of compensation and benefits. Many reform models suggest that to attract new teachers into the profession, to achieve a committed work force of teachers and administrators, and to retain qualified staff, the schools must offer opportunities commensurate with other professions that attract individuals with similar levels of education. Tracking salaries and benefits provides a clear portrait of the financial incentives for entering, and remaining in, the school work force.

Salaries and Other Compensation

Teachers

In 1987–88, the average base salary among all full-time teachers was \$25,205; the average public-school base salary was \$26,231; and the average private-school base salary was \$16,562 (tables 5.1, 5.2, and 5.3, figure 5.1). A higher proportion of private school teachers earned non-school income (32 percent) than did public school teachers (24 percent); and a greater proportion of public school teachers than private school teachers earned other compensation at school during the school year (35 percent for public, compared with 21 percent for private). Public elementary and secondary teachers in all types of communities had higher salaries than their private school counterparts.

Public school teachers in suburban communities had higher base salaries, on average, than teachers in urban communities, who in turn, had higher salaries than those in rural–small city communities. In the private sector, the base salaries of urban and suburban teachers were not significantly different from each other, but both were higher than the base salaries of rural–small city teachers.

In urban, suburban, and rural–small city schools, in both the public and private sector, secondary school teachers were more likely than their elementary school counterparts to have received other school-year compensation. Public secondary school teachers in all three community types were more likely than their elementary school counterparts to have received summer salary and other non-school income.

Including all sources of income, public school teachers earned more than private school teachers. In 1987–88, the average for all teachers was \$27,231 (\$28,284 for public school teachers and \$18,378 for private school teachers).¹²

¹² Note that the average computed for a type of compensation other than base salary was computed using only teachers with that type of compensation. Consequently, the average total earnings does not equal the sum of the averages of the various types of compensation.

Table 5.1—Average earnings for full-time teachers, percentage of teachers who received various types of compensation, and average principal salary, by selected school characteristics: 1987–88

| | Average amount for teachers | | | | | Percent of teachers who received | | | Average principal salary |
|---------------------|-----------------------------|-------------|-----------------------|---------------|------------|----------------------------------|---------------|------------|--------------------------|
| | Total earnings | Base salary | Other sch. year comp. | Summer suppl. | Non-school | Other sch. year comp. | Summer suppl. | Non-school | |
| TOTAL | \$27,231 | \$25,205 | \$2,007 | \$1,842 | \$4,322 | 33.5 | 17.3 | 25.0 | \$37,663 |
| PUBLIC SCHOOLS | 28,284 | 26,231 | 2,009 | 1,814 | 4,489 | 35.1 | 17.5 | 24.1 | 41,963 |
| Urban | 30,047 | 27,915 | 2,208 | 1,998 | 4,873 | 30.1 | 19.0 | 23.4 | 46,605 |
| School level | | | | | | | | | |
| Elementary | 28,722 | 27,292 | 1,665 | 1,867 | 3,891 | 22.1 | 16.4 | 18.8 | 45,357 |
| Secondary | 32,045 | 28,839 | 2,614 | 2,037 | 5,760 | 44.0 | 22.9 | 30.6 | 50,920 |
| Combined | 31,808 | 28,910 | 2,974 | 3,010 | 6,077 | 23.7 | 24.6 | 26.7 | 46,884 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 29,983 | 27,739 | 1,838 | 1,770 | 5,259 | 33.2 | 18.4 | 26.1 | 45,812 |
| 20% or more | 30,069 | 27,976 | 2,356 | 2,073 | 4,715 | 29.0 | 19.3 | 22.4 | 46,884 |
| School size | | | | | | | | | |
| Less than 150 | 28,469 | 25,565 | 2,307 | 2,616 | 5,073 | 25.4 | 32.1 | 24.8 | 44,734 |
| 150 to 499 | 28,686 | 27,374 | 1,516 | 1,732 | 4,354 | 21.4 | 15.3 | 18.3 | 44,268 |
| 500 to 749 | 28,940 | 27,262 | 1,732 | 1,738 | 4,547 | 24.1 | 15.3 | 22.0 | 46,244 |
| 750 or more | 31,366 | 28,615 | 2,567 | 2,157 | 5,190 | 37.7 | 22.6 | 26.5 | 50,621 |
| Suburban | 31,372 | 29,170 | 2,096 | 1,619 | 4,812 | 38.0 | 18.5 | 24.0 | 47,843 |
| School level | | | | | | | | | |
| Elementary | 30,031 | 28,526 | 1,568 | 1,400 | 4,382 | 27.8 | 15.8 | 19.9 | 46,580 |
| Secondary | 33,225 | 30,116 | 2,479 | 1,809 | 5,189 | 51.8 | 21.7 | 29.4 | 51,436 |
| Combined | 29,728 | 27,136 | 1,895 | 1,949 | 5,019 | 33.8 | 25.9 | 25.8 | 47,363 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 31,472 | 29,320 | 1,974 | 1,446 | 4,937 | 40.1 | 17.4 | 23.7 | 47,778 |
| 20% or more | 31,189 | 28,894 | 2,358 | 1,891 | 4,586 | 34.2 | 20.4 | 24.6 | 47,967 |
| School size | | | | | | | | | |
| Less than 150 | 29,398 | 26,516 | 3,589 | 2,804 | 5,251 | 30.0 | 28.4 | 20.8 | 44,331 |
| 150 to 499 | 30,788 | 28,901 | 1,438 | 1,411 | 5,068 | 30.5 | 18.2 | 22.5 | 46,572 |
| 500 to 749 | 30,833 | 29,316 | 1,891 | 1,255 | 4,303 | 35.6 | 15.3 | 20.8 | 47,318 |
| 750 or more | 32,027 | 29,297 | 2,420 | 1,836 | 4,901 | 43.6 | 20.1 | 26.6 | 50,978 |
| Rural—small city | 25,912 | 23,983 | 1,861 | 1,767 | 4,087 | 36.7 | 16.1 | 24.3 | 38,293 |
| School level | | | | | | | | | |
| Elementary | 25,024 | 23,719 | 1,638 | 1,523 | 3,514 | 26.0 | 14.6 | 19.8 | 37,515 |
| Secondary | 27,579 | 24,751 | 2,055 | 1,993 | 4,584 | 52.1 | 18.7 | 30.7 | 40,825 |
| Combined | 24,349 | 22,037 | 1,722 | 2,294 | 4,557 | 43.1 | 14.5 | 27.6 | 36,358 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 26,130 | 24,169 | 1,770 | 1,708 | 3,967 | 39.8 | 16.2 | 25.4 | 38,063 |
| 20% or more | 25,386 | 23,537 | 2,158 | 1,914 | 4,432 | 29.3 | 15.8 | 21.5 | 38,881 |
| School size | | | | | | | | | |
| Less than 150 | 23,325 | 21,387 | 1,469 | 2,094 | 4,143 | 39.6 | 17.3 | 24.8 | 33,558 |
| 150 to 499 | 25,198 | 23,385 | 1,770 | 1,791 | 4,106 | 35.3 | 14.5 | 23.2 | 37,567 |
| 500 to 749 | 25,937 | 24,201 | 1,880 | 1,653 | 3,838 | 33.4 | 15.9 | 23.1 | 40,594 |
| 750 or more | 27,869 | 25,512 | 2,079 | 1,769 | 4,277 | 42.3 | 19.1 | 27.4 | 44,982 |

Table 5.1—Average earnings for full-time teachers, percentage of teachers who received various types of compensation, and average principal salary, by selected school characteristics: 1987–88—continued

| | Average amount for teachers | | | | | Percent of teachers who received | | | Average principal salary |
|---------------------|-----------------------------|-------------|------------------------|---------------|------------|----------------------------------|---------------|------------|--------------------------|
| | Total earnings | Base salary | Other schl. year comp. | Summer suppl. | Non-school | Other schl. year comp. | Summer suppl. | Non-school | |
| PRIVATE SCHOOLS | \$18,378 | \$16,562 | \$1,975 | \$2,098 | \$3,277 | 20.6 | 16.2 | 32.2 | \$22,350 |
| Urban | 18,497 | 16,670 | 1,798 | 1,924 | 3,477 | 22.8 | 15.1 | 31.1 | 23,758 |
| School level | | | | | | | | | |
| Elementary | 16,837 | 15,603 | 1,285 | 1,869 | 3,048 | 10.5 | 11.4 | 26.8 | 21,265 |
| Secondary | 21,339 | 18,886 | 1,531 | 1,877 | 3,707 | 51.2 | 17.1 | 38.7 | 28,944 |
| Combined | 20,004 | 17,254 | 2,809 | 2,035 | 4,096 | 27.2 | 22.6 | 34.6 | 28,665 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 18,860 | 16,943 | 1,907 | 1,885 | 3,399 | 24.3 | 13.4 | 31.6 | 24,650 |
| 20% or more | 17,860 | 16,189 | 1,566 | 1,974 | 3,617 | 20.1 | 18.0 | 30.1 | 22,716 |
| School size | | | | | | | | | |
| Less than 150 | 15,686 | 13,946 | 3,184 | 2,095 | 3,114 | 8.9 | 23.3 | 31.8 | 21,649 |
| 150 to 499 | 17,453 | 15,972 | 1,305 | 1,991 | 3,253 | 15.5 | 11.9 | 27.5 | 23,803 |
| 500 to 749 | 20,166 | 17,966 | 1,570 | 1,735 | 3,733 | 34.7 | 15.0 | 40.6 | 29,715 |
| 750 or more | 23,159 | 20,429 | 2,292 | 1,729 | 4,162 | 49.9 | 18.4 | 32.8 | 35,691 |
| Suburban | 19,758 | 17,685 | 2,198 | 2,159 | 3,369 | 24.3 | 17.3 | 31.0 | 24,990 |
| School level | | | | | | | | | |
| Elementary | 17,025 | 15,471 | 1,891 | 1,977 | 3,489 | 12.1 | 14.7 | 25.9 | 21,371 |
| Secondary | 24,552 | 20,835 | 2,579 | — | 4,397 | 58.4 | 17.4 | 37.9 | 30,958 |
| Combined | 21,149 | 19,229 | 1,919 | 2,477 | 2,658 | 23.7 | 21.1 | 34.9 | 33,061 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 19,474 | 17,360 | 2,203 | 2,343 | 3,448 | 25.2 | 15.8 | 30.0 | 24,963 |
| 20% or more | 20,978 | 19,086 | 2,175 | 1,617 | 3,078 | 20.5 | 23.9 | 35.3 | 25,082 |
| School size | | | | | | | | | |
| Less than 150 | 17,841 | 15,717 | 3,329 | 2,853 | 3,525 | 11.9 | 22.3 | 28.5 | 23,381 |
| 150 to 499 | 18,421 | 16,483 | 2,254 | 2,236 | 3,165 | 19.0 | 15.1 | 31.4 | 24,289 |
| 500 to 749 | 20,339 | 18,384 | 1,586 | 1,960 | 2,928 | 23.5 | 24.1 | 31.8 | 26,484 |
| 750 or more | 23,131 | 20,746 | 2,227 | — | 4,062 | 44.0 | 11.9 | 31.2 | 41,132 |
| Rural—small city | 16,021 | 14,456 | 2,408 | 2,162 | 2,927 | 14.2 | 13.6 | 33.5 | 19,109 |
| School level | | | | | | | | | |
| Elementary | 14,398 | 13,304 | 1,400 | 2,472 | 2,421 | 8.3 | 10.2 | 29.0 | 16,414 |
| Secondary | 19,759 | 17,553 | 1,998 | 2,311 | 2,885 | 32.6 | 20.9 | 43.7 | 27,977 |
| Combined | 17,167 | 15,039 | 3,855 | 1,703 | 3,726 | 15.9 | 16.3 | 36.8 | 22,711 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 15,512 | 14,042 | 2,119 | 2,183 | 2,778 | 14.4 | 13.6 | 32.3 | 18,263 |
| 20% or more | 19,093 | 16,929 | — | 2,025 | 3,649 | 12.9 | 13.1 | 40.6 | 25,257 |
| School size | | | | | | | | | |
| Less than 150 | 14,767 | 13,289 | 2,052 | 2,065 | 2,722 | 10.2 | 15.5 | 37.8 | 17,585 |
| 150 to 499 | 16,359 | 14,805 | 2,785 | 2,308 | 3,037 | 14.9 | 12.0 | 30.4 | 20,652 |
| 500 to 749 | 17,812 | 16,377 | — | — | — | 17.9 | 12.1 | 33.0 | — |
| 750 or more | — | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School, School Administrator, and Teacher Questionnaires).

Table 5.2—Average full-time public school teacher and principal salaries and percentage of teachers who were strongly or somewhat satisfied with their salaries, by state: 1987–88

| | Average teacher salary | Percent of teachers strongly or somewhat satisfied with salary | Average principal salary |
|-------------------|------------------------------|--|--------------------------------|
| TOTAL | \$26,231 | 40.1 | \$41,963 |
| Alabama | 22,223 | 28.6 | 35,331 |
| Alaska | 41,250 | 70.2 | 55,915 |
| Arizona | 26,122 | 43.3 | 43,257 |
| Arkansas | 19,290 | 26.8 | 31,625 |
| California | 31,916 | 39.8 | 49,687 |
| Colorado | 26,434 | 45.9 | 43,655 |
| Connecticut | 32,292 | 60.5 | 50,008 |
| Delaware | 27,829 | 43.4 | 49,022 |
| Dist. of Columbia | 32,436 | 19.8 | 45,408 |
| Florida | 23,710 | 29.4 | 44,947 |
| Georgia | 24,197 | 31.6 | 41,167 |
| Hawaii | 26,069 | 43.8 | 41,075 |
| Idaho | 21,038 | 23.5 | 32,492 |
| Illinois | 27,106 | 41.1 | 43,374 |
| Indiana | 26,106 | 46.6 | 40,864 |
| Iowa | 21,970 | 47.3 | 38,248 |
| Kansas | 22,511 | 36.1 | 38,342 |
| Kentucky | 22,845 | 32.8 | 37,785 |
| Louisiana | 19,556 | 8.7 | 33,418 |
| Maine | 22,534 | 42.5 | 31,988 |
| Maryland | 28,669 | 37.1 | 47,560 |
| Massachusetts | 28,521 | 37.4 | 43,532 |
| Michigan | 31,573 | 54.9 | 44,453 |
| Minnesota | 28,316 | 50.1 | 44,934 |
| Mississippi | 19,195 | 21.4 | 31,498 |
| Missouri | 22,524 | 46.9 | 36,588 |
| Montana | 22,140 | 33.9 | 36,125 |
| Nebraska | 20,838 | 41.2 | 36,114 |
| Nevada | 27,460 | 39.1 | 47,973 |
| New Hampshire | 23,466 | 41.8 | 36,411 |
| New Jersey | 30,145 | 38.3 | 53,047 |
| New Mexico | 23,084 | 19.0 | 36,127 |
| New York | 32,266 | 48.5 | 52,210 |
| North Carolina | 22,071 | 25.4 | 40,615 |
| North Dakota | 20,303 | 29.6 | 30,954 |
| Ohio | 26,332 | 53.0 | 40,724 |
| Oklahoma | 20,665 | 19.9 | 32,755 |
| Oregon | 25,134 | 51.0 | 40,339 |
| Pennsylvania | 28,152 | 48.1 | 42,455 |
| Rhode Island | 30,815 | 68.8 | 42,478 |

Table 5.2—Average full-time public school teacher and principal salaries and percentage of teachers who were strongly or somewhat satisfied with their salaries, by state: 1987–88—continued

| | Average teacher salary | Percent of teachers strongly or somewhat satisfied with salary | Average principal salary |
|----------------|------------------------|--|--------------------------|
| South Carolina | \$23,472 | 44.2 | \$41,053 |
| South Dakota | 17,731 | 24.9 | 27,919 |
| Tennessee | 21,406 | 26.2 | 34,678 |
| Texas | 23,495 | 41.3 | 40,271 |
| Utah | 21,620 | 17.6 | 37,198 |
| Vermont | 23,433 | 47.7 | 32,789 |
| Virginia | 24,969 | 46.3 | 42,452 |
| Washington | 27,036 | 30.6 | 43,971 |
| West Virginia | 20,957 | 13.0 | 32,474 |
| Wisconsin | 26,353 | 52.1 | 40,527 |
| Wyoming | 25,706 | 51.2 | 42,408 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Administrator and Teacher Questionnaires).

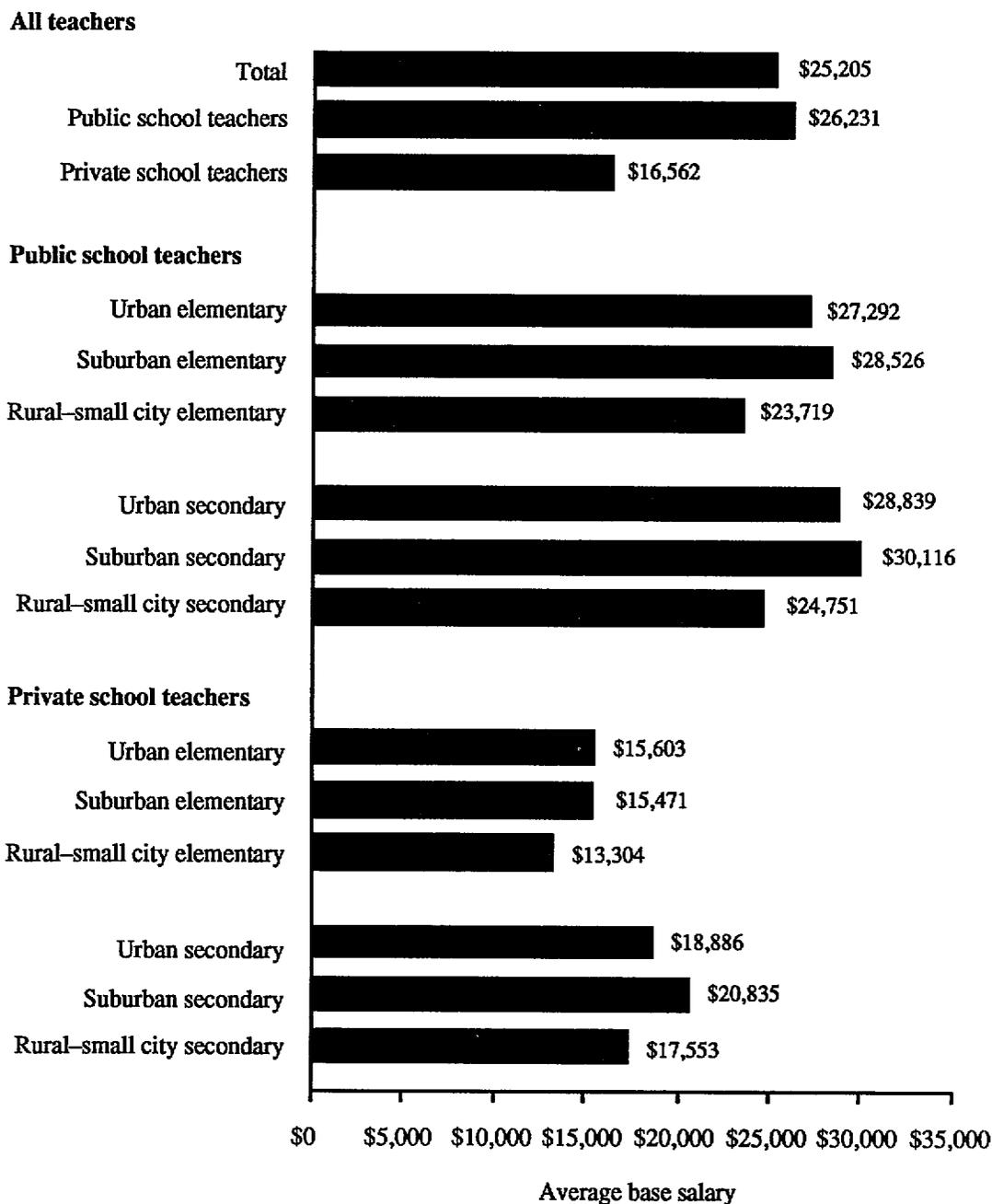
Table 5.3—Average salaries of principals and teachers, by private school type: 1987–88

| | Principals | Teachers | |
|--------------------------------|------------|---------------------|-------------|
| | | Total school salary | Base salary |
| Private school type | | | |
| Religious | \$18,004 | \$16,038 | \$15,437 |
| Nonsectarian | 30,263 | 20,841 | 19,545 |
| Private school category | | | |
| Assembly of God | 16,581 | 12,583 | 11,755 |
| Baptist | 16,172 | 11,879 | 11,384 |
| Calvinist | 30,354 | 21,419 | 20,642 |
| Christian | 16,094 | 14,981 | 14,398 |
| Episcopal | 34,759 | 19,840 | 19,247 |
| Friends | 34,868 | 20,299 | 19,718 |
| Jewish | 37,084 | 21,957 | 21,186 |
| Lutheran | 23,127 | 16,933 | 16,264 |
| 7th Day Adventist | 21,236 | 21,477 | 20,901 |
| Roman Catholic | 16,324 | 16,199 | 15,594 |
| Other: Religious | 13,931 | 13,727 | 13,227 |
| Exceptional children | 36,703 | 20,733 | 18,756 |
| Montessori | 18,822 | 17,616 | 16,638 |
| NAIS | 47,378 | 22,476 | 21,333 |
| Other: Nonsectarian | 27,890 | 19,663 | 18,273 |
| 9-Category typology | | | |
| Catholic | | | |
| -Parochial | 14,600 | 14,867 | 14,545 |
| -Diocesan | 18,788 | 16,508 | 15,729 |
| -Private order | 23,097 | 21,168 | 19,662 |
| Other Religious | | | |
| -Conservative Christian | 15,340 | 12,942 | 12,435 |
| -Affiliated | 24,735 | 18,222 | 17,668 |
| -Unaffiliated | 17,448 | 15,034 | 14,235 |
| Nonsectarian | | | |
| -Regular | 31,503 | 20,553 | 19,408 |
| -Special emphasis | 26,464 | 21,464 | 20,194 |
| -Special education | 34,917 | 20,751 | 18,708 |
| NAIS membership status | | | |
| Not NAIS | 19,091 | 16,285 | 15,576 |
| NAIS | 41,972 | 21,879 | 20,921 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher, Administrator, and School Questionnaires).

Figure 5.1—Average base salary for full-time public and private elementary and secondary school teachers, by community type: 1987–88

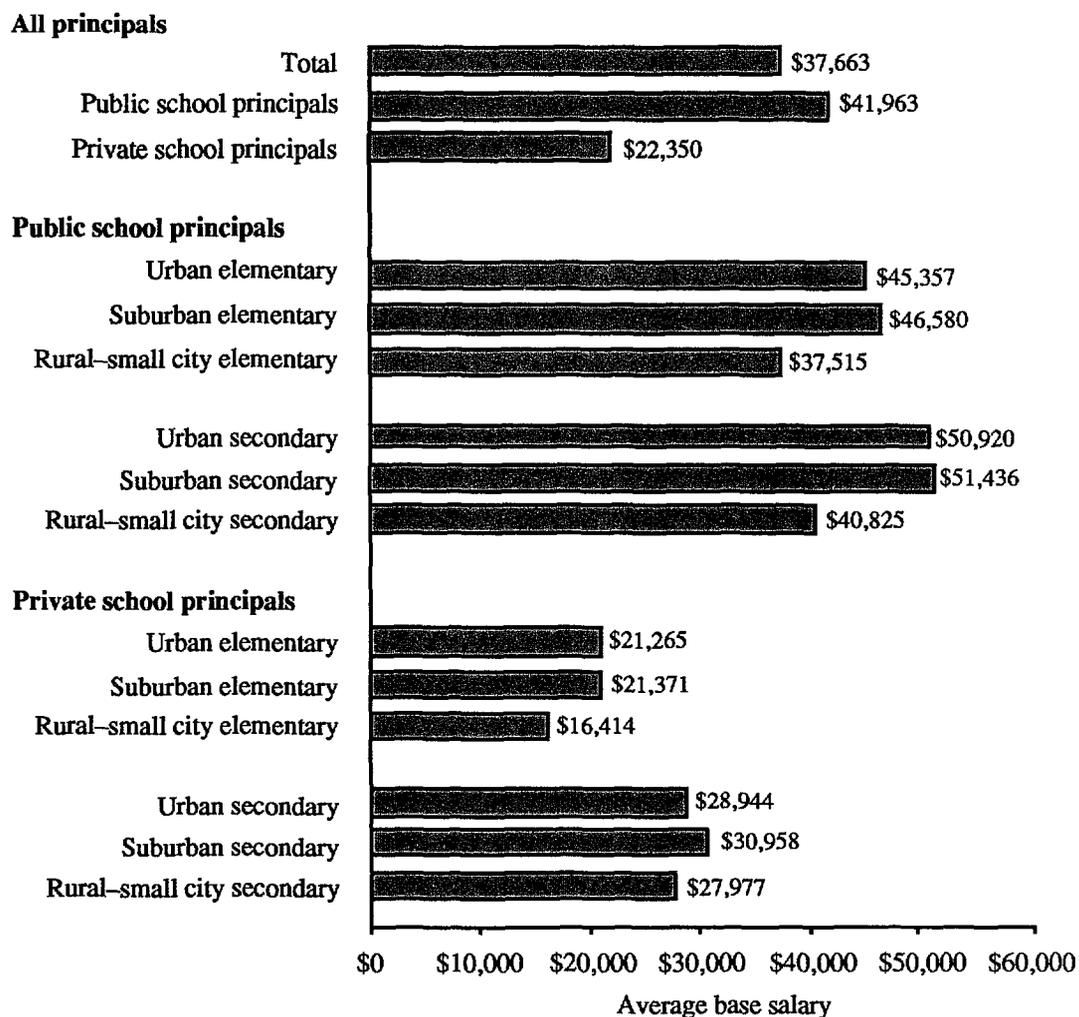


SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School, School Administrator and Teacher Questionnaires).

Principals

In 1987–88, the average salary for principals was \$37,663 (figure 5.2). Public school principals earned nearly twice as much, on average, as private school principals (\$41,963 compared with \$22,350). In both the public and private sectors, within each community type, secondary school principals earned considerably more than their elementary school counterparts. Public urban elementary principals earned an average of \$45,357 versus an average of \$50,920 for public urban secondary principals; public suburban elementary principals earned an average of \$46,580 versus an average of \$51,436 for public suburban secondary principals; public rural–small city elementary principals earned an average of \$37,515 versus an average of \$40,825 for public rural–small city secondary principals. Table 5.2 reports average public school teacher and principal salaries in 1987–88 by state and percentage of teachers who reported that they were strongly or somewhat satisfied with their salaries.

Figure 5.2—Average salary for public and private elementary and secondary school principals, by community type: 1987–88



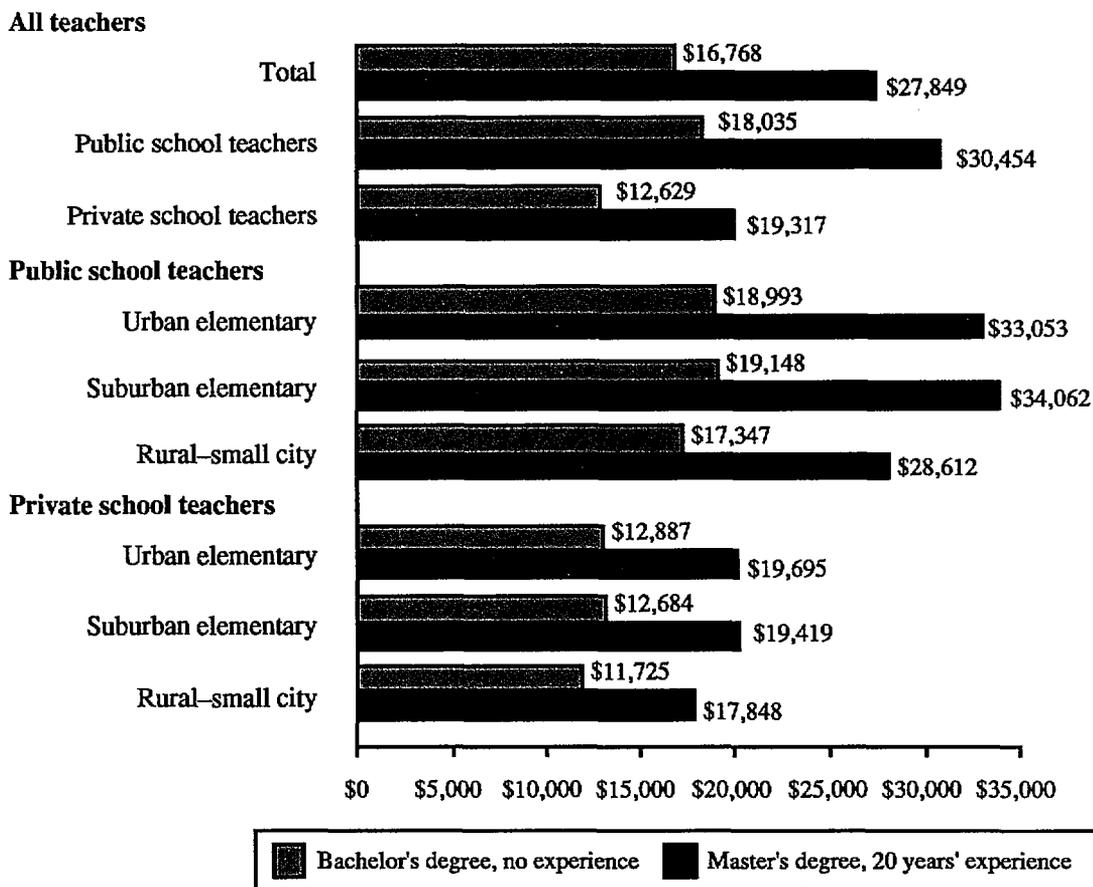
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and School Administrator Questionnaires).

Scheduled Salaries, Degrees and Teaching Experience

In 1987–88, average scheduled teacher salaries were \$16,768 for new teachers with a bachelor's degree, \$18,308 for new teachers with a master's degree, and \$27,849 for teachers with a master's degree and 20 years of experience (table 5.4, figure 5.3).¹³ Scheduled teachers' salaries were higher in the public schools than in private schools at each level. For public school teachers with a bachelor's degree and no experience, the average scheduled salary was \$18,035, and for their private school counterparts, the average was \$12,629. For public school teachers with a master's degree and 20 years of experience, the average scheduled salary was \$30,454, while for private school teachers it was \$19,317.

Scheduled salary patterns for each degree and experience category differed by school level in the private sector, but not in the public sector. In the private sector, across community types, elementary school teachers earned less than secondary school teachers with similar degrees and experience.

Figure 5.3—Average scheduled salary for public and private elementary school teachers with various degrees and levels of teaching experience, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Demand and Shortage Questionnaires).

¹³ Scheduled salaries were collected from public districts and private schools. For Table 5.3, public schools were assumed to have the scheduled salaries reported by their districts. The scheduled salaries reported in this table were estimated using school weights and therefore differ from estimates published elsewhere that use weights developed for the Teacher Demand and Shortage survey.

Table 5.4—Average scheduled salary for full-time teachers by highest degree earned and years of teaching experience, by selected school characteristics: 1987–88

| | BA, no experience | MA, no experience | MA, 20 years experience |
|---------------------|----------------------|----------------------|----------------------------|
| TOTAL | \$16,768 | \$18,308 | \$27,849 |
| PUBLIC | 18,035 | 19,676 | 30,454 |
| Urban | 19,057 | 20,662 | 33,137 |
| School level | | | |
| Elementary | 18,993 | 20,594 | 33,053 |
| Secondary | 19,224 | 20,771 | 33,221 |
| Combined | 19,302 | 21,211 | 34,072 |
| Minority enrollment | | | |
| Less than 20% | 18,425 | 20,168 | 32,350 |
| 20% or more | 19,279 | 20,835 | 33,414 |
| School size | | | |
| Less than 150 | 19,141 | 20,905 | 33,441 |
| 150 to 499 | 18,706 | 20,304 | 32,512 |
| 500 to 749 | 19,110 | 20,681 | 33,141 |
| 750 or more | 19,476 | 21,101 | 33,960 |
| Suburban | 19,146 | 20,985 | 33,971 |
| School level | | | |
| Elementary | 19,148 | 20,983 | 34,062 |
| Secondary | 19,159 | 21,025 | 33,797 |
| Combined | 18,923 | 20,585 | 32,938 |
| Minority enrollment | | | |
| Less than 20% | 18,812 | 20,747 | 33,925 |
| 20% or more | 19,778 | 21,436 | 34,060 |
| School size | | | |
| Less than 150 | 18,542 | 20,190 | 32,386 |
| 150 to 499 | 18,930 | 20,803 | 33,973 |
| 500 to 749 | 19,302 | 21,182 | 34,372 |
| 750 or more | 19,412 | 21,180 | 33,770 |
| Rural—small city | 17,314 | 18,911 | 28,387 |
| School level | | | |
| Elementary | 17,347 | 18,970 | 28,612 |
| Secondary | 17,245 | 18,779 | 28,128 |
| Combined | 17,259 | 18,832 | 27,239 |
| Minority enrollment | | | |
| Less than 20% | 17,047 | 18,683 | 28,358 |
| 20% or more | 18,005 | 19,500 | 28,461 |
| School size | | | |
| Less than 150 | 16,897 | 18,612 | 26,875 |
| 150 to 499 | 17,158 | 18,725 | 28,300 |
| 500 to 749 | 17,680 | 19,265 | 29,180 |
| 750 or more | 18,140 | 19,743 | 29,724 |

Table 5.4—Average scheduled salary for full-time teachers by highest degree earned and years of teaching experience, by selected school characteristics: 1987–88—continued

| | BA, no experience | MA, no experience | MA, 20 years experience |
|---------------------|----------------------|----------------------|----------------------------|
| PRIVATE | 12,629 | 13,836 | 19,317 |
| Urban | 13,103 | 14,414 | 20,213 |
| School level | | | |
| Elementary | 12,887 | 14,185 | 19,695 |
| Secondary | 14,532 | 15,898 | 24,106 |
| Combined | 12,830 | 14,144 | 19,214 |
| Minority enrollment | | | |
| Less than 20% | 12,843 | 14,206 | 19,792 |
| 20% or more | 13,440 | 14,683 | 20,761 |
| School size | | | |
| Less than 150 | 12,530 | 13,831 | 18,167 |
| 150 to 499 | 13,206 | 14,546 | 20,752 |
| 500 to 749 | 14,039 | 15,299 | 23,511 |
| 750 or more | 15,147 | 16,277 | 25,525 |
| Suburban | 13,223 | 14,389 | 20,423 |
| School level | | | |
| Elementary | 12,864 | 13,970 | 19,419 |
| Secondary | 14,761 | 16,078 | 26,718 |
| Combined | 13,730 | 15,019 | 21,156 |
| Minority enrollment | | | |
| Less than 20% | 13,101 | 14,207 | 20,288 |
| 20% or more | 13,717 | 15,127 | 20,967 |
| School size | | | |
| Less than 150 | 12,952 | 14,038 | 18,059 |
| 150 to 499 | 13,223 | 14,460 | 21,306 |
| 500 to 749 | 13,270 | 14,366 | 22,294 |
| 750 or more | 14,917 | 16,202 | 27,089 |
| Rural—small city | 11,882 | 13,011 | 17,917 |
| School level | | | |
| Elementary | 11,725 | 12,870 | 17,848 |
| Secondary | 13,228 | 14,353 | 22,445 |
| Combined | 11,896 | 12,990 | 16,898 |
| Minority enrollment | | | |
| Less than 20% | 11,631 | 12,716 | 17,506 |
| 20% or more | 13,819 | 15,291 | 21,089 |
| School size | | | |
| Less than 150 | 11,677 | 12,802 | 16,935 |
| 150 to 499 | 12,103 | 13,215 | 19,301 |
| 500 to 749 | — | — | — |
| 750 or more | — | — | — |

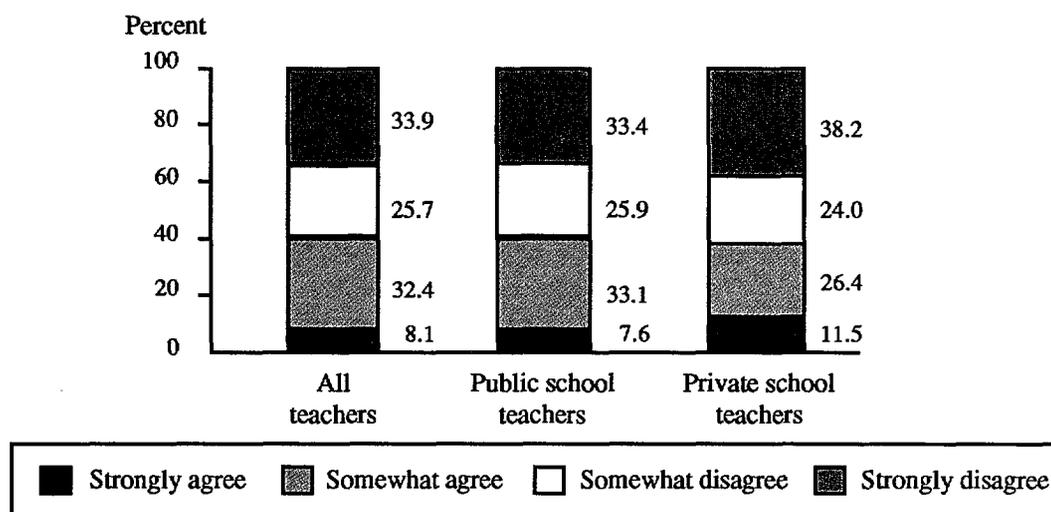
—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Demand and Shortage Questionnaires).

Satisfaction with Teaching Salary

Satisfaction with remuneration represents one way of describing teachers' views of their status as professionals. Overall, 8 percent of teachers strongly agreed with the statement "I am satisfied with my teaching salary," while 32 percent somewhat agreed; 26 percent somewhat disagreed; and 34 percent strongly disagreed (table 5.5, figure 5.4). Among both private and public school teachers, more than one-third strongly disagreed with the statement "I am satisfied with my teaching salary." Private school teachers were more likely than public school teachers to strongly disagree with the statement, but they were also more likely to strongly agree.

Figure 5.4—Percentage of all teachers and public and private school teachers by agreement with the statement *I am satisfied with my teaching salary*: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

Benefits Offered or Received

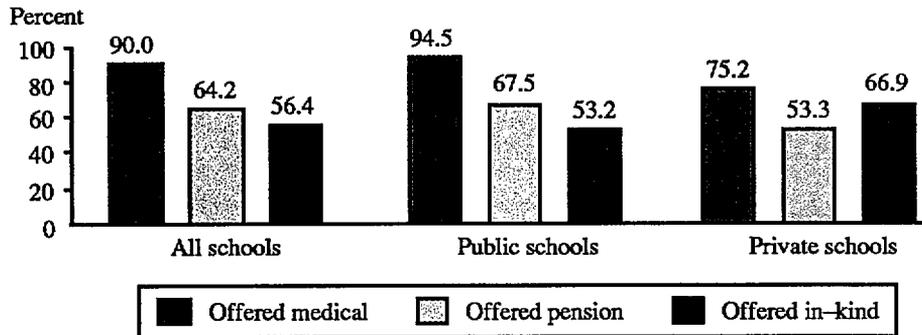
Most schools offered teachers medical insurance (90 percent), pension programs (64 percent), life insurance (65 percent), dental insurance (59 percent), and some in-kind benefits (56 percent) (table 5.6, figure 5.5).¹⁴ Public schools were more likely to have offered medical, dental, life insurance, and pensions to teachers, and they were more likely to have given these benefits to principals than were private schools. However, in-kind benefits were more common in private schools than in public schools.¹⁵

¹⁴ Data on public school teachers' benefits were collected from districts, not schools. For this analysis, it was assumed that all schools in a district offered the same benefits. Also, schools were counted as offering medical, dental, or life insurance to teachers if the school or school district to which they belonged paid all or part of the teachers' insurance premiums.

¹⁵ In-kind income included housing, meals (free or reduced price lunch), transportation, reimbursement for teachers' tuition and course fees, and, for private school teachers only, tuition scholarships for teachers' children to attend the schools in which the teachers taught.

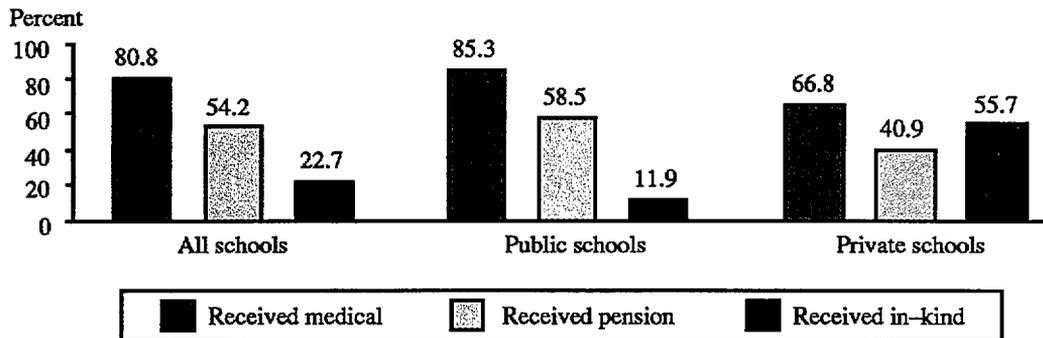
Most principals received medical (81 percent), dental (53 percent), life insurance (58 percent), and pension (54 percent) benefits. Twenty-three percent of principals received some type of in-kind benefits (figure 5.6). Public school principals were more likely than private school principals to have received medical, dental, life insurance, and pension benefits, while private school principals were more likely than their public school counterparts to have received in-kind benefits.

Figure 5.5—Percentage of all schools and public and private schools where teachers were offered certain benefits: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Demand and Shortage Questionnaires).

Figure 5.6—Percentage of all schools and public and private schools where principals received certain benefits: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and School Administrator Questionnaires).

Table 5.5—Percentage distribution of teachers by response to the statement *I am satisfied with my teaching salary*, by selected school characteristics: 1987–88

| | Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree |
|---------------------|----------------|----------------|-------------------|-------------------|
| TOTAL | 8.1 | 32.4 | 25.7 | 33.9 |
| PUBLIC | 7.6 | 33.1 | 25.9 | 33.4 |
| Urban | 7.1 | 29.4 | 26.1 | 37.4 |
| School level | | | | |
| Elementary | 7.5 | 29.4 | 26.0 | 37.1 |
| Secondary | 6.4 | 29.6 | 26.2 | 37.7 |
| Combined | 6.8 | 27.3 | 26.8 | 39.1 |
| Minority enrollment | | | | |
| Less than 20% | 7.5 | 34.1 | 25.5 | 33.0 |
| 20% or more | 6.9 | 27.7 | 26.3 | 39.0 |
| School size | | | | |
| Less than 150 | 6.0 | 36.1 | 27.1 | 30.8 |
| 150 to 499 | 9.1 | 31.1 | 25.6 | 34.3 |
| 500 to 749 | 7.2 | 30.0 | 26.2 | 36.6 |
| 750 or more | 6.0 | 28.0 | 26.3 | 39.7 |
| Suburban | 8.9 | 34.7 | 24.7 | 31.6 |
| School level | | | | |
| Elementary | 8.8 | 34.5 | 25.3 | 31.5 |
| Secondary | 9.1 | 34.7 | 24.1 | 32.0 |
| Combined | 9.6 | 43.8 | 19.7 | 26.9 |
| Minority enrollment | | | | |
| Less than 20% | 10.2 | 36.3 | 24.7 | 28.8 |
| 20% or more | 6.6 | 31.8 | 24.8 | 36.9 |
| School size | | | | |
| Less than 150 | 3.5 | 31.0 | 30.0 | 35.5 |
| 150 to 499 | 11.0 | 36.0 | 25.0 | 28.1 |
| 500 to 749 | 8.7 | 37.6 | 24.3 | 29.4 |
| 750 or more | 8.0 | 32.5 | 24.7 | 34.8 |
| Rural—small city | 7.3 | 34.4 | 26.2 | 32.0 |
| School level | | | | |
| Elementary | 7.8 | 35.0 | 26.2 | 31.0 |
| Secondary | 6.5 | 33.8 | 26.3 | 33.4 |
| Combined | 8.2 | 32.4 | 26.0 | 33.5 |
| Minority enrollment | | | | |
| Less than 20% | 7.5 | 35.3 | 26.5 | 30.7 |
| 20% or more | 6.9 | 32.3 | 25.6 | 35.2 |
| School size | | | | |
| Less than 150 | 8.5 | 38.1 | 25.4 | 28.0 |
| 150 to 499 | 7.9 | 34.7 | 26.5 | 30.9 |
| 500 to 749 | 7.2 | 33.1 | 26.2 | 33.6 |
| 750 or more | 5.9 | 34.5 | 25.9 | 33.7 |

Table 5.5—Percentage distribution of teachers by response to the statement *I am satisfied with my teaching salary*, by selected school characteristics: 1987–88—continued

| | Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree |
|---------------------|----------------|----------------|-------------------|-------------------|
| PRIVATE | 11.5 | 26.4 | 24.0 | 38.2 |
| Urban | 10.9 | 25.7 | 24.7 | 38.7 |
| School level | | | | |
| Elementary | 7.5 | 24.8 | 23.5 | 44.1 |
| Secondary | 11.4 | 27.4 | 23.5 | 37.7 |
| Combined | 18.6 | 26.0 | 28.8 | 26.6 |
| Minority enrollment | | | | |
| Less than 20% | 13.1 | 25.4 | 23.1 | 38.4 |
| 20% or more | 6.8 | 26.2 | 27.6 | 39.4 |
| School size | | | | |
| Less than 150 | 9.1 | 30.9 | 26.1 | 33.9 |
| 150 to 499 | 10.0 | 24.7 | 23.3 | 41.9 |
| 500 to 749 | 12.0 | 20.7 | 28.9 | 38.5 |
| 750 or more | 15.2 | 28.7 | 23.5 | 32.6 |
| Suburban | 9.0 | 25.8 | 25.6 | 39.5 |
| School level | | | | |
| Elementary | 8.0 | 23.6 | 21.9 | 46.5 |
| Secondary | 11.0 | 18.7 | 21.9 | 48.3 |
| Combined | 9.6 | 32.9 | 33.2 | 24.3 |
| Minority enrollment | | | | |
| Less than 20% | 9.2 | 26.0 | 24.2 | 40.7 |
| 20% or more | 8.2 | 25.2 | 32.2 | 34.5 |
| School size | | | | |
| Less than 150 | 16.2 | 33.3 | 19.1 | 31.4 |
| 150 to 499 | 7.2 | 24.3 | 26.7 | 41.8 |
| 500 to 749 | 7.4 | 22.2 | 27.8 | 42.6 |
| 750 or more | 7.4 | 25.2 | 27.7 | 39.7 |
| Rural—small city | 13.6 | 27.4 | 22.5 | 36.5 |
| School level | | | | |
| Elementary | 10.2 | 26.3 | 23.9 | 39.6 |
| Secondary | 16.4 | 23.4 | 21.6 | 38.7 |
| Combined | 18.3 | 31.9 | 20.5 | 29.4 |
| Minority enrollment | | | | |
| Less than 20% | 13.8 | 26.2 | 23.2 | 36.8 |
| 20% or more | 12.0 | 35.7 | 18.0 | 34.4 |
| School size | | | | |
| Less than 150 | 17.7 | 35.1 | 20.2 | 27.0 |
| 150 to 499 | 10.7 | 22.8 | 24.2 | 42.3 |
| 500 to 749 | 12.5 | 22.7 | 23.6 | 41.2 |
| 750 or more | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

Table 5.6—Percentage of schools in which teachers were offered and principals received various benefits, by selected school characteristics: 1987–88

| | Teachers offered | | | | | Principals received | | | | |
|---------------------|-------------------|------------------|----------------------|---------|----------------------|---------------------|------------------|----------------------|---------|----------------------|
| | Medical insurance | Dental insurance | Group life insurance | Pension | Any in-kind benefits | Medical insurance | Dental insurance | Group life insurance | Pension | Any in-kind benefits |
| TOTAL | 90.0 | 58.5 | 65.3 | 64.2 | 56.4 | 80.8 | 53.4 | 58.4 | 54.2 | 22.7 |
| PUBLIC | 94.5 | 65.1 | 71.9 | 67.5 | 53.2 | 85.3 | 60.6 | 66.6 | 58.5 | 11.9 |
| Urban | 98.4 | 76.6 | 78.9 | 76.5 | 47.8 | 89.5 | 68.7 | 72.6 | 64.9 | 5.3 |
| School level | | | | | | | | | | |
| Elementary | 98.3 | 76.2 | 79.2 | 76.2 | 48.4 | 89.1 | 68.4 | 72.5 | 63.4 | 5.3 |
| Secondary | 98.2 | 77.7 | 79.9 | 77.8 | 46.5 | 90.7 | 69.8 | 72.0 | 68.2 | 4.2 |
| Combined | 100.0 | 78.5 | 69.1 | 76.3 | 44.1 | 89.0 | 69.5 | 76.6 | 74.2 | 10.2 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 99.2 | 76.6 | 86.3 | 75.6 | 49.1 | 92.4 | 71.5 | 80.1 | 66.1 | 8.9 |
| 20% or more | 98.1 | 76.6 | 76.3 | 76.9 | 47.4 | 88.4 | 67.7 | 69.9 | 64.5 | 4.0 |
| School size | | | | | | | | | | |
| Less than 150 | 99.0 | 79.6 | 76.7 | 84.3 | 54.6 | 90.0 | 72.6 | 68.6 | 77.6 | 10.4 |
| 150 to 499 | 97.8 | 77.1 | 83.1 | 75.2 | 49.5 | 90.3 | 69.9 | 74.1 | 62.7 | 6.0 |
| 500 to 749 | 98.2 | 76.2 | 78.4 | 76.1 | 44.9 | 88.8 | 67.1 | 73.1 | 63.3 | 5.3 |
| 750 or more | 99.3 | 75.9 | 73.9 | 77.4 | 47.5 | 88.9 | 68.2 | 70.6 | 67.7 | 3.4 |
| Suburban | 96.3 | 77.5 | 81.3 | 67.7 | 57.5 | 89.7 | 73.8 | 80.2 | 63.2 | 12.4 |
| School level | | | | | | | | | | |
| Elementary | 96.6 | 77.5 | 81.3 | 67.4 | 59.2 | 89.3 | 72.8 | 80.0 | 62.1 | 11.9 |
| Secondary | 95.5 | 77.2 | 80.4 | 69.2 | 52.8 | 90.1 | 75.4 | 80.0 | 65.9 | 14.3 |
| Combined | 96.5 | 79.6 | 91.7 | 60.2 | 55.3 | 95.9 | 87.7 | 91.4 | 70.6 | 8.2 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 96.3 | 77.5 | 79.7 | 68.9 | 56.4 | 92.0 | 75.5 | 82.4 | 63.6 | 14.5 |
| 20% or more | 96.4 | 77.4 | 84.4 | 65.4 | 59.6 | 85.2 | 70.6 | 76.1 | 62.5 | 8.4 |
| School size | | | | | | | | | | |
| Less than 150 | 96.6 | 81.7 | 87.8 | 54.3 | 57.9 | 95.3 | 85.9 | 83.4 | 80.2 | 16.3 |
| 150 to 499 | 95.0 | 76.7 | 80.4 | 67.3 | 60.7 | 88.5 | 73.1 | 77.9 | 57.8 | 12.9 |
| 500 to 749 | 97.3 | 81.1 | 82.5 | 70.5 | 56.7 | 89.7 | 76.8 | 84.7 | 65.8 | 13.0 |
| 750 or more | 97.5 | 74.2 | 80.6 | 67.3 | 53.1 | 90.7 | 69.9 | 78.7 | 67.1 | 10.3 |
| Rural—small city | 92.5 | 57.0 | 66.5 | 64.0 | 54.0 | 82.6 | 53.1 | 60.3 | 54.0 | 14.4 |
| School level | | | | | | | | | | |
| Elementary | 92.9 | 57.4 | 68.4 | 63.8 | 55.3 | 82.7 | 54.1 | 62.0 | 53.8 | 14.3 |
| Secondary | 92.4 | 58.3 | 65.2 | 64.2 | 52.6 | 83.3 | 53.2 | 58.9 | 55.1 | 12.8 |
| Combined | 89.3 | 48.2 | 53.5 | 64.7 | 46.8 | 79.3 | 43.8 | 49.7 | 51.1 | 20.6 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 93.5 | 58.9 | 68.9 | 65.0 | 56.7 | 85.6 | 56.2 | 64.4 | 56.2 | 16.1 |
| 20% or more | 89.9 | 51.9 | 60.2 | 61.5 | 46.8 | 75.0 | 45.3 | 49.7 | 48.3 | 10.0 |
| School size | | | | | | | | | | |
| Less than 150 | 84.6 | 49.0 | 50.0 | 60.3 | 55.7 | 76.3 | 46.7 | 46.3 | 49.8 | 20.7 |
| 150 to 499 | 93.2 | 57.7 | 68.0 | 64.1 | 54.1 | 83.6 | 54.0 | 62.2 | 54.1 | 14.6 |
| 500 to 749 | 95.8 | 58.1 | 72.0 | 66.5 | 54.7 | 84.8 | 53.7 | 64.0 | 55.3 | 10.2 |
| 750 or more | 95.2 | 63.1 | 73.1 | 64.7 | 49.1 | 82.5 | 56.3 | 63.2 | 56.9 | 11.7 |

Table 5.6—Percentage of schools in which teachers were offered and principals received various benefits, by selected school characteristics: 1987–88—continued

| | Teachers offered | | | | | Principals received | | | | |
|---------------------|-------------------|------------------|----------------------|---------|----------------------|---------------------|------------------|----------------------|---------|----------------------|
| | Medical insurance | Dental insurance | Group life insurance | Pension | Any in-kind benefits | Medical insurance | Dental insurance | Group life insurance | Pension | Any in-kind benefits |
| PRIVATE | 75.2 | 37.4 | 43.9 | 53.3 | 66.9 | 66.8 | 31.4 | 33.2 | 40.9 | 55.7 |
| Urban | 78.8 | 39.7 | 47.7 | 56.0 | 64.1 | 69.2 | 36.0 | 37.1 | 40.8 | 51.4 |
| School level | | | | | | | | | | |
| Elementary | 80.9 | 42.1 | 46.2 | 60.7 | 59.4 | 67.6 | 37.1 | 34.5 | 43.6 | 51.0 |
| Secondary | 82.2 | 42.9 | 59.8 | 62.3 | 72.9 | 79.1 | 35.7 | 40.1 | 44.0 | 52.8 |
| Combined | 69.2 | 29.6 | 44.3 | 35.4 | 74.0 | 68.0 | 32.8 | 42.8 | 31.1 | 51.9 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 74.8 | 34.0 | 45.6 | 53.4 | 69.8 | 65.4 | 31.8 | 40.2 | 40.5 | 53.1 |
| 20% or more | 84.1 | 47.2 | 50.5 | 59.2 | 56.9 | 73.8 | 41.0 | 33.2 | 41.2 | 49.4 |
| School size | | | | | | | | | | |
| Less than 150 | 61.4 | 32.0 | 31.8 | 33.0 | 68.6 | 54.8 | 32.9 | 28.9 | 26.9 | 48.2 |
| 150 to 499 | 88.7 | 42.5 | 54.8 | 65.4 | 59.1 | 78.6 | 37.1 | 40.4 | 47.0 | 51.6 |
| 500 to 749 | 92.2 | 53.3 | 67.3 | 90.6 | 64.5 | 83.3 | 41.8 | 55.9 | 64.0 | 59.9 |
| 750 or more | 87.4 | 49.1 | 66.3 | 81.0 | 85.7 | 73.8 | 42.4 | 45.5 | 66.2 | 67.1 |
| Suburban | 81.8 | 40.7 | 47.1 | 56.1 | 70.7 | 69.8 | 33.8 | 37.1 | 46.9 | 59.5 |
| School level | | | | | | | | | | |
| Elementary | 78.0 | 38.9 | 40.2 | 54.8 | 64.8 | 68.5 | 30.5 | 30.8 | 46.0 | 57.4 |
| Secondary | 94.3 | 69.7 | 64.7 | 87.3 | 94.1 | 74.5 | 59.9 | 46.5 | 52.9 | 66.8 |
| Combined | 88.6 | 36.1 | 61.0 | 49.0 | 79.8 | 71.4 | 32.7 | 50.2 | 47.1 | 62.5 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 81.7 | 38.7 | 48.6 | 55.3 | 71.9 | 70.8 | 33.8 | 37.3 | 47.8 | 61.0 |
| 20% or more | 82.5 | 48.8 | 41.1 | 59.1 | 65.8 | 66.3 | 33.4 | 36.7 | 43.9 | 54.5 |
| School size | | | | | | | | | | |
| Less than 150 | 64.4 | 25.8 | 25.7 | 33.2 | 74.6 | 54.8 | 25.2 | 21.7 | 28.2 | 53.4 |
| 150 to 499 | 92.5 | 49.5 | 60.0 | 70.5 | 65.8 | 79.4 | 37.8 | 44.6 | 62.0 | 66.4 |
| 500 to 749 | 97.8 | 59.9 | 61.9 | 73.1 | 67.7 | 89.5 | 43.5 | 56.7 | 54.2 | 56.8 |
| 750 or more | 100.0 | 50.4 | 76.9 | 81.5 | 83.8 | 81.5 | 53.6 | 68.9 | 64.0 | 57.7 |
| Rural—small city | 68.6 | 33.5 | 38.9 | 49.4 | 67.5 | 63.8 | 27.1 | 27.3 | 38.3 | 59.0 |
| School level | | | | | | | | | | |
| Elementary | 74.0 | 37.0 | 41.3 | 58.2 | 68.5 | 69.0 | 30.5 | 27.0 | 46.3 | 60.1 |
| Secondary | 95.9 | 50.2 | 49.6 | 71.5 | 82.3 | 92.1 | 43.1 | 51.2 | 59.3 | 72.9 |
| Combined | 50.0 | 21.6 | 30.9 | 24.3 | 61.8 | 49.2 | 18.1 | 23.4 | 20.2 | 54.5 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 66.8 | 32.7 | 37.9 | 49.3 | 68.9 | 63.5 | 26.1 | 26.6 | 38.1 | 60.7 |
| 20% or more | 82.9 | 39.6 | 46.8 | 49.8 | 56.4 | 65.3 | 33.9 | 32.3 | 39.7 | 47.7 |
| School size | | | | | | | | | | |
| Less than 150 | 61.6 | 31.7 | 29.6 | 39.8 | 70.9 | 57.6 | 25.4 | 21.0 | 32.4 | 59.8 |
| 150 to 499 | 79.6 | 36.9 | 53.5 | 64.3 | 61.9 | 73.7 | 30.4 | 38.0 | 47.5 | 57.0 |
| 500 to 749 | — | — | — | — | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Demand and Shortage Questionnaires).

Chapter 6

Attitudes

Schools support teachers and principals by assuring an appropriate teaching environment and school climate—one that provides adequate resources for doing the job, minimizes obstacles to performing the task of teaching, and empowers teachers and administrators to achieve teaching and learning objectives. Teachers' and principals' attitudes reflect their perception of the working environment.

School Policies and Practices

Teachers were asked whether they “strongly agreed,” “somewhat agreed,” “somewhat disagreed,” or “strongly disagreed” with 23 statements about various aspects of their work environment. Statements which tapped similar sets of issues were grouped together, forming indices of teachers' satisfaction with aspects of their work environment. Responses to each statement were scored between 1 and 4, with 1 representing strong agreement with the statement and 4 representing strong disagreement. Scores on items for which a 4, rather than a 1, would be associated with satisfaction were reversed.¹⁶ Indices were created to describe teachers' satisfaction with

- Level and quality of administrative support;
- Rule enforcement and school climate;
- Cooperation among staff and teachers' role in decisionmaking; and
- Adequacy of resources.

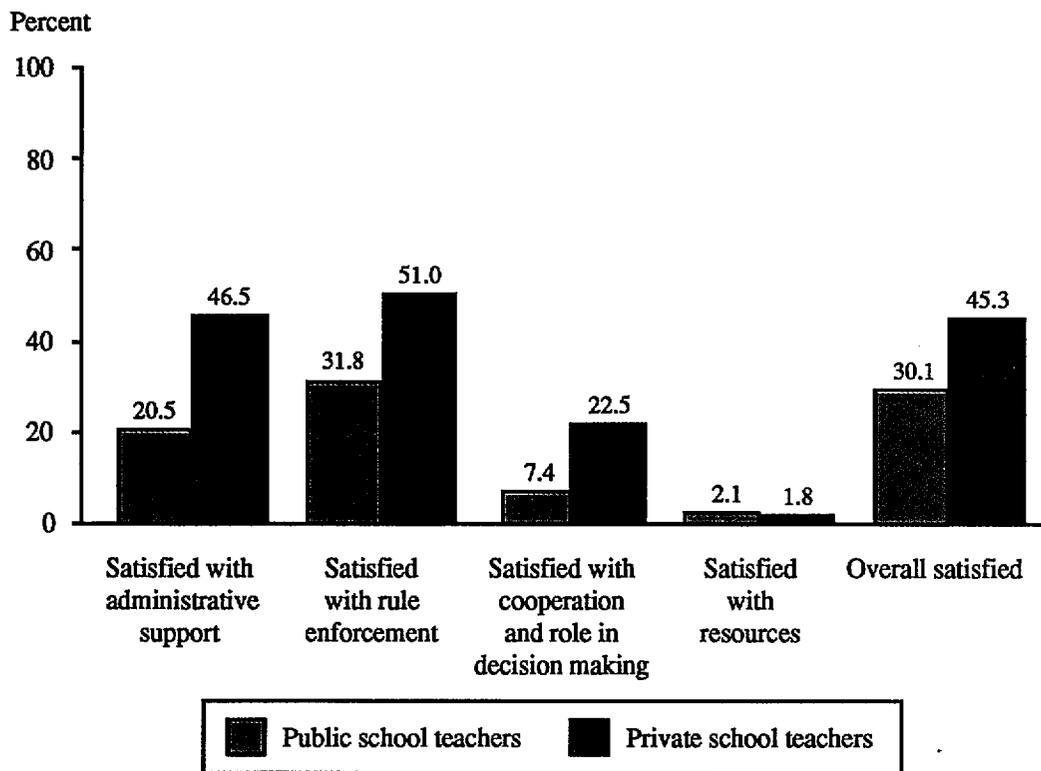
An index score was obtained by averaging teachers' scores on individual items making up that index. Those with scores averaging between 1 and 1.5 on a particular index were described as “highly satisfied” (see Technical Notes for details). Teachers scored 1 if they “strongly agreed” with each statement used to create that index. A summary index was also derived (“overall satisfaction”) by averaging each teacher's responses to all 23 items.

Less than one-quarter (24 percent) of all teachers were highly satisfied with the level and quality of administrative support they received (table 6.1). Private school teachers were considerably more satisfied than public school teachers with the level of administrative support they received (47 percent compared with 21 percent) (figure 6.1). Thirty-four percent of all teachers were highly satisfied with rule enforcement, as were 51 percent of private school teachers and 32 percent of public school teachers. Nine percent of all teachers were highly satisfied with their role in decision making, as were 23 percent of private school teachers and 7 percent of public school teachers. Just 2 percent of public and private school teachers were highly satisfied with the level of resources available to them.

¹⁶ For example, one statement reads: “The principal does a poor job of getting resources for this school.” In this case, “strong disagreement” (4) would represent strong satisfaction, while “strong agreement” (1) would represent strong dissatisfaction. Thus, in constructing the index, a score of 4 was recoded to 1, a score of 3 to 2, a score of 2 to 3, and a score of 1 to 4.

On the overall satisfaction index, 32 percent of all teachers scored high, with a greater proportion of private school teachers than public school teachers expressing satisfaction (45 percent compared with 30 percent).

Figure 6.1—Percentage of public and private school teachers who were highly satisfied with various aspects of their working conditions: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

Table 6.1—Percentage of teachers who were highly satisfied with various aspects of their working conditions, by selected school characteristics: 1987–88

| | Overall view of working conditions | Administrative support/establish common goals | Buffering/enforcement of rules | Collaborative norms/teacher participation in decision making | Adequacy of resources |
|---------------------|------------------------------------|---|--------------------------------|--|-----------------------|
| TOTAL | 31.9 | 23.5 | 34.1 | 9.2 | 2.1 |
| PUBLIC | 30.1 | 20.5 | 31.8 | 7.4 | 2.1 |
| Urban | 31.2 | 16.9 | 30.1 | 5.1 | 2.2 |
| School level | | | | | |
| Elementary | 36.1 | 21.1 | 37.3 | 5.2 | 2.1 |
| Secondary | 23.8 | 9.8 | 18.4 | 4.9 | 2.3 |
| Combined | 23.7 | 15.2 | 24.9 | 4.5 | 2.2 |
| Minority enrollment | | | | | |
| Less than 20% | 34.4 | 23.8 | 34.2 | 6.7 | 2.1 |
| 20% or more | 30.1 | 14.4 | 28.7 | 4.5 | 2.2 |
| School size | | | | | |
| Less than 150 | 33.1 | 21.5 | 32.1 | 8.6 | 2.1 |
| 150 to 499 | 37.1 | 22.7 | 40.4 | 6.3 | 2.1 |
| 500 to 749 | 35.8 | 19.8 | 35.9 | 5.5 | 2.1 |
| 750 or more | 25.6 | 12.0 | 21.5 | 4.1 | 2.3 |
| Suburban | 31.2 | 22.8 | 31.2 | 8.2 | 2.1 |
| School level | | | | | |
| Elementary | 37.6 | 30.9 | 40.5 | 8.6 | 2.0 |
| Secondary | 22.3 | 11.8 | 18.1 | 7.4 | 2.2 |
| Combined | 32.2 | 20.5 | 34.6 | 10.7 | 2.0 |
| Minority enrollment | | | | | |
| Less than 20% | 29.8 | 25.5 | 32.2 | 9.0 | 2.1 |
| 20% or more | 33.7 | 17.8 | 29.4 | 6.7 | 2.1 |
| School size | | | | | |
| Less than 150 | 41.5 | 17.1 | 43.1 | 9.1 | 2.0 |
| 150 to 499 | 36.0 | 31.2 | 41.6 | 10.9 | 2.0 |
| 500 to 749 | 35.7 | 29.7 | 38.1 | 9.2 | 2.0 |
| 750 or more | 25.6 | 14.1 | 20.9 | 6.0 | 2.2 |
| Rural—small city | 29.3 | 21.8 | 32.9 | 8.3 | 2.1 |
| School level | | | | | |
| Elementary | 33.2 | 26.7 | 40.7 | 8.6 | 2.0 |
| Secondary | 23.3 | 13.8 | 20.5 | 7.3 | 2.2 |
| Combined | 28.0 | 21.1 | 31.1 | 10.9 | 2.1 |
| Minority enrollment | | | | | |
| Less than 20% | 27.6 | 22.7 | 32.7 | 8.8 | 2.1 |
| 20% or more | 33.7 | 19.6 | 33.5 | 7.0 | 2.1 |
| School size | | | | | |
| Less than 150 | 29.4 | 29.3 | 40.9 | 14.4 | 2.0 |
| 150 to 499 | 30.5 | 24.2 | 37.2 | 9.4 | 2.0 |
| 500 to 749 | 30.8 | 21.3 | 32.1 | 7.4 | 2.1 |
| 750 or more | 25.1 | 15.3 | 22.7 | 5.2 | 2.2 |

Table 6.1—Percentage of teachers who were highly satisfied with various aspects of their working conditions, by selected school characteristics: 1987–88—continued

| | Overall view of working conditions | Administrative support/establish common goals | Buffering/enforcement of rules | Collaborative norms/teacher participation in decision making | Adequacy of resources |
|---------------------|------------------------------------|---|--------------------------------|--|-----------------------|
| PRIVATE | 45.3 | 46.5 | 51.0 | 22.5 | 1.8 |
| Urban | 44.9 | 43.9 | 48.5 | 21.4 | 1.8 |
| School level | | | | | |
| Elementary | 48.3 | 46.0 | 54.9 | 18.6 | 1.8 |
| Secondary | 35.7 | 35.1 | 29.0 | 22.0 | 1.9 |
| Combined | 45.9 | 48.1 | 52.8 | 27.5 | 1.8 |
| Minority enrollment | | | | | |
| Less than 20% | 44.3 | 48.6 | 50.6 | 24.5 | 1.8 |
| 20% or more | 45.9 | 35.6 | 44.7 | 15.7 | 1.9 |
| School size | | | | | |
| Less than 150 | 52.6 | 37.8 | 64.3 | 29.2 | 1.7 |
| 150 to 499 | 44.8 | 44.3 | 48.6 | 20.2 | 1.8 |
| 500 to 749 | 42.6 | 49.4 | 45.1 | 15.4 | 1.8 |
| 750 or more | 39.1 | 43.4 | 34.0 | 23.4 | 1.9 |
| Suburban | 44.7 | 49.1 | 51.5 | 20.5 | 1.8 |
| School level | | | | | |
| Elementary | 51.7 | 55.1 | 60.7 | 18.3 | 1.7 |
| Secondary | 26.9 | 31.3 | 29.7 | 14.0 | 2.0 |
| Combined | 43.3 | 49.3 | 48.9 | 27.1 | 1.8 |
| Minority enrollment | | | | | |
| Less than 20% | 44.8 | 50.5 | 50.7 | 21.4 | 1.8 |
| 20% or more | 44.4 | 43.0 | 55.1 | 16.0 | 1.8 |
| School size | | | | | |
| Less than 150 | 58.4 | 48.3 | 68.0 | 27.2 | 1.7 |
| 150 to 499 | 44.7 | 50.4 | 54.7 | 19.8 | 1.8 |
| 500 to 749 | 47.5 | 51.5 | 44.5 | 19.5 | 1.8 |
| 750 or more | 28.3 | 44.8 | 34.9 | 16.1 | 2.0 |
| Rural—small city | 47.6 | 46.8 | 54.4 | 24.2 | 1.8 |
| School level | | | | | |
| Elementary | 48.9 | 49.3 | 58.5 | 21.2 | 1.7 |
| Secondary | 35.0 | 42.5 | 36.1 | 24.2 | 1.9 |
| Combined | 52.3 | 44.5 | 57.0 | 29.6 | 1.7 |
| Minority enrollment | | | | | |
| Less than 20% | 47.4 | 48.8 | 54.7 | 25.0 | 1.8 |
| 20% or more | 49.3 | 33.5 | 52.3 | 18.4 | 1.8 |
| School size | | | | | |
| Less than 150 | 53.1 | 46.0 | 61.6 | 30.9 | 1.7 |
| 150 to 499 | 44.2 | 46.4 | 50.0 | 19.2 | 1.8 |
| 500 to 749 | 40.2 | 45.8 | 43.4 | 18.3 | 1.9 |
| 750 or more | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

School Problems

Teachers' Opinions

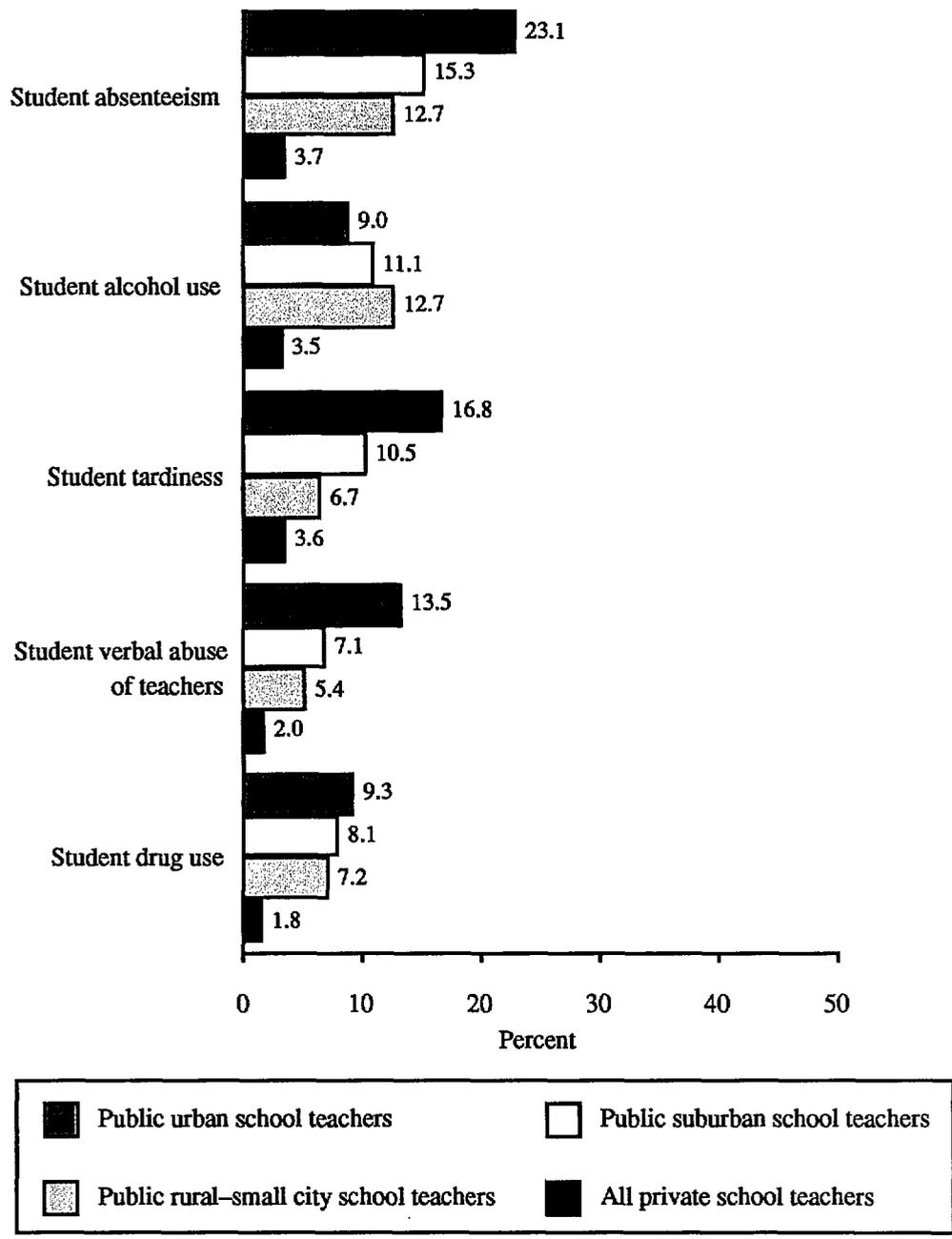
Parallel to questions concerning the level of administrative support teachers received from the institution are those concerning impediments to effective teaching associated with student behavior. In the SASS survey, teachers were asked a number of questions about the seriousness of school problems. Among these questions, more teachers viewed student absenteeism as a serious problem (15 percent) than they viewed alcohol use (11 percent), tardiness (10 percent), drug abuse (7 percent), or verbal abuse of teachers (7 percent) as a serious problem (table 6.2, figure 6.2).

Public school teachers were more likely than private school teachers to view each of these issues as a serious problem. Among public school teachers, 16 percent viewed student absenteeism as a serious problem, as opposed to 4 percent of private school teachers. Eleven percent of public school teachers, compared with 4 percent of private school teachers, viewed both student alcohol use and tardiness as serious problems. Eight percent of public school teachers viewed student drug abuse as a serious problem, whereas 2 percent of private school teachers did so. Verbal abuse of teachers was viewed as a serious problem by 8 percent of public school teachers and by 2 percent of private school teachers.

Generally, a greater proportion of urban public school teachers than suburban or rural–small city public school teachers viewed disciplinary issues (student absenteeism, student tardiness, and verbal abuse of teachers) as serious problems. For example, among public school teachers, 23 percent of urban school teachers viewed student absenteeism as a serious problem, compared with 15 percent of suburban school teachers and 13 percent of rural–small city school teachers.

Across all community types, public secondary teachers were more likely than public elementary teachers to report each of these issues as serious problems. For instance, among urban public school teachers, 42 percent of secondary teachers viewed student absenteeism as a serious problem, in contrast to 12 percent of elementary school teachers. Similarly, 30 percent of urban public secondary teachers viewed student tardiness as a serious problem, in contrast to 9 percent of their elementary school counterparts. Twenty-two percent of urban public secondary teachers and 1 percent of elementary teachers viewed alcohol use as a serious problem. Similarly, 22 percent of urban public secondary teachers viewed drug abuse as a serious problem, as opposed to 2 percent of elementary teachers.

Figure 6.2—Percentage of public and private school teachers who viewed certain issues as serious problems, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School, School Administrator and Teacher Questionnaires).

Table 6.2—Percentage of teachers and principals who perceived certain issues as serious problems in their schools, by selected school characteristics: 1987–88

| | Teachers | | | | | Principals | | | | |
|---------------------|---------------------|----------------|-----------|------------|--------------------------|---------------------|----------------|-----------|------------|--------------------------|
| | Student absenteeism | Use of alcohol | Tardiness | Drug abuse | Verbal abuse of teachers | Student absenteeism | Use of alcohol | Tardiness | Drug abuse | Verbal abuse of teachers |
| TOTAL | 14.9 | 10.5 | 9.7 | 7.3 | 7.4 | 5.6 | 2.9 | 3.9 | 1.5 | 0.9 |
| PUBLIC | 16.4 | 11.4 | 10.5 | 8.0 | 8.1 | 7.0 | 3.6 | 4.7 | 1.8 | 0.8 |
| Urban | 23.1 | 9.0 | 16.8 | 9.3 | 13.5 | 12.3 | 2.3 | 9.5 | 2.3 | 1.4 |
| School level | | | | | | | | | | |
| Elementary | 11.6 | 1.4 | 8.8 | 1.9 | 10.6 | 6.9 | 0.6 | 5.9 | 0.7 | 1.2 |
| Secondary | 42.3 | 22.3 | 30.3 | 22.1 | 17.6 | 30.6 | 8.0 | 22.9 | 7.4 | 1.0 |
| Combined | 27.8 | 5.6 | 18.9 | 8.1 | 21.2 | 17.0 | 3.4 | 6.8 | 4.0 | 6.0 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 14.7 | 10.8 | 9.2 | 8.6 | 7.1 | 4.6 | 3.3 | 5.1 | 2.1 | 0.8 |
| 20% or more | 26.1 | 8.3 | 19.6 | 9.5 | 15.8 | 15.0 | 1.9 | 11.0 | 2.3 | 1.6 |
| School size | | | | | | | | | | |
| Less than 150 | 24.4 | 8.1 | 8.4 | 12.6 | 17.8 | 22.6 | 4.4 | 6.8 | 7.4 | 6.3 |
| 150 to 499 | 10.9 | 2.9 | 7.6 | 3.3 | 7.8 | 7.2 | 1.0 | 5.9 | 1.4 | 0.7 |
| 500 to 749 | 14.4 | 3.0 | 11.3 | 3.8 | 12.7 | 9.6 | 1.1 | 7.3 | 1.4 | 2.0 |
| 750 or more | 34.3 | 15.5 | 25.0 | 15.5 | 16.6 | 20.9 | 5.1 | 17.6 | 3.5 | 0.9 |
| Suburban | 15.3 | 11.1 | 10.5 | 8.1 | 7.1 | 5.0 | 2.5 | 4.1 | 1.5 | 0.8 |
| School level | | | | | | | | | | |
| Elementary | 5.5 | 1.1 | 3.3 | 1.3 | 4.4 | 2.2 | 0.0 | 2.5 | 0.0 | 0.4 |
| Secondary | 28.9 | 25.1 | 20.5 | 17.5 | 10.5 | 12.2 | 9.5 | 8.9 | 5.4 | 1.3 |
| Combined | 13.5 | 10.2 | 9.0 | 7.6 | 14.5 | 13.1 | — | — | — | 11.0 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 12.1 | 11.7 | 8.6 | 7.5 | 4.8 | 4.0 | 2.9 | 3.5 | 1.5 | 0.3 |
| 20% or more | 21.4 | 10.0 | 14.2 | 9.1 | 11.5 | 6.7 | 1.7 | 5.5 | 1.6 | 1.8 |
| School size | | | | | | | | | | |
| Less than 150 | 14.9 | 15.2 | 10.6 | 17.4 | 17.4 | 13.6 | 7.0 | 6.8 | 9.7 | 14 |
| 150 to 499 | 5.6 | 3.2 | 3.3 | 2.0 | 3.7 | 2.4 | 0.8 | 2.7 | 0.6 | — |
| 500 to 749 | 7.9 | 3.8 | 4.5 | 2.8 | 4.3 | 3.2 | 0.9 | 2.9 | — | — |
| 750 or more | 25.2 | 19.8 | 18.1 | 14.4 | 10.4 | 9.9 | 6.5 | 7.6 | 3.3 | — |
| Rural—small city | 12.7 | 12.7 | 6.7 | 7.2 | 5.4 | 5.3 | 4.5 | 2.9 | 1.7 | 0.6 |
| School level | | | | | | | | | | |
| Elementary | 6.1 | 3.6 | 2.9 | 2.2 | 3.8 | 2.6 | 0.5 | 1.3 | 0.2 | 0.4 |
| Secondary | 23.4 | 26.8 | 12.9 | 15.5 | 7.9 | 11.3 | 13.6 | 7.0 | 5.1 | 0.8 |
| Combined | 13.5 | 18.0 | 7.7 | 7.4 | 5.9 | 8.6 | 8.4 | 3.5 | 3.5 | 1.4 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 11.4 | 13.4 | 5.9 | 6.7 | 4.5 | 4.2 | 4.8 | 2.2 | 1.5 | 0.4 |
| 20% or more | 15.9 | 11.1 | 8.7 | 8.6 | 7.5 | 8.0 | 3.6 | 4.7 | 2.2 | 1.1 |
| School size | | | | | | | | | | |
| Less than 150 | 8.6 | 9.8 | 3.8 | 3.7 | 3.8 | 6.9 | 3.8 | 2.7 | 2.1 | 1.1 |
| 150 to 499 | 8.8 | 10 | 4.1 | 4.7 | 4.0 | 3.5 | 3.9 | 2.0 | 1.4 | 0.5 |
| 500 to 749 | 11.6 | 10.7 | 6.9 | 6.4 | 5.8 | 5.4 | 3.7 | 3.2 | 1.3 | 0.4 |
| 750 or more | 23.3 | 21.6 | 12.8 | 14.3 | 8.1 | 12.5 | 9.9 | 8.0 | 3.7 | 0.8 |

Table 6.2—Percentage of teachers and principals who perceived certain issues as serious problems in their schools, by selected school characteristics: 1987–88—continued

| | Teachers | | | | | Principals | | | | |
|---------------------|---------------------|----------------|-----------|------------|--------------------------|---------------------|----------------|-----------|------------|--------------------------|
| | Student absenteeism | Use of alcohol | Tardiness | Drug abuse | Verbal abuse of teachers | Student absenteeism | Use of alcohol | Tardiness | Drug abuse | Verbal abuse of teachers |
| PRIVATE | 3.7 | 3.5 | 3.6 | 1.8 | 2.0 | 1.2 | 0.8 | 1.5 | 0.6 | 0.9 |
| Urban | 4.5 | 3.9 | 5.7 | 1.6 | 2.5 | 2.1 | 0.9 | 2.9 | 0.9 | 1.4 |
| School level | | | | | | | | | | |
| Elementary | 2.0 | 0.8 | 3.0 | 0.6 | 1.5 | — | 0.0 | 2.3 | — | — |
| Secondary | 9.4 | 14.5 | 11.6 | 4.8 | 3.7 | 7.9 | 4.7 | 8.1 | — | 0.0 |
| Combined | 5.8 | 1.1 | 6.4 | 0.6 | 3.7 | 4.1 | — | 1.6 | — | 5.1 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 3.2 | 4.1 | 3.1 | 1.0 | 1.5 | — | 0.3 | 0.9 | 0.0 | — |
| 20% or more | 6.9 | 3.6 | 10.3 | 2.5 | 4.4 | 4.4 | 1.6 | 5.3 | 2.0 | 2.6 |
| School size | | | | | | | | | | |
| Less than 150 | 6.7 | 2.4 | 8.5 | 2.1 | 5.9 | 4.3 | — | 3.5 | 1.9 | 3.5 |
| 150 to 499 | 3.3 | 2.2 | 4.5 | 1.2 | 2.3 | 0.3 | — | 2.9 | — | 0.0 |
| 500 to 749 | 3.1 | 5.6 | 5.7 | 1.0 | 0.9 | 0.0 | — | 0.0 | 0.0 | 0.0 |
| 750 or more | 8.2 | 10.4 | 6.8 | 2.8 | 1.2 | 5.9 | — | — | 0.0 | 0.0 |
| Suburban | 2.6 | 2.8 | 1.8 | 1.5 | 1.3 | 0.6 | 1.3 | 0.5 | 1.2 | 1.3 |
| School level | | | | | | | | | | |
| Elementary | 0.7 | 0.4 | 1.3 | 0.4 | 0.7 | — | 0.0 | 0.0 | 0.0 | — |
| Secondary | 5.1 | 13.2 | 2.5 | 5.4 | 1.3 | — | 10.7 | — | 10.7 | 0.0 |
| Combined | 4.2 | 1.1 | 2.3 | 1.3 | 2.3 | 0.0 | 1.1 | — | — | 5.0 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 1.7 | 2.9 | 1.6 | 1.5 | 0.8 | 0.7 | 1.3 | 0.6 | 1.3 | — |
| 20% or more | 6.5 | 1.9 | 3.1 | 1.8 | 3.6 | 0.0 | — | 0.0 | — | 3.4 |
| School size | | | | | | | | | | |
| Less than 150 | 4.4 | 0.8 | 2.1 | 1.3 | 3.9 | 1.3 | 2.0 | — | 2.0 | 2.9 |
| 150 to 499 | 1.9 | 0.7 | 1.5 | 0.3 | 0.7 | 0.0 | 0.0 | — | 0.0 | — |
| 500 to 749 | — | 5.5 | 2.1 | 1.6 | 0.8 | 0.0 | — | — | — | — |
| 750 or more | 4.6 | 6.7 | — | 4.4 | — | 0.0 | — | 0.0 | 0.0 | 0.0 |
| Rural—small city | 3.3 | 3.4 | 2.3 | 2.0 | 1.9 | 0.8 | 0.3 | 0.8 | — | 0.3 |
| School level | | | | | | | | | | |
| Elementary | 0.4 | 0.4 | 0.6 | 0.3 | 0.8 | — | 0.0 | — | 0.0 | 0.0 |
| Secondary | 9.0 | 13.5 | 7.3 | 8.9 | 3.1 | 0.0 | 2.5 | — | — | — |
| Combined | 5.5 | 3.5 | 2.7 | 1.5 | 3.2 | 1.9 | 0.5 | 1.8 | 0.0 | 0.7 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 3.2 | 3.5 | 2.1 | 1.9 | 1.7 | 0.3 | 0.4 | 0.6 | — | 0.2 |
| 20% or more | 3.8 | 2.8 | 3.7 | 2.7 | 3.4 | 3.9 | 0.0 | 2.0 | 0.0 | 0.4 |
| School size | | | | | | | | | | |
| Less than 150 | 4.1 | 2.7 | 2.6 | 2.2 | 3.9 | 1.2 | — | 0.8 | — | 0.4 |
| 150 to 499 | 2.6 | 2.8 | 2.1 | 1.7 | 0.6 | — | 0.4 | 0.8 | 0.0 | 0.0 |
| 500 to 749 | 5.5 | 6.9 | 3.2 | 2.9 | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School, School Administrator, and Teacher Questionnaires).

Principals' Opinions

Principals were also asked to rate the seriousness of these issues as problems in their schools. Six percent of principals reported student absenteeism as a serious problem; 4 percent reported student tardiness; 3 percent reported student alcohol use; 2 percent reported drug abuse; and 1 percent reported verbal abuse of teachers (figure 6.3). More public school principals viewed student absenteeism (7 percent), student alcohol use (4 percent), student tardiness (5 percent), and student drug abuse (2 percent) as serious problems than did private school principals (1 percent, 1 percent, 2 percent, and 1 percent, respectively), but they did not differ on verbal abuse (1 percent in both cases).

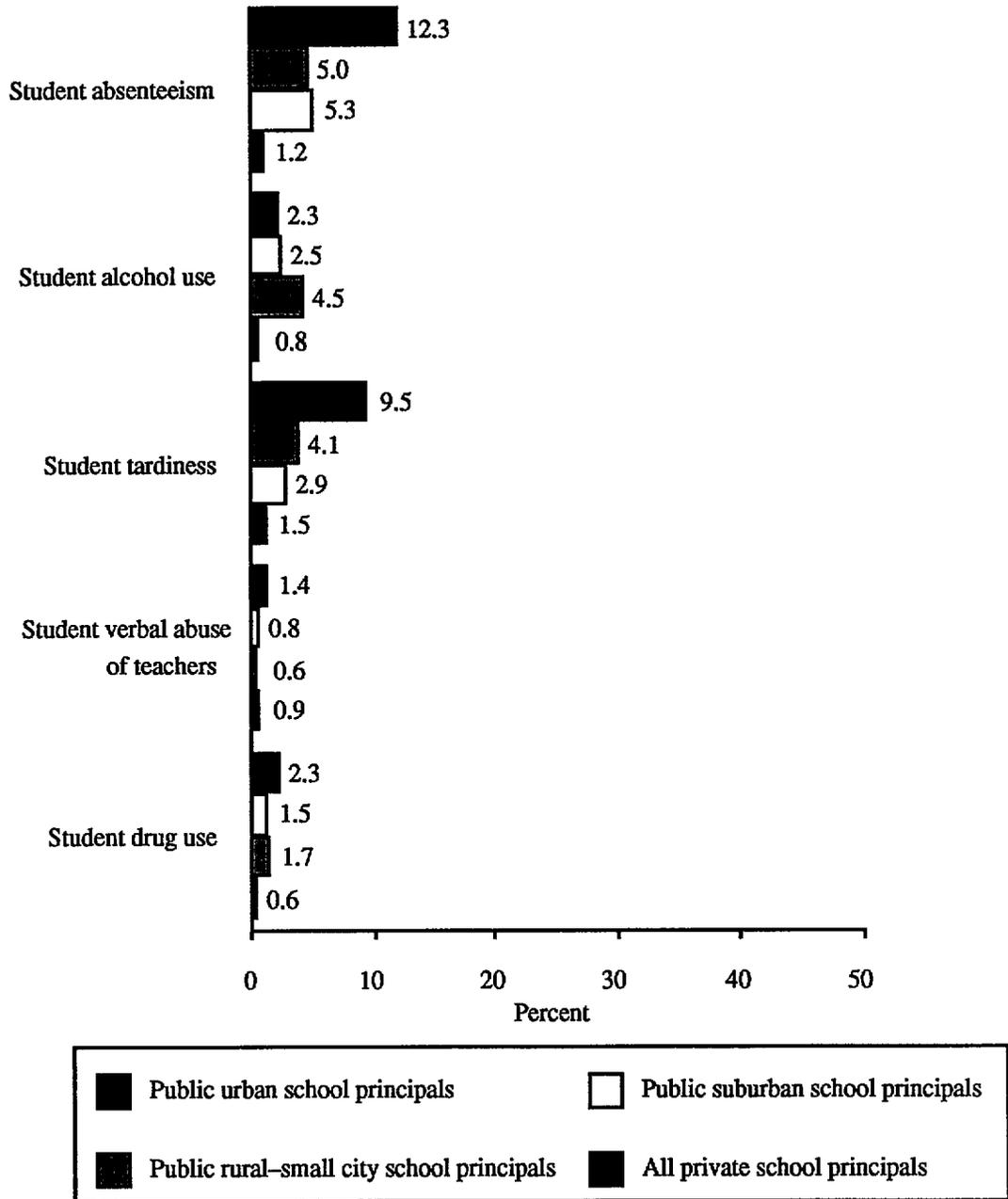
More urban than suburban or rural–small city public school principals viewed attendance issues as serious problems. Twelve percent of urban public school principals viewed student absenteeism as a serious problem, versus 5 percent of suburban and 5 percent of rural–small city public school principals. Similarly, urban public school principals (10 percent) were more likely than rural–small city or suburban principals (3 percent and 4 percent, respectively) to view student tardiness as a serious problem.

With the exception of verbal abuse of teachers, urban public secondary principals were more likely to view each issue as a serious problem than were urban public elementary principals. Seven percent of urban elementary public school principals viewed student absenteeism as a serious problem, versus 31 percent of urban secondary public school principals. Among urban public school principals, 6 percent of elementary compared with 23 percent of secondary principals viewed student tardiness as a serious problem. Among urban elementary public school principals, 1 percent viewed student drug abuse as a serious problem and 1 percent viewed student alcohol use, compared with 7 percent and 8 percent, respectively, of secondary public school principals.

Comparing Teachers' and Principals' Opinions

Principals were less likely than teachers to say that a particular problem was “serious” in their school. This was true for all five problems included in table 6.2, in both sectors. For example, 7 percent of public school principals and 1 percent of private school principals reported that student absenteeism was a serious problem in their schools compared to 16 percent of public school teachers and 4 percent of private school teachers. Similarly, whereas 5 percent of public school principals and 2 percent of private school principals reported that student tardiness was a serious problem in their schools, 11 percent of public school teachers and 4 percent of private school teachers rated student tardiness as a serious problem in their schools. Table 6.3 reports the percentages of public school teachers and principals who viewed absenteeism, alcohol use, student tardiness, drug abuse, and verbal abuse of teachers as serious problems by state. Table 6.4 shows data on private school teachers' perceptions of the seriousness of the same problems by private school affiliation.

Figure 6.3—Percentage of public and private school principals who viewed certain issues as serious problems, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and School Administrator Questionnaires).

Table 6.3—Percentage of teachers and principals in public schools who thought that certain issues were serious problems in their schools, by state: 1987-88

| | Teachers | | | | | Principals | | | | |
|-------------------|---------------------|---------------------|-------------------|--------------------|----------------------------------|---------------------|---------------------|-------------------|--------------------|----------------------------------|
| | Student absenteeism | Student alcohol use | Student tardiness | Student drug abuse | Student verbal abuse of teachers | Student absenteeism | Student alcohol use | Student tardiness | Student drug abuse | Student verbal abuse of teachers |
| TOTAL | 16.4 | 11.4 | 10.5 | 8.0 | 8.1 | 7.0 | 3.6 | 4.7 | 1.8 | 0.8 |
| Alabama | 16.7 | 9.2 | 9.5 | 5.0 | 8.7 | 11.2 | 2.4 | 6.0 | 1.3 | — |
| Alaska | 26.3 | 22.7 | 15.1 | 18.8 | 8.0 | 14.1 | 8.4 | 10.3 | 6.4 | — |
| Arizona | 18.2 | 9.5 | 7.9 | 11.0 | 6.7 | 15.6 | 6.0 | 6.8 | 5.2 | — |
| Arkansas | 11.0 | 11.8 | 6.7 | 7.2 | 5.0 | 5.6 | 3.4 | 2.0 | — | — |
| California | 24.4 | 10.2 | 15.0 | 9.5 | 7.5 | 12.7 | 3.6 | 7.6 | 3.9 | 1.3 |
| Colorado | 19.8 | 14.6 | 11.0 | 8.3 | 6.1 | 6.2 | 8.1 | 4.7 | 4.9 | 0.0 |
| Connecticut | 15.2 | 10.9 | 12.9 | 9.6 | 8.4 | 3.4 | 2.1 | 6.4 | — | 2.8 |
| Delaware | 19.5 | 9.3 | 11.5 | 6.9 | 11.7 | 8.9 | — | — | 0.0 | 0.0 |
| Dist. of Columbia | 30.0 | — | 17.9 | 4.5 | 10.5 | 11.2 | 0.0 | 13.6 | 0.0 | 0.0 |
| Florida | 22.3 | 9.4 | 13.7 | 8.4 | 14.5 | 9.8 | 1.4 | 9.7 | 1.5 | 1.9 |
| Georgia | 16.4 | 9.8 | 10.1 | 7.1 | 9.4 | 7.9 | 2.5 | 8.9 | 1.1 | — |
| Hawaii | 14.9 | 7.2 | 8.7 | 6.3 | 6.3 | 5.1 | — | — | 0.0 | 0.0 |
| Idaho | 7.8 | 12.6 | 6.3 | 6.3 | 4.6 | — | 3.2 | 3.1 | — | 0.0 |
| Illinois | 15.5 | 10.2 | 10.1 | 6.4 | 7.5 | 6.3 | 3.7 | 4.4 | 1.4 | 1.2 |
| Indiana | 14.5 | 10.9 | 8.7 | 7.4 | 6.3 | 4.8 | 3.8 | 3.5 | — | — |
| Iowa | 10.5 | 18.5 | 3.8 | 6.6 | 4.2 | 2.5 | 8.7 | — | 1.5 | 0.0 |
| Kansas | 12.7 | 15.2 | 6.6 | 6.4 | 4.0 | 5.0 | 4.6 | — | — | 0.0 |
| Kentucky | 16.7 | 11.5 | 7.5 | 7.6 | 7.4 | 9.2 | 1.4 | 3.4 | 0.0 | 0.0 |
| Louisiana | 13.6 | 10.9 | 8.3 | 9.0 | 10.1 | 6.3 | 2.8 | 4.1 | 1.6 | — |
| Maine | 11.7 | 10.4 | 5.8 | 4.8 | 3.4 | 2.3 | 3.1 | — | — | 0.0 |
| Maryland | 21.6 | 6.3 | 12.5 | 5.1 | 12.2 | 9.8 | 2.1 | 5.0 | 2.5 | 0.0 |
| Massachusetts | 16.6 | 9.3 | 10.1 | 6.5 | 6.9 | 5.1 | 1.4 | 3.8 | 0.9 | 0.0 |
| Michigan | 17.5 | 11.5 | 10.9 | 8.5 | 6.5 | 11.2 | 3.8 | 6.1 | 0.6 | — |
| Minnesota | 12.9 | 16.2 | 5.3 | 7.7 | 3.7 | 3.6 | 6.8 | 1.4 | 1.6 | 0.0 |
| Mississippi | 14.8 | 8.8 | 7.0 | 7.4 | 6.3 | 8.9 | — | — | — | — |
| Missouri | 12.8 | 14.5 | 6.4 | 7.0 | 7.5 | 3.7 | 6.0 | 2.1 | 1.2 | — |
| Montana | 14.5 | 17.8 | 9.6 | 8.7 | 6.1 | — | 7.8 | — | 4.8 | 0.0 |
| Nebraska | 6.4 | 14.0 | 4.8 | 5.2 | 2.9 | — | 6.5 | 0.0 | 2.4 | 0.0 |
| Nevada | 23.8 | 18.6 | 13.1 | 13.8 | 11.0 | 5.5 | 4.7 | — | — | — |
| New Hampshire | 12.5 | 12.7 | 6.2 | 8.5 | 4.3 | 6.8 | 3.7 | 4.0 | 0.0 | — |
| New Jersey | 16.5 | 9.8 | 12.3 | 8.4 | 11.1 | 4.7 | 2.7 | 3.9 | 2.4 | 1.7 |
| New Mexico | 20.7 | 16.9 | 11.3 | 14.4 | 6.9 | 14.0 | — | — | — | — |
| New York | 18.0 | 9.9 | 16.0 | 8.0 | 13.3 | 8.4 | 3.1 | 7.4 | 1.1 | 1.1 |
| North Carolina | 13.6 | 9.6 | 8.7 | 7.1 | 7.3 | 7.2 | 3.3 | 4.9 | 1.9 | 1.8 |
| North Dakota | 6.9 | 17.6 | 3.7 | 7.2 | 2.4 | 4.5 | 6.3 | 0.0 | — | 0.0 |

Table 6.3—Percentage of teachers and principals in public schools who thought that certain issues were serious problems in their schools, by state: 1987–88—continued

| | Teachers | | | | | Principals | | | | |
|----------------|-----------------------------|---------------------------|---------------------------|--------------------------|---------------------------------|-----------------------------|---------------------------|---------------------------|--------------------------|---------------------------------|
| | Student absen- teeism | Student alcohol use | Student tardi- ness | Student drug abuse | Student abuse of teachers | Student absen- teeism | Student alcohol use | Student tardi- ness | Student drug abuse | Student abuse of teachers |
| Ohio | 15.1 | 16.3 | 9.6 | 10.1 | 9.8 | 5.4 | 3.6 | 5.5 | 1.8 | 1.0 |
| Oklahoma | 13.2 | 14.6 | 8.4 | 8.2 | 4.7 | 5.0 | 3.4 | 4.4 | 3.0 | — |
| Oregon | 15.6 | 13.2 | 7.6 | 8.7 | 5.1 | 3.9 | 2.4 | 3.0 | 2.1 | — |
| Pennsylvania | 16.6 | 10.4 | 12.0 | 5.9 | 8.7 | 5.6 | 2.2 | 6.0 | 0.6 | — |
| Rhode Island | 14.6 | 6.7 | 7.2 | 4.0 | 9.9 | 6.5 | 0.0 | — | 0.0 | 0.0 |
| South Carolina | 10.1 | 8.1 | 6.4 | 5.3 | 7.8 | 4.4 | 2.6 | 5.4 | — | — |
| South Dakota | 9.4 | 16.6 | 7.8 | 4.5 | 3.3 | — | 7.3 | — | 0.0 | 0.0 |
| Tennessee | 15.6 | 9.8 | 8.4 | 7.0 | 5.4 | 8.3 | 2.0 | 5.5 | 1.7 | — |
| Texas | 16.3 | 12.6 | 12.2 | 11.2 | 7.8 | 6.4 | 3.8 | 4.8 | 2.0 | 0.6 |
| Utah | 13.5 | 6.1 | 10.1 | 4.7 | 5.5 | 7.8 | — | 3.7 | — | — |
| Vermont | 6.8 | 10.5 | 3.4 | 5.9 | 4.6 | — | 4.2 | 0.0 | — | — |
| Virginia | 14.5 | 8.5 | 10.4 | 6.2 | 8.0 | 3.6 | 1.7 | 2.1 | — | — |
| Washington | 17.0 | 12.6 | 8.8 | 10.6 | 5.4 | 3.9 | 5.2 | 1.1 | 2.7 | — |
| West Virginia | 14.2 | 8.6 | 3.7 | 3.7 | 7.5 | 7.8 | — | 4.0 | — | — |
| Wisconsin | 13.0 | 13.8 | 9.0 | 6.9 | 7.1 | 6.2 | 5.7 | 3.3 | 2.5 | — |
| Wyoming | 15.6 | 18.4 | 10.8 | 10.5 | 3.5 | 3.2 | 5.7 | — | — | 0.0 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Administrator and Teacher Questionnaires).

Table 6.4a—Percentage distribution of teachers by perceptions about seriousness of problems, by private school type: 1987–88

| | Student tardiness | | | | Student absenteeism | | | |
|--------------------------------|-------------------|----------|-------|---------------|---------------------|----------|-------|---------------|
| | Serious | Moderate | Minor | Not a problem | Serious | Moderate | Minor | Not a problem |
| Private school category | | | | | | | | |
| Assembly of God | 4.2 | 26.3 | 39.9 | 29.6 | 7.4 | 25.6 | 38.8 | 28.1 |
| Baptist | 4.8 | 13.3 | 47.3 | 34.7 | 4.2 | 14.2 | 36.9 | 44.8 |
| Calvinist | — | 6.5 | 39.6 | 53.2 | 0.0 | 11.5 | 43.7 | 44.8 |
| Christian | 3.6 | 19.8 | 36.0 | 40.6 | 0.9 | 18.3 | 38.5 | 42.4 |
| Episcopal | 3.2 | 12.2 | 39.2 | 45.4 | 1.9 | 10.9 | 35.7 | 51.5 |
| Friends | — | 15.6 | 45.4 | 37.5 | — | 12.1 | 50.1 | 37.7 |
| Jewish | 2.6 | 21.1 | 35.0 | 41.3 | 3.6 | 14.9 | 36.1 | 45.4 |
| Lutheran | 2.8 | 17.9 | 38.7 | 40.7 | 1.5 | 12.8 | 45.0 | 40.8 |
| 7th Day Adventist | 9.3 | 28.7 | 40.2 | 21.9 | 8.1 | 20.4 | 42.1 | 29.4 |
| Roman Catholic | 3.3 | 16.4 | 37.1 | 43.1 | 3.3 | 16.9 | 40.0 | 39.8 |
| Other: Religious | 1.3 | 19.3 | 48.6 | 30.8 | 1.5 | 17.8 | 50.4 | 30.4 |
| Exceptional children | 3.1 | 16.0 | 41.4 | 39.5 | 8.1 | 18.5 | 29.9 | 43.5 |
| Montessori | 2.0 | 23.7 | 28.2 | 46.0 | — | 11.6 | 32.3 | 54.9 |
| NAIS | 4.7 | 20.0 | 33.2 | 42.2 | 5.1 | 14.1 | 34.5 | 46.3 |
| Other: Nonsectarian | 5.2 | 17.6 | 32.9 | 44.3 | 6.7 | 12.2 | 34.9 | 46.2 |
| 9-Category typology | | | | | | | | |
| Catholic | | | | | | | | |
| -Parochial | 2.3 | 12.2 | 34.9 | 50.6 | 1.8 | 12.6 | 37.8 | 47.8 |
| -Diocesan | 2.9 | 18.4 | 43.1 | 35.7 | 4.3 | 23.9 | 43.9 | 28.0 |
| -Private order | 7.3 | 28.4 | 37.2 | 27.2 | 7.4 | 22.7 | 42.5 | 27.5 |
| Other Religious | | | | | | | | |
| -Conservative Christ | 4.3 | 19.5 | 44.7 | 31.5 | 3.5 | 20.2 | 42.7 | 33.5 |
| -Affiliated | 2.8 | 19.0 | 41.2 | 36.9 | 2.0 | 13.1 | 43.5 | 41.4 |
| -Unaffiliated | 2.9 | 14.5 | 39.0 | 43.6 | 3.2 | 15.4 | 36.8 | 44.5 |
| Nonsectarian | | | | | | | | |
| -Regular | 4.8 | 19.1 | 37.2 | 39.0 | 5.6 | 14.3 | 39.8 | 40.3 |
| -Special emphasis | 3.7 | 20.8 | 26.4 | 49.1 | 2.7 | 10.4 | 27.5 | 59.5 |
| -Special education | 7.0 | 12.2 | 30.7 | 50.1 | 14.7 | 15.5 | 24.6 | 45.2 |
| NAIS membership status | | | | | | | | |
| Not NAIS | 3.6 | 16.9 | 38.2 | 41.4 | 3.5 | 15.9 | 40.0 | 40.6 |
| NAIS | 3.9 | 20.8 | 35.7 | 39.6 | 4.3 | 15.7 | 35.4 | 44.6 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher and School Questionnaires).

Table 6.4b—Percentage distribution of teachers by perceptions about seriousness of problems, by private school type: 1987–88

| | Student use of alcohol | | | | Student drug abuse | | | |
|--------------------------------|------------------------|----------|-------|---------------|--------------------|----------|-------|---------------|
| | Serious | Moderate | Minor | Not a problem | Serious | Moderate | Minor | Not a problem |
| Private school category | | | | | | | | |
| Assembly of God | 0.0 | — | 8.5 | 90.4 | 0.0 | — | 8.7 | 90.8 |
| Baptist | 0.6 | 1.9 | 14.0 | 83.5 | — | 2.7 | 10.9 | 86.2 |
| Calvinist | 3.3 | 16.3 | 17.6 | 62.7 | 0.0 | — | 28.3 | 71.2 |
| Christian | 1.6 | 2.3 | 17.2 | 78.8 | — | 0.9 | 12.3 | 86.7 |
| Episcopal | 4.0 | 14.0 | 20.7 | 61.4 | 2.2 | 12.2 | 19.2 | 66.4 |
| Friends | 6.0 | 16.5 | 10.9 | 66.6 | 5.7 | 14.4 | 14.3 | 65.6 |
| Jewish | 0.0 | 0.0 | 3.6 | 96.4 | 0.0 | — | 3.5 | 96.4 |
| Lutheran | 0.6 | 7.2 | 9.9 | 82.3 | 0.6 | 3.3 | 12.3 | 83.7 |
| 7th Day Adventist | — | 4.4 | 18.0 | 77.1 | — | 4.4 | 16.3 | 78.8 |
| Roman Catholic | 4.7 | 11.2 | 16.1 | 68.0 | 1.7 | 8.2 | 20.4 | 69.7 |
| Other: Religious | 1.0 | 3.8 | 11.6 | 83.6 | 0.9 | 0.7 | 11.4 | 87.0 |
| Exceptional children | 4.7 | 13.8 | 13.0 | 68.5 | 5.6 | 16.5 | 14.2 | 63.7 |
| Montessori | 0.0 | — | — | 98.3 | 0.0 | — | — | 98.3 |
| NAIS | 5.1 | 23.5 | 29.9 | 41.5 | 4.5 | 15.0 | 35.3 | 45.2 |
| Other: Nonsectarian | 3.5 | 14.2 | 17.6 | 64.7 | 2.5 | 13.2 | 18.1 | 66.2 |
| 9-Category typology | | | | | | | | |
| Catholic | | | | | | | | |
| -Parochial | 2.2 | 3.3 | 10.6 | 83.9 | 1.0 | 2.1 | 11.9 | 84.9 |
| -Diocesan | 7.2 | 23.6 | 17.5 | 51.8 | 3.0 | 17.0 | 26.4 | 53.5 |
| -Private order | 10.2 | 22.5 | 33.9 | 33.4 | 2.4 | 18.2 | 42.8 | 36.6 |
| Other Religious | | | | | | | | |
| -Conservative Christ | — | 1.2 | 14.3 | 84.4 | — | 0.6 | 9.2 | 90.1 |
| -Affiliated | 1.6 | 7.7 | 12.6 | 78.1 | 1.0 | 4.8 | 14.1 | 80.0 |
| -Unaffiliated | 2.1 | 4.8 | 11.7 | 81.4 | 0.9 | 2.7 | 13.2 | 83.2 |
| Nonsectarian | | | | | | | | |
| -Regular | 4.4 | 19.4 | 22.6 | 53.6 | 3.6 | 11.2 | 27.1 | 58.1 |
| -Special emphasis | 3.4 | 12.1 | 18.0 | 66.5 | 2.1 | 12.1 | 19.2 | 66.6 |
| -Special education | 3.8 | 20.1 | 24.8 | 51.3 | 5.3 | 26.8 | 21.6 | 46.3 |
| NAIS membership status | | | | | | | | |
| Not NAIS | 3.2 | 8.9 | 14.1 | 73.8 | 1.4 | 6.6 | 16.5 | 75.5 |
| NAIS | 4.9 | 20.5 | 30.1 | 44.5 | 3.5 | 14.0 | 32.7 | 49.9 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher and School Questionnaires).

Influence on School Practices

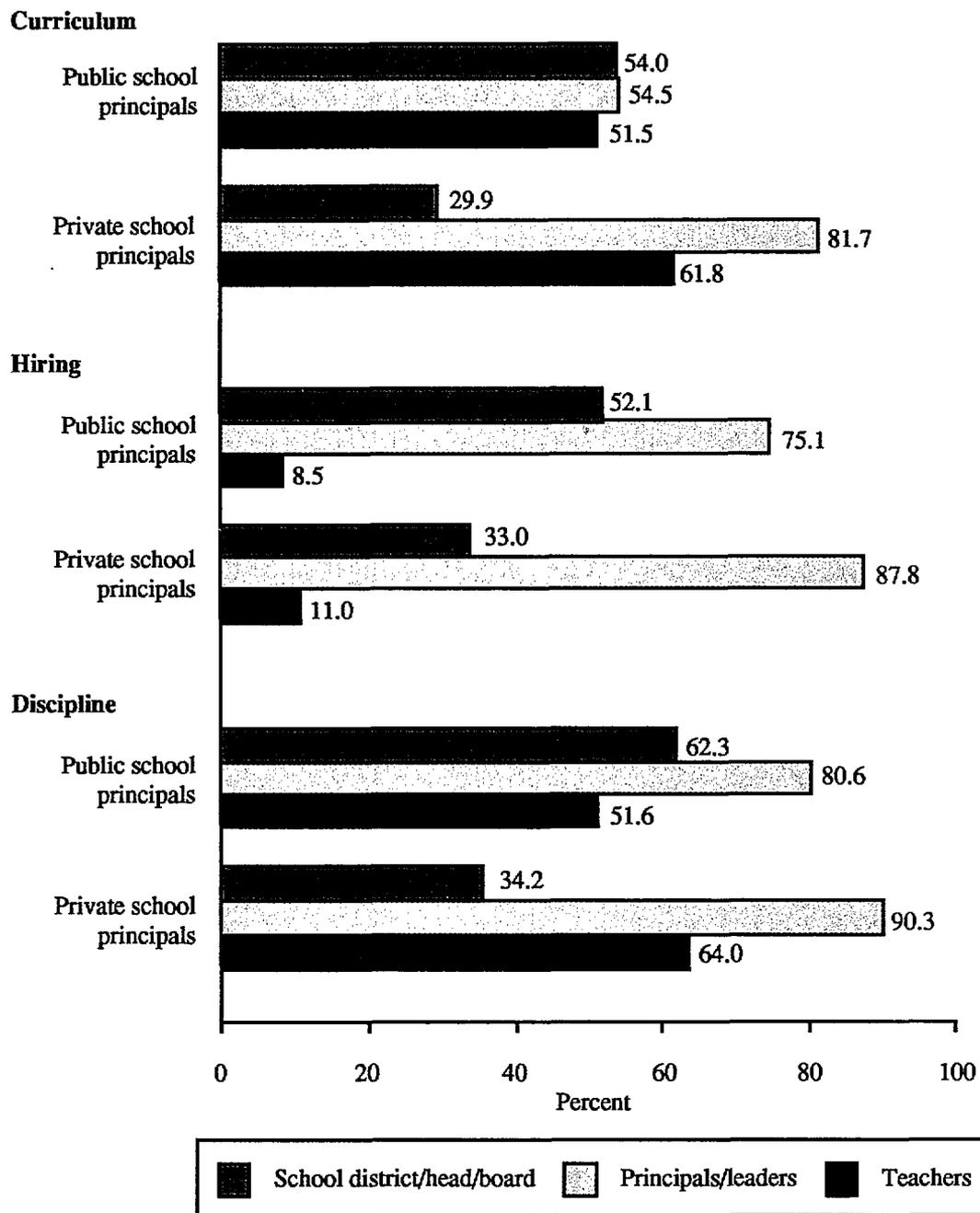
Principals' Perceptions

Measures of support and school climate help define the attitudes of teachers and principals toward the schools. The influence that educators have on school practice is important to them because, as professionals, they strive for personal fulfillment in their work. Principals thought that they had considerable influence over establishing curriculum, hiring new full-time teachers, and setting school discipline policy. Sixty-one percent of all principals thought they had a great deal of influence over curriculum (table 6.5, figure 6.4). An even greater proportion of principals thought that they had a great deal of influence over hiring (78 percent). Eighty-three percent of the principals thought that they had a great deal of influence over discipline policy.

A greater proportion of private school principals than public school principals thought that they had a great deal of influence over curriculum (82 percent compared with 55 percent). Among public school principals, more suburban and rural–small city principals than urban principals thought that they had a great deal of influence over curriculum (52 percent and 61 percent as compared with 38 percent), hiring (82 percent and 80 percent as compared with 59 percent), and discipline policy (83 percent and 84 percent as compared with 71 percent).

Generally, principals were more likely to report that they had a great deal of influence over establishing curriculum, hiring faculty, and setting discipline policies than they were to report that school districts/school boards or teachers had a great deal of influence on policies in these areas. This was true for both public and private school principals in all three areas, with one exception: Public school principals were no more likely than private school principals to report that they had a great deal of influence on establishing curriculum than did the school district or school board.

Figure 6.4—Percentage of principals who thought that various groups or persons had a great deal of influence on certain activities: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and School Administrator Questionnaires).

Table 6.5—Percentage of principals who thought that various groups or persons had a great deal of influence on school decisions on certain activities, by selected school characteristics: 1987–88

| | Establishing curriculum | | | Hiring new FT teachers | | | Setting discipline policy | | |
|---------------------|-------------------------|--------------|----------|------------------------|--------------|----------|---------------------------|--------------|----------|
| | Sch. distr. head/board | Princ./ head | Teachers | Sch. distr. head/board | Princ./ head | Teachers | Sch. distr. head/board | Princ./ head | Teachers |
| TOTAL | 48.2 | 61.1 | 54.0 | 47.6 | 78.2 | 9.1 | 55.6 | 83.0 | 54.6 |
| PUBLIC | 54.0 | 54.5 | 51.5 | 52.1 | 75.1 | 8.5 | 62.3 | 80.6 | 51.6 |
| Urban | 71.6 | 38.3 | 37.0 | 63.2 | 59.1 | 8.9 | 70.3 | 71.2 | 46.9 |
| School level | | | | | | | | | |
| Elementary | 73.1 | 36.0 | 35.8 | 66.3 | 57.3 | 8.5 | 71.1 | 69.7 | 48.4 |
| Secondary | 68.4 | 42.9 | 39.5 | 54.5 | 64.5 | 9.4 | 68.5 | 75.6 | 41.3 |
| Combined | 61.8 | 56.2 | 43.8 | 51.9 | 64.0 | 13.2 | 64.7 | 74.8 | 46.9 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 68.1 | 45.8 | 46.4 | 54.8 | 72.6 | 13.3 | 62.5 | 78.1 | 52.0 |
| 20% or more | 72.9 | 35.7 | 33.6 | 66.2 | 54.3 | 7.4 | 73.0 | 68.7 | 45.1 |
| School size | | | | | | | | | |
| Less than 150 | 58.8 | 52.9 | 48.0 | 52.4 | 62.0 | 10.3 | 64.6 | 73.8 | 51.1 |
| 150 to 499 | 68.6 | 35.9 | 40.0 | 64.4 | 57.6 | 9.9 | 68.5 | 68.3 | 50.1 |
| 500 to 749 | 76.1 | 38.6 | 33.2 | 66.6 | 59.0 | 8.7 | 74.2 | 70.6 | 44.9 |
| 750 or more | 73.1 | 39.0 | 34.9 | 59.4 | 60.7 | 7.3 | 69.5 | 75.4 | 43.9 |
| Suburban | 57.4 | 52.2 | 53.4 | 46.2 | 81.8 | 9.4 | 61.1 | 82.9 | 54.4 |
| School level | | | | | | | | | |
| Elementary | 60.0 | 50.0 | 52.3 | 49.3 | 80.8 | 9.0 | 61.8 | 82.6 | 58.4 |
| Secondary | 49.5 | 57.8 | 56.4 | 36.0 | 84.6 | 10.5 | 57.1 | 83.7 | 43.5 |
| Combined | 64.0 | 58.1 | 54.0 | 60.0 | 81.2 | 8.2 | 81.6 | 83.5 | 45.9 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 53.8 | 54.4 | 57.3 | 43.4 | 84.9 | 9.0 | 59.0 | 84.0 | 54.0 |
| 20% or more | 64.4 | 48.0 | 45.9 | 51.5 | 75.8 | 10.2 | 65.1 | 80.8 | 55.1 |
| School size | | | | | | | | | |
| Less than 150 | 49.2 | 50.3 | 46.5 | 52.1 | 71.4 | 6.6 | 59.0 | 84.6 | 42.3 |
| 150 to 499 | 57.0 | 55.0 | 58.4 | 46.7 | 79.2 | 8.6 | 61.1 | 81.0 | 57.7 |
| 500 to 749 | 59.5 | 47.9 | 51.5 | 48.9 | 83.8 | 12.7 | 61.0 | 82.6 | 57.9 |
| 750 or more | 57.1 | 52.3 | 48.2 | 41.4 | 85.3 | 7.6 | 61.5 | 86.1 | 46.8 |
| Rural—small city | 45.9 | 61.4 | 57.1 | 49.4 | 79.5 | 8.3 | 59.0 | 83.7 | 53.1 |
| School level | | | | | | | | | |
| Elementary | 48.1 | 57.9 | 57.5 | 50.5 | 78.3 | 8.1 | 58.8 | 82.8 | 56.4 |
| Secondary | 43.1 | 68.4 | 57.1 | 45.2 | 83.3 | 9.0 | 59.3 | 86.5 | 46.4 |
| Combined | 35.5 | 68.3 | 54.0 | 54.1 | 77.2 | 7.7 | 59.4 | 81.9 | 46.4 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 42.8 | 62.9 | 59.9 | 47.3 | 80.1 | 8.0 | 55.3 | 85.5 | 54.3 |
| 20% or more | 53.7 | 57.6 | 50.0 | 54.7 | 78.2 | 9.1 | 68.2 | 78.9 | 50.1 |
| School size | | | | | | | | | |
| Less than 150 | 43.4 | 65.8 | 59.0 | 58.0 | 73.4 | 7.7 | 59.4 | 83.8 | 53.8 |
| 150 to 499 | 44.6 | 61.0 | 58.1 | 48.7 | 79.9 | 8.2 | 58.3 | 83.2 | 53.6 |
| 500 to 749 | 48.8 | 59.1 | 53.7 | 46.9 | 80.4 | 8.7 | 59.6 | 83.1 | 53.7 |
| 750 or more | 51.4 | 61.2 | 55.4 | 45.3 | 84.4 | 8.6 | 61.0 | 86.7 | 48.2 |

Table 6.5—Percentage of principals who thought that various groups or persons had a great deal of influence on school decisions on certain activities, by selected school characteristics: 1987–88—continued

| | Establishing curriculum | | | Hiring new FT teachers | | | Setting discipline policy | | |
|---------------------|---------------------------|-----------------|----------|---------------------------|-----------------|----------|---------------------------|-----------------|----------|
| | Sch. distr. head/board | Princ./ head | Teachers | Sch. distr. head/board | Princ./ head | Teachers | Sch. distr. head/board | Princ./ head | Teachers |
| PRIVATE | 29.9 | 81.7 | 61.8 | 33.0 | 87.8 | 11.0 | 34.2 | 90.3 | 64.0 |
| Urban | 28.9 | 82.1 | 62.8 | 27.1 | 91.5 | 13.1 | 31.4 | 90.3 | 66.0 |
| School level | | | | | | | | | |
| Elementary | 31.6 | 82.1 | 67.9 | 29.1 | 91.9 | 12.3 | 31.7 | 91.7 | 73.5 |
| Secondary | 18.4 | 82.5 | 72.9 | 14.0 | 93.2 | 20.1 | 21.5 | 90.0 | 63.8 |
| Combined | 27.4 | 81.7 | 42.3 | 29.0 | 89.2 | 11.5 | 36.3 | 86.5 | 45.9 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 25.4 | 80.8 | 62.4 | 28.0 | 91.6 | 12.1 | 30.9 | 89.3 | 65.5 |
| 20% or more | 33.2 | 83.6 | 63.2 | 25.9 | 91.3 | 14.4 | 32.0 | 91.5 | 66.6 |
| School size | | | | | | | | | |
| Less than 150 | 31.1 | 78.6 | 55.6 | 36.5 | 84.8 | 12.3 | 36.5 | 87.4 | 58.6 |
| 150 to 499 | 27.9 | 84.4 | 66.5 | 21.6 | 95.3 | 12.2 | 26.4 | 91.3 | 71.7 |
| 500 to 749 | 26.3 | 84.6 | 69.6 | 16.9 | 97.8 | 23.0 | 32.8 | 96.1 | 68.2 |
| 750 or more | 23.8 | 84.1 | 76.0 | 19.1 | 100.0 | 15.0 | 38.9 | 97.4 | 64.7 |
| Suburban | 28.4 | 82.4 | 71.9 | 27.2 | 93.7 | 11.9 | 28.5 | 92.5 | 72.7 |
| School level | | | | | | | | | |
| Elementary | 32.3 | 79.1 | 71.4 | 29.9 | 92.6 | 11.6 | 29.6 | 93.4 | 79.8 |
| Secondary | 14.9 | 94.3 | 79.3 | 13.3 | 100.0 | 14.8 | 18.0 | 96.9 | 71.5 |
| Combined | 23.8 | 86.3 | 70.6 | 25.7 | 94.4 | 11.4 | 29.8 | 88.7 | 55.0 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 29.5 | 83.6 | 75.5 | 28.6 | 93.7 | 13.7 | 28.2 | 92.4 | 73.0 |
| 20% or more | 24.8 | 78.1 | 59.7 | 22.5 | 93.9 | 5.2 | 29.6 | 93.0 | 71.9 |
| School size | | | | | | | | | |
| Less than 150 | 31.0 | 81.8 | 69.2 | 40.5 | 88.9 | 12.7 | 35.0 | 90.3 | 69.3 |
| 150 to 499 | 28.6 | 81.7 | 73.2 | 18.4 | 96.8 | 12.2 | 22.7 | 94.1 | 76.0 |
| 500 to 749 | 18.4 | 83.4 | 75.6 | 14.7 | 98.7 | 4.9 | 26.1 | 96.9 | 82.8 |
| 750 or more | 22.7 | 89.4 | 77.2 | 13.5 | 100.0 | 13.5 | 28.7 | 91.6 | 60.0 |
| Rural—small city | 32.6 | 80.6 | 56.3 | 42.1 | 81.8 | 8.0 | 41.1 | 89.7 | 58.9 |
| School level | | | | | | | | | |
| Elementary | 34.0 | 78.5 | 60.8 | 43.1 | 80.8 | 8.0 | 40.6 | 89.2 | 68.5 |
| Secondary | 20.4 | 86.6 | 71.1 | 22.2 | 97.6 | 17.7 | 28.7 | 93.5 | 67.8 |
| Combined | 32.4 | 83.1 | 45.0 | 44.4 | 80.5 | 6.0 | 44.5 | 89.7 | 39.5 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 32.0 | 81.1 | 56.7 | 41.3 | 82.7 | 7.5 | 39.2 | 89.6 | 58.4 |
| 20% or more | 36.4 | 76.9 | 53.3 | 47.5 | 75.5 | 11.3 | 54.9 | 90.3 | 62.1 |
| School size | | | | | | | | | |
| Less than 150 | 31.8 | 79.6 | 51.1 | 51.3 | 74.8 | 7.2 | 43.1 | 88.7 | 54.6 |
| 150 to 499 | 34.4 | 81.9 | 64.8 | 26.8 | 93.7 | 8.4 | 38.0 | 91.3 | 66.8 |
| 500 to 749 | — | — | — | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

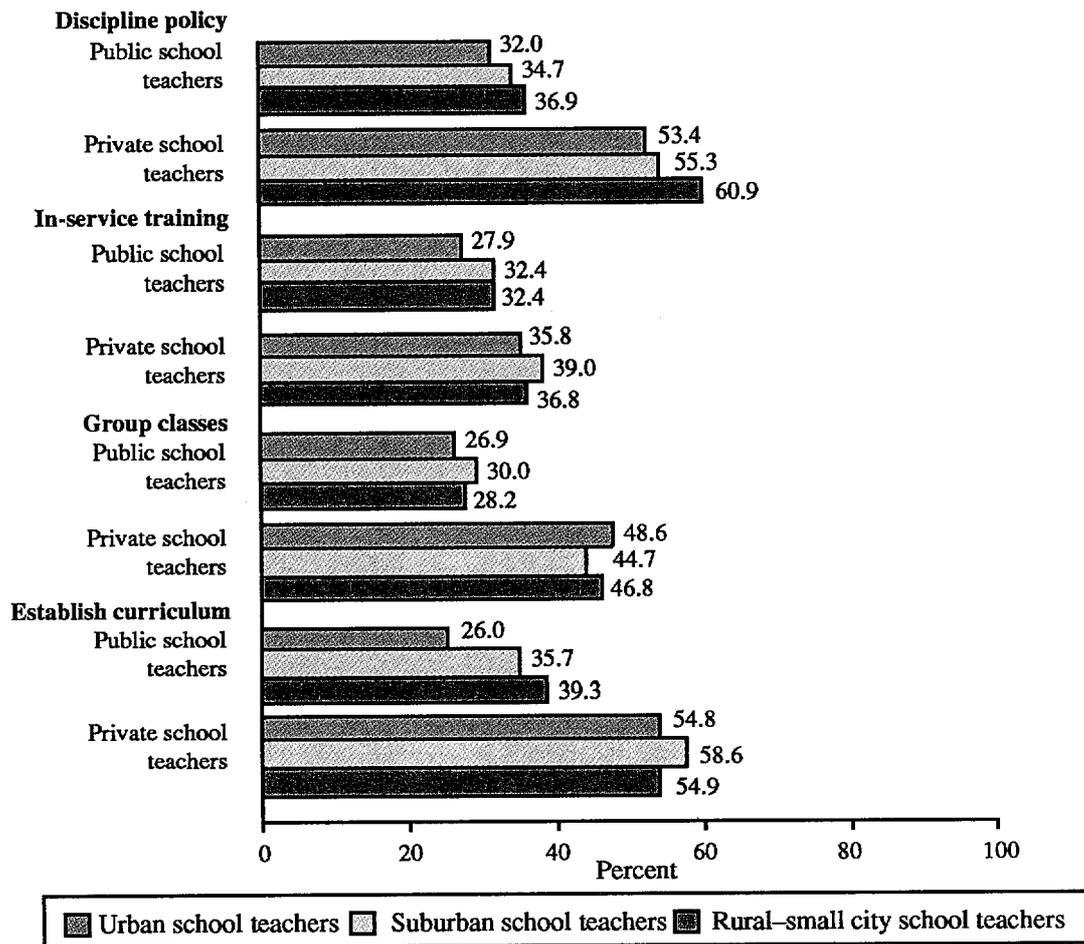
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and School Administrator Questionnaires).

Teachers' Perceptions

Thirty-seven percent of all teachers thought they had a great deal of influence on discipline policy, 32 percent on in-service training, 30 percent on grouping classes, and 38 percent on establishing curriculum policies (table 6.6, figure 6.5). For each of these policy areas, a greater proportion of private school teachers than public school teachers thought that they had a great deal of influence. For instance, 56 percent of the private school teachers thought that they had a great deal of influence over discipline policies and establishing curriculum, compared with 35 percent of the public school teachers who thought they had such influence over these policy areas.

More rural–small city and suburban (37 percent and 35 percent, respectively) than urban public school teachers (32 percent) thought they had a great deal of influence over discipline policies. Similarly, more rural–small city and suburban (39 percent and 36 percent, respectively) than urban public school teachers (26 percent) thought that they had a great deal of influence on establishing curriculum. Among public schools of each community type, teachers in small schools (under 150 students) were more likely to say that they had a great deal of influence over discipline policy than were teachers in large schools (more than 750 students) of the same community type.

Figure 6.5—Percentage of teachers who thought that they had a great deal of influence on certain policies: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

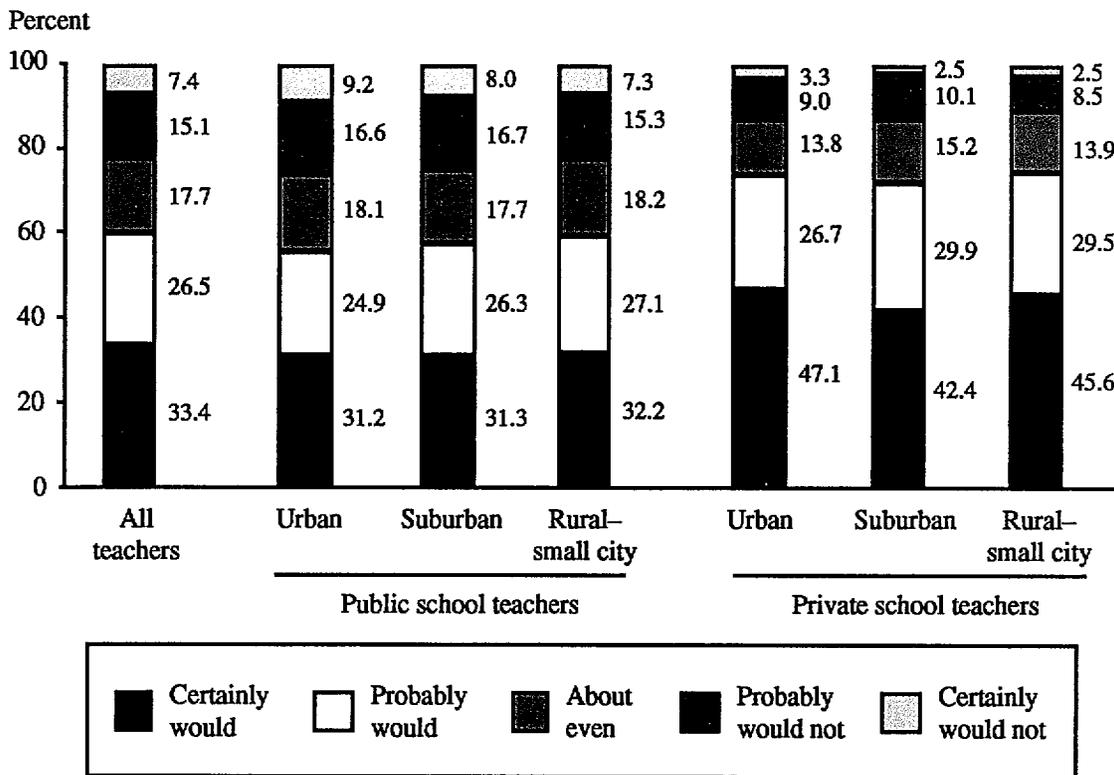
Teacher Attitudes Toward Teaching as a Career

Among all teachers, 33 percent said that if they were starting over they certainly would become a teacher again, and 7 percent said that they certainly would not (table 6.7, figure 6.6). A greater proportion of private school teachers said they certainly would become a teacher again (45 percent) than public school teachers (32 percent). Among public school teachers, across all community types similar proportions said that they would certainly become a teacher again if they were starting over.

Among all teachers, 33 percent planned to continue teaching as long as they were able; 35 percent planned to continue teaching until retirement; 13 percent probably would continue; 4 percent planned to leave; and 16 percent were undecided about their plans to remain in teaching.

A greater proportion of private than public school teachers planned to remain in teaching as long as they were able (50 percent and 31 percent, respectively). In contrast, a greater proportion of public than private school teachers planned to stay in teaching until retirement (38 percent and 12 percent, respectively). Table 6.8 shows the attitudes of public school teachers toward teaching as a career by state. Tables 6.9 and 6.10 show the attitudes of private school teachers by private school affiliation.

Figure 6.6—Percentage distribution of public and private school teachers by reported likelihood of becoming a teacher again, by community type: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (School and Teacher Questionnaires).

Table 6.6—Percentage of teachers who thought that they had a great deal of influence on certain policies, by selected school characteristics: 1987–88

| | Determining discipline policy | Content of in-service training | Between class ability grouping | Establishing curriculum |
|---------------------|-------------------------------|--------------------------------|--------------------------------|-------------------------|
| TOTAL | 37.3 | 31.8 | 30.3 | 37.5 |
| PUBLIC | 34.8 | 31.1 | 28.1 | 35.0 |
| Urban | 32.0 | 27.9 | 26.9 | 26.0 |
| School level | | | | |
| Elementary | 38.8 | 29.6 | 32.9 | 23.3 |
| Secondary | 20.0 | 24.8 | 16.9 | 29.9 |
| Combined | 35.3 | 28.4 | 25.7 | 34.0 |
| Minority enrollment | | | | |
| Less than 20% | 39.1 | 31.6 | 31.4 | 33.4 |
| 20% or more | 29.5 | 26.5 | 25.3 | 23.4 |
| School size | | | | |
| Less than 150 | 41.5 | 39.4 | 37.4 | 46.6 |
| 150 to 499 | 42.5 | 29.4 | 35.4 | 25.1 |
| 500 to 749 | 38.7 | 30.5 | 31.6 | 25.3 |
| 750 or more | 22.5 | 25.2 | 19.6 | 26.3 |
| Suburban | 34.7 | 32.4 | 30.0 | 35.7 |
| School level | | | | |
| Elementary | 44.9 | 35.0 | 37.4 | 33.1 |
| Secondary | 20.6 | 28.5 | 19.7 | 38.8 |
| Combined | 34.7 | 35.6 | 29.7 | 43.6 |
| Minority enrollment | | | | |
| Less than 20% | 35.0 | 32.7 | 30.7 | 38.2 |
| 20% or more | 34.2 | 31.6 | 28.5 | 30.9 |
| School size | | | | |
| Less than 150 | 49.3 | 38.8 | 35.7 | 48.3 |
| 150 to 499 | 44.9 | 34.6 | 39.3 | 37.8 |
| 500 to 749 | 42.9 | 36.9 | 33.3 | 36.8 |
| 750 or more | 23.8 | 28.3 | 22.4 | 33.5 |
| Rural—small city | 36.9 | 32.4 | 28.2 | 39.3 |
| School level | | | | |
| Elementary | 44.1 | 33.9 | 33.9 | 38.4 |
| Secondary | 25.1 | 29.8 | 18.8 | 40.3 |
| Combined | 35.6 | 32.9 | 27.6 | 41.7 |
| Minority enrollment | | | | |
| Less than 20% | 37.4 | 32.3 | 28.9 | 41.9 |
| 20% or more | 35.6 | 32.6 | 26.2 | 32.8 |
| School size | | | | |
| Less than 150 | 45.7 | 33.5 | 33.0 | 47.8 |
| 150 to 499 | 41.1 | 33.0 | 31.1 | 40.6 |
| 500 to 749 | 34.5 | 32.5 | 26.8 | 37.1 |
| 750 or more | 28.3 | 30.7 | 22.2 | 36.9 |

Table 6.6—Percentage of teachers who thought that they had a great deal of influence on certain policies, by selected school characteristics: 1987–88—continued

| | Determining discipline policy | Content of in-service training | Between class ability grouping | Establishing curriculum |
|---------------------|-------------------------------|--------------------------------|--------------------------------|-------------------------|
| PRIVATE | 55.9 | 36.8 | 47.2 | 56.3 |
| Urban | 53.4 | 35.8 | 48.6 | 54.8 |
| School level | | | | |
| Elementary | 59.7 | 36.9 | 54.7 | 53.2 |
| Secondary | 35.6 | 27.5 | 33.1 | 54.8 |
| Combined | 56.0 | 41.5 | 49.6 | 59.0 |
| Minority enrollment | | | | |
| Less than 20% | 53.5 | 39.0 | 47.9 | 55.7 |
| 20% or more | 53.3 | 30.2 | 49.9 | 53.3 |
| School size | | | | |
| Less than 150 | 65.2 | 41.0 | 52.7 | 60.2 |
| 150 to 499 | 56.9 | 35.1 | 50.1 | 54.9 |
| 500 to 749 | 42.9 | 33.0 | 43.0 | 50.4 |
| 750 or more | 38.7 | 35.5 | 44.8 | 53.5 |
| Suburban | 55.3 | 39.0 | 44.7 | 58.6 |
| School level | | | | |
| Elementary | 60.3 | 36.5 | 49.5 | 54.4 |
| Secondary | 42.5 | 33.1 | 34.0 | 52.3 |
| Combined | 54.6 | 45.8 | 43.4 | 68.3 |
| Minority enrollment | | | | |
| Less than 20% | 55.9 | 39.2 | 45.3 | 58.9 |
| 20% or more | 52.6 | 38.0 | 42.3 | 57.1 |
| School size | | | | |
| Less than 150 | 61.3 | 42.4 | 44.1 | 62.7 |
| 150 to 499 | 55.9 | 34.2 | 47.4 | 56.0 |
| 500 to 749 | 57.5 | 42.7 | 46.8 | 60.2 |
| 750 or more | 46.1 | 42.2 | 37.7 | 58.4 |
| Rural—small city | 60.9 | 36.8 | 46.8 | 54.9 |
| School level | | | | |
| Elementary | 67.1 | 36.3 | 54.3 | 52.9 |
| Secondary | 45.9 | 31.9 | 35.1 | 59.8 |
| Combined | 57.8 | 40.5 | 39.2 | 55.7 |
| Minority enrollment | | | | |
| Less than 20% | 62.2 | 38.1 | 47.9 | 55.7 |
| 20% or more | 52.2 | 28.0 | 39.0 | 49.3 |
| School size | | | | |
| Less than 150 | 70.2 | 42.7 | 51.9 | 55.3 |
| 150 to 499 | 56.4 | 32.9 | 43.8 | 53.5 |
| 500 to 749 | 42.7 | 31.1 | 35.9 | 50.2 |
| 750 or more | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

Table 6.7—Percentage distribution of teachers by reported likelihood of becoming a teacher again and plans to remain in teaching, by selected school characteristics: 1987–88

| | If starting over | | | | | Plans to remain in teaching | | | | |
|---------------------|----------------------------|---------------------------|--------------------|-------------------------------|--------------------------------|-----------------------------|-----------------------|------------------------|--------------------------|------------|
| | Certainly would be teacher | Probably would be teacher | Chances about even | Probably would not be teacher | Certainly would not be teacher | As long as able | Until elig. to retire | Probably will continue | Definitely plan to leave | Un-decided |
| TOTAL | 33.4 | 26.5 | 17.7 | 15.1 | 7.4 | 32.9 | 34.6 | 12.5 | 3.9 | 16.1 |
| PUBLIC | 31.8 | 26.3 | 18.1 | 15.9 | 7.9 | 30.7 | 37.6 | 12.5 | 4.0 | 15.3 |
| Urban | 31.2 | 24.9 | 18.1 | 16.6 | 9.2 | 31.9 | 35.6 | 12.0 | 4.5 | 16.0 |
| School level | | | | | | | | | | |
| Elementary | 32.7 | 24.6 | 17.5 | 16.9 | 8.4 | 33.9 | 34.5 | 11.0 | 4.1 | 16.5 |
| Secondary | 29.0 | 25.6 | 19.0 | 16.2 | 10.1 | 28.6 | 37.5 | 13.9 | 5.1 | 14.9 |
| Combined | 28.8 | 23.8 | 17.9 | 14.9 | 14.7 | 31.4 | 34.6 | 11.7 | 4.3 | 18.0 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 31.9 | 27.4 | 18.3 | 15.4 | 7.0 | 31.8 | 38.2 | 11.8 | 3.7 | 14.5 |
| 20% or more | 31.0 | 24.0 | 17.9 | 17.0 | 10.0 | 32.0 | 34.6 | 12.1 | 4.7 | 16.5 |
| School size | | | | | | | | | | |
| Less than 150 | 32.4 | 25.3 | 19.0 | 13.4 | 9.9 | 34.1 | 24.7 | 12.1 | 6.2 | 23.0 |
| 150 to 499 | 34.1 | 25.0 | 16.8 | 16.4 | 7.6 | 33.4 | 35.5 | 11.1 | 4.1 | 15.9 |
| 500 to 749 | 31.5 | 24.8 | 17.1 | 17.6 | 9.0 | 32.6 | 36.8 | 10.9 | 3.8 | 16.0 |
| 750 or more | 29.5 | 24.9 | 19.2 | 16.2 | 10.1 | 30.8 | 35.2 | 13.2 | 5.0 | 15.8 |
| Suburban | 31.3 | 26.3 | 17.7 | 16.7 | 8.0 | 31.4 | 38.0 | 11.9 | 3.9 | 14.9 |
| School level | | | | | | | | | | |
| Elementary | 33.9 | 27.6 | 16.5 | 15.0 | 7.0 | 33.1 | 36.7 | 10.5 | 3.8 | 15.9 |
| Secondary | 27.5 | 24.8 | 19.4 | 19.1 | 9.3 | 28.9 | 39.9 | 13.6 | 4.2 | 13.6 |
| Combined | 35.8 | 19.6 | 18.7 | 17.9 | 8.0 | 33.2 | 33.0 | 16.9 | 2.6 | 14.3 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 31.9 | 26.8 | 17.5 | 16.7 | 7.1 | 32.2 | 38.8 | 11.4 | 3.7 | 13.9 |
| 20% or more | 30.1 | 25.3 | 18.1 | 16.9 | 9.6 | 29.7 | 36.4 | 12.7 | 4.4 | 16.7 |
| School size | | | | | | | | | | |
| Less than 150 | 36.1 | 29.6 | 14.6 | 10.6 | 9.1 | 35.4 | 26.2 | 12.2 | 5.4 | 20.7 |
| 150 to 499 | 34.9 | 28.5 | 14.5 | 15.4 | 6.7 | 32.6 | 39.3 | 9.4 | 3.0 | 15.6 |
| 500 to 749 | 35.0 | 25.0 | 18.2 | 15.2 | 6.6 | 32.4 | 36.0 | 11.6 | 3.9 | 16.1 |
| 750 or more | 27.0 | 25.6 | 19.4 | 18.6 | 9.5 | 30.0 | 38.5 | 13.5 | 4.4 | 13.6 |
| Rural—small city | 32.2 | 27.1 | 18.2 | 15.3 | 7.3 | 29.7 | 38.4 | 12.9 | 3.8 | 15.3 |
| School level | | | | | | | | | | |
| Elementary | 34.9 | 27.5 | 17.6 | 13.7 | 6.3 | 31.8 | 38.1 | 11.6 | 3.2 | 15.2 |
| Secondary | 27.2 | 26.7 | 19.2 | 17.9 | 9.0 | 26.0 | 39.1 | 14.7 | 4.7 | 15.6 |
| Combined | 35.1 | 26.2 | 18.0 | 14.5 | 6.2 | 30.4 | 36.8 | 14.3 | 3.2 | 15.3 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 31.9 | 28.0 | 18.3 | 15.0 | 6.7 | 29.4 | 38.9 | 13.1 | 3.5 | 15.0 |
| 20% or more | 32.9 | 24.8 | 17.9 | 15.9 | 8.5 | 30.3 | 37.0 | 12.2 | 4.4 | 16.2 |
| School size | | | | | | | | | | |
| Less than 150 | 35.2 | 30.2 | 17.3 | 12.7 | 4.7 | 31.9 | 32.6 | 13.8 | 3.6 | 18.0 |
| 150 to 499 | 33.0 | 28.3 | 18.2 | 14.2 | 6.3 | 31.1 | 37.5 | 12.4 | 3.8 | 15.1 |
| 500 to 749 | 31.4 | 25.5 | 19.0 | 15.8 | 8.3 | 27.8 | 40.1 | 13.5 | 3.4 | 15.2 |
| 750 or more | 30.5 | 25.7 | 17.4 | 17.7 | 8.7 | 28.2 | 39.7 | 12.8 | 4.1 | 15.3 |

Table 6.7—Percentage distribution of teachers by reported likelihood of becoming a teacher again and plans to remain in teaching, by selected school characteristics: 1987–88—continued

| | If starting over | | | | | Plans to remain in teaching | | | | |
|---------------------|----------------------------|---------------------------|--------------------|-------------------------------|--------------------------------|-----------------------------|-----------------------|------------------------|--------------------------|------------|
| | Certainly would be teacher | Probably would be teacher | Chances about even | Probably would not be teacher | Certainly would not be teacher | As long as able | Until elig. to retire | Probably will continue | Definitely plan to leave | Un-decided |
| PRIVATE | 45.3 | 28.0 | 14.4 | 9.2 | 3.1 | 49.9 | 11.9 | 12.7 | 3.6 | 21.9 |
| Urban | 47.1 | 26.7 | 13.8 | 9.0 | 3.3 | 50.1 | 12.2 | 12.0 | 3.7 | 22.0 |
| School level | | | | | | | | | | |
| Elementary | 46.4 | 25.7 | 15.0 | 9.1 | 3.8 | 48.7 | 12.6 | 11.1 | 3.8 | 23.9 |
| Secondary | 43.8 | 28.2 | 13.2 | 10.9 | 3.9 | 49.7 | 12.8 | 15.7 | 3.2 | 18.5 |
| Combined | 52.3 | 27.7 | 11.5 | 7.1 | 1.5 | 54.2 | 10.4 | 10.6 | 3.9 | 20.8 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 46.5 | 27.3 | 14.4 | 8.8 | 3.0 | 48.9 | 13.3 | 12.4 | 3.5 | 21.8 |
| 20% or more | 48.2 | 25.7 | 12.7 | 9.5 | 3.9 | 52.2 | 10.1 | 11.4 | 4.0 | 22.3 |
| School size | | | | | | | | | | |
| Less than 150 | 50.0 | 24.4 | 11.8 | 10.1 | 3.8 | 50.4 | 7.6 | 11.4 | 4.5 | 26.1 |
| 150 to 499 | 46.1 | 25.8 | 15.3 | 9.3 | 3.5 | 48.7 | 13.6 | 11.5 | 4.1 | 22.1 |
| 500 to 749 | 46.2 | 34.9 | 10.4 | 6.3 | 2.1 | 50.1 | 9.8 | 14.1 | 1.8 | 24.2 |
| 750 or more | 48.9 | 23.5 | 14.6 | 9.8 | 3.3 | 55.5 | 14.6 | 12.3 | 3.4 | 14.1 |
| Suburban | 42.4 | 29.9 | 15.2 | 10.1 | 2.5 | 50.3 | 11.3 | 13.2 | 3.1 | 22.1 |
| School level | | | | | | | | | | |
| Elementary | 46.3 | 26.1 | 15.3 | 10.0 | 2.3 | 53.8 | 10.0 | 12.6 | 4.0 | 19.6 |
| Secondary | 33.1 | 31.7 | 18.1 | 11.9 | 5.2 | 45.4 | 13.9 | 19.4 | 2.6 | 18.7 |
| Combined | 41.2 | 34.5 | 13.5 | 9.3 | 1.4 | 47.7 | 11.8 | 10.8 | 2.0 | 27.6 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 43.9 | 29.2 | 14.8 | 9.6 | 2.6 | 51.8 | 10.5 | 13.1 | 2.6 | 22.0 |
| 20% or more | 35.7 | 32.8 | 17.1 | 12.2 | 2.2 | 43.9 | 14.4 | 13.7 | 5.5 | 22.5 |
| School size | | | | | | | | | | |
| Less than 150 | 40.8 | 31.5 | 16.7 | 8.4 | 2.6 | 49.3 | 6.2 | 16.1 | 2.9 | 25.4 |
| 150 to 499 | 42.6 | 30.0 | 15.2 | 10.1 | 2.2 | 54.0 | 11.1 | 12.2 | 3.2 | 19.5 |
| 500 to 749 | 49.7 | 26.0 | 11.9 | 10.5 | 2.0 | 51.9 | 8.3 | 13.3 | 2.4 | 24.0 |
| 750 or more | 36.3 | 31.7 | 17.0 | 11.4 | 3.7 | 41.7 | 19.5 | 12.3 | 3.6 | 22.9 |
| Rural—small city | 45.6 | 29.5 | 13.9 | 8.5 | 2.5 | 48.8 | 13.0 | 12.4 | 3.5 | 22.2 |
| School level | | | | | | | | | | |
| Elementary | 46.8 | 30.2 | 14.5 | 7.1 | 1.4 | 50.4 | 12.3 | 13.7 | 3.3 | 20.3 |
| Secondary | 39.7 | 31.1 | 15.4 | 9.3 | 4.4 | 44.7 | 15.5 | 12.6 | 3.7 | 23.5 |
| Combined | 46.7 | 27.2 | 12.0 | 10.8 | 3.4 | 48.2 | 13.0 | 9.7 | 3.9 | 25.2 |
| Minority enrollment | | | | | | | | | | |
| Less than 20% | 44.7 | 30.9 | 13.2 | 8.7 | 2.5 | 47.9 | 12.8 | 12.5 | 3.7 | 23.1 |
| 20% or more | 51.2 | 20.0 | 18.6 | 7.5 | 2.6 | 54.9 | 14.4 | 11.9 | 2.5 | 16.2 |
| School size | | | | | | | | | | |
| Less than 150 | 49.6 | 26.0 | 13.7 | 8.6 | 2.1 | 50.9 | 9.2 | 13.6 | 2.7 | 23.7 |
| 150 to 499 | 43.7 | 31.2 | 14.6 | 8.4 | 2.0 | 47.8 | 15.4 | 11.4 | 4.5 | 20.9 |
| 500 to 749 | 35.0 | 36.2 | 8.1 | 12.9 | 7.9 | 41.1 | 17.3 | 12.5 | — | 28.1 |
| 750 or more | — | — | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and Teacher Questionnaires).

Table 6.8—Percentage distribution of teachers in public schools by reported likelihood of becoming a teacher again and plans to remain in teaching, by state: 1987–88

| | If starting over | | | | | Plans to remain in teaching | | | | |
|-------------------|----------------------------|---------------------------|--------------------|-------------------------------|--------------------------------|-----------------------------|-----------------------|------------------------|--------------------------|------------|
| | Certainly would be teacher | Probably would be teacher | Chances about even | Probably would not be teacher | Certainly would not be teacher | As long as able | Until elig. to retire | Probably will continue | Definitely plan to leave | Un-decided |
| TOTAL | 31.8 | 26.3 | 18.1 | 15.9 | 7.9 | 30.7 | 37.6 | 12.5 | 4.0 | 15.3 |
| Alabama | 37.5 | 21.4 | 16.7 | 16.4 | 8.0 | 27.4 | 46.1 | 10.9 | 3.2 | 12.4 |
| Alaska | 40.8 | 29.6 | 11.6 | 12.6 | 5.3 | 25.6 | 43.1 | 7.1 | 5.2 | 18.9 |
| Arizona | 36.4 | 27.6 | 16.1 | 15.4 | 4.4 | 32.7 | 31.0 | 14.6 | 2.9 | 18.8 |
| Arkansas | 29.9 | 26.9 | 17.8 | 16.7 | 8.6 | 30.7 | 30.6 | 14.5 | 5.2 | 19.0 |
| California | 34.7 | 24.8 | 18.6 | 14.2 | 7.8 | 33.8 | 34.4 | 12.5 | 4.7 | 14.5 |
| Colorado | 34.7 | 31.6 | 14.6 | 14.4 | 4.7 | 33.2 | 38.0 | 11.9 | 3.2 | 13.7 |
| Connecticut | 35.5 | 29.5 | 14.7 | 14.6 | 5.8 | 36.1 | 38.2 | 9.4 | 2.8 | 13.5 |
| Delaware | 27.1 | 25.4 | 20.9 | 17.3 | 9.2 | 27.1 | 38.8 | 11.3 | 2.8 | 20.0 |
| Dist. of Columbia | 31.2 | 20.5 | 17.2 | 17.6 | 13.5 | 21.7 | 37.6 | 9.6 | 4.7 | 26.4 |
| Florida | 32.2 | 22.2 | 18.5 | 17.9 | 9.2 | 35.5 | 31.6 | 13.9 | 4.1 | 15.0 |
| Georgia | 26.7 | 24.1 | 20.1 | 17.7 | 11.3 | 27.6 | 35.1 | 16.6 | 4.0 | 16.8 |
| Hawaii | 32.9 | 27.5 | 20.7 | 12.5 | 6.5 | 28.3 | 50.4 | 11.8 | — | 8.8 |
| Idaho | 35.9 | 26.9 | 16.9 | 15.0 | 5.2 | 32.4 | 30.1 | 16.3 | 4.4 | 16.8 |
| Illinois | 31.6 | 26.3 | 18.4 | 15.6 | 8.2 | 29.7 | 37.2 | 12.6 | 3.9 | 16.6 |
| Indiana | 33.1 | 26.3 | 19.3 | 15.3 | 6.0 | 32.2 | 38.4 | 13.1 | 2.7 | 13.6 |
| Iowa | 25.1 | 33.0 | 21.9 | 16.2 | 3.8 | 27.4 | 36.1 | 17.7 | 3.2 | 15.5 |
| Kansas | 30.3 | 29.1 | 21.9 | 15.1 | 3.7 | 30.5 | 29.1 | 20.4 | 3.6 | 16.5 |
| Kentucky | 31.6 | 26.1 | 17.8 | 15.7 | 8.8 | 26.7 | 48.4 | 9.6 | 3.7 | 11.6 |
| Louisiana | 26.9 | 21.5 | 16.3 | 21.3 | 14.0 | 27.2 | 34.2 | 14.1 | 4.6 | 19.9 |
| Maine | 31.3 | 28.8 | 18.2 | 15.2 | 6.6 | 33.1 | 33.3 | 12.5 | 4.5 | 16.6 |
| Maryland | 25.5 | 26.7 | 18.5 | 19.5 | 9.9 | 30.1 | 38.2 | 10.7 | 2.8 | 18.3 |
| Massachusetts | 29.7 | 24.5 | 20.4 | 15.9 | 9.4 | 30.3 | 35.4 | 12.3 | 3.2 | 18.8 |
| Michigan | 38.4 | 27.8 | 14.6 | 13.5 | 5.7 | 29.5 | 46.7 | 9.2 | 2.6 | 12.1 |
| Minnesota | 28.9 | 31.8 | 21.6 | 13.6 | 4.2 | 29.7 | 37.2 | 16.1 | 3.1 | 13.9 |
| Mississippi | 33.9 | 21.8 | 17.2 | 17.9 | 9.2 | 29.0 | 40.3 | 12.4 | 2.3 | 16.1 |
| Missouri | 30.4 | 31.4 | 19.4 | 13.7 | 5.1 | 27.0 | 41.3 | 12.4 | 3.0 | 16.3 |
| Montana | 32.1 | 25.3 | 18.4 | 16.4 | 7.7 | 31.9 | 33.9 | 14.5 | 5.0 | 14.7 |
| Nebraska | 37.6 | 29.2 | 16.9 | 12.9 | 3.4 | 33.6 | 31.4 | 17.6 | 2.3 | 15.2 |
| Nevada | 31.8 | 26.5 | 16.7 | 17.8 | 7.3 | 35.3 | 37.5 | 9.9 | 4.0 | 13.3 |
| New Hampshire | 34.5 | 25.8 | 16.7 | 15.6 | 7.5 | 37.3 | 21.6 | 12.1 | 5.0 | 24.0 |
| New Jersey | 30.8 | 25.2 | 18.5 | 16.5 | 9.1 | 39.3 | 33.5 | 8.1 | 4.1 | 15.1 |
| New Mexico | 26.0 | 27.0 | 16.2 | 19.9 | 11.0 | 28.6 | 37.8 | 10.7 | 6.8 | 16.0 |
| New York | 33.7 | 25.8 | 17.2 | 14.7 | 8.6 | 34.1 | 38.7 | 8.6 | 3.2 | 15.3 |
| North Carolina | 24.0 | 23.6 | 19.3 | 21.4 | 11.7 | 20.8 | 39.2 | 14.4 | 6.0 | 19.6 |
| North Dakota | 32.4 | 31.2 | 19.4 | 12.7 | 4.4 | 34.5 | 25.2 | 20.1 | 2.8 | 17.4 |

Table 6.8—Percentage distribution of teachers in public schools by reported likelihood of becoming a teacher again and plans to remain in teaching, by state: 1987–88—continued

| | If starting over | | | | | Plans to remain in teaching | | | | |
|----------------|----------------------------|---------------------------|--------------------|-------------------------------|--------------------------------|-----------------------------|-----------------------|------------------------|--------------------------|------------|
| | Certainly would be teacher | Probably would be teacher | Chances about even | Probably would not be teacher | Certainly would not be teacher | As long as able | Until elig. to retire | Probably will continue | Definitely plan to leave | Un-decided |
| Ohio | 33.9 | 25.9 | 18.9 | 16.3 | 5.0 | 27.9 | 48.9 | 9.2 | 2.8 | 11.2 |
| Oklahoma | 33.9 | 29.1 | 14.4 | 15.0 | 7.6 | 27.1 | 43.1 | 12.7 | 3.7 | 13.3 |
| Oregon | 30.6 | 30.8 | 16.7 | 14.9 | 7.0 | 26.9 | 40.4 | 13.9 | 4.1 | 14.7 |
| Pennsylvania | 32.8 | 23.5 | 20.1 | 15.1 | 8.4 | 30.4 | 43.5 | 9.5 | 3.6 | 12.9 |
| Rhode Island | 41.4 | 24.2 | 16.9 | 11.3 | 6.3 | 29.7 | 50.6 | 6.6 | 5.1 | 8.1 |
| South Carolina | 30.1 | 27.5 | 18.3 | 17.0 | 7.0 | 29.5 | 37.8 | 11.0 | 3.3 | 18.4 |
| South Dakota | 37.7 | 29.2 | 16.6 | 11.1 | 5.4 | 36.0 | 27.1 | 14.8 | 4.1 | 17.9 |
| Tennessee | 29.6 | 26.1 | 16.1 | 16.5 | 11.7 | 26.9 | 40.3 | 11.4 | 5.6 | 15.8 |
| Texas | 32.1 | 26.5 | 17.0 | 15.5 | 8.8 | 34.2 | 28.5 | 14.4 | 6.4 | 16.5 |
| Utah | 27.3 | 26.1 | 21.3 | 17.7 | 7.7 | 28.8 | 34.9 | 18.2 | 3.9 | 14.3 |
| Vermont | 31.6 | 33.9 | 16.7 | 12.8 | 5.0 | 31.7 | 24.5 | 16.5 | 3.9 | 23.4 |
| Virginia | 27.0 | 24.5 | 18.8 | 19.8 | 9.9 | 27.1 | 35.6 | 15.5 | 4.4 | 17.5 |
| Washington | 28.7 | 31.1 | 17.5 | 16.0 | 6.6 | 25.1 | 47.4 | 11.1 | 3.5 | 12.9 |
| West Virginia | 22.9 | 27.3 | 15.3 | 19.5 | 15.0 | 22.6 | 41.8 | 16.3 | 6.2 | 13.1 |
| Wisconsin | 31.3 | 27.2 | 19.3 | 15.3 | 6.9 | 26.1 | 40.4 | 15.3 | 3.1 | 15.1 |
| Wyoming | 37.1 | 32.0 | 15.2 | 12.0 | 3.7 | 36.8 | 35.7 | 11.6 | 4.7 | 11.2 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher Questionnaire).

Table 6.9—Percentage distribution of teachers by attitude toward becoming a teacher if they could start college over, by private school type: 1987–88

| | Certainly would | Probably would | Chances even | Probably would not | Certainly would not |
|--------------------------------|-----------------|----------------|--------------|--------------------|---------------------|
| Private school type | | | | | |
| Religious | 46.9 | 27.9 | 13.7 | 9.1 | 2.5 |
| Nonsectarian | 39.5 | 30.5 | 16.5 | 9.5 | 4.0 |
| Private school category | | | | | |
| Assembly of God | 64.0 | 16.9 | 12.1 | 3.6 | — |
| Baptist | 58.7 | 25.7 | 10.8 | 3.3 | 1.5 |
| Calvinist | 58.0 | 24.3 | 11.2 | 6.1 | — |
| Christian | 46.7 | 33.4 | 11.0 | 8.8 | — |
| Episcopal | 38.7 | 32.4 | 16.1 | 8.2 | 4.5 |
| Friends | 47.3 | 38.3 | 9.3 | 5.1 | 0.0 |
| Jewish | 31.8 | 29.1 | 16.7 | 16.5 | 5.9 |
| Lutheran | 49.6 | 29.3 | 12.7 | 6.9 | 1.6 |
| 7th Day Adventist | 44.3 | 23.8 | 12.1 | 17.5 | 2.3 |
| Roman Catholic | 44.6 | 27.4 | 15.0 | 10.1 | 2.9 |
| Other: Religious | 55.5 | 30.1 | 7.7 | 5.9 | 0.8 |
| Exceptional children | 50.5 | 30.1 | 5.5 | 7.1 | 6.9 |
| Montessori | 36.5 | 34.6 | 17.7 | 9.8 | 1.5 |
| NAIS | 40.7 | 30.9 | 15.9 | 8.8 | 3.7 |
| Other: Nonsectarian | 37.8 | 29.8 | 17.8 | 10.3 | 4.3 |
| 9-Category typology | | | | | |
| Catholic | | | | | |
| -Parochial | 46.6 | 26.5 | 15.3 | 9.3 | 2.3 |
| -Diocesan | 40.9 | 26.7 | 16.4 | 10.9 | 5.1 |
| -Private order | 42.5 | 31.2 | 12.0 | 11.8 | 2.4 |
| Other Religious | | | | | |
| -Conservative Christ | 55.5 | 28.9 | 10.7 | 4.1 | 0.9 |
| -Affiliated | 47.7 | 28.7 | 12.6 | 9.0 | 1.9 |
| -Unaffiliated | 48.0 | 27.8 | 11.2 | 9.7 | 3.4 |
| Nonsectarian | | | | | |
| -Regular | 37.5 | 29.0 | 18.1 | 10.8 | 4.6 |
| -Special emphasis | 42.7 | 32.5 | 14.0 | 7.6 | 3.3 |
| -Special education | 41.2 | 33.0 | 14.6 | 8.1 | 3.1 |
| NAIS membership status | | | | | |
| Not NAIS | 46.4 | 28.0 | 14.0 | 9.0 | 2.6 |
| NAIS | 39.0 | 30.9 | 16.0 | 10.0 | 4.1 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher and School Questionnaires).

Table 6.10—Percentage distribution of teachers by plans to remain in teaching, by private school type: 1987–88

| | As long as able | Until eligible to retire | Unless something better comes along | Will leave as soon as possible | Undecided |
|--------------------------------|--------------------|--------------------------------|--|---|-----------|
| Private school category | | | | | |
| Assembly of God | 47.1 | 12.5 | 10.9 | 4.9 | 24.6 |
| Baptist | 58.8 | 7.1 | 7.2 | 4.9 | 22.1 |
| Calvinist | 43.7 | 17.4 | 11.8 | 1.5 | 25.6 |
| Christian | 51.3 | 5.8 | 9.6 | 4.2 | 29.1 |
| Episcopal | 38.8 | 12.6 | 12.3 | 5.2 | 31.0 |
| Friends | 43.9 | 17.1 | 14.8 | — | 24.0 |
| Jewish | 50.5 | 6.3 | 19.1 | 2.5 | 21.6 |
| Lutheran | 50.6 | 14.0 | 13.4 | 3.9 | 18.1 |
| 7th Day Adventist | 40.6 | 20.2 | 18.0 | 5.1 | 16.1 |
| Roman Catholic | 51.7 | 13.7 | 12.4 | 3.1 | 19.2 |
| Other: Religious | 55.4 | 7.9 | 8.0 | 3.4 | 25.2 |
| Exceptional children | 48.2 | 11.5 | 20.6 | — | 17.6 |
| Montessori | 44.7 | 11.8 | 16.5 | 0.9 | 26.1 |
| NAIS | 38.9 | 11.5 | 16.4 | 3.8 | 29.3 |
| Other: Nonsectarian | 47.2 | 11.8 | 12.4 | 3.9 | 24.8 |
| 9-Category typology | | | | | |
| Catholic | | | | | |
| -Parochial | 53.8 | 12.9 | 11.2 | 3.0 | 19.2 |
| -Diocesan | 46.6 | 16.7 | 15.6 | 3.1 | 18.0 |
| -Private order | 50.8 | 12.5 | 12.4 | 3.5 | 20.8 |
| Other Religious | | | | | |
| -Conservative Christ | 54.2 | 6.7 | 8.0 | 4.9 | 26.2 |
| -Affiliated | 50.1 | 14.1 | 12.5 | 3.2 | 20.0 |
| -Unaffiliated | 47.5 | 7.4 | 13.2 | 4.3 | 27.5 |
| Nonsectarian | | | | | |
| -Regular | 39.0 | 13.8 | 15.0 | 4.1 | 28.2 |
| -Special emphasis | 49.1 | 8.5 | 13.9 | 3.3 | 25.2 |
| -Special education | 52.8 | 9.3 | 14.8 | 2.1 | 20.9 |
| NAIS membership | | | | | |
| Not NAIS | 51.3 | 12.3 | 11.9 | 3.4 | 21.0 |
| NAIS | 39.9 | 11.6 | 15.4 | 4.0 | 29.1 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher and School Questionnaires).

Chapter 7

Supply, Demand, and Shortage of Teachers

In recent years, a number of policymakers and educational researchers have expressed concern that current supplies of teachers are, or will be, insufficient to meet a growing demand for new teachers in the coming decades. A number of factors have been cited as contributing to this shortage of teachers, including expected increases in enrollments (particularly among immigrant and non-English-speaking or limited-English-speaking children), the smaller proportions of recent college graduates who enter teaching as other career opportunities become available to women and minorities, and greater rates of attrition from the profession. Fields such as mathematics and science are believed to be particularly vulnerable to inadequate supplies of new teachers and greater teacher attrition rates.¹⁷ Given the National Education Goal of top level student achievement in mathematics and science by the year 2000, data concerning teachers' attrition rates in these as well as other fields are of particular value to policy makers.

This chapter presents data from the 1987–88 SASS Survey relevant to questions concerning the supply, demand, and shortage of teachers nationwide, the sources of newly hired teachers, and teacher turnover rates within schools. The final section presents data from the 1988–89 Teacher Followup Survey concerning the rates at which teachers moved to different schools or left the profession; the kinds of moves they made; their primary reasons for moving and leaving; the average incomes of stayers, movers, and leavers during 1987–88 and 1988–89; and the extent to which stayers, movers, and leavers were satisfied with their current jobs in 1988–89.

Aspects of Supply, Demand, and Shortage of Teachers

Just as the health of the nation's economy is measured in terms of a number of indicators, the issue of the supply and demand of elementary and secondary school teachers across the country is a complex one that requires the examination of a number of indicators, many of which can be derived from SASS data. The next section addresses questions about the adequacy of the supply of teachers, both overall and within specific teaching fields, from a number of vantage points.

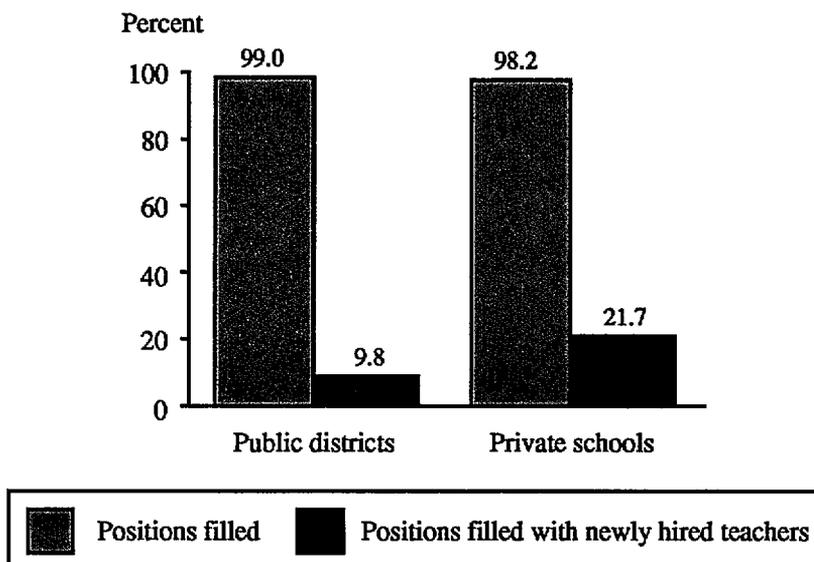
Ability to Fill Vacancies

One indicator of whether the demand for teachers is currently being met is the extent to which public school districts and private schools are able to fill the available teaching positions. During the 1987–88 school year, 99 percent of the teaching positions approved by public districts and 98 percent of those in private schools were filled (table 7.1, figure 7.1). Teaching positions in the private sector, however, were more likely to be filled with newly hired teachers than were public-sector positions. Whereas the average private school filled 22 percent of its positions with newly hired teachers, the average public school district filled 10 percent of its approved positions with these teachers. Generally, smaller districts or schools had greater proportions of newly hired teachers on staff than did larger districts or schools. In public school districts with fewer than 1,000 students, an average of 12 percent of the teaching staff were newly hired teachers, whereas in larger districts, newly hired teachers made up 7 percent to 9 percent of the teaching staffs, on

¹⁷ See, for example, Carnegie Forum on Education and the Economy, *A Nation Prepared: Teachers for the 21st Century, The Report of the Task Force on Teaching as a Profession* (New York: The Carnegie Corporation, 1986); Linda Darling-Hammond, *Beyond the Commission Reports: The Coming Crisis in Teaching* (Santa Monica: The Rand Corporation, 1984).

average. In private schools with fewer than 150 students, an average of 25 percent of the available positions were filled with newly hired teachers, compared with averages of 20 percent, 14 percent, and 11 percent, respectively, among schools with 150 to 499 students, 500 to 749 students, and 750 or more students.

Figure 7.1—Average percentage of approved positions filled and average percentage filled with new teachers in public school districts and private schools: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, Teacher Demand and Shortage Questionnaire.

Table 7.1—Average percentage of approved positions filled, vacant or filled with long-term substitutes, or withdrawn in public districts and private schools, by selected public school district and private school characteristics: 1987–88

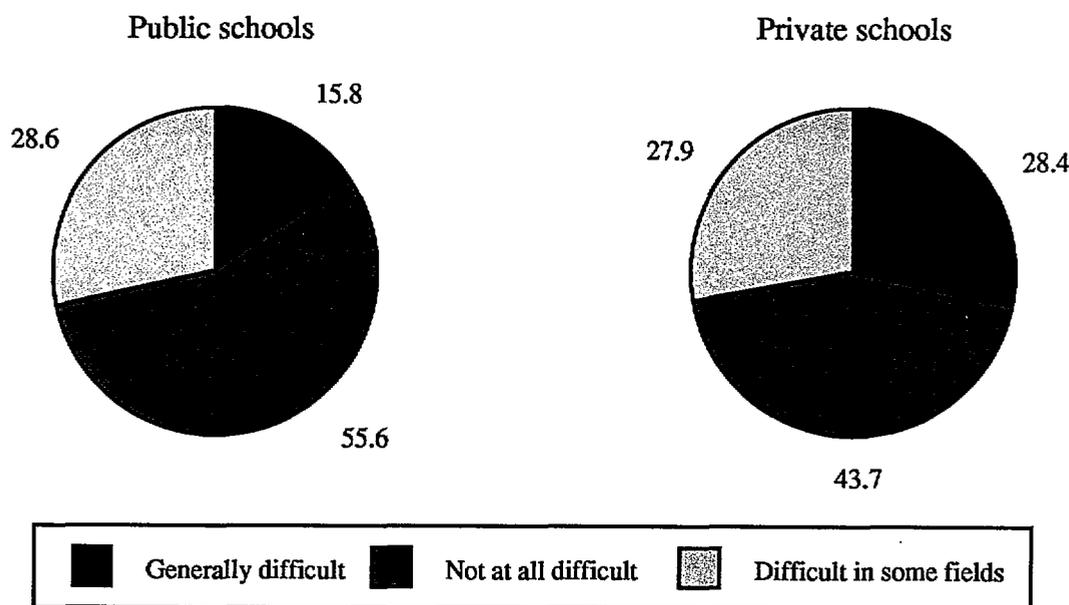
| | Average percent filled | Of positions filled | | Average percent vacant/substitutes | Average percent withdrawn |
|-------------------------|------------------------|-----------------------------|----------------------------|------------------------------------|---------------------------|
| | | Average percent newly hired | Average percent continuing | | |
| PUBLIC DISTRICTS | 99.0 | 9.8 | 90.2 | 0.6 | 0.4 |
| Region | | | | | |
| Northeast | 98.9 | 8.0 | 92.0 | 0.9 | 0.1 |
| Midwest | 99.3 | 8.8 | 91.2 | 0.3 | 0.4 |
| South | 98.8 | 9.8 | 90.2 | 0.8 | 0.4 |
| West | 98.9 | 13.6 | 86.4 | 0.4 | 0.7 |
| District size | | | | | |
| Less than 1,000 | 98.8 | 11.9 | 88.1 | 0.6 | 0.6 |
| 1,000 to 4,999 | 99.3 | 7.4 | 92.6 | 0.5 | 0.2 |
| 5,000 to 9,999 | 99.4 | 7.0 | 93.0 | 0.4 | 0.3 |
| 10,000 or more | 99.1 | 8.9 | 91.1 | 0.7 | 0.3 |
| Minority enrollment | | | | | |
| Less than 20% | 99.1 | 9.7 | 90.3 | 0.5 | 0.4 |
| 20% or more | 98.8 | 9.9 | 90.1 | 0.8 | 0.4 |
| Minority teachers | | | | | |
| Less than 10% | 99.1 | 9.9 | 90.1 | 0.5 | 0.4 |
| 10% or more | 98.4 | 9.1 | 90.9 | 1.2 | 0.5 |
| PRIVATE SCHOOLS | 98.2 | 21.7 | 78.3 | 0.7 | 1.0 |
| Region | | | | | |
| Northeast | 98.2 | 24.7 | 75.3 | 0.9 | 0.9 |
| Midwest | 98.3 | 20.6 | 79.4 | 0.6 | 1.0 |
| South | 98.0 | 18.5 | 81.5 | 0.7 | 1.3 |
| West | 98.3 | 24.1 | 75.9 | 0.8 | 0.9 |
| School size | | | | | |
| Less than 150 | 97.3 | 25.4 | 74.6 | 1.1 | 1.7 |
| 150 to 499 | 99.0 | 19.6 | 80.4 | 0.4 | 0.6 |
| 500 to 749 | 98.7 | 14.0 | 86.0 | 1.1 | 0.2 |
| 750 or more | 98.9 | 11.0 | 89.0 | 0.6 | 0.5 |
| Minority enrollment | | | | | |
| Less than 20% | 98.3 | 21.4 | 78.6 | 0.5 | 1.2 |
| 20% or more | 97.9 | 22.8 | 77.2 | 1.4 | 0.7 |
| Minority teachers | | | | | |
| Less than 10% | 98.4 | 21.4 | 78.6 | 0.7 | 1.0 |
| 10% or more | 97.4 | 23.1 | 76.9 | 1.2 | 1.4 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher Demand and Shortage Questionnaire).

Level of Difficulty Filling Vacancies

A second indicator of teacher demand is the level of difficulty that school administrators experience in filling teaching vacancies. Fifty-three percent of administrators in schools that had vacant teaching positions did not find it difficult to fill those vacancies; 19 percent found it generally difficult to do so; and 28 percent found it difficult to fill vacancies in some fields (table 7.2). Administrators in private schools with vacant teaching positions were more likely than those in public schools to report that it was generally difficult to fill those vacancies (28 percent compared with 16 percent) (figure 7.2). Within the public sector, 48 percent of administrators in urban schools reported that finding qualified applicants to fill vacancies was not at all difficult, compared with 62 percent in suburban and 57 percent in rural–small city schools. Also within the public sector, in all three community types, elementary school administrators were more likely to report not having difficulty finding qualified applicants than were administrators in secondary or combined schools. Administrators of public schools with a minority enrollment of less than 20 percent were more likely to report not having difficulty finding qualified applicants for teaching vacancies than were administrators in public schools with a minority enrollment of 20 percent or more. Administrators in public schools with 20 percent or more minority students were more likely than other administrators to report that finding qualified applicants for teaching vacancies was generally difficult. With one exception, however, these findings were not replicated among private schools. As in urban public schools, administrators in urban private schools with lower minority enrollments were more likely to report not having had difficulty in finding qualified applicants for teaching vacancies than were administrators in schools with higher minority enrollments.

Figure 7.2—Percentage distribution of public and private schools with vacancies reported, by difficulty in finding qualified applicants: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, School Administrator Questionnaire.

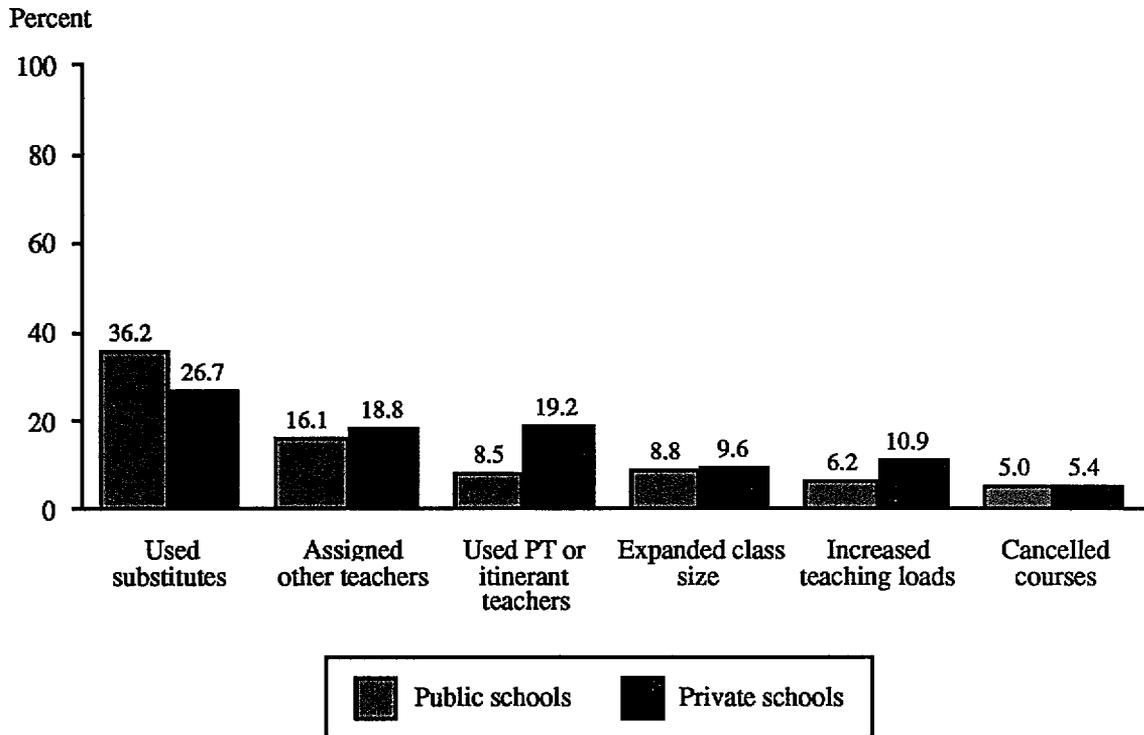
Ways of Compensating for Unfilled Vacancies

When administrators cannot find qualified teachers to fill available positions, they must find ways to compensate for the unfilled vacancies. Among the ways in which administrators could compensate for teaching vacancies, they were most likely to report that they used substitute teachers (figure 7.3).¹⁸ Administrators in public schools were more likely to use substitute teachers to compensate for staffing shortages than were administrators in private schools (36 percent versus 27 percent). Private school administrators were more likely than public school administrators to use part-time teachers and to increase teaching loads among their schools' current teaching staffs in order to compensate for vacancies (19 percent versus 9 percent, and 11 percent versus 6 percent, respectively).

Within the public sector, administrators' tendencies to use particular methods to compensate for vacancies varied with their schools' community type (table 7.2). Fifty-one percent of administrators in urban schools reported using substitute teachers, compared with 37 percent of administrators in suburban schools and 29 percent in rural–small city schools. Administrators in suburban schools were less likely than those in urban and rural–small city schools to report assigning another teacher to compensate for vacancies (12 percent compared with 16 percent and 18 percent, respectively). Administrators in rural–small city schools were also more likely than their counterparts in urban and suburban schools to report canceling courses in order to compensate for teaching vacancies, although few administrators in any community type reported doing so (6 percent of rural–small city administrators, compared with 4 percent of urban and suburban administrators). Two indicators of teacher shortage—the average percentage of approved positions in public school districts that were vacant in 1987–88 and the difficulty in filling vacancies that public school administrators reported—are also displayed by state in table 7.3.

¹⁸ Administrators of schools that had teaching vacancies were asked to indicate which of the following methods they had used to cover teaching vacancies that could not be filled with a full-time teacher qualified in a course or grade level: canceling planned course offerings, expanding some class sizes, adding sections to other teachers' normal teaching loads, assigning a teacher of another subject or grade level to teach those classes, using long-term and/or short-term substitutes, using part-time or itinerant teachers, or something else. Administrators could choose more than one alternative.

Figure 7.3—Percentage of public and private schools that used various methods to compensate for unfilled vacancies: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, School Administrator Questionnaire.

Table 7.2—Percentage distribution of schools that had vacancies by difficulty in finding qualified applicants and percentage of schools that used various methods to compensate for unfilled vacancies, by selected school characteristics: 1987–88

| | Difficulty finding applicants | | | Ways of compensating for vacancies not filled | | | | | |
|---------------------|-------------------------------|---------------------|--------------------------|---|-----------------------|--------------------------|--------------------------|-------------------------|------------------------|
| | Not at all difficult | Generally difficult | Difficult in some fields | Cancelled courses | Increased class sizes | Increased teaching loads | Assigned another teacher | Used substitute teacher | Used part-time teacher |
| TOTAL | 52.9 | 18.7 | 28.4 | 5.1 | 9.0 | 7.3 | 16.7 | 34.0 | 11.0 |
| PUBLIC | 55.6 | 15.8 | 28.6 | 5.0 | 8.8 | 6.2 | 16.1 | 36.2 | 8.5 |
| Urban | 48.1 | 23.2 | 28.7 | 3.8 | 8.1 | 5.1 | 15.9 | 51.4 | 8.5 |
| School level | | | | | | | | | |
| Elementary | 52.0 | 24.1 | 23.8 | 1.6 | 7.0 | 2.7 | 13.8 | 51.4 | 7.2 |
| Secondary | 38.0 | 19.1 | 42.8 | 12.0 | 11.9 | 12.8 | 22.0 | 48.5 | 13.7 |
| Combined | 31.3 | 26.6 | 42.1 | 1.7 | 8.0 | 9.9 | 20.8 | 64.1 | 7.4 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 69.8 | 8.1 | 22.2 | 4.4 | 10.2 | 3.7 | 13.0 | 39.1 | 10.7 |
| 20% or more | 40.5 | 28.6 | 31.0 | 3.6 | 7.3 | 5.6 | 16.9 | 55.8 | 7.8 |
| School size | | | | | | | | | |
| Less than 150 | 33.0 | 32.0 | 35.0 | 4.0 | 9.7 | 9.6 | 18.5 | 52.9 | 6.6 |
| 150 to 499 | 57.8 | 21.7 | 20.5 | 1.9 | 6.3 | 3.0 | 11.4 | 48.5 | 7.0 |
| 500 to 749 | 48.1 | 24.7 | 27.3 | 2.9 | 8.3 | 2.2 | 15.4 | 53.2 | 9.8 |
| 750 or more | 37.4 | 22.3 | 40.4 | 7.5 | 9.9 | 10.6 | 22.0 | 53.1 | 9.4 |
| Suburban | 62.1 | 13.2 | 24.7 | 3.9 | 8.0 | 5.2 | 12.0 | 36.6 | 8.4 |
| School level | | | | | | | | | |
| Elementary | 68.1 | 11.9 | 20.0 | 2.2 | 6.3 | 2.8 | 10.0 | 38.2 | 7.2 |
| Secondary | 47.4 | 14.8 | 37.8 | 8.8 | 12.7 | 11.9 | 17.7 | 31.6 | 11.5 |
| Combined | 39.5 | 32.7 | 27.8 | — | 9.2 | — | 14.2 | 44.2 | 8.7 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 68.1 | 10.3 | 21.6 | 4.3 | 8.2 | 5.6 | 11.3 | 33.7 | 9.1 |
| 20% or more | 51.0 | 18.5 | 30.5 | 3.4 | 7.7 | 4.6 | 13.5 | 42.1 | 7.0 |
| School size | | | | | | | | | |
| Less than 150 | 48.9 | 16.2 | 34.9 | 0.0 | 7.5 | 6.3 | 21.0 | 43.1 | 3.5 |
| 150 to 499 | 68.5 | 12.3 | 19.2 | 4.9 | 7.0 | 3.1 | 10.0 | 36.4 | 6.1 |
| 500 to 749 | 67.7 | 12.9 | 19.4 | 0.5 | 5.6 | 4.1 | 8.4 | 36.8 | 11.2 |
| 750 or more | 48.3 | 14.4 | 37.4 | 6.5 | 12.1 | 9.5 | 17.8 | 36.0 | 9.5 |
| Rural—small city | 57.2 | 13.4 | 29.4 | 6.0 | 9.3 | 6.7 | 17.7 | 29.0 | 8.3 |
| School level | | | | | | | | | |
| Elementary | 65.5 | 11.8 | 22.7 | 3.0 | 6.9 | 4.0 | 15.6 | 29.7 | 6.9 |
| Secondary | 40.6 | 15.8 | 43.6 | 11.9 | 14.9 | 12.1 | 19.4 | 27.2 | 11.0 |
| Combined | 42.1 | 18.7 | 39.2 | 11.7 | 10.2 | 12.2 | 30.2 | 28.3 | 11.4 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 61.4 | 10.6 | 28.1 | 6.6 | 9.7 | 7.4 | 15.4 | 28.3 | 8.7 |
| 20% or more | 47.0 | 20.3 | 32.7 | 4.4 | 8.1 | 5.1 | 23.2 | 30.6 | 7.5 |
| School size | | | | | | | | | |
| Less than 150 | 57.1 | 14.4 | 28.5 | 6.2 | 6.2 | 6.7 | 19.8 | 23.0 | 8.2 |
| 150 to 499 | 62.4 | 12.0 | 25.6 | 5.5 | 8.6 | 6.4 | 16.5 | 28.6 | 8.5 |
| 500 to 749 | 51.8 | 14.7 | 33.5 | 5.2 | 9.3 | 5.5 | 18.1 | 31.3 | 7.2 |
| 750 or more | 41.4 | 16.7 | 42.0 | 9.7 | 16.1 | 10.6 | 19.9 | 33.6 | 9.7 |

**Table 7.2—Percentage distribution of schools that had vacancies by difficulty in finding qualified applicants and percentage of schools that used various methods to compensate for unfilled vacancies, by selected school characteristics: 1987–88
—continued**

| | Difficulty finding applicants | | | Ways of compensating for vacancies not filled | | | | | |
|---------------------|-------------------------------|---------------------|--------------------------|---|-----------------------|--------------------------|--------------------------|-------------------------|------------------------|
| | Not at all difficult | Generally difficult | Difficult in some fields | Cancelled courses | Increased class sizes | Increased teaching loads | Assigned another teacher | Used substitute teacher | Used part-time teacher |
| PRIVATE | 43.7 | 28.4 | 27.9 | 5.4 | 9.6 | 10.9 | 18.8 | 26.7 | 19.2 |
| Urban | 40.4 | 31.1 | 28.5 | 5.7 | 11.3 | 11.4 | 18.9 | 28.4 | 18.3 |
| School level | | | | | | | | | |
| Elementary | 39.7 | 36.7 | 23.6 | 3.1 | 8.9 | 7.0 | 15.8 | 31.2 | 14.8 |
| Secondary | 40.7 | 13.0 | 46.4 | 10.0 | 16.8 | 22.7 | 23.8 | 22.0 | 17.8 |
| Combined | 42.4 | 25.5 | 32.2 | 10.7 | 15.3 | 17.5 | 25.1 | 24.3 | 28.5 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 47.3 | 26.6 | 26.1 | 6.0 | 11.0 | 10.1 | 18.4 | 24.2 | 18.0 |
| 20% or more | 31.9 | 36.6 | 31.4 | 5.3 | 11.8 | 13.0 | 19.7 | 33.6 | 18.6 |
| School size | | | | | | | | | |
| Less than 150 | 43.3 | 32.1 | 24.5 | 6.9 | 17.8 | 12.0 | 20.1 | 29.3 | 21.3 |
| 150 to 499 | 38.3 | 33.0 | 28.7 | 4.6 | 6.7 | 9.0 | 17.4 | 28.3 | 16.1 |
| 500 to 749 | 36.2 | 19.4 | 44.4 | 8.2 | 11.5 | 13.8 | 17.5 | 23.9 | 18.6 |
| 750 or more | 49.0 | 20.1 | 30.9 | 5.1 | 14.8 | 30.2 | 29.9 | 30.1 | 19.5 |
| Suburban | 43.5 | 24.2 | 32.3 | 7.3 | 9.0 | 10.0 | 16.4 | 28.1 | 20.3 |
| School level | | | | | | | | | |
| Elementary | 46.6 | 27.6 | 25.8 | 3.4 | 4.3 | 6.3 | 15.7 | 27.6 | 11.8 |
| Secondary | 46.4 | 11.5 | 42.2 | 18.9 | 19.9 | 18.6 | 21.9 | 27.9 | 38.9 |
| Combined | 35.1 | 20.7 | 44.2 | 12.6 | 16.2 | 15.9 | 16.1 | 29.3 | 34.0 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 47.3 | 19.1 | 33.6 | 7.8 | 8.6 | 9.9 | 15.7 | 27.3 | 19.8 |
| 20% or more | 29.9 | 42.4 | 27.7 | 5.7 | 10.5 | 10.7 | 19.0 | 31.0 | 22.3 |
| School size | | | | | | | | | |
| Less than 150 | 47.6 | 31.1 | 21.3 | 6.9 | 7.2 | 9.3 | 12.3 | 22.1 | 16.5 |
| 150 to 499 | 40.5 | 21.2 | 38.3 | 6.5 | 8.1 | 8.2 | 17.1 | 29.1 | 21.1 |
| 500 to 749 | 44.1 | 21.7 | 34.1 | 8.0 | 9.7 | 10.4 | 28.0 | 42.1 | 26.4 |
| 750 or more | 38.8 | 6.4 | 54.9 | 14.9 | 25.6 | 27.4 | 19.8 | 38.0 | 30.0 |
| Rural—small city | 46.6 | 27.9 | 25.5 | 4.4 | 8.0 | 11.4 | 20.4 | 24.1 | 20.2 |
| School level | | | | | | | | | |
| Elementary | 48.8 | 31.5 | 19.7 | 3.5 | 5.1 | 4.5 | 16.5 | 26.7 | 16.8 |
| Secondary | 46.3 | 15.8 | 37.9 | 8.4 | 15.0 | 23.9 | 17.1 | 15.6 | 27.2 |
| Combined | 43.0 | 24.4 | 32.7 | 5.2 | 11.5 | 20.4 | 28.0 | 21.5 | 24.5 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 47.0 | 26.3 | 26.7 | 4.9 | 8.6 | 11.2 | 20.9 | 23.9 | 19.4 |
| 20% or more | 44.1 | 37.8 | 18.0 | 1.3 | 4.8 | 12.9 | 17.8 | 24.9 | 25.4 |
| School size | | | | | | | | | |
| Less than 150 | 51.2 | 32.3 | 16.5 | 3.4 | 6.4 | 10.5 | 19.0 | 21.2 | 19.3 |
| 150 to 499 | 40.2 | 23.4 | 36.4 | 5.9 | 9.8 | 11.9 | 23.0 | 29.4 | 22.3 |
| 500 to 749 | — | — | — | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School and School Administrator Questionnaires).

Table 7.3—Average percentage of approved positions vacant and percentage distribution of public schools that had vacancies by difficulty in finding qualified applicants, by state: 1987–88

| | Average percent positions vacant | Difficulty finding applicants | | |
|-------------------|----------------------------------|-------------------------------|---------------------|--------------------------|
| | | Not at all difficult | Generally difficult | Difficult in some fields |
| TOTAL | 0.6 | 55.6 | 15.8 | 28.6 |
| Alabama | 0.2 | 60.0 | 20.8 | 19.2 |
| Alaska | 0.3 | 59.8 | 10.5 | 29.7 |
| Arizona | 1.5 | 51.7 | 17.4 | 30.9 |
| Arkansas | 1.1 | 48.6 | 19.7 | 31.7 |
| California | 0.4 | 53.9 | 18.5 | 27.6 |
| Colorado | 0.1 | 67.7 | 7.2 | 25.1 |
| Connecticut | 1.8 | 56.5 | 17.6 | 25.9 |
| Delaware | — | 47.5 | 22.0 | 30.5 |
| Dist. of Columbia | — | 13.8 | 57.8 | 28.4 |
| Florida | 0.2 | 36.9 | 18.9 | 44.2 |
| Georgia | 0.5 | 39.5 | 21.1 | 39.4 |
| Hawaii | — | 49.8 | 14.8 | 35.4 |
| Idaho | 0.2 | 56.8 | 16.7 | 26.6 |
| Illinois | 0.4 | 51.1 | 17.4 | 31.6 |
| Indiana | 0.4 | 66.0 | 11.3 | 22.7 |
| Iowa | 0.1 | 66.1 | 6.7 | 27.2 |
| Kansas | 0.3 | 61.9 | 14.5 | 23.6 |
| Kentucky | 1.2 | 56.9 | 16.7 | 26.3 |
| Louisiana | 0.7 | 31.7 | 39.5 | 28.8 |
| Maine | 0.6 | 37.3 | 22.1 | 40.6 |
| Maryland | — | 55.4 | 16.2 | 28.4 |
| Massachusetts | 0.3 | 47.5 | 16.7 | 35.9 |
| Michigan | 0.2 | 67.9 | 5.6 | 26.5 |
| Minnesota | 0.2 | 74.2 | 5.7 | 20.1 |
| Mississippi | 0.9 | 28.3 | 28.2 | 43.5 |
| Missouri | 0.1 | 66.3 | 9.8 | 23.9 |
| Montana | 0.5 | 72.1 | 8.3 | 19.6 |
| Nebraska | 0.1 | 70.3 | 8.5 | 21.2 |
| Nevada | — | 55.7 | 17.0 | 27.2 |
| New Hampshire | 1.4 | 36.2 | 22.6 | 41.2 |
| New Jersey | 0.8 | 49.2 | 23.2 | 27.6 |
| New Mexico | 0.7 | 49.2 | 16.5 | 34.3 |
| New York | 0.7 | 44.7 | 23.2 | 32.1 |
| North Carolina | 0.7 | 45.0 | 21.6 | 33.4 |
| North Dakota | 1.7 | 83.4 | — | 15.8 |

Table 7.3—Average percentage of approved positions vacant and percentage distribution of public schools that had vacancies by difficulty in finding qualified applicants, by state: 1987–88—continued

| | Average percent positions vacant | Difficulty finding applicants | | |
|----------------|----------------------------------|-------------------------------|---------------------|--------------------------|
| | | Not at all difficult | Generally difficult | Difficult in some fields |
| Ohio | 0.3 | 67.8 | 10.6 | 21.6 |
| Oklahoma | 2.1 | 66.2 | 8.6 | 25.2 |
| Oregon | 0.1 | 67.9 | 8.3 | 23.7 |
| Pennsylvania | 1.2 | 63.3 | 11.0 | 25.7 |
| Rhode Island | 0.3 | 65.8 | 12.5 | 21.7 |
| South Carolina | 0.5 | 47.7 | 17.5 | 34.9 |
| South Dakota | — | 66.3 | 15.5 | 18.3 |
| Tennessee | 0.1 | 46.8 | 19.7 | 33.5 |
| Texas | 0.2 | 46.0 | 16.5 | 37.5 |
| Utah | — | 61.5 | 21.0 | 17.4 |
| Vermont | 1.8 | 55.1 | 19.7 | 25.2 |
| Virginia | 0.3 | 59.5 | 16.2 | 24.3 |
| Washington | 0.4 | 73.0 | 9.7 | 17.3 |
| West Virginia | 2.0 | 60.0 | 10.8 | 29.2 |
| Wisconsin | 0.3 | 74.7 | 6.6 | 18.7 |
| Wyoming | 0.1 | 76.6 | — | 20.8 |

—Too few cases for a reliable estimate.

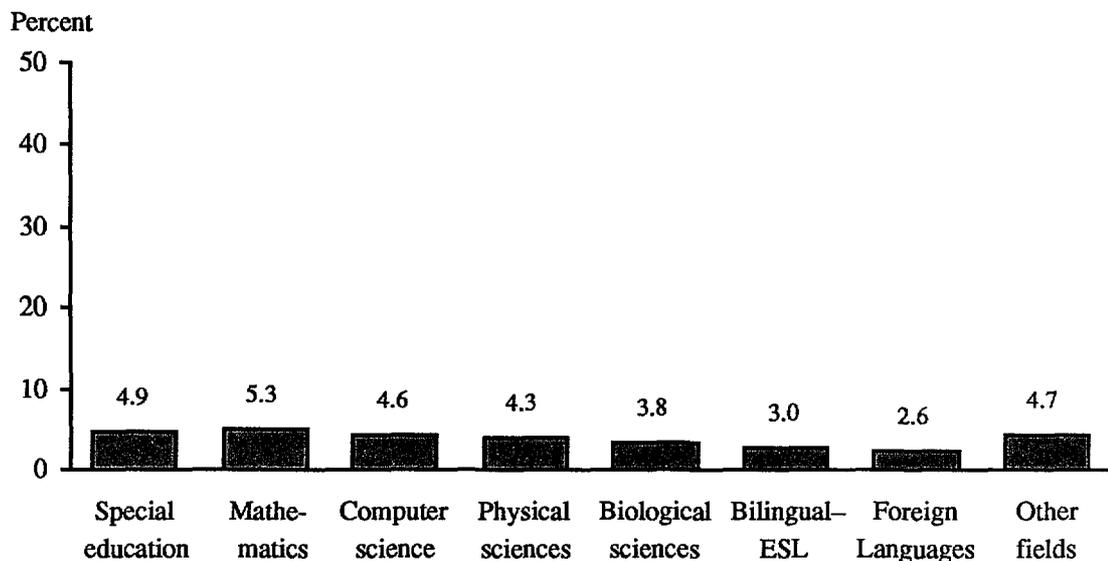
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Administrator and Teacher Demand and Shortage Questionnaires).

Retraining to Deal with Teacher Shortages

Teacher shortages may be more acute in some teaching fields than in others. One way to learn whether teacher shortages occur within particular fields is to find out whether public school districts or private schools provide their current teaching staffs with opportunities to retrain in order to teach in fields of shortage. Twelve percent of public school districts and 14 percent of private schools provided free retraining to prepare staff members to teach in fields with current or anticipated shortages of teachers (table 7.4). Relatively few districts offered free retraining in any of the fields included in the survey: only 5 percent offered retraining in mathematics, 4 percent in the biological sciences, and 3 percent in bilingual education–ESL and foreign languages (figure 7.4).

Districts' likelihood of offering retraining varied by region, district size, the percentage of minority students enrolled, and the percentage of minority teachers on staff as well as by teaching field. Public school districts in the South were more likely to offer any free retraining than were districts in the Northeast and West (table 7.4), and they were more likely than districts in any other region to offer retraining in special education, math, and the physical and biological sciences. Southern districts were more likely than districts in the Midwest to offer retraining in computer science, bilingual education or ESL, and foreign languages. Larger districts were more likely to offer any free retraining than were smaller districts, although districts with 1,000 to 4,999 students were no more likely to offer any free retraining than were districts with fewer than 1,000 students. In particular teaching fields, differences among districts of different sizes were less systematic. Public districts with 20 percent or more minority students enrolled were more likely to offer retraining in all of the fields surveyed than were districts with less than 20 percent minority enrollment. Similarly, public districts with 10 percent or more minority teachers were more likely to offer free retraining in all fields surveyed than were public districts with less than 10 percent minority teachers.

Figure 7.4—Percentage of public school districts that offered retraining to prepare staff members to teach in fields with current or anticipated shortages, by field: 1987–88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88 (Teacher Demand and Shortage Questionnaire).

Table 7.4—Percentage of public districts and private schools that provided free retraining to prepare staff members to teach in fields with current or anticipated shortages, by selected public school district and private school characteristics: 1987–88

| | Any field | Special education | Math | Computer science | Physical science | Biol./Life science | Bilingual Ed./ESL | Foreign language | Other fields |
|-------------------------|-----------|-------------------|------|------------------|------------------|--------------------|-------------------|------------------|--------------|
| PUBLIC DISTRICTS | 11.7 | 4.9 | 5.3 | 4.6 | 4.3 | 3.8 | 3.0 | 2.6 | 4.7 |
| Region | | | | | | | | | |
| Northeast | 9.4 | 4.2 | 4.0 | 5.2 | 4.2 | 3.7 | 1.8 | 3.0 | 3.9 |
| Midwest | 7.2 | 2.6 | 2.7 | 2.8 | 2.5 | 2.2 | 1.1 | 1.2 | 3.9 |
| South | 18.8 | 10.2 | 10.9 | 7.6 | 7.9 | 7.5 | 4.9 | 5.3 | 5.1 |
| West | 15.0 | 4.0 | 5.0 | 4.2 | 3.5 | 3.1 | 6.0 | 2.0 | 6.9 |
| District size | | | | | | | | | |
| Less than 1,000 | 9.7 | 3.2 | 3.1 | 4.0 | 2.8 | 2.4 | 1.9 | 1.7 | 5.1 |
| 1,000 to 4,999 | 12.3 | 6.1 | 7.1 | 5.3 | 5.4 | 5.2 | 3.8 | 3.6 | 3.7 |
| 5,000 to 9,999 | 16.8 | 7.9 | 7.6 | 4.8 | 6.5 | 5.8 | 3.6 | 3.3 | 5.3 |
| 10,000 or more | 22.8 | 11.6 | 12.9 | 6.2 | 10.0 | 7.4 | 8.5 | 5.1 | 8.3 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 9.0 | 3.7 | 4.0 | 4.1 | 3.4 | 2.9 | 1.6 | 2.2 | 4.0 |
| 20% or more | 19.8 | 8.6 | 9.2 | 6.5 | 7.1 | 6.6 | 7.2 | 4.0 | 6.8 |
| Minority teachers | | | | | | | | | |
| Less than 10% | 9.6 | 3.7 | 4.1 | 4.0 | 3.4 | 3.0 | 2.1 | 2.2 | 4.1 |
| 10% or more | 23.0 | 11.3 | 11.7 | 8.2 | 9.2 | 8.2 | 7.9 | 4.9 | 7.9 |
| PRIVATE SCHOOLS | 13.7 | 3.9 | 6.2 | 7.5 | 4.7 | 4.1 | 1.0 | 2.9 | 5.3 |
| Region | | | | | | | | | |
| Northeast | 14.0 | 2.0 | 7.3 | 7.3 | 3.7 | 4.4 | 0.4 | 4.1 | 4.5 |
| Midwest | 9.4 | 2.3 | 4.2 | 5.4 | 4.2 | 2.9 | 0.6 | 1.6 | 3.8 |
| South | 15.5 | 6.4 | 7.1 | 9.2 | 5.9 | 5.2 | 1.6 | 3.3 | 4.5 |
| West | 18.1 | 6.0 | 7.0 | 8.7 | 5.1 | 3.9 | 1.7 | 2.7 | 10.5 |
| School size | | | | | | | | | |
| Less than 150 | 15.1 | 4.9 | 5.9 | 8.6 | 5.0 | 4.4 | 1.1 | 3.0 | 5.8 |
| 150 to 499 | 12.5 | 3.4 | 6.8 | 6.7 | 4.7 | 4.0 | 0.9 | 3.0 | 4.5 |
| 500 to 749 | 14.4 | 2.1 | 4.8 | 8.1 | 3.5 | 4.0 | — | 1.9 | 9.1 |
| 750 or more | 10.3 | — | 5.9 | 1.9 | 1.7 | — | — | — | 5.0 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 13.1 | 3.3 | 5.7 | 6.9 | 4.6 | 4.2 | 0.9 | 2.8 | 4.9 |
| 20% or more | 15.1 | 5.6 | 7.7 | 9.1 | 5.0 | 4.0 | 1.4 | 3.4 | 6.1 |
| Minority teachers | | | | | | | | | |
| Less than 10% | 12.8 | 3.1 | 5.5 | 6.8 | 4.4 | 3.9 | 0.9 | 2.4 | 5.2 |
| 10% or more | 16.8 | 7.0 | 9.0 | 10.0 | 6.1 | 5.4 | 1.5 | 5.2 | 5.3 |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher Demand and Shortage Questionnaire).

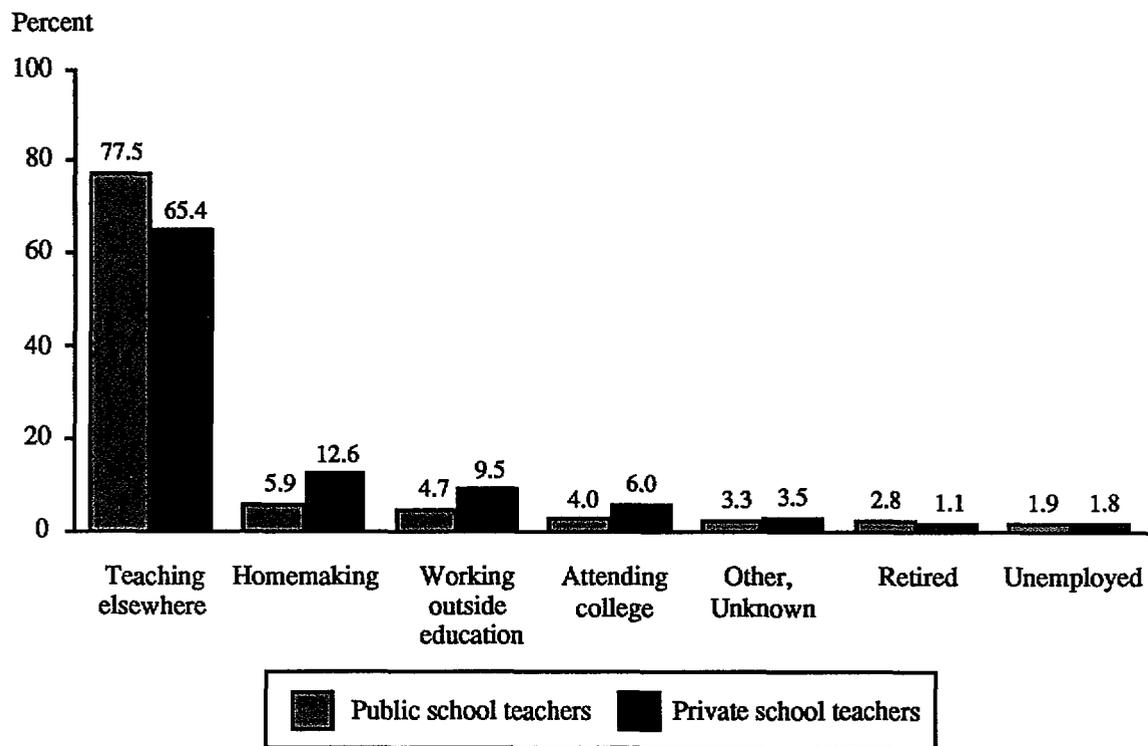
Source of Current Supply

Data from the 1987–88 SASS surveys provide information about what proportion of teaching staffs are new in various schools and communities across the country and where these new teachers came from. Eleven percent of the teachers in public and private schools in 1987–88 were newly hired by their schools, and 3 percent of schools' teaching staffs were first-time teachers (table 7.5). Private schools had greater percentages of newly hired teachers and first-time teachers on their staffs than did public schools: 17 percent of private schools' staffs were newly hired and 5 percent were first-time teachers, compared with 11 percent and 3 percent of public school's staffs, respectively. Within the public sector, elementary schools had greater percentages of newly hired and first-time teachers than did secondary schools. For example, among urban public schools, 12 percent of elementary schools' staffs were newly hired teachers and 3 percent were first-time teachers, whereas 10 percent and 2 percent of secondary schools' staffs were newly hired and first-time, respectively. Similarly, schools in which 20 percent or more of the enrolled students were minorities had greater percentages of newly hired or first time teachers than did schools in which less than 20 percent of the enrolled students were minorities.

Seventy-five percent of all experienced teachers who were newly hired in 1987–88 had been teaching elsewhere in the 1986–87 school year; 4 percent had been attending colleges or universities; 6 percent had been working in a field outside education; 7 percent had been homemaking; and the remainder had been unemployed, retired, or engaged in some other or unknown activity (table 7.5). Teachers in public schools were more likely than those in private schools to have moved from one teaching job to another between 1986–87 and 1987–88: 78 percent of newly hired, experienced teachers in public schools had taught in 1986–87, compared with 65 percent of newly hired, experienced teachers in private schools (figure 7.5).

Newly hired, experienced public school teachers were also more likely than their private school counterparts to have returned to teaching in 1987–88 from retirement, although re-entrants from retirement were relatively rare in both sectors (3 percent in public schools and 1 percent in private schools) (table 7.5). Newly hired, experienced private school teachers were more likely to have attended a college or university, to have worked in a field outside of education, or to have been homemaking in 1986–87 than were newly hired, experienced public school teachers. Among newly hired, experienced teachers in public schools, secondary school teachers were more likely than elementary school teachers to have been working outside of education during 1986–87, regardless of the type of community in which they worked. In suburban and rural–small city communities, newly hired, experienced teachers in elementary schools were more likely to have been homemaking in 1986–87 than were their counterparts at the secondary level.

Figure 7.5—Percentage distribution of newly hired, experienced teachers in public and private schools, by previous year's activity: 1987-88



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88, School Questionnaire.

Table 7.5—Percentage of full-time teachers who were newly hired and who were first-time teachers, and percentage distribution of newly hired, experienced teachers by 1986–87 main activity, by selected school characteristics, 1987–88

| | Percent newly hired | Percent first-time teachers | 1986–87 activities of newly hired experienced teachers | | | | | | |
|---------------------|---------------------|-----------------------------|--|-------------------|--------------------|-------------|-------------------------|-------------------|----------------|
| | | | Teaching elsewhere | Attending college | Working outside ed | Home-making | Unemployed, seeking wk. | Retired/ on leave | Other/ unknown |
| TOTAL | 11.3 | 3.1 | 74.7 | 4.4 | 5.8 | 7.4 | 1.9 | 2.4 | 3.3 |
| PUBLIC | 10.5 | 2.8 | 77.5 | 4.0 | 4.7 | 5.9 | 1.9 | 2.8 | 3.3 |
| Urban | 11.0 | 2.9 | 79.2 | 4.3 | 4.2 | 4.1 | 1.9 | 3.1 | 3.0 |
| School level | | | | | | | | | |
| Elementary | 11.9 | 3.2 | 78.9 | 4.2 | 3.4 | 4.4 | 2.1 | 3.4 | 3.5 |
| Secondary | 9.5 | 2.3 | 81.4 | 4.3 | 6.6 | 2.5 | 1.4 | 2.4 | 1.3 |
| Combined | 11.8 | 3.1 | 72.7 | 6.5 | 6.3 | 7.3 | — | 2.5 | — |
| Minority enrollment | | | | | | | | | |
| less than 20% | 9.8 | 2.0 | 78.6 | 3.5 | 3.8 | 5.5 | 2.3 | 2.4 | 3.9 |
| 20% or more | 11.4 | 3.1 | 79.4 | 4.6 | 4.4 | 3.6 | 1.8 | 3.4 | 2.7 |
| School size | | | | | | | | | |
| Less than 150 | 15.9 | 3.4 | 77.1 | 8.0 | 7.5 | 4.1 | — | 1.4 | — |
| 150 to 499 | 13.8 | 2.9 | 79.2 | 2.6 | 4.5 | 4.3 | 2.0 | 4.4 | 3.1 |
| 500 to 749 | 10.5 | 3.0 | 80.0 | 5.3 | 3.1 | 4.1 | 1.7 | 2.0 | 3.7 |
| 750 or more | 10.1 | 2.8 | 78.8 | 5.0 | 4.6 | 3.9 | 2.2 | 3.1 | 2.4 |
| Suburban | 10.6 | 2.5 | 77.6 | 4.1 | 3.5 | 6.1 | 1.9 | 2.9 | 3.9 |
| School level | | | | | | | | | |
| Elementary | 12.8 | 2.9 | 76.8 | 4.5 | 2.3 | 7.2 | 1.9 | 2.9 | 4.4 |
| Secondary | 7.8 | 1.9 | 79.9 | 2.8 | 7.1 | 3.3 | 1.6 | 3.1 | 2.2 |
| Combined | 10.4 | 2.4 | 76.8 | 8.3 | 2.5 | — | 5.0 | 0.0 | 6.9 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 9.4 | 2.2 | 75.2 | 3.6 | 3.3 | 7.8 | 2.7 | 2.9 | 4.5 |
| 20% or more | 12.8 | 3.1 | 81.6 | 5.0 | 3.9 | 3.3 | 0.5 | 2.9 | 2.8 |
| School size | | | | | | | | | |
| Less than 150 | 9.1 | 2.4 | — | — | — | — | — | — | — |
| 150 to 499 | 11.9 | 2.6 | 76.6 | 3.5 | 2.3 | 7.2 | 2.8 | 2.9 | 4.7 |
| 500 to 749 | 10.2 | 2.3 | 76.2 | 4.7 | 3.2 | 7.4 | 1.0 | 3.6 | 3.8 |
| 750 or more | 10.3 | 2.6 | 80.6 | 4.5 | 4.9 | 3.6 | 1.2 | 2.3 | 2.9 |
| Rural—small city | 10.0 | 2.8 | 76.7 | 3.7 | 5.3 | 6.6 | 2.0 | 2.6 | 3.2 |
| School level | | | | | | | | | |
| Elementary | 10.9 | 3.0 | 75.6 | 3.6 | 4.2 | 7.9 | 2.0 | 3.1 | 3.6 |
| Secondary | 8.6 | 2.5 | 79.1 | 4.1 | 7.9 | 3.7 | 1.7 | 1.6 | 1.9 |
| Combined | 9.9 | 3.4 | 78.0 | 3.5 | 5.9 | 5.3 | 2.3 | 1.6 | 3.4 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 9.2 | 2.6 | 76.4 | 3.5 | 5.5 | 6.6 | 1.7 | 2.8 | 3.6 |
| 20% or more | 11.9 | 3.3 | 77.3 | 4.4 | 4.8 | 6.6 | 2.6 | 2.2 | 2.2 |
| School size | | | | | | | | | |
| Less than 150 | 13.6 | 4.4 | 78.2 | 3.8 | 5.7 | 4.2 | 2.6 | 0.5 | 5.0 |
| 150 to 499 | 9.9 | 2.7 | 76.7 | 3.4 | 4.8 | 7.3 | 1.8 | 3.1 | 3.0 |
| 500 to 749 | 9.9 | 2.7 | 76.1 | 3.5 | 5.9 | 6.1 | 2.2 | 2.8 | 3.4 |
| 750 or more | 9.7 | 2.8 | 76.6 | 5.4 | 6.1 | 6.2 | 1.8 | 1.8 | 2.1 |

Table 7.5—Percentage of full-time teachers who were newly hired and who were first-time teachers, and percentage distribution of newly hired, experienced teachers by 1986–87 main activity, by selected school characteristics, 1987–88—continued

| | Percent newly hired | Percent first-time teachers | 1986–87 activities of newly hired experienced teachers | | | | | | |
|---------------------|---------------------|-----------------------------|--|-------------------|--------------------|-------------|-------------------------|-------------------|----------------|
| | | | Teaching elsewhere | Attending college | Working outside ed | Home-making | Unemployed, seeking wk. | Retired/ on leave | Other/ unknown |
| PRIVATE | 17.1 | 5.2 | 65.4 | 6.0 | 9.5 | 12.6 | 1.8 | 1.1 | 3.5 |
| Urban | 17.2 | 4.9 | 66.0 | 7.5 | 9.6 | 11.9 | 1.4 | 0.7 | 3.0 |
| School level | | | | | | | | | |
| Elementary | 20.4 | 6.1 | 65.9 | 7.1 | 8.2 | 12.6 | 1.8 | 0.6 | 3.7 |
| Secondary | 12.9 | 3.4 | 71.6 | 8.3 | 12.2 | 7.4 | — | — | — |
| Combined | 14.8 | 4.0 | 62.9 | 8.0 | 12.3 | 12.4 | 1.0 | 1.1 | 2.3 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 15.2 | 3.9 | 65.2 | 8.6 | 8.6 | 12.0 | 1.8 | 0.8 | 2.9 |
| 20% or more | 20.4 | 6.6 | 66.9 | 6.1 | 10.8 | 11.8 | 1.0 | 0.4 | 3.1 |
| School size | | | | | | | | | |
| Less than 150 | 23.3 | 6.4 | 53.1 | 8.4 | 13.3 | 17.9 | 1.5 | 1.3 | 4.4 |
| 150 to 499 | 18.8 | 5.6 | 71.6 | 7.1 | 7.1 | 9.7 | 1.7 | 0.4 | 2.5 |
| 500 to 749 | 11.9 | 3.2 | 73.5 | 7.9 | 8.7 | 7.0 | — | 0.0 | 2.5 |
| 750 or more | 11.1 | 3.1 | 71.5 | 5.6 | 15.3 | 7.3 | — | — | 0.0 |
| Suburban | 15.7 | 4.3 | 72.7 | 3.2 | 7.0 | 9.5 | 1.2 | 1.1 | 5.3 |
| School level | | | | | | | | | |
| Elementary | 17.6 | 4.5 | 71.7 | 2.0 | 6.9 | 11.6 | 1.4 | 0.7 | 5.7 |
| Secondary | 11.6 | 3.5 | 73.5 | 2.3 | 10.7 | 7.0 | 0.0 | — | — |
| Combined | 15.4 | 4.3 | 74.5 | 6.3 | 5.9 | 5.8 | 1.3 | 0.6 | 5.6 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 15.9 | 4.2 | 70.3 | 3.2 | 7.4 | 11.7 | 1.0 | 1.5 | 5.0 |
| 20% or more | 14.9 | 4.4 | 81.1 | 3.2 | 5.7 | 1.8 | 2.0 | — | 6.2 |
| School size | | | | | | | | | |
| Less than 150 | 21.5 | 5.7 | 71.3 | 2.7 | 5.2 | 9.3 | 2.0 | 2.5 | 6.9 |
| 150 to 499 | 15.5 | 4.3 | 74.5 | 3.1 | 8.1 | 10.1 | 0.5 | 0.4 | 3.3 |
| 500 to 749 | 14.7 | 3.9 | 69.9 | 5.8 | 5.8 | 7.4 | 0.0 | — | 11.2 |
| 750 or more | 12.9 | 3.4 | 70.0 | 2.9 | 9.5 | 9.2 | 4.1 | 0.9 | 3.4 |
| Rural—small city | 18.3 | 6.4 | 60.4 | 6.1 | 11.0 | 15.4 | 2.7 | 1.5 | 2.9 |
| School level | | | | | | | | | |
| Elementary | 19.8 | 6.9 | 59.3 | 6.6 | 10.2 | 14.7 | 3.5 | 2.0 | 3.6 |
| Secondary | 13.3 | 5.6 | 73.9 | 5.3 | 12.0 | 5.4 | 0.0 | 1.8 | 1.6 |
| Combined | 18.2 | 6.0 | 59.5 | 5.1 | 12.3 | 18.7 | 1.9 | 0.5 | 1.9 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 17.8 | 6.4 | 59.3 | 6.2 | 11.3 | 16.5 | 2.7 | 1.4 | 2.7 |
| 20% or more | 21.4 | 6.1 | 68.2 | 5.0 | 8.9 | 7.4 | 2.8 | 2.7 | 4.9 |
| School size | | | | | | | | | |
| Less than 150 | 24.2 | 9.3 | 55.4 | 6.9 | 12.5 | 16.4 | 3.9 | 2.2 | 2.8 |
| 150 to 499 | 15.9 | 5.1 | 64.7 | 5.3 | 9.8 | 14.8 | 1.6 | 0.6 | 3.2 |
| 500 to 749 | — | — | — | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

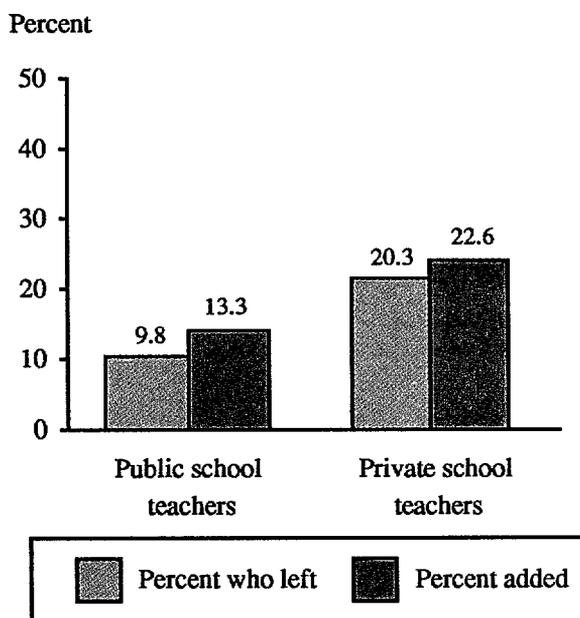
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Teacher Turnover

In addition to whether teachers are available in numbers adequate to fill available teaching positions, one might also question the stability or mobility of teaching staffs—that is, whether schools experience significant turnover among their teaching staffs from year to year. In the 1987–88 SASS Survey, school administrators were asked how many teachers had left or how many had joined their schools' staffs between October 1986 and October 1987. On average, 13 percent of the teachers in a school in 1986–87 left their school's staff between October 1986 and October 1987, and the teachers who had been hired between October 1986 and October 1987 amounted to 16 percent of the average school's 1986 staff (table 7.6). The proportions of teachers that left and that joined schools' staffs were greater in the private sector than in the public: an average of 20 percent of teachers in private schools left their schools, and an average of 23 percent were added to schools' staffs between fall 1986 and 1987. However, in public schools, 10 percent of teachers left their schools, and 13 percent were added (figure 7.6).

Comparisons among public schools in different types of communities revealed only one difference: whereas the average urban public school had lost 11 percent of its 1986 teachers by the fall of 1987, the average suburban public school had lost 9 percent of its 1986 teachers (table 7.6). Among all schools and in the public sector among all community types, the proportions of teachers who had been added to schools' staffs since the previous year were greater than the proportions who had left schools' staffs.

Figure 7.6—Average percentage of public and private school teachers who left and who were added to their schools' staffs between October 1986 and October 1987: 1987–88



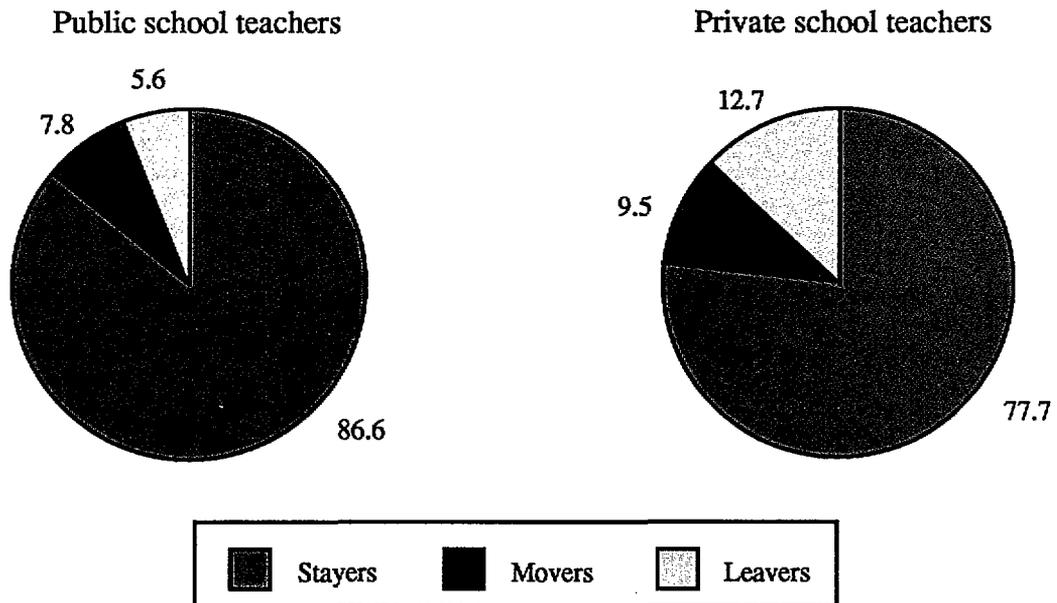
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, School Questionnaire.

Stayers, Movers, and Leavers

Turnover rates, expressed as the proportions of teachers that leave or join a school's staff in a given year, do not indicate whether teachers are moving to other schools or are leaving the teaching profession to engage in other activities. This final section discusses the proportions of teachers who had stayed in their 1987–88 schools (stayers), moved to other schools (movers), or left the teaching profession (leavers) at the time of the Teacher Followup Survey in 1988–89. It also presents data relevant to issues such as whether teachers in some teaching fields were more likely to stay, move, or leave than were other teachers; the reasons why movers moved and leavers left; the kinds of schools to which movers moved; the extent to which the incomes of stayers, movers, and leavers changed between the base year and follow-up surveys; and whether stayers, movers, or leavers were more or less satisfied with various characteristics of their respective professions at the time of the follow-up survey.

In 1988–89, 94 percent of all 1987–88 teachers remained in teaching, and 6 percent had left the profession (table 7.7, figure 7.7). Among those who remained in teaching, 91 percent had not changed schools, and 9 percent had moved to another school. Private school teachers were more likely to leave the profession than were public school teachers: 13 percent of private school teachers left between 1987–88 and 1988–89, compared with 6 percent of public school teachers. Private school teachers were also more likely than public school teachers to change schools: 10 percent of private school teachers moved to another school, compared with 8 percent of their public school counterparts. The proportion of teachers who moved did not vary with community type in either sector. When teachers were classified among 18 teaching fields, the proportions of stayers, movers, and leavers did not vary among teaching fields in either the public or the private sector (table 7.8).

Figure 7.7—Percentage of 1987–88 public and private school teachers who stayed in their 1987–88 schools (stayers), moved to different schools (movers), or left teaching (leavers), by 1988–89: 1987–88 and 1988–89



SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89.

Table 7.6—Average percentage of teachers who left (separations) and who were added (additions) to schools' staffs between October 1986 and October 1987, by selected school characteristics: 1987-88

| | Separations | Additions |
|---------------------|-------------|-----------|
| TOTAL | 12.5 | 15.6 |
| PUBLIC | 9.8 | 13.3 |
| Urban | 10.6 | 14.8 |
| School level | | |
| Elementary | 10.8 | 13.4 |
| Secondary | 9.6 | 18.8 |
| Combined | 12.8 | 18.4 |
| Minority enrollment | | |
| Less than 20% | 9.9 | 13.4 |
| 20% or more | 10.9 | 15.3 |
| School size | | |
| Less than 150 | 17.6 | 20.7 |
| 150 to 499 | 12.2 | 15.5 |
| 500 to 749 | 9.3 | 10.9 |
| 750 or more | 8.7 | 17.1 |
| Suburban | 9.2 | 14.7 |
| School level | | |
| Elementary | 9.8 | 17.1 |
| Secondary | 7.3 | 8.0 |
| Combined | 9.8 | 11.2 |
| Minority enrollment | | |
| Less than 20% | 8.3 | 15.2 |
| 20% or more | 10.9 | 13.7 |
| School size | | |
| Less than 150 | 9.4 | 10.0 |
| 150 to 499 | 10.3 | 16.9 |
| 500 to 749 | 7.8 | 15.6 |
| 750 or more | 8.8 | 10.6 |
| Rural—small city | 9.7 | 12.3 |
| School level | | |
| Elementary | 9.9 | 12.4 |
| Secondary | 8.7 | 11.7 |
| Combined | 11.5 | 12.7 |
| Minority enrollment | | |
| Less than 20% | 9.3 | 11.0 |
| 20% or more | 10.9 | 15.5 |
| School size | | |
| Less than 150 | 15.3 | 16.7 |
| 150 to 499 | 8.8 | 11.4 |
| 500 to 749 | 8.5 | 10.6 |
| 750 or more | 8.6 | 13.3 |

Table 7.6—Average percentage of teachers who left (separations) and who were added (additions) to schools' staffs between October 1986 and October 1987, by selected school characteristics: 1987-88—continued

| | Separations | Additions |
|---------------------|-------------|-----------|
| PRIVATE | 20.3 | 22.6 |
| Urban | 20.7 | 23.2 |
| School level | | |
| Elementary | 22.6 | 23.9 |
| Secondary | 14.9 | 14.2 |
| Combined | 18.4 | 26.3 |
| Minority enrollment | | |
| Less than 20% | 19.4 | 22.3 |
| 20% or more | 22.4 | 24.4 |
| School size | | |
| Less than 150 | 23.3 | 27.9 |
| 150 to 499 | 20.2 | 21.6 |
| 500 to 749 | 13.5 | 13.2 |
| 750 or more | 11.9 | 12.4 |
| Suburban | 17.8 | 20.1 |
| School level | | |
| Elementary | 18.9 | 21.2 |
| Secondary | 12.9 | 14.3 |
| Combined | 16.8 | 19.2 |
| Minority enrollment | | |
| Less than 20% | 17.3 | 19.4 |
| 20% or more | 19.5 | 22.1 |
| School size | | |
| Less than 150 | 21.1 | 24.3 |
| 150 to 499 | 16.0 | 17.9 |
| 500 to 749 | 14.5 | 15.7 |
| 750 or more | 12.2 | 12.6 |
| Rural—small city | 21.1 | 23.3 |
| School level | | |
| Elementary | 21.2 | 22.4 |
| Secondary | 17.2 | 15.6 |
| Combined | 21.7 | 26.5 |
| Minority enrollment | | |
| Less than 20% | 21.2 | 23.6 |
| 20% or more | 20.5 | 20.7 |
| School size | | |
| Less than 150 | 23.9 | 26.4 |
| 150 to 499 | 15.8 | 17.4 |
| 500 to 749 | — | — |
| 750 or more | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987-88 (School Questionnaire).

Table 7.7—Percentage of 1987–88 teachers who were still teaching in 1988–89; of those still teaching, percentage who stayed in the same school and who changed schools; and percentage of 1987–88 teachers who remained in their schools (stayers), changed schools (movers), or left teaching (leavers), by selected school characteristics: 1988–89

| | Still teaching | Of those still teaching | | Leavers | Stayers | Movers |
|---------------------|----------------|-------------------------|--------|---------|---------|--------|
| | | Stayers | Movers | | | |
| TOTAL | 93.6 | 91.4 | 8.6 | 6.4 | 85.6 | 8.0 |
| PUBLIC | 94.4 | 91.7 | 8.3 | 5.6 | 86.6 | 7.8 |
| Urban | 95.0 | 90.2 | 9.8 | 5.0 | 85.6 | 9.3 |
| School level | | | | | | |
| Elementary | 94.5 | 89.0 | 11.0 | 5.5 | 84.1 | 10.4 |
| Secondary | 95.6 | 91.4 | 8.6 | 4.4 | 87.4 | 8.2 |
| Combined | 96.6 | 96.2 | 3.8 | 3.4 | 92.9 | 3.7 |
| Minority enrollment | | | | | | |
| Less than 20% | 94.5 | 90.8 | 9.2 | 5.5 | 85.8 | 8.7 |
| 20% or more | 95.1 | 90.0 | 10.0 | 4.9 | 85.6 | 9.5 |
| School size | | | | | | |
| Less than 150 | 96.6 | — | — | 3.4 | 75.8 | 20.8 |
| 150 to 499 | 95.9 | 89.9 | 10.1 | 4.1 | 86.2 | 9.7 |
| 500 to 749 | 93.0 | 89.4 | 10.6 | 7.0 | 83.1 | 9.9 |
| 750 or more | 95.5 | 91.1 | 8.9 | 4.5 | 87.0 | 8.5 |
| Suburban | 94.7 | 93.0 | 7.0 | 5.3 | 88.1 | 6.6 |
| School level | | | | | | |
| Elementary | 94.9 | 92.1 | 7.9 | 5.1 | 87.3 | 7.5 |
| Secondary | 94.7 | 94.2 | 5.8 | 5.3 | 89.2 | 5.5 |
| Combined | 91.9 | — | — | 8.1 | 88.1 | 3.8 |
| Minority enrollment | | | | | | |
| Less than 20% | 94.7 | 94.1 | 5.9 | 5.3 | 89.1 | 5.6 |
| 20% or more | 94.8 | 90.7 | 9.3 | 5.2 | 85.9 | 8.8 |
| School size | | | | | | |
| Less than 150 | — | — | — | — | — | — |
| 150 to 499 | 93.0 | 93.8 | 6.2 | 7.0 | 87.2 | 5.7 |
| 500 to 749 | 95.9 | 92.0 | 8.0 | 4.1 | 88.2 | 7.7 |
| 750 or more | 95.1 | 93.0 | 7.0 | 4.9 | 88.5 | 6.6 |
| Rural—small city | 94.5 | 92.0 | 8.0 | 5.5 | 87.0 | 7.5 |
| School level | | | | | | |
| Elementary | 95.0 | 91.0 | 9.0 | 5.0 | 86.5 | 8.5 |
| Secondary | 94.1 | 93.5 | 6.5 | 5.9 | 88.0 | 6.1 |
| Combined | 92.3 | 93.0 | 7.0 | 7.7 | 85.8 | 6.5 |
| Minority enrollment | | | | | | |
| Less than 20% | 94.6 | 92.0 | 8.0 | 5.4 | 86.9 | 7.6 |
| 20% or more | 94.4 | 92.3 | 7.7 | 5.6 | 87.1 | 7.3 |
| School size | | | | | | |
| Less than 150 | 95.5 | 90.3 | 9.7 | 4.5 | 86.2 | 9.2 |
| 150 to 499 | 94.5 | 91.1 | 8.9 | 5.5 | 86.1 | 8.4 |
| 500 to 749 | 94.2 | 93.5 | 6.5 | 5.8 | 88.1 | 6.1 |
| 750 or more | 94.5 | 93.0 | 7.0 | 5.5 | 87.9 | 6.6 |

Table 7.7—Percentage of 1987–88 teachers who were still teaching in 1988–89; of those still teaching, percentage who stayed in the same school and who changed schools; and percentage of 1987–88 teachers who remained in their schools (stayers), changed schools (movers), or left teaching (leavers), by selected school characteristics: 1988–89—continued

| | Still teaching | Of those still teaching | | Leavers | Stayers | Movers |
|---------------------|----------------|-------------------------|--------|---------|---------|--------|
| | | Stayers | Movers | | | |
| PRIVATE | 87.3 | 89.1 | 10.9 | 12.7 | 77.7 | 9.5 |
| Urban | 86.7 | 89.3 | 10.7 | 13.3 | 77.3 | 9.3 |
| School level | | | | | | |
| Elementary | 88.1 | 86.1 | 13.9 | 11.9 | 75.7 | 12.2 |
| Secondary | 83.4 | 92.4 | 7.6 | 16.6 | 77.0 | 6.4 |
| Combined | 86.6 | 94.1 | 5.9 | 13.4 | 81.4 | 5.1 |
| Minority enrollment | | | | | | |
| Less than 20% | 88.1 | 91.2 | 8.8 | 11.9 | 80.3 | 7.7 |
| 20% or more | 83.7 | 85.3 | 14.7 | 16.3 | 71.3 | 12.3 |
| School size | | | | | | |
| Less than 150 | 85.0 | 83.4 | 16.6 | 15.0 | 70.9 | 14.2 |
| 150 to 499 | 86.6 | 87.6 | 12.4 | 13.4 | 75.7 | 10.7 |
| 500 to 749 | 91.1 | 93.3 | 6.7 | 8.9 | 85.1 | 6.1 |
| 750 or more | 83.5 | 97.4 | 2.6 | 16.5 | 81.3 | 2.2 |
| Suburban | 89.9 | 91.8 | 8.2 | 10.1 | 82.6 | 7.4 |
| School level | | | | | | |
| Elementary | 90.0 | 92.5 | 7.5 | 10.0 | 83.3 | 6.8 |
| Secondary | 92.0 | 91.1 | 8.9 | 8.0 | 83.8 | 8.2 |
| Combined | 88.6 | 91.3 | 8.7 | 11.4 | 80.8 | 7.7 |
| Minority enrollment | | | | | | |
| Less than 20% | 91.1 | 92.4 | 7.6 | 8.9 | 84.2 | 6.9 |
| 20% or more | 85.1 | 89.4 | 10.6 | 14.9 | 76.1 | 9.0 |
| School size | | | | | | |
| Less than 150 | 81.6 | 83.8 | 16.2 | 18.4 | 68.4 | 13.2 |
| 150 to 499 | 91.5 | 93.1 | 6.9 | 8.5 | 85.2 | 6.4 |
| 500 to 749 | 94.3 | 95.4 | 4.6 | 5.7 | 90.0 | 4.3 |
| 750 or more | 88.6 | 91.2 | 8.8 | 11.4 | 80.8 | 7.8 |
| Rural—small city | 84.9 | 86.0 | 14.0 | 15.1 | 73.0 | 11.9 |
| School level | | | | | | |
| Elementary | 85.9 | 85.3 | 14.7 | 14.1 | 73.3 | 12.7 |
| Secondary | 93.7 | 93.1 | 6.9 | 6.3 | 87.2 | 6.5 |
| Combined | 76.1 | 81.4 | 18.6 | 23.9 | 61.9 | 14.2 |
| Minority enrollment | | | | | | |
| Less than 20% | 85.4 | 87.8 | 12.2 | 14.6 | 75.0 | 10.4 |
| 20% or more | 81.0 | 72.0 | 28.0 | 19.0 | 58.3 | 22.6 |
| School size | | | | | | |
| Less than 150 | 77.0 | 75.3 | 24.7 | 23.0 | 58.0 | 19.0 |
| 150 to 499 | 89.1 | 90.7 | 9.3 | 10.9 | 80.7 | 8.3 |
| 500 to 749 | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire) and Teacher Followup Survey, 1988–89.

Table 7.8—Percentages of teachers who were teaching in 1987–88 who were still teaching in 1988–89; percentages of those who stayed in the same school or changed schools; and percentage who left teaching by sector, by teaching field: 1988–89

| | Public | | | | Private | | | |
|-------------------------|----------------|-------------------------|--------|---------|----------------|-------------------------|--------|---------|
| | Still teaching | Of those still teaching | | Leavers | Still teaching | Of those still teaching | | Leavers |
| | | Stayers | Movers | | | Stayers | Movers | |
| TOTAL | 94.4 | 91.7 | 8.3 | 5.6 | 87.3 | 89.1 | 10.9 | 12.7 |
| Kindergarten | 96.9 | 93.6 | 6.4 | 3.1 | 89.5 | 90.9 | 9.1 | 10.5 |
| General elementary | 94.4 | 90.5 | 9.5 | 5.6 | 88.1 | 86.4 | 13.6 | 11.9 |
| Basic skills/remedial | 97.0 | 88.8 | 11.2 | 3.0 | — | — | — | — |
| Gifted | 95.5 | 93.5 | 6.5 | 4.5 | — | — | — | — |
| Bilingual/ESL | 91.9 | 85.1 | 14.9 | 8.1 | — | — | — | — |
| English/language arts | 92.4 | 93.3 | 6.7 | 7.6 | 83.2 | 91.1 | 8.9 | 16.8 |
| Math/computer science | 94.6 | 93.4 | 6.6 | 5.4 | 86.3 | 88.2 | 11.8 | 13.7 |
| Foreign language | 95.4 | 94.9 | 5.1 | 4.6 | 81.8 | 95.5 | 4.5 | 18.2 |
| Social studies | 95.0 | 95.1 | 4.9 | 5.0 | 91.6 | 94.6 | 5.4 | 8.4 |
| Science | 94.6 | 94.4 | 5.6 | 5.4 | 90.8 | 90.4 | 9.6 | 9.2 |
| Other special areas | 95.6 | 92.0 | 8.0 | 4.4 | 87.8 | 90.1 | 9.9 | 12.2 |
| Mentally retarded | 87.4 | 86.4 | 13.6 | 12.6 | — | — | — | — |
| Emotionally disturbed | 94.7 | 84.3 | 15.7 | 5.3 | — | — | — | — |
| Learning disabled | 95.7 | 86.5 | 13.5 | 4.3 | 92.4 | — | — | 7.6 |
| Speech/hearing impaired | 85.8 | 83.4 | 16.6 | 14.2 | — | — | — | — |
| Other special education | 94.1 | 89.5 | 10.5 | 5.9 | — | — | — | — |
| Vocational education | 93.3 | 97.4 | 2.6 | 6.7 | — | — | — | — |
| All others | 94.5 | 88.8 | 11.2 | 5.5 | 68.4 | — | — | 31.6 |

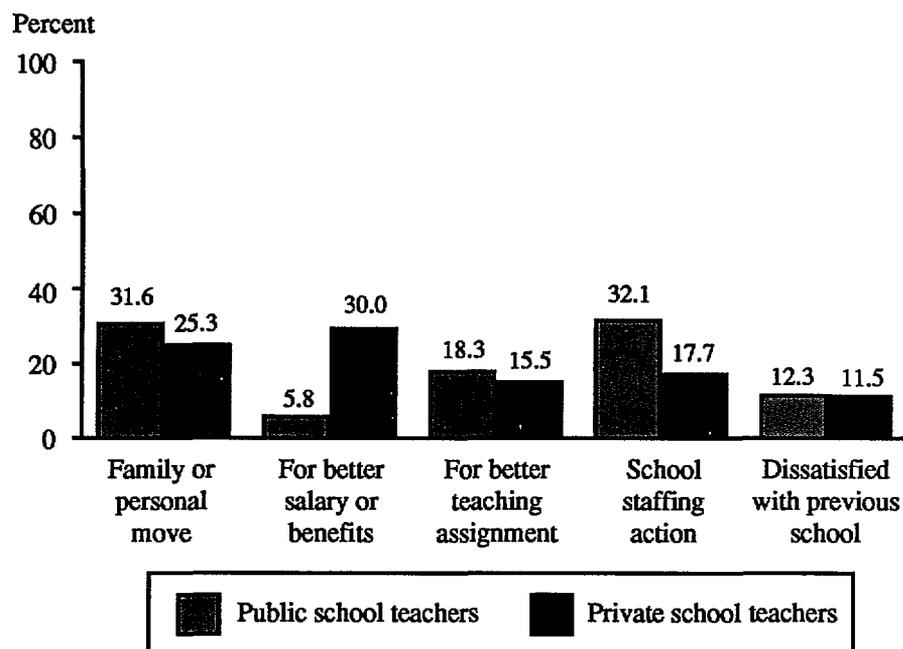
—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89.

Public and private school teachers differed in their reported primary reasons for moving as well.¹⁹ Public school teachers were more likely to indicate that they changed schools because of family or personal moves or school staffing actions (reduction-in-force, lay-off, school closing, school reorganization, or reassignment) than because they wanted better teaching assignments, were dissatisfied with their previous schools, or wanted to improve their salaries or benefits (figure 7.8).

In contrast, private school teachers were more likely to indicated that they moved to improve their salaries or benefits than because of school staffing actions, desires for better assignments, or dissatisfaction with their previous schools (table 7.9). Within the public sector, teachers in rural–small city schools were more likely to make a family or personal move or to move in order to improve their salaries or benefits than were teachers in urban schools. In addition, teachers in urban schools were more likely than teachers in rural–small city schools to move because of dissatisfaction with their old schools.

Figure 7.8—Percentage distribution of teachers who changed schools (movers) between 1987–88 and 1988–89 school sector in 1987–88 and primary reason for moving: 1987–88 and 1988–89



SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89.

¹⁹ Teachers were asked to select from a list of five reasons for moving their main, second, and third reasons. Table 7.9 presents data concerning teachers' main reasons, but not their second or third reasons.

Table 7.9—Percentage of teachers who changed schools (movers) and percentage distribution of movers by main reason for moving, by selected school characteristics: 1988–89

| | Movers | Reason for moving | | | | |
|---------------------|--------|---------------------|---------------------|----------------------|--------------------------|------------------------------|
| | | Family/ personal | Salary/ benefits | Better assignment | Schl. staffing action | Dissatisf. previous schl. |
| TOTAL | 8.0 | 30.7 | 9.1 | 17.9 | 30.1 | 12.2 |
| PUBLIC | 7.8 | 31.6 | 5.8 | 18.3 | 32.1 | 12.3 |
| Urban | 9.3 | 23.3 | 2.8 | 19.3 | 36.3 | 18.4 |
| School level | | | | | | |
| Elementary | 10.4 | 28.7 | 1.1 | 18.2 | 30.1 | 21.9 |
| Secondary | 8.2 | 12.2 | 6.5 | 18.9 | 50.8 | 11.6 |
| Combined | 3.7 | — | — | — | — | — |
| Minority enrollment | | | | | | |
| Less than 20% | 8.7 | 19.2 | 0.8 | 17.6 | 48.3 | 14.0 |
| 20% or more | 9.5 | 24.5 | 3.4 | 19.7 | 32.7 | 19.6 |
| School size | | | | | | |
| Less than 150 | 20.8 | — | — | — | — | — |
| 150 to 499 | 9.7 | 23.4 | — | 23.8 | 35.0 | 15.4 |
| 500 to 749 | 9.9 | 32.2 | — | 13.2 | 37.1 | 16.3 |
| 750 or more | 8.5 | 17.1 | 4.2 | 17.7 | 38.7 | 22.2 |
| Suburban | 6.6 | 26.7 | 3.2 | 19.1 | 38.2 | 12.8 |
| School level | | | | | | |
| Elementary | 7.5 | 30.0 | 2.1 | 20.8 | 36.0 | 11.1 |
| Secondary | 5.5 | 21.0 | 3.8 | 13.6 | 44.4 | 17.2 |
| Combined | 3.8 | — | — | — | — | — |
| Minority enrollment | | | | | | |
| Less than 20% | 5.6 | 19.7 | 4.1 | 20.9 | 43.6 | 11.7 |
| 20% or more | 8.8 | 35.6 | 2.1 | 16.8 | 31.2 | 14.3 |
| School size | | | | | | |
| Less than 150 | — | — | — | — | — | — |
| 150 to 499 | 5.7 | 16.6 | 4.1 | 21.1 | 43.5 | 14.7 |
| 500 to 749 | 7.7 | 35.9 | 2.4 | 16.4 | 37.8 | 7.5 |
| 750 or more | 6.6 | 26.3 | 1.9 | 19.9 | 35.9 | 16.0 |
| Rural—small city | 7.5 | 38.3 | 7.6 | 17.6 | 28.2 | 8.3 |
| School level | | | | | | |
| Elementary | 8.5 | 39.7 | 6.6 | 17.5 | 28.3 | 7.9 |
| Secondary | 6.1 | 35.3 | 6.6 | 18.4 | 30.7 | 9.0 |
| Combined | 6.5 | 33.5 | 22.9 | 16.2 | 16.7 | 10.7 |
| Minority enrollment | | | | | | |
| Less than 20% | 7.6 | 34.1 | 8.2 | 19.4 | 30.2 | 8.1 |
| 20% or more | 7.3 | 47.0 | 6.3 | 13.9 | 24.1 | 8.8 |
| School size | | | | | | |
| Less than 150 | 9.2 | 25.8 | 7.2 | 18.9 | 33.3 | 14.7 |
| 150 to 499 | 8.4 | 45.4 | 8.0 | 16.2 | 23.8 | 6.6 |
| 500 to 749 | 6.1 | 33.2 | 7.5 | 20.1 | 31.5 | 7.7 |
| 750 or more | 6.6 | 28.0 | 6.5 | 18.3 | 35.6 | 11.7 |

Table 7.9—Percentage of teachers who changed schools (movers) and percentage distribution of movers by main reason for moving, by selected school characteristics: 1988–89—continued

| | Movers | Reason for moving | | | | |
|---------------------|--------|---------------------|---------------------|----------------------|--------------------------|------------------------------|
| | | Family/ personal | Salary/ benefits | Better assignment | Schl. staffing action | Dissatisf. previous schl. |
| PRIVATE | 9.5 | 25.3 | 30.0 | 15.5 | 17.7 | 11.5 |
| Urban | 9.3 | 20.5 | 33.7 | 9.8 | 20.6 | 15.4 |
| School level | | | | | | |
| Elementary | 12.2 | 22.6 | 33.4 | 8.4 | 21.9 | 13.6 |
| Secondary | 6.4 | — | — | — | — | — |
| Combined | 5.1 | 24.1 | 42.6 | — | 14.8 | 16.5 |
| Minority enrollment | | | | | | |
| Less than 20% | 7.7 | 21.8 | 30.0 | 9.8 | 26.4 | 12.0 |
| 20% or more | 12.3 | 18.8 | 38.5 | 9.9 | 13.2 | 19.6 |
| School size | | | | | | |
| Less than 150 | 14.2 | 28.9 | 38.4 | 8.3 | 12.7 | 11.7 |
| 150 to 499 | 10.7 | 17.2 | 36.4 | 8.9 | 24.2 | 13.3 |
| 500 to 749 | 6.1 | — | — | — | — | — |
| 750 or more | 2.2 | — | — | — | — | — |
| Suburban | 7.4 | 26.3 | 33.3 | 16.4 | 7.1 | 16.8 |
| School level | | | | | | |
| Elementary | 6.8 | 22.1 | 45.4 | 17.9 | — | 12.6 |
| Secondary | 8.2 | — | — | — | — | — |
| Combined | 7.7 | 21.9 | 25.3 | 16.3 | 8.3 | 28.2 |
| Minority enrollment | | | | | | |
| Less than 20% | 6.9 | 29.0 | 35.8 | 19.9 | 8.4 | 6.9 |
| 20% or more | 9.0 | — | — | — | — | — |
| School size | | | | | | |
| Less than 150 | 13.2 | 22.9 | 21.4 | 25.0 | 11.5 | 19.3 |
| 150 to 499 | 6.4 | 18.6 | 46.1 | 15.5 | 0.0 | 19.8 |
| 500 to 749 | 4.3 | — | — | — | — | — |
| 750 or more | 7.8 | — | — | — | — | — |
| Rural—small city | 11.9 | 22.6 | 22.8 | 24.4 | 24.0 | 6.3 |
| School level | | | | | | |
| Elementary | 12.7 | 21.1 | 27.5 | 16.8 | 30.8 | 3.8 |
| Secondary | 6.5 | — | — | — | — | — |
| Combined | 14.2 | 24.9 | 15.7 | 40.5 | 11.3 | 7.5 |
| Minority enrollment | | | | | | |
| Less than 20% | 10.4 | 24.3 | 23.8 | 15.1 | 28.8 | 8.0 |
| 20% or more | 22.6 | 16.4 | 19.0 | 57.5 | 7.0 | — |
| School size | | | | | | |
| Less than 150 | 19.0 | 20.0 | 14.0 | 29.0 | 33.0 | 4.0 |
| 150 to 499 | 8.3 | 24.6 | 31.9 | 20.3 | 12.9 | 10.3 |
| 500 to 749 | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — |

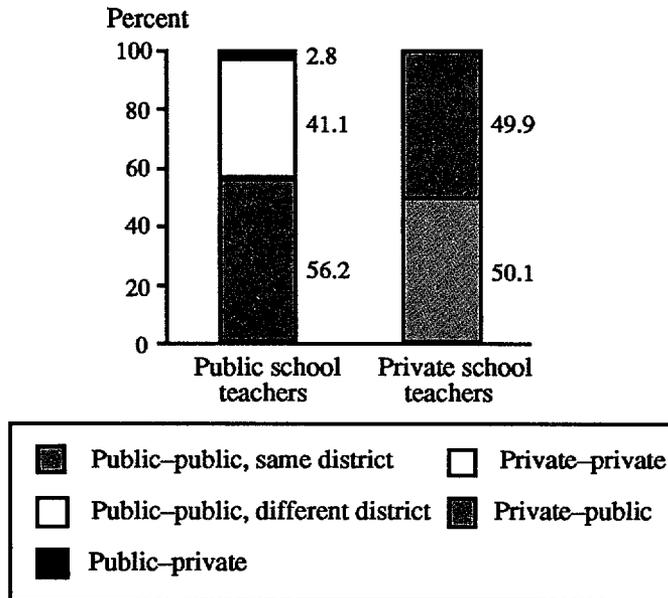
—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire) and Teacher Followup Survey, 1988–89.

Types of Moves

It is interesting to note the kinds of schools to which teachers moved. Public school teachers who moved were far more likely to choose a public school than a private school as their new place of work (table 7.10, figure 7.9). In 1988–89, 56 percent of public school teachers who moved went to another school in the same district where they had worked during 1987–88; 41 percent went to a public school in another district; and 3 percent went to private schools. In contrast, one-half of private school movers obtained positions in public schools, and the same proportion stayed in the private sector. Among public school movers, teachers in rural–small city schools were more likely than their counterparts in urban or suburban schools to move to a public school in another school district.

Figure 7.9—Percentage distribution of teachers who changed schools (movers), by sector in 1987-88 and type of move: 1987–88 and 1988–89

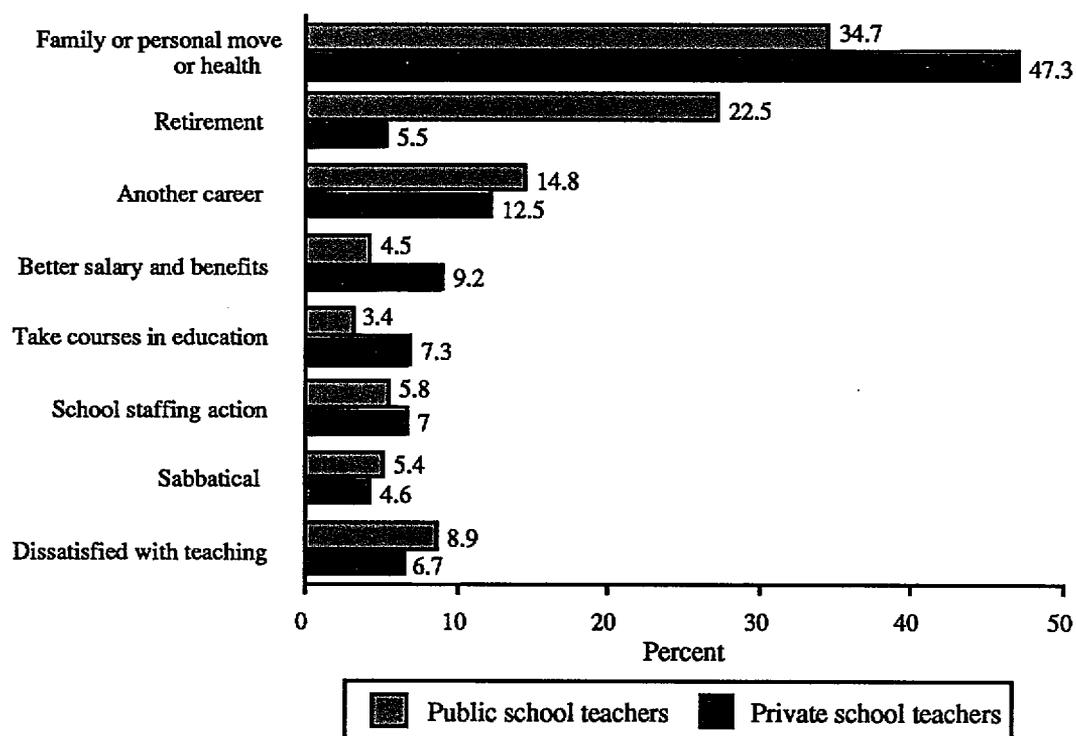


SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89.

Reasons for Leaving Teaching

The reasons why teachers leave teaching altogether are also of interest.²⁰ Understanding why teachers leave the profession may help policymakers improve the working conditions of teachers or make other changes that will encourage talented people both to become teachers and to remain in the profession. Teachers were more likely to report leaving teaching because of a family or personal move or because of their health than for any of the other reasons included in the survey—38 percent of leavers left for such reasons (table 7.11). The next most common reason for leaving was retirement, which accounted for 19 percent of the leavers. Fourteen percent of teachers left to pursue careers outside of education, 8 percent because they were dissatisfied with teaching, 6 percent because of school staffing policies, 5 percent to obtain better salaries or benefits, 5 percent to take a sabbatical, and 4 percent to obtain the education necessary to pursue another career in education. Private school teachers were more likely to leave teaching and were more likely to leave for a family or personal move or for health reasons than were public school teachers (figure 7.10). Nearly one-half (47 percent) of private school leavers left to make a family or personal move or for health reasons, compared with 35 percent of public school leavers. Private school leavers were also more likely than their public school counterparts to leave to obtain better salaries, benefits, or to pursue other careers in education by taking courses. Public school leavers were more likely than those in private school to have retired: 23 percent of public school leavers retired, compared with 6 percent of private school leavers.

Figure 7.10—Percentage distribution of public and private school teachers who left teaching (leavers), by main reason for leaving: 1987–88 and 1988–89



SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89.

²⁰ Like movers, leavers were asked to provide three reasons for leaving the profession. Table 7.11 presents estimates of the proportions of teachers who chose various reasons for leaving as their primary reasons, but not their secondary or tertiary ones.

Table 7.10—Percentage of teachers who changed schools (movers) and percentage distribution of movers by type of move, by selected characteristics of 1987–88 schools: 1988–89

| | Public-public same district | Public-public different district | Public to private |
|-------------------------|--------------------------------|-------------------------------------|----------------------|
| PUBLIC | 56.2 | 41.1 | 2.8 |
| Urban | 71.6 | 26.0 | 2.3 |
| School level | | | |
| Elementary | 69.3 | 28.6 | 2.1 |
| Secondary | 78.0 | 19.3 | — |
| Combined | — | — | — |
| Minority enrollment | | | |
| Less than 20% | 82.6 | 17.1 | — |
| 20% or more | 68.4 | 28.7 | 2.9 |
| School size | | | |
| Less than 150 | — | — | — |
| 150 to 499 | 78.5 | 20.5 | 1.0 |
| 500 to 749 | 70.0 | 29.3 | — |
| 750 or more | 69.1 | 26.7 | 4.2 |
| Suburban | 65.9 | 30.9 | 3.2 |
| School level | | | |
| Elementary | 65.8 | 32.6 | 1.6 |
| Secondary | 65.8 | 29.1 | 5.1 |
| Combined | — | — | — |
| Minority enrollment | | | |
| Less than 20% | 69.2 | 28.6 | 2.2 |
| 20% or more | 61.6 | 33.8 | 4.6 |
| School size | | | |
| Less than 150 | — | — | — |
| 150 to 499 | 68.8 | 31.2 | 0.0 |
| 500 to 749 | 65.0 | 30.7 | 4.3 |
| 750 or more | 65.4 | 31.5 | 3.1 |
| Rural—small city | 44.1 | 53.4 | 2.5 |
| School level | | | |
| Elementary | 50.1 | 47.6 | 2.3 |
| Secondary | 30.9 | 67.1 | 2.0 |
| Combined | 23.8 | 69.1 | 7.1 |
| Minority enrollment | | | |
| Less than 20% | 47.9 | 49.9 | 2.2 |
| 20% or more | 36.2 | 60.6 | 3.3 |
| School size | | | |
| Less than 150 | 37.9 | 54.5 | 7.6 |
| 150 to 499 | 43.0 | 55.5 | 1.4 |
| 500 to 749 | 47.1 | 48.8 | 4.1 |
| 750 or more | 47.0 | 51.7 | 1.3 |

Table 7.10—Percentage of teachers who changed schools (movers) and percentage distribution of movers by type of move, by selected characteristics of 1987–88 schools: 1987–88 and 1988–89—continued

| | Private to public | Private to private |
|---------------------|----------------------|-----------------------|
| PRIVATE | 49.9 | 50.1 |
| Urban | 45.1 | 54.9 |
| School level | | |
| Elementary | 43.4 | 56.6 |
| Secondary | — | — |
| Combined | 45.4 | 54.6 |
| Minority enrollment | | |
| Less than 20% | 40.7 | 59.3 |
| 20% or more | 50.6 | 49.4 |
| School size | | |
| Less than 150 | 49.0 | 51.0 |
| 150 to 499 | 45.4 | 54.6 |
| 500 to 749 | — | — |
| 750 or more | — | — |
| Suburban | 56.9 | 43.1 |
| School level | | |
| Elementary | 54.6 | 45.4 |
| Secondary | — | — |
| Combined | 64.9 | 35.1 |
| Minority enrollment | | |
| Less than 20% | 56.7 | 43.3 |
| 20% or more | — | — |
| School size | | |
| Less than 150 | 48.7 | 51.3 |
| 150 to 499 | 63.2 | 36.8 |
| 500 to 749 | — | — |
| 750 or more | — | — |
| Rural—small city | 50.6 | 49.4 |
| School level | | |
| Elementary | 36.6 | 63.4 |
| Secondary | — | — |
| Combined | 84.5 | 15.5 |
| Minority enrollment | | |
| Less than 20% | 43.1 | 56.9 |
| 20% or more | 76.2 | 23.8 |
| School size | | |
| Less than 150 | 52.1 | 47.9 |
| 150 to 499 | 47.4 | 52.6 |
| 500 to 749 | — | — |
| 750 or more | — | — |

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire) and Teacher Followup Survey, 1988–89.

Table 7.11—Percentage of teachers who left teaching (leavers) and percentage distribution of leavers by main reason for leaving, and by selected school characteristics: 1987–88 and 1988–89

| | Leavers | Reason for leaving | | | | | | | |
|---------------------|---------|---------------------|--------|---------------------------------|---------------------------------|------------------------------|------------------------------|--------------------|-------------------------------|
| | | Personal/ health | Retire | Pursue another career/ed. | Better salary or benefits | Courses for ed. career | School staffing action | Take sabbatical | Dissatis. with teaching |
| TOTAL | 6.4 | 37.6 | 18.6 | 14.3 | 5.6 | 4.3 | 6.1 | 5.2 | 8.4 |
| PUBLIC | 5.6 | 34.7 | 22.5 | 14.8 | 4.5 | 3.4 | 5.8 | 5.4 | 8.9 |
| Urban | 5.0 | 31.0 | 20.8 | 15.2 | 5.1 | 2.8 | 3.5 | 12.4 | 9.2 |
| School level | | | | | | | | | |
| Elementary | 5.5 | 35.8 | 19.3 | 15.9 | 2.0 | 2.5 | 2.6 | 15.1 | 6.8 |
| Secondary | 4.4 | 19.3 | 24.5 | 14.8 | 12.1 | 3.4 | 5.8 | 7.9 | 12.2 |
| Combined | 3.4 | — | — | — | — | — | — | — | — |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 5.5 | 52.1 | 19.2 | 11.2 | 3.0 | 1.7 | 1.2 | 3.7 | 8.0 |
| 20% or more | 4.9 | 23.3 | 21.4 | 16.7 | 5.8 | 3.2 | 4.4 | 15.6 | 9.6 |
| School size | | | | | | | | | |
| Less than 150 | 3.4 | — | — | — | — | — | — | — | — |
| 150 to 499 | 4.1 | 28.4 | 38.9 | 7.8 | — | 7.1 | 4.7 | 4.7 | 6.6 |
| 500 to 749 | 7.0 | 40.5 | 15.9 | 7.0 | — | — | 2.2 | 25.5 | 7.5 |
| 750 or more | 4.5 | 24.0 | 17.3 | 25.8 | 10.0 | 2.8 | 3.8 | 5.0 | 11.3 |
| Suburban | 5.3 | 38.9 | 15.3 | 17.8 | 5.2 | 3.4 | 9.2 | 4.2 | 6.0 |
| School level | | | | | | | | | |
| Elementary | 5.1 | 56.1 | 16.0 | 5.8 | 2.2 | 4.1 | 5.5 | 5.5 | 4.8 |
| Secondary | 5.3 | 16.7 | 15.7 | 28.8 | 10.5 | 2.7 | 14.5 | 2.6 | 8.6 |
| Combined | 8.1 | — | — | — | — | — | — | — | — |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 5.3 | 38.1 | 14.5 | 17.7 | 6.3 | 4.2 | 9.5 | 4.0 | 5.8 |
| 20% or more | 5.2 | 40.5 | 17.2 | 17.9 | 3.1 | 1.8 | 8.4 | 4.6 | 6.6 |
| School size | | | | | | | | | |
| Less than 150 | — | — | — | — | — | — | — | — | — |
| 150 to 499 | 7.0 | 50.8 | 16.0 | 13.8 | 3.7 | — | 5.5 | 3.9 | 4.5 |
| 500 to 749 | 4.1 | 50.0 | 18.3 | 12.8 | — | 4.8 | — | — | 7.8 |
| 750 or more | 4.9 | 21.4 | 13.5 | 25.2 | 8.6 | 4.2 | 15.4 | 5.0 | 6.8 |
| Rural—small city | 5.5 | 32.8 | 24.6 | 16.2 | 4.6 | 3.8 | 5.8 | 3.6 | 8.6 |
| School level | | | | | | | | | |
| Elementary | 5.0 | 36.9 | 29.2 | 11.9 | 3.3 | 3.2 | 3.4 | 4.6 | 7.5 |
| Secondary | 5.9 | 27.6 | 15.7 | 22.9 | 6.9 | 5.1 | 8.6 | 2.3 | 10.9 |
| Combined | 7.7 | 31.2 | 36.7 | 12.0 | 2.1 | 2.0 | 7.5 | 3.7 | 4.7 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 5.4 | 36.6 | 23.5 | 12.7 | 3.4 | 3.7 | 6.2 | 4.1 | 9.9 |
| 20% or more | 5.6 | 24.3 | 27.3 | 23.9 | 7.2 | 4.2 | 4.7 | 2.6 | 5.7 |
| School size | | | | | | | | | |
| Less than 150 | 4.5 | 48.0 | 13.1 | 11.9 | 8.1 | 1.6 | 5.5 | 3.5 | 8.3 |
| 150 to 499 | 5.5 | 33.6 | 29.1 | 10.7 | 3.1 | 4.3 | 7.3 | 3.3 | 8.7 |
| 500 to 749 | 5.8 | 33.6 | 25.8 | 18.6 | 3.5 | 3.4 | 4.4 | 4.1 | 6.6 |
| 750 or more | 5.5 | 25.8 | 16.2 | 26.7 | 8.5 | 3.8 | 4.2 | 3.8 | 11.0 |

Table 7.11—Percentage of teachers who left teaching (leavers) and percentage distribution of leavers by main reason for leaving, and by selected school characteristics: 1987–88 and 1988–89—continued

| | Leavers | Reason for leaving | | | | | | | Dissatis. with teaching |
|-------------------------|---------|---------------------|--------|---------------------------------|---------------------------------|------------------------------|------------------------------|--------------------|-------------------------------|
| | | Personal/ health | Retire | Pursue another career/ed. | Better salary or benefits | Courses for ed. career | School staffing action | Take sabbatical | |
| PRIVATE | 12.7 | 47.3 | 5.5 | 12.5 | 9.2 | 7.3 | 7.0 | 4.6 | 6.7 |
| Urban | 13.3 | 43.2 | 3.3 | 17.7 | 8.3 | 8.6 | 7.1 | 6.0 | 5.9 |
| School level | | | | | | | | | |
| Elementary | 11.9 | 39.5 | 3.8 | 14.5 | 14.3 | 13.3 | 4.9 | 2.5 | 7.1 |
| Secondary | 16.6 | 27.3 | 3.9 | 29.3 | 3.3 | 4.2 | 7.6 | 16.8 | 7.6 |
| Combined | 13.4 | 70.2 | — | 10.2 | — | 4.0 | 10.9 | 0.0 | 1.4 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 11.9 | 44.3 | 4.0 | 14.2 | 3.9 | 11.4 | 5.5 | 8.0 | 8.7 |
| 20% or more | 16.3 | 41.6 | 2.2 | 22.8 | 14.7 | 4.5 | 9.4 | 3.0 | — |
| School size | | | | | | | | | |
| Less than 150 | 15.0 | 31.5 | — | 33.9 | 6.5 | 2.7 | 19.9 | 4.5 | — |
| 150 to 499 | 13.4 | 46.0 | 3.7 | 11.1 | 8.6 | 12.1 | 2.2 | 8.8 | 7.6 |
| 500 to 749 | 8.9 | — | — | — | — | — | — | — | — |
| 750 or more | 16.5 | — | — | — | — | — | — | — | — |
| Suburban | 10.1 | 46.4 | 9.1 | 8.8 | 7.5 | 6.3 | 9.3 | 3.0 | 9.8 |
| School level | | | | | | | | | |
| Elementary | 10.0 | 43.6 | 8.7 | 15.3 | 9.7 | 9.4 | 5.8 | — | 6.5 |
| Secondary | 8.0 | — | — | — | — | — | — | — | — |
| Combined | 11.4 | 57.0 | — | — | — | — | 10.8 | 6.7 | — |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 8.9 | 47.4 | 6.0 | 8.4 | 8.4 | 8.8 | 13.0 | 2.0 | 5.9 |
| 20% or more | 14.9 | — | — | — | — | — | — | — | — |
| School size | | | | | | | | | |
| Less than 150 | 18.4 | 45.0 | — | 13.4 | 6.0 | — | 14.5 | — | — |
| 150 to 499 | 8.5 | 31.2 | 14.6 | 8.8 | 11.2 | 7.8 | 11.5 | 6.6 | 8.1 |
| 500 to 749 | 5.7 | — | — | — | — | — | — | — | — |
| 750 or more | 11.4 | — | — | — | — | — | — | — | — |
| Rural—small city | 15.1 | 56.4 | 6.2 | 8.1 | 10.4 | 6.6 | 5.3 | 3.0 | 3.9 |
| School level | | | | | | | | | |
| Elementary | 14.1 | 59.5 | 6.9 | 8.0 | 10.9 | 4.3 | 6.0 | 1.4 | 2.9 |
| Secondary | 6.3 | 36.7 | — | 7.2 | 31.4 | 6.5 | — | — | 11.1 |
| Combined | 23.9 | 56.3 | 6.4 | 8.4 | 5.5 | 9.5 | 4.2 | — | 3.9 |
| Minority enrollment | | | | | | | | | |
| Less than 20% | 14.6 | 53.3 | 7.2 | 8.9 | 11.1 | 5.5 | 6.0 | 3.6 | 4.4 |
| 20% or more | 19.0 | — | — | — | — | — | — | — | — |
| School size | | | | | | | | | |
| Less than 150 | 23.0 | 63.9 | 3.7 | 7.9 | 5.9 | 5.5 | 6.7 | 3.9 | 2.5 |
| 150 to 499 | 10.9 | 42.5 | 10.7 | 9.9 | 16.3 | 8.6 | 4.7 | — | 6.5 |
| 500 to 749 | — | — | — | — | — | — | — | — | — |
| 750 or more | — | — | — | — | — | — | — | — | — |

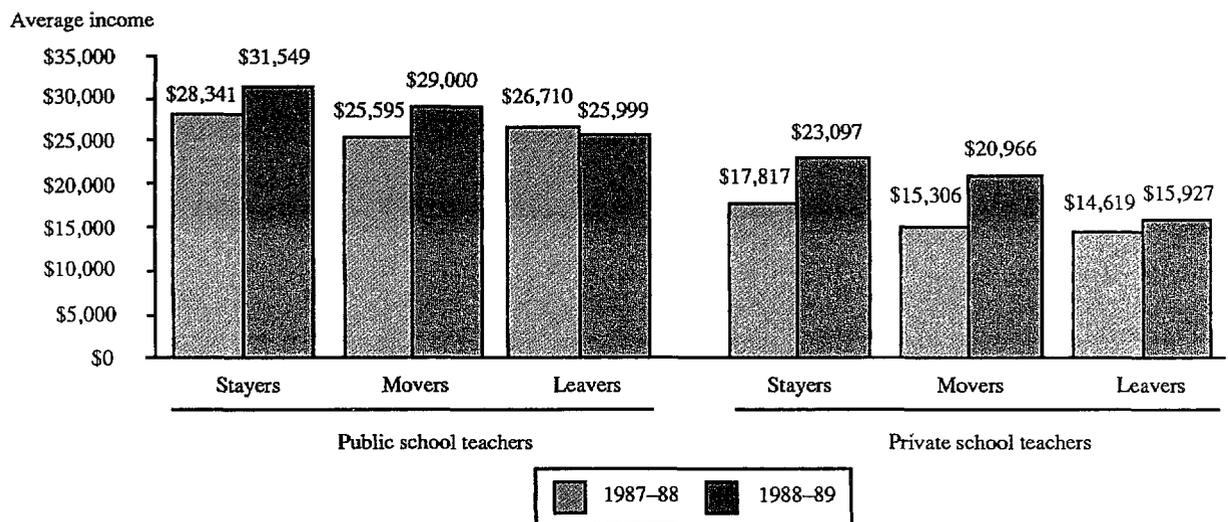
—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire) and Teacher Followup Survey, 1988–89.

Incomes of Stayers, Movers, and Leavers¹

In recent years, educators and policymakers have argued that, along with other reforms of schools and teaching, increasing teachers' salaries will attract more high-achieving college students and graduates to the profession and will encourage already practicing teachers to continue.²¹ Data from the Teacher Followup Survey permits comparisons of various measures of teacher compensation among stayers, movers, and employed leavers both before and after they decided to change schools or professions. Movers and employed leavers had similar total incomes in 1987–88, but both had lower incomes than stayers. Public school movers and employed leavers earned average incomes of \$25,595 and \$26,710, respectively, in 1987–88, compared with approximately \$28,341 for stayers (table 7.12, figure 7.11).²² In 1988–89, public school stayers earned an average of \$31,549, whereas employed leavers earned an average of \$25,999. Also in 1988–89, public school stayers received, on average, higher base salaries and total school incomes than did movers, although, on average, movers' total earned income did not differ from that of stayers or employed leavers. In the private sector, stayers earned more than both movers and employed leavers in 1987–88: stayers' total earned incomes averaged \$17,817, compared with averages of \$15,306 among movers and \$14,619 among employed leavers. In 1988–89, however, both stayers and movers earned more than employed leavers. Private school stayers and movers earned averages of \$23,097 and \$20,966, respectively, compared with employed leavers' average income of \$15,927.

Figure 7.11—Average 1987–88 and 1988–89 total income for public and private school teachers who were stayers, movers, and leavers: 1987–88 and 1988–89



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987–88, Teacher Questionnaire, and Teacher Followup Survey, 1988–89.

²¹ Carnegie Forum on Education and the Economy, *A Nation Prepared: Teachers for the 21st Century, The Report of the Task Force on Teaching as a Profession* (New York: The Carnegie Corporation, 1986); The Holmes Group, *Tomorrow's Teachers: A Report of the Holmes Group* (East Lansing, MI: Michigan State University, 1986).

²² With more sophisticated statistical techniques one could determine whether, for example, the differences between the incomes of movers, stayers, and leavers reflect differences in these teachers' age or amount of teaching experience rather than true differences in their schools' salary structures.

**Table 7.12—Average income of stayers, movers, and leavers, by sources of income:
1987–88 and 1988–89**

| | 1987–88 | | | 1988–89 | | |
|----------------|---------------------------|--------------------------------------|----------------------------|---------------------------|--------------------------------------|----------------------------|
| | Average base salary | Average total school income | Average total income | Average base salary | Average total school income | Average total income |
| PUBLIC | | | | | | |
| Stayers | \$26,033 | \$27,145 | \$28,341 | \$28,132 | \$29,271 | \$31,549 |
| Movers | 23,415 | 24,221 | 25,595 | 25,207 | 26,061 | 29,000 |
| Leavers | 24,473 | 25,337 | 26,710 | — | — | 25,999 |
| PRIVATE | | | | | | |
| Stayers | 16,088 | 16,930 | 17,817 | 18,245 | 18,610 | 23,097 |
| Movers | 13,731 | 14,523 | 15,306 | 17,182 | 18,176 | 20,966 |
| Leavers | 12,777 | 13,342 | 14,619 | — | — | 15,927 |

—Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (Teacher Questionnaire) and Teacher Followup Survey, 1988–89.

Job Satisfaction of Stayers, Movers, and Leavers

The proportion of stayers, movers, and leavers who were satisfied with various aspects of their jobs in 1988–89 varied both by whether teachers taught in public or private schools in 1987–88 and whether they were stayers, movers, or leavers in 1988–89 (table 7.13). Stayers in public schools were more likely than those in private schools to be satisfied with their salaries, benefits, and job security. However, stayers in private schools were more likely than their public school counterparts to be satisfied with the support and recognition they received from administrators and managers; the safety of their environment; the influence they exerted over policies and practices; the autonomy and control they wielded over their own work; the esteem with which society held their profession; the procedures for evaluating their work performance; their work loads; the availability of resources, materials, and equipment for doing their jobs; their general working conditions; and the intellectual challenge of their work.

Among movers, those who had been teaching in private schools in 1987–88 were more likely to be satisfied with their 1988–89 salaries, the opportunities that their new schools provided for advancement, the support and recognition they received for their work, the safety of their working environment, the influence they exerted over school policy, the autonomy and control they exerted over their work, the procedures used to evaluate their work, their work loads, the resources available to them, and their general working conditions, compared with those who had taught in public schools the previous year (table 7.13). Leavers differed by sector only in the proportion who were satisfied with the professional caliber of their colleagues: 90 percent of public school leavers were very or somewhat satisfied with the professional caliber of their colleagues in 1988–89, compared with 80 percent of private school leavers.

The proportions of public school stayers and movers who were very or somewhat satisfied with various aspects of their current positions differed from each other in three ways. Whereas 56 percent of public school stayers were very or somewhat satisfied with their salaries, 46 percent of movers reported these levels of satisfaction (table 7.13). Sixty-two percent of public school stayers were satisfied with the availability of resources for their work, compared with 54 percent of public school movers. Public school stayers were also more likely than public school movers to be satisfied with the security of their jobs: 90 percent of stayers were very or somewhat satisfied with their job security, compared with 80 percent of movers.

There were, however, several significant differences between public school leavers and public school stayers and movers. Of the 15 aspects of work surveyed, public school leavers who were employed outside the home were more likely than stayers and movers to be satisfied with all aspects of their 1988–89 jobs, with the exception of benefits, the professional caliber of their colleagues, job security, and the intellectual challenge of their work (table 7.13). Examples of such differences include the following: 73 percent of public school leavers were very or somewhat satisfied with their salaries, compared with 56 percent of public school stayers and 46 percent of public school movers. Ninety-one percent of public school leavers reported some satisfaction with the support and recognition they received from their administrators or managers, compared with 57 percent of public school stayers and 63 percent of public school movers did so. Leavers also were more likely to feel satisfied with the influence they exerted over policies and practices in their work: 89 percent of public school leavers were satisfied with this aspect of their current jobs, compared with 48 percent of stayers and 49 percent of movers. Seventy percent of public school leavers were satisfied with the esteem of society for their current professions, compared with 23 percent and 21 percent of public school stayers and movers, respectively, were very or somewhat satisfied with this esteem.

Private school teachers exhibited different patterns of satisfaction. Private school stayers were more likely than private school movers to be satisfied with the safety of their environments, the autonomy and control of their work, their general working conditions, and job security. Private school movers were more likely than private school stayers to be satisfied with their salaries and benefits (table 7.13). Among movers, 58 percent were satisfied with their salaries, and 67 percent with their benefits; among stayers, however, 42 percent were satisfied with salaries, and 54 percent with their benefits. Private school movers were also more likely than private school stayers to be satisfied with their opportunities for advancement in their new jobs.

Employed private school leavers were more likely than private school stayers to be very or somewhat satisfied with their salaries and benefits, the opportunity for advancement in their current jobs, the esteem of society for their professions, the availability of resources, and the general working conditions in their 1988–89 jobs (table 7.13). In addition, private school leavers were more likely than private school movers to report some satisfaction with the safety of their work environment, the esteem of society for their professions, their work loads, the availability of resources, their general working conditions, and their security in their 1988–89 jobs.

Table 7.13a—Percentage of stayers, movers, and leavers who were very or somewhat satisfied with various aspects of their current jobs: 1988–89

| | Salary | Benefits | Opport. for professional advancement | Support/ recogn. fr. managers | Safety of environment | Influence over policy and pract. | Autonomy or control over work | Profess. caliber of colleagues |
|----------------|--------|----------|--------------------------------------|-------------------------------|-----------------------|----------------------------------|-------------------------------|--------------------------------|
| PUBLIC | | | | | | | | |
| Stayers | 55.6 | 65.4 | 56.7 | 56.9 | 77.0 | 47.5 | 87.4 | 83.6 |
| Movers | 46.4 | 63.4 | 57.9 | 62.7 | 73.7 | 49.4 | 86.2 | 86.7 |
| Leavers | 73.1 | 69.4 | 79.3 | 90.9 | 88.9 | 88.5 | 95.5 | 90.2 |
| PRIVATE | | | | | | | | |
| Stayers | 41.5 | 53.5 | 60.1 | 79.7 | 93.2 | 72.1 | 96.7 | 87.8 |
| Movers | 57.8 | 66.7 | 69.1 | 72.6 | 86.6 | 71.5 | 91.8 | 85.7 |
| Leavers | 62.6 | 68.9 | 79.7 | 83.4 | 96.6 | 82.7 | 93.2 | 80.3 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89.

Table 7.13b—Percentage of stayers, movers, and leavers who were very or somewhat satisfied with various aspects of their current jobs: 1988–89

| | Esteem of society for profession | Procedure for eval. perform. | Workload | Avail. of resources for job | General working conditions | Job security | Intellectual challenge |
|----------------|----------------------------------|------------------------------|----------|-----------------------------|----------------------------|--------------|------------------------|
| PUBLIC | | | | | | | |
| Stayers | 22.9 | 62.3 | 61.8 | 61.6 | 73.6 | 90.1 | 80.3 |
| Movers | 21.4 | 60.7 | 57.5 | 54.1 | 73.7 | 80.1 | 80.2 |
| Leavers | 70.4 | 80.0 | 77.2 | 90.2 | 95.0 | 82.9 | 81.3 |
| PRIVATE | | | | | | | |
| Stayers | 38.8 | 74.1 | 75.8 | 69.4 | 91.6 | 84.6 | 87.4 |
| Movers | 29.1 | 75.0 | 71.6 | 63.7 | 85.4 | 75.3 | 85.1 |
| Leavers | 74.3 | 82.6 | 84.0 | 85.9 | 96.9 | 85.4 | 79.2 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89.

Chapter 8

Conclusion

The preceding chapters have provided a statistical profile of public and private schools in America and of the teachers and principals who make up the elementary and secondary work force. A wide range of topics related to schools have been covered, including their size and structure, the programs and services offered, and the characteristics of students served. Teachers and principals have also been profiled in some detail, with descriptions of their background characteristics, qualifications, working conditions, compensation, and attitudes. In addition, various aspects of supply, demand, and shortage of teachers have been examined.

The SASS and Teacher Followup data provide a rich source of information on schools and their staff. The focus of this report was on how the characteristics of schools, teachers, and principals varied between public and private schools and, within each sector, among urban, suburban, and rural communities. Selected state-by-state comparisons for public schools and affiliation comparisons for private schools were included as well. Other perspectives could be adopted, however, and it is hoped that this report will whet the appetite of researchers for additional analyses.

The second SASS was administered during the 1990–91 school year. When the results from these surveys are available (fall 1992), it will be possible to make comparisons between 1987–88 and 1990–91.

Other NCES publications based on the 1988 SASS and the Teacher Followup data include the following:

Selected Characteristics of Public and Private School Administrators: 1987–88 (E.D. Tab, April 1990);

Characteristics of Private Schools: 1987–88 (E.D. Tab, April 1990);

Comparison of Public and Private Schools: 1987–88 (E.D. Tab, July 1990);

Selected Characteristics of Public and Private School Teachers: 1987–88 (E.D. Tab, July 1990);

Aspects of Teacher Supply and Demand in Public School Districts and Private Schools: 1987–88 (E.D. Tab, August 1991);

Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988–89 (E.D. Tab, June 1991);

1988 Schools and Staffing Survey Sample Design and Estimation (Technical Report, May 1991);

Detailed Characteristics of Private Schools and Staff: 1987–88 (E.D. Tabs, December 1991); and

Diversity of Private Schools (Technical Report, December 1991).

Single copies of these publications can be obtained by calling 1-800-424-1616.

The following data tapes are available:

Public and Private School Survey (1987–88)

Public and Private School Administrator Survey (1987–88)

Public and Private School Teacher Survey (1987–88)

Public and Private School Teacher Demand and Shortage Survey (1987–88)

Public and Private School Teacher Followup Survey (1988–89)

Public and Private School data sets are available for each survey at a cost of \$175 for the first data set and \$75 for each additional data set. All five combined (public and private school) data sets may be purchased for \$475.

For more information about the purchase of data tapes write to:

U.S. Department of Education
OERI/EIRD/Data Systems Branch
555 New Jersey Avenue, NW, Rm. 214
Washington, DC 20208-5725
(202) 219-1522 or 219-1847

Appendix A

Technical Notes

Sample Selection²³

Selection of Schools

The public school sample of 9,317 schools was selected from the Quality of Education Data (QED) file of public schools. All public schools in the file were stratified first by state (50 states and the District of Columbia) and then by three grade levels (elementary, secondary, and combined elementary and secondary). Within each stratum, the schools were sorted by urbanicity, percent minority (four categories), zip code (first three digits), highest grade in the school, enrollment, and PIN number (assigned by QED). For each stratum within each state, sample schools were selected by systematic (interval) sampling with probability proportional to the square root of the number of teachers within a school.

The private school sample of 3,513 schools was selected primarily from the QED file of private schools. Because this list of private schools did not fully cover all private schools in the country, two additional steps were taken to improve coverage. The first step was to update the QED file with current lists of schools from 17 private school associations. All private schools obtained in this way and the private schools on the QED list were stratified by state and within state by grade level and affiliation group. Sampling within each stratum was done as it was for public schools.

The second step taken to improve private school coverage was to select an area frame of schools contained in 75 Primary Sampling Units (PSUs) selected from the universe of 2,497 PSUs with probability proportional to the square root of the PSU population. The PSUs, each of which consisted of a county or group of counties, were stratified by Census geographic region (Northeast, Midwest, South, and West), Metropolitan Statistical Area (MSA) status (MSA or non-MSA), and private school enrollment (two groups). Within each of the 75 PSUs, a telephone search was conducted to find all in-scope private schools. Sources included yellow pages, religious institutions (except for Roman Catholic religious institutions, because each Catholic diocese is contacted annually when the QED list is updated), local education agencies, chambers of commerce, local government offices, commercial milk companies, and commercial real estate offices. All schools not on the QED file or the lists from private school associations were eligible to be selected for the area sample. Most of these schools were selected with certainty, but when sampling was done, schools were sampled with probability proportional to the square root of the number of teachers (for schools that could be contacted) or a systematic equal probability procedure (for schools that could not be contacted).

The private school sample was designed to allow detailed comparisons among the following affiliations: Catholic, Friends, Episcopal, Jewish, Lutheran, Seventh Day Adventist, Christian Schools International, American Association of Christian Schools, Exceptional Children, Military Schools, Montessori, and Independent Schools. At least 100 schools were selected from each affiliation, or all schools in the affiliation if there were fewer than 100 schools.

²³ For a detailed description of the sample design see Steven Kaufman, *1988 Schools and Staffing Survey Sample Design and Estimation*, Technical Report, U.S. Department of Education, National Center for Education Statistics, May 1991, 23-43.

Selection of LEAs

All local education agencies (LEAs) that had at least one school selected for the school sample were included in the LEA sample for the Teacher Demand and Shortage Survey. In addition, a sample of 70 LEAs that did not contain eligible schools was selected directly. Only 8 of these 70 were actually in scope (that is, reported hiring teachers). The total LEA sample was 5,592.

Selection of Teachers

All 56,242 public and 11,529 private school teachers in the teacher samples were selected from the public and private school samples. The specified average teacher sample size was four, eight, and six teachers for public elementary, secondary, and combined schools, respectively and four, five, and three teachers for private elementary, secondary, and combined schools, respectively.

A list that included all full- and part-time teachers, itinerant teachers, and long-term substitutes was obtained from each sample school. Within each school, teachers were stratified by experience into two groups: new teachers and all others. New teachers were those who, counting 1987–88, were in their first, second, or third year of teaching. New teachers in private schools were oversampled by 60 percent; oversampling in public schools was not necessary. Within each new and experienced teacher stratum, elementary teachers were sorted into general elementary, special education, and “other” categories; and secondary teachers were sorted into mathematics, science, English, social science, vocational education, and “other” categories. Within each school and teacher stratum, teachers were selected systematically with equal probability.

In order to obtain more reliable estimates of bilingual–ESL teachers, both the public and private school teacher samples included a bilingual–ESL (English as a second language) supplement that included teachers who used a native language other than English to instruct students with limited-English proficiency and teachers who provided intensive instruction in English to students with limited-English proficiency.²⁴ The bilingual–ESL supplement of 2,447 teachers was selected independently from the basic sample. It was designed to provide estimates for California, Texas, Florida, Illinois, New York, and for all other states combined. The sample size within each school was chosen to be proportional to the weighted number of bilingual-ESL teachers in the school. Within a school containing bilingual–ESL teachers, the teachers were selected systematically with equal probability.²⁵

Selection of Teachers for the Teacher Followup Survey

The 1988–89 occupational status of teachers responding to the 1987–88 SASS was determined by contacting their schools to determine whether they were still at the school, had left to teach elsewhere, or had left for a non-teaching job. All leavers were included in the sample. Continuing teachers were sorted by Census region, by urbanicity, teacher subject, and school enrollment within each public stratum. Within each private stratum, continuing teachers were sorted by affiliation, urbanicity, teacher subject, and school enrollment. After the teachers were sorted, teachers were selected within each stratum using a probability proportional to size procedure. The measure of size was the SASS basic weight (inverse of the probability of selecting a teacher in the SASS teacher sample). This sample allocation method yielded a total sample size of 7,172 teachers, of whom 2,987 were leavers and 4,185 were stayers or movers.

²⁴ The supplement was funded by the Department of Education’s Office of Bilingual Education and Minority Language Affairs (OBEMLA).

²⁵ Bilingual-ESL teachers selected in both the basic and supplement samples were unduplicated so that each teacher appears only once in the combined sample of bilingual–ESL and all other teachers.

Data Collection Procedures

The data were collected for the National Center for Education Statistics (NCES) by the U.S. Bureau of the Census. Questionnaires were mailed to school districts, schools, administrators, and teachers in January and February 1988.²⁶ Six weeks later, a second questionnaire was sent to each nonrespondent. A telephone followup of nonrespondents was conducted during April, May, and June. Because of the large number of nonresponding teachers and the need to complete the survey before the end of the school year, the telephone followup was conducted for only a subsample of teachers. The weights for this subsample were adjusted to reflect the subsampling.

The Teacher Followup Survey was conducted in two phases. First, in October 1988 schools were contacted to determine the status of all teachers in the 1987–88 SASS. Principals were asked to indicate whether the teacher was still at the school in a teaching or non-teaching capacity or had left the school to teach elsewhere or for a non-teaching job. In March 1989, the questionnaire for former teachers was sent to the 2,987 persons who had left the teaching profession, and the questionnaire for current teachers was sent to a sample of 4,185 persons reported as still teaching. If this questionnaire was not returned within four to five weeks, a second questionnaire was sent. Finally, if neither questionnaire elicited a response, a telephone call was made in May.

Weighting²⁷

Weights of the sample units were developed to produce national and state estimates for public schools, teachers, administrators, and LEAs. The private sector data were weighted to produce national and affiliation group estimates. The affiliation groups for private schools were Catholic, other religious, and nonsectarian. The basic weights were the inverse of the probability of selection and were adjusted for nonresponse.

Standard Errors

The estimates in these tables are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replications procedure that incorporates the design features of this complex sample survey. The standard errors indicate the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other possible systematic error. Standard errors for all estimates discussed in the text of this report are included in Appendix B. Standard errors for all estimates produced for this report are available upon request from the Special Surveys and Analysis Branch, NCES.

Accuracy of Estimates

The statistics in this report are population estimates derived from the samples described in the preceding section. Consequently, they are subject to sampling variability. In addition, they are subject to nonsampling errors, which can arise because of nonresponse, errors in reporting, or errors in data collection. These types of errors can bias the estimates and are not easy to measure. They can occur because respondents interpret questions differently, remember things incorrectly,

²⁶ Copies of the questionnaires may be obtained by writing to the Special Surveys and Analysis Branch of NCES.

²⁷ For a detailed description of the weighting processes see Kaufman, *Op. Cit.*, 47-57.

or misrecord their responses. Nonsampling errors can also be due to incorrect editing, coding, preparing, or entering of the data or to differences related to the time the survey was conducted.

The precision with which one can use survey results to make inferences to a population depends upon the magnitude of both sampling and nonsampling errors. In large sample surveys, such as the SASS, sampling errors are generally minimal, except when estimates are made for relatively small subpopulations (Native Americans, for example).

SASS school and LEA estimates for some states were lower than the estimates produced by the NCES Public Elementary/Secondary School Universe Survey of the Common Core of Data (CCD).²⁸ This occurred because some small LEAs (with an average of 10.2 students) were not in the QED file and because the QED definition of school differs somewhat from the CCD definition. QED defines a school as a physical location, while CCD defines it as an administrative unit. Because of these missing schools, the SASS counts of public schools and administrators are underestimated. The effect of these missing schools on the nature of the bias for averages is unknown. On a national basis, there were 6 percent more CCD schools than SASS schools. The differences were greatest for Nebraska, North Dakota, South Dakota, and Montana. For private schools, the SASS estimate of the number of schools was less than the sampling frame because of frame schools being out of scope, no longer in existence, or duplicated in the frame.

In some states, FTE (full-time equivalent) teacher counts were not the same on the teacher and school files. In the average state, there were 5 percent fewer teachers on the teacher frame than the number of teachers reported by the schools, which would cause SASS estimates from the teacher file to be underestimates if all teachers were not included in the frame. In addition, schools appeared to have problems providing FTE counts, because in the average state, 19 percent of the schools reported the same number of teachers as FTEs when some part-time teachers were reported. Thus, the SASS FTE counts from the school file are likely to be overestimates.

The American Federation of Teachers' *Survey and Analysis of Salary Trends, 1989*, reported an average salary of \$28,071 for public school teachers in 1987-88, and the National Education Association's *Rankings of the States, 1989*, reported an average salary of \$28,029. These averages are slightly higher than the \$26,231 estimated using SASS.

Response Rates and Imputation

Most item-level missing data on the district and school files were imputed using a sequential hot deck procedure that matched the nonrespondent district or school with the most similar respondent in the same stratum. "Most similar" was determined on the basis of metropolitan status, percent minority, and enrollment. On the public school file, all missing items were imputed. On the private school file, items 7 and 35 were not imputed. On both the public and private teacher demand and shortage file, items 3, 11, 12, 13, and 28 were not imputed.

No imputation was done for either the teacher or administrator files. Item nonresponse was treated as missing data in the computation of estimates for tables that include data from either of these files. This is equivalent to assuming equal distributions for both respondents and nonrespondents. Not imputing for item nonresponse when averages are estimated results in bias, and the nature of this bias is unknown.

The weighted response rates for the each of the surveys were as follows:

²⁸ For more detail on the differences between the QED and CCD files, see Kaufman, *Op. Cit.*, 65-67. In one state, Montana, the CCD count was larger than the SASS estimate (by 15 percent).

| Survey | Public | Private |
|--------------------------------|--------|---------|
| Teacher Demand and Shortage | 90.8 | 66.0 |
| Administrator | 94.4 | 79.3 |
| School | 91.9 | 78.6 |
| Teacher | 86.4 | 79.1 |
| Teacher Followup ²⁹ | 84.1 | 75.9 |

The item response rates in the two tables that follow are unweighted and do not reflect additional response loss due to complete questionnaire refusal. Item response rates for the teachers and principals who responded to the surveys were as follows:

| Table number | Variable name | Response rate for public sector (percent) | Response rate for private sector (percent) |
|-------------------|--|---|--|
| Table 3.1 | Number of teachers | 100.0 | 100.0 |
| | Number of principals | 100.0 | 100.0 |
| Table 3.3 | Principal race | 98.9 | 99.2 |
| | Principal ethnicity | 97.2 | 96.9 |
| Table 3.4 | Teacher sex | 99.6 | 99.9 |
| | Teacher race | 98.3 | 98.3 |
| | Teacher ethnicity | 97.9 | 97.8 |
| | Teacher age | 98.9 | 98.2 |
| Table 3.5 | Principal sex | 99.7 | 99.8 |
| | Principal race | 98.9 | 99.2 |
| | Principal ethnicity | 97.2 | 96.9 |
| | Principal age | 99.4 | 99.0 |
| Table 3.6 and 3.7 | Teacher highest degree | 100.0 | 100.0 |
| | Teacher years experience | 100.0 | 100.0 |
| | Principal highest degree | 100.0 | 100.0 |
| | Principal teaching experience before principalship | 98.5 | 97.3 |
| Table 3.8 | Whether teacher has certification | 99.0 | 99.4 |
| | Type of certification | 82.1 | 87.1 |

²⁹The effective response rate shown here is the product of the response rates to the Teacher Survey, which were 86.4 percent (public) and 79.1 percent (private), and the Followup Survey, which were 97.3 percent (public) and 96.0 percent (private).

| | | | |
|-----------|---|---|-------|
| Table 4.1 | Number of periods taught per week | 91.0 | 91.1 |
| | Number students enrolled per class | 90.0 | 90.5 |
| | Class size (self-contained classes only) | 94.8 | 96.5 |
| Table 4.2 | Hours spent teaching various subjects in self-contained classes | 95.1 | 95.9 |
| Table 4.3 | Teaching status | 100.0 | 100.0 |
| | Type of teacher | 100.0 | 100.0 |
| Table 4.4 | Teacher main assignment field | 100.0 | 100.0 |
| Table 5.1 | Teacher total earned income | 93.8 | 93.2 |
| | Teacher base salary | 91.5 | 90.3 |
| | Teacher other school compensation | 100.0 | 100.0 |
| | Teacher summer supplemental salary | 100.0 | 100.0 |
| | Teacher non-school earnings (summer only) | 90.5 | 86.9 |
| Table 5.2 | Teacher non-school earnings (school year only) | 100.0 | 100.0 |
| | Principal salary | | |
| Table 5.4 | Teacher base salary | 91.5 | 90.3 |
| | Principal salary | | |
| | Teacher satisfaction with salary | 99.4 | 98.4 |
| Table 5.4 | Teacher satisfaction with salary | 99.4 | 98.4 |
| Table 5.5 | Principals receive benefits | 99.5 | 98.3 |
| Table 6.1 | Teacher satisfaction with working conditions--23 items | Response rates ranged from 98.8 to 99.6 98.3 to 99.2 | |

| | | | |
|------------------------------------|---|-------------------------------------|----------|
| Table 6.2 and 6.3 | Teacher rating of problems | | |
| | student absenteeism | 99.4 | 99.2 |
| | student use of alcohol | 99.2 | 99.0 |
| | student tardiness | 98.6 | 98.8 |
| | student drug abuse | 99.1 | 98.9 |
| | verbal abuse of teachers | 99.5 | 99.2 |
| | Principal rating of problems | | |
| | student absenteeism | 99.3 | 99.1 |
| | student use of alcohol | 99.4 | 99.1 |
| | student tardiness | 99.3 | 99.2 |
| Table 6.4 | Principal rating of groups' influence | | |
| | Establishing curriculum | | |
| | District head or board | 99.1 | 96.9 |
| | Principal or head of school | 99.3 | 98.4 |
| | Teachers | 99.2 | 98.3 |
| | Hiring new full-time teachers | | |
| | District head or board | 98.8 | 96.1 |
| | Principal or head of school | 99.3 | 98.7 |
| | Teachers | 98.7 | 96.9 |
| | Setting discipline policy | | |
| | District head or board | 99.1 | 96.0 |
| | Principal or head of school | 99.4 | 98.4 |
| | Teachers | 99.2 | 98.0 |
| | Table 6.5 | Teacher rating of teacher influence | |
| determining discipline policy | | 99.5 | 98.9 |
| determining content of inservice | | 99.4 | 97.7 |
| setting policy on ability grouping | | 98.9 | 96.8 |
| establishing curriculum | | 99.3 | 98.7 |
| Table 6.6 and 6.7 | Becoming a teacher again | 99.6 | 99.0 |
| | Plans to remain in teaching | 99.4 | 99.3 |
| Table 7.2 and 7.3 | Difficulty finding qualified applicants | 99.1 | 99.1 |
| | Methods for compensating for vacancies | 70.3 | 72.3 |
| Table 7.12 | 1987-88 base salary | 91.5 | 90.3 |
| | 1987-88 total school income | Response rates ranged from | |
| | 1987-88 total income | 91.5-100 | 90.3-100 |
| | | 93.8 | 93.2 |

Item response rates for the TFS survey were as follows:

| Table number | Variable name | Response rate for Stayers and Movers (percent) | Response rate for Leavers (percent) |
|-------------------|---------------------------------------|--|-------------------------------------|
| Table 7.7 and 7.8 | Teaching in same school | 99.9 | N.A. |
| Table 7.9 | Main reason for moving | 94.1 | N.A. |
| Table 7.10 | Type of move | 94.2 | N.A. |
| Table 7.11 | Main reason for leaving | N.A. | 99.4 |
| Table 7.12 | 1988–89 base salary | 95.7 | N.A. |
| | 1988–89 total school income | | |
| | Response rates ranged from | 95.7 to 97.8 | N.A. |
| | 1988–89 total income | 98.2 | 80.5 |
| Table 7.13 | Satisfaction with . . . | | |
| | salary | 99.4 | 87.3 |
| | benefits | 99.0 | 86.5 |
| | opportunity for advancement | 99.1 | 86.0 |
| | support/recognition of administrators | 99.0 | 89.4 |
| | safety of work environment | 99.1 | 86.6 |
| | influence over policies and practices | 99.3 | 90.6 |
| | autonomy over work | 99.3 | 86.6 |
| | professional caliber of colleagues | 99.4 | 89.3 |
| | esteem of society for profession | 99.4 | 83.0 |
| | procedures for evaluation | 99.4 | 88.8 |
| | work load | 99.3 | 85.1 |
| | availability of resources | 99.4 | 89.2 |
| | general working conditions | 99.4 | 89.1 |
| | job security | 99.3 | 86.1 |
| | intellectual challenge | 99.1 | 89.2 |

Statistical Procedures

The statistical comparisons in this report were based on the *t* statistic. Generally, whether or not a difference is considered significant is determined by calculating a *t* value for the difference between a pair of means, or proportions, and comparing this value to published tables of values at certain critical levels, called *alpha levels*. The alpha level is an a priori statement of the probability of inferring that a difference exists when, in fact, it does not.

In order to make proper inferences and interpretations from the statistics, several points must be kept in mind. First, comparisons resulting in large *t* statistics may appear to merit special note. This is not always the case, because the size of the *t* statistic depends not only on the observed differences in means or the percentage being compared, but also on the standard error of the difference. Thus, a small difference between two groups with a much smaller standard error could result in a large *t* statistic, but this small difference is not necessarily noteworthy. Second, when multiple statistical comparisons are made on the same data, it becomes increasingly likely that an indication of a population difference is erroneous. Even when there is no difference in the population, at an alpha level of .05, there is still a 5 percent chance of concluding that an observed *t* value representing one comparison in the sample is large enough to be statistically significant. As the number of comparisons increases, the risk of making such an error in inference also increases.

To guard against errors of inference based upon multiple comparisons, the Bonferroni procedure to correct significance tests for multiple contrasts was used. This method corrects the significance (or alpha) level for the total number of contrasts made with a particular classification variable. For each classification variable, there are $(K*(K-1)/2)$ possible contrasts (or nonredundant pairwise comparisons), where *K* is the number of categories. For example, because community type has three categories (urban, suburban, and rural–small city), *K*=3 and there are $(3*2)/2=3$ possible comparisons among the categories. The Bonferroni procedure divides the alpha level for a single *t* test (for example, .05) by the number of possible pairwise comparisons in order to give a new alpha that is corrected for the fact that multiple contrasts are being made.

The formula used to compute the *t* statistic was as follows:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where *P*₁ and *P*₂ are the estimates to be compared and *se*₁ and *se*₂ are their corresponding standard errors. This *t* value is an approximation, because the denominator of the formula assumes that the correlation between the two estimates is zero. Because of the clustered sample design, this assumption may not be correct. To test the assumption, *t* statistics for selected comparisons were computed in a way that takes the covariance into account, but is much more burdensome computationally. Little difference was found, leading to the conclusion that the covariance was not important.

Standard errors for all estimates discussed in the text are presented in the appendix. All other standard errors are available from NCES upon request. The standard errors were calculated using the REPTAB program developed by MPR Associates, which uses a Balanced Repeated Replications method to calculate standard errors based upon complex survey designs. A version of this program is available from NCES upon request. The standard errors reported take into account the complex sample design; they are generally higher than standard errors calculated under the assumptions of simple random sampling.

Row Variable Definitions

Public and Private Schools

A public school was defined as an institution that provides educational services, has one or more teachers, is located in one or more buildings, receives public funds as primary support, and

is operated by an education agency. Prison schools and schools operated by the Department of Defense and the Bureau of Indian Affairs were included. A private school was defined as a school not in the public system that provides instruction for any of grades 1–12 where the instruction was not given exclusively in a private home.

To be included in SASS, a school was required to have a minimum school day of 4 hours and a minimum school year of 160 days, and it had to provide instruction to students at or above the first-grade level and not be in a private home. (If it could not be determined that instruction was not in a private home, the school had to have at least 10 students or more than one teacher.) In addition, the school could not offer only adult, night, or specialized courses.

Community Type

Respondents to the School Questionnaire were asked to describe the community that best described the community in which the school was located. They were given ten choices, which were aggregated into three categories as follows:

- | | |
|------------------|--|
| Urban | A medium-sized city (50,000 to 100,000 people), large city (100,000 to 500,000 people), or very large city (more than 500,000 people). |
| Suburban | A suburb of a medium-sized, large, or very large city, or a military base or station. |
| Rural–small city | A rural or farming community, a small city or town of fewer than 50,000 people that was not a suburb of a larger city, or an Indian reservation. |

School Level

- | | |
|------------|--|
| Elementary | A school that had grade 6 or lower, or “ungraded,” and no grade higher than the 8th. |
| Secondary | A school that had grade 9 or higher and no grade lower than the 7th, or “ungraded.” |
| Combined | A school that had grades higher than the 8th and lower than the 7th. |

Minority Enrollment

- | | |
|---------------|---|
| Less than 20% | Less than 20 percent of the students were American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin); Black (not of Hispanic origin). |
| 20% or more | 20 percent or more of the students were minority (as defined above). |

School Size

- | | |
|---------------------|--|
| Less than 150, etc. | Size categories were based on the number of students (in head count) who were enrolled in grades K–12 in the school on or about October 1, 1987 (as reported in Item 1 on the School Questionnaire). |
|---------------------|--|

Public School District

A public school district (or Local Education Agency, LEA) was defined as a government agency administratively responsible for providing public elementary and/or secondary instruction and educational support services. The agency or administrative unit had to operate under a public board of education. Districts that operated only one school and districts that did not operate schools but did hire teachers were included. A district was considered out of scope if it did not employ elementary or secondary teachers.

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 |

District Size

Less than 1,000 etc. Size categories were based on the number of students (in head count) who were enrolled in the district on or about October 1, 1987 (as reported in Item 1 on the Teacher Demand and Shortage Questionnaire).

Minority Teachers

| | |
|---------------|---|
| Less than 10% | Less than 10 percent of the teachers in the district were American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin); Black (not of Hispanic origin). |
| 10 % or more | 10 percent or more of the teachers were minority (as defined above). |

Other Variables

Teacher

For the purposes of SASS, a teacher was any full- or part-time teacher whose primary assignment was to teach in any of grades K–12. Itinerant teachers and long-term substitutes who were filling the role of a regular teacher on an indefinite basis were also included. An itinerant teacher was defined as a teacher who taught at more than one school.

Teachers were classified as elementary or secondary on the basis of the grades they taught rather than the schools in which they taught. An elementary school teacher was one who, when asked for the grades taught, checked:

- Only “ungraded” and was designated as an elementary teacher on the list of teachers provided by the school; or
- 6th grade or lower, or “ungraded” and no grade higher than 6th; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or
- 7th and 8th grades only, and a reported primary assignment of prekindergarten, kindergarten, or general elementary; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school.

A secondary school teacher was one who, when asked for the grades taught, checked:

- “Ungraded” and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and “ungraded”; or
- 7th and 8th grades only, and reported a primary assignment other than prekindergarten, kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and were not categorized above as either elementary or secondary.

Teacher Satisfaction Indices

In Question 29 of the Teacher Survey, teachers were presented with 23 statements related to various aspects of their schools. They could answer that they “strongly agreed,” “somewhat agreed,” “somewhat disagreed,” or “strongly disagreed” with each statement. A factor analysis of the responses yielded four variable clusters that represented different aspects of teacher satisfaction.³⁰ The items comprising the clusters and the rotated factor loading values (in parentheses) were as follows:

³⁰For a description of factor analysis, see, for example, H.H. Harman, *Modern Factor Analysis* (3rd ed. rev.) (Chicago: The University of Chicago Press, 1976).

Administrative Support and Leadership

- a. Teachers in this school are evaluated fairly (.652).
- b. The principal lets staff members know what is expected of them (.806).
- c. The school administration's behavior toward the staff is supportive and encouraging (.775).
- d. Teachers participate in making most of the important educational decisions in this school (.538).
- e. The principal does a poor job of getting resources for this school* (.605).
- f. My principal talks with me frequently about my instructional practices (.612).
- g. The principal knows what kind of school he/she wants and has communicated it to the staff (.760).
- h. In this school, staff members are recognized for a job well done (.685).
- i. Goals and priorities for the school are clear (.637).

Buffering and Enforcement of Rules

- a. The level of student misbehavior in this school interferes with my teaching* (.732).
- b. I receive a great deal of support from parents for the work I do (.356).
- c. My principal enforces school rules for student conduct and backs me up when I need it (.423).
- d. I have to follow rules in this school that conflict with my best professional judgment* (.413).
- e. The amount of student tardiness and class cutting in my school interferes with my teaching* (.737).
- f. I sometimes feel it is a waste of time to try to do my best as a teacher (.549).

Cooperation among Staff

- a. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes (.480).
- b. Most of my colleagues share my beliefs and values about what the central mission of the school should be (.733).
- c. There is a great deal of cooperative effort among staff members (.600).
- d. I make a conscious effort to coordinate the content of my courses with that of other teachers (.576).

Adequacy of Resources

- a. I am satisfied with my teaching salary (.696).
- b. Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff (.522).
- c. Routine duties and paperwork interfere with my job of teaching* (.460).
- d. I am satisfied with my class sizes (.544).

To create a satisfaction index on each of these four aspects of schools, responses to each statement were scored between 1 and 4, with 1 representing strong agreement with the statement and 4 representing strong disagreement. In most cases, the questions were worded such that 1 would indicate high satisfaction. Some questions, however, were worded so that a 4 rather than a 1 would indicate a high level of satisfaction. (These items are marked with an asterisk (*) on the list above.) Scores on these items were reversed so that “strong disagreement” would be scored as 1 and “strong agreement” as 4. Thus, for all questions, a low score would indicate a high level of satisfaction. The summary index of overall satisfaction was derived by averaging each teacher’s responses to all 23 items. Teachers with scores averaging between 1 and 1.5 were described as “highly satisfied.”

Comments and More Information

We are interested in your reaction to the information presented here and to the content of the questions used to produce these results. We welcome your recommendations for improving our survey work. If you have suggestions or comments or want more information about this report, please contact:

Special Surveys and Analysis Branch
Elementary and Secondary Education Statistics Division
National Center for Education Statistics
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208-5651

Appendix B

Selected Standard Errors

A. Standard Errors for Estimates Discussed in the Text

Table 2.1

| | | | |
|-------------------------|-----------|---------------------------------|-----------|
| Number schools | 893.3 | Number private schools | 315.7 |
| Number students | 198,195.6 | Rural: | |
| Number public schools | 321.3 | Number students | 182,356.9 |
| Number public students | 165,010.9 | Number public schools | 438.8 |
| Number private schools | 836.3 | Number private schools | 701.9 |
| Number private students | 111,360.0 | | |
| Urban: | | Average student /teacher ratio: | |
| Number students | 208,101.1 | Total | .08 |
| Number public schools | 246.3 | Urban public | .10 |
| Number private schools | 480.7 | Urban private | .33 |
| | | Suburban public | .14 |
| Suburban: | | Suburban private | .34 |
| Number students | 261,705.9 | Rural public | .08 |
| Number public schools | 318.6 | Rural private | .34 |

Table 2.3

| | | | |
|---------------------------|------|---|------|
| Average public size | 3.14 | | |
| Average private size | 6.46 | Urban private: | |
| % students enrolled in: | | <150 students | 1.11 |
| Urban public combined | .30 | 150-499 students | 2.10 |
| Suburban public combined | .26 | 500-749 students | 1.79 |
| Rural public combined | .24 | 750+ students | 2.20 |
| Urban private combined | 1.68 | Suburban private: | |
| Suburban private combined | 2.24 | <150 students | 1.21 |
| Rural private combined | 1.92 | 150-499 students | 3.04 |
| Urban public: | | 500-749 students | 2.12 |
| <150 students | .06 | 750+ students | 3.58 |
| 150-499 students | .80 | Rural private: | |
| 500-749 students | .90 | <150 students | 1.99 |
| 750+ students | 1.09 | 150-499 students | 2.54 |
| Suburban public: | | 500-749 students | 1.66 |
| <150 students | .07 | 750+ students | .91 |
| 150-499 students | 1.09 | % schools with $\geq 20\%$ minority enrollment: | |
| 500-749 students | 1.56 | Urban public | 1.01 |
| 750+ students | 1.13 | Suburban public | 1.37 |
| Rural public: | | Rural public | .73 |
| <150 students | .16 | Urban private | 2.05 |
| 150-499 students | .77 | Suburban private | 2.06 |
| 500-749 students | .84 | Rural private | 1.40 |
| 750+ students | .87 | | |

Table 2.4

| | | | |
|-------------------------|-----|----------------------------|------|
| % students who are: | | Minority- private school | .77 |
| Native American | .06 | Minority- urban public | .71 |
| Asian/PI | .08 | Minority- suburban public | .83 |
| Black | .22 | Minority- rural public | .31 |
| Hispanic | .18 | Minority- urban private | 1.26 |
| White | .24 | Minority- suburban private | 1.10 |
| Minority- public school | .27 | Minority- rural private | .80 |

Table 2.6

| | | | |
|---|-------|--|------|
| % public schools offering: | | ESL | 4.64 |
| Remedial | .45 | Handicapped | 4.91 |
| Gifted/talented | .51 | Extended day care | 2.71 |
| Bilingual | .48 | Free lunch | 2.94 |
| ESL | .60 | Chapter 1 | 5.18 |
| Handicapped | .40 | | |
| Vocational education | .36 | % urban public schools w/ 150-499 students w/: | |
| Diagnostic/prescription | .59 | Remedial | 2.27 |
| Extended day care | .43 | Gifted/talented | 1.66 |
| Free lunch | .27 | Bilingual | 1.35 |
| Chapter 1 | .46 | ESL | 1.99 |
| | | Handicapped | 1.37 |
| % private schools offering: | | Extended day care | 2.05 |
| Remedial | 1.85 | Free lunch | .72 |
| Gifted/talented | 1.27 | Chapter 1 | 2.13 |
| Bilingual | .83 | | |
| ESL | .74 | % urban public schools w/ 500-749 students w/: | |
| Handicapped | 1.25 | Remedial | 1.83 |
| Vocational education | .79 | Gifted/talented | 1.56 |
| Diagnostic/prescription | 1.43 | Bilingual | 1.98 |
| Extended day care | 1.44 | ESL | 2.25 |
| Free lunch | 1.02 | Handicapped | 1.34 |
| Chapter 1 | Low N | Extended day care | 1.72 |
| | | Free lunch | .41 |
| % public schools w/ vocational education: | | Chapter 1 | 1.68 |
| Urban secondary | 2.27 | | |
| Suburban secondary | 1.73 | % urban public schools w/ 750+ students w/: | |
| Rural secondary | 1.05 | Remedial | 1.33 |
| | | Gifted/talented | 1.60 |
| % public schools w/ extended day care: | | Bilingual | 2.00 |
| Urban elementary | 1.02 | ESL | 1.67 |
| Suburban elementary | 1.54 | Handicapped | 1.08 |
| Rural elementary | .69 | Extended day care | 1.54 |
| | | Free lunch | .91 |
| % urban public schools w/ <150 students w/: | | Chapter 1 | 1.62 |
| Remedial | 5.68 | | |
| Gifted/talented | 2.56 | % private urban elem. schools w/ day | 2.82 |
| Bilingual | 3.41 | | |

Table 2.7

| | | | |
|---|------|---|-------|
| Avg. years instruction required for grad: | | Private urban: | |
| Total | | < 20% minority enrollment | .49 |
| English | .01 | ≥ 20% minority enrollment | 2.68 |
| Math/computer | .02 | | |
| Social science | .01 | Private suburban | |
| Phys./bio. science | .02 | < 20% minority enrollment | 1.01 |
| Foreign language | .02 | ≥ 20% minority enrollment | Low N |
| Avg. years instruction required for grad: | | Private rural | |
| Public | | < 20% minority enrollment | 1.18 |
| English | .01 | ≥ 20% minority enrollment | 7.21 |
| Math/computer | .01 | | |
| Social science | .02 | Avg. % 12th gr. students in acad./coll. prep: | |
| Phys./bio. science | .01 | Total | .58 |
| Foreign language | .01 | Public | .53 |
| | | Private | 1.88 |
| Avg. years instruction required for grad: | | Public | |
| Private | | Urban | 1.47 |
| English | .02 | Suburban | 1.58 |
| Math/computer | .05 | Rural | .46 |
| Social science | .04 | Private | |
| Phys./bio. science | .05 | Urban | 2.89 |
| Foreign language | .07 | Suburban | 4.56 |
| | | Rural | 3.25 |
| Avg. % graduating: | | Public urban | |
| Total | .31 | < 20% minority enrollment | 3.04 |
| Public | .35 | ≥ 20% minority enrollment | 1.76 |
| Private | .74 | | |
| Public | | Public suburban | |
| Urban | 1.16 | < 20% minority enrollment | 1.69 |
| Suburban | .92 | ≥ 20% minority enrollment | 3.27 |
| Rural | .44 | | |
| Private | | Public rural | |
| Urban | 1.10 | < 20% minority enrollment | .74 |
| Suburban | 1.15 | ≥ 20% minority enrollment | 1.42 |
| Rural | 1.48 | | |
| Public urban | | Private urban | |
| < 20% minority enrollment | 1.82 | < 20% minority enrollment | 3.18 |
| ≥ 20% minority enrollment | 1.33 | ≥ 20% minority enrollment | 5.01 |
| Public suburban | | Private suburban | |
| < 20% minority enrollment | 1.07 | < 20% minority enrollment | 4.82 |
| ≥ 20% minority enrollment | 1.72 | ≥ 20% minority enrollment | 11.22 |
| Public rural | | Private rural | |
| < 20% minority enrollment | .31 | < 20% minority enrollment | 3.28 |
| ≥ 20% minority enrollment | 1.23 | ≥ 20% minority enrollment | 13.54 |

Table 3.1

| | | | |
|--------------------|----------|----------|----------|
| Number principals: | | Urban | 11,746.8 |
| Total | 768.1 | Suburban | 9,706.8 |
| Public | 295.1 | Rural | 10,212.5 |
| Private | 715.4 | | |
| Number teachers: | | Private: | 8,530.4 |
| Total | 14,853.0 | Urban | 6,104.4 |
| Public: | 13,181.6 | Suburban | 4,848.5 |
| | | Rural | 3,931.8 |

Table 3.2

| | | | |
|--------------------------------------|----------|---------------------------------|---------|
| No. FTE principals & assistants | 1,671.9 | No. FTE other profsnl.- public | 1,832.4 |
| No. FTE teachers | 13,078.5 | No. FTE other profsnl.- private | 1,309.1 |
| No. FTE guidance counselors- public | 688.7 | No. FTE teacher aides- public | 5,101.5 |
| No. FTE guidance counselors- private | 462.2 | No. FTE teacher aides- private | 4,793.9 |
| No. FTE librarians & media- public | 1,034.6 | No. FTE other nonins.- public | 5,581.1 |
| No. FTE librarians & media- private | 421.4 | No. FTE other nonins.- private | 1,959.8 |

Table 3.3

| | | | |
|--------------------------------|------|------------------------------------|------|
| % schools with: | | <20% minority enrollment | 1.40 |
| No minority teachers | .47 | >20% minority enrollment | 6.01 |
| ≥ 30% minority | .41 | | |
| No minority teachers- public: | .42 | 30+% minority teachers-public | |
| Urban | .62 | Urban | |
| Elementary | .77 | <20% minority enrollment | .58 |
| <20% minority enrollment | 2.16 | >20% minority enrollment | 1.06 |
| >20% minority enrollment | .51 | Suburban | |
| Suburban | 1.12 | <20% minority enrollment | .42 |
| Elementary | 1.21 | >20% minority enrollment | 1.78 |
| <20% minority enrollment | 1.76 | Rural | |
| >20% minority enrollment | 2.11 | <20% minority enrollment | .21 |
| Rural | .64 | >20% minority enrollment | 1.55 |
| Elementary | .82 | 30+% minority teachers-private | |
| <20% minority enrollment | .82 | Urban | |
| >20% minority enrollment | 1.14 | <20% minority enrollment | 1.19 |
| No minority teachers- private: | 1.52 | >20% minority enrollment | 4.14 |
| Urban | | Suburban | |
| elementary | 2.53 | <20% minority enrollment | 1.00 |
| <20% minority enrollment | 1.84 | >20% minority enrollment | 6.01 |
| >20% minority enrollment | 3.01 | Rural | |
| Suburban | | <20% minority enrollment | .44 |
| elementary | 2.42 | >20% minority enrollment | 4.18 |
| <20% minority enrollment | 2.65 | | |
| >20% minority enrollment | 6.80 | Avg. % minority teachers- public | .22 |
| Rural | | Avg. % minority teachers- private | .80 |
| elementary | 1.73 | % schools with minority principals | .35 |

Table 3.4

| | | | |
|-----------------------------|-----|--------------------------------|------|
| % teachers who are: | | Male | |
| White | .22 | In urban public elementary | .66 |
| Native American | .05 | In urban public secondary | .90 |
| Asian | .05 | In suburban public elementary | .78 |
| Black | .18 | In suburban public secondary | .89 |
| In urban public schools | .58 | In rural public elementary | .44 |
| In suburban public schools | .41 | In rural public secondary | .63 |
| In rural public schools | .22 | In urban private elementary | 1.07 |
| In urban private schools | .45 | In urban private secondary | 4.52 |
| In suburban private schools | .44 | In suburban private elementary | 1.15 |
| In rural private schools | .36 | In suburban private secondary | 7.72 |
| Hispanic | .09 | In rural private elementary | 1.11 |
| Minority | .22 | In rural private secondary | 4.78 |
| Female | .24 | | |

Table 3.5

| | | | |
|------------------------------|------|--------------------------|------|
| % principals who are: | | Urban secondary | 6.10 |
| Male | .55 | Suburban secondary | 6.82 |
| Public | .52 | Rural secondary | 7.84 |
| Private | 1.44 | | |
| Native American | .13 | Public urban | |
| Asian | .08 | <20% minority enrollment | 2.37 |
| Black | .29 | ≥20% minority enrollment | 1.35 |
| Hispanic | .20 | Public suburban | |
| White | .35 | <20% minority enrollment | 1.38 |
| Public | .38 | ≥20% minority enrollment | 1.40 |
| Private | .79 | Public rural | |
| % principals who are female: | | <20% minority enrollment | .74 |
| Public | | ≥20% minority enrollment | 1.29 |
| Urban elementary | 1.56 | Private urban | |
| Suburban elementary | 1.38 | <20% minority enrollment | 2.95 |
| Rural elementary | 1.07 | ≥20% minority enrollment | 3.58 |
| Urban secondary | 1.42 | Private suburban | |
| Suburban secondary | 1.40 | <20% minority enrollment | 2.64 |
| Rural secondary | .57 | ≥20% minority enrollment | 4.97 |
| Private | | Private rural | |
| Urban elementary | 2.31 | <20% minority enrollment | 2.93 |
| Suburban elementary | 3.20 | ≥20% minority enrollment | 7.41 |
| Rural elementary | 3.46 | | |

Table 3.6

| | | | |
|--|------|------------------------|------|
| Teacher's avg. years experience- public | .05 | In rural secondary | .49 |
| Teacher's avg. years experience- private | .16 | Private | .69 |
| % teachers w/ > BA/BS: | .29 | In urban elementary | 2.61 |
| Public | .28 | In urban secondary | 2.99 |
| In urban elementary | .68 | In suburban elementary | 2.05 |
| In urban secondary | 1.02 | In suburban secondary | 3.12 |
| In suburban elementary | .98 | In rural elementary | 1.32 |
| In suburban secondary | .93 | In rural secondary | 3.69 |
| In rural elementary | .82 | | |

| | | | |
|-----------------------|-----|---------|------|
| % principals w/ > MA: | .51 | Private | 1.03 |
| Public | .52 | | |

Table 3.8

| | | | |
|--|----|------|-----|
| % teachers with type of certification: | | Temp | .1 |
| Regular | .3 | None | .20 |
| Probation | .1 | | |

Table 4.1

| | | | |
|--|------|--|------|
| Average class size: | | | |
| For teachers in dept.- public | .10 | For rural elem. self-cont.- public | .19 |
| For teachers in dept.- private | .34 | For rural elem. self-cont.- private | .42 |
| For self-cont. classes- public | .14 | For urban second. in dept.- public | .28 |
| For self-cont. classes- private | .39 | For urban second. in dept.- private | .53 |
| For urban elem. self-cont.- public | .27 | For suburban second. in dept.- public | .26 |
| For urban elem. self-cont.- private | .44 | For suburban second. in dept.- private | 2.21 |
| For suburban elem. self-cont.- public | .33 | For rural second. in dept.- public | .22 |
| For suburban elem. self-cont.- private | 1.28 | For rural second. in dept.- private | .88 |
| Average periods taught per day: | | | |
| For teachers in dept.- public | .02 | For teachers in dept.- private | .07 |

Table 4.2

| | | | |
|-------------------------|-----|--|-----|
| Average hours teaching: | | | |
| Basic subjects- public | .09 | Science- public | .03 |
| Basic subjects- private | .21 | Science- private | .07 |
| English- public | .06 | Basic subjects in urb. elem.- public | .17 |
| English- private | .09 | Basic subjects in sub. elem.- public | .20 |
| Mathematics- public | .03 | Basic subjects in rural elem.- public | .11 |
| Mathematics- private | .07 | Basic subjects in urb. elem.- private | .32 |
| Social science- public | .03 | Basic subjects in sub. elem.- private | .53 |
| Social science- private | .08 | Basic subjects in rural elem.- private | .43 |

Table 4.3

| | | | |
|-----------------------------|-----|-----------------------------|-----|
| Full-time teachers- public | .13 | Part-time teachers- private | .75 |
| Full-time teachers- private | .75 | Itinerant teachers- public | .13 |
| Part-time teachers- public | .13 | Itinerant teachers- private | .12 |

Table 5.1

| | | | |
|---|-------|-----------------------------------|-------|
| Average base salary for full-time teachers: | | | |
| Total teachers | 63.6 | Suburban schools- public | 190.0 |
| Public school teachers | 60.5 | Rural schools- public | 90.0 |
| Private school teachers | 155.4 | Urban schools- private | 279.6 |
| Percentage of full-time teachers receiving: | | | |
| Non-school income- public | .27 | Suburban schools- private | 386.5 |
| Non-school income- private | 1.03 | Rural schools- private | 313.5 |
| Other school year comp.- public | .36 | Elementary urban schools- public | 128.7 |
| Other school year comp.- private | .81 | Secondary urban schools- public | 250.3 |
| Average base salaries for full-time teachers: | | | |
| Urban schools- public | 134.5 | Elementary sub. schools- public | 285.3 |
| | | Secondary sub. schools- public | 252.6 |
| | | Elementary rural schools- public | 122.1 |
| | | Secondary rural schools- public | 135.7 |
| | | Elementary urban schools- private | 363.3 |
| | | Secondary urban schools- private | 514.6 |

| | | | |
|--|-------|---|---------|
| Elementary sub. schools- private | 362.2 | Suburban- public secondary | .98 |
| Secondary sub. schools- private | 998.5 | Rural- public secondary | .49 |
| Elementary rural schools- private | 232.2 | | |
| Secondary rural schools- private | 528.4 | Percentage of teachers receiving other non-school salary: | |
| Avg. total income | 68.9 | Urban- public elementary | .72 |
| Avg. total income- public | 68.5 | Suburban- public elementary | .93 |
| Avg. total income- private | 197.1 | Rural- public elementary | .44 |
| Percentage of teachers receiving other school year compensation: | | Urban- public secondary | .90 |
| Urban elem.- public | .76 | Suburban- public secondary | .99 |
| Suburban elem.- public | .97 | Rural- public secondary | .59 |
| Rural elem.- public | .60 | Average principal's salaries: | |
| Urban second.- public | 1.26 | Total | 176.3 |
| Suburban second.-public | 1.03 | Public schools | 103.0 |
| Rural second.- public | .79 | Private schools | 401.5 |
| Urban elem.- private | 1.49 | Urban elem.- public | 264.0 |
| Suburban elem.- private | 1.95 | Urban second.- public | 288.8 |
| Rural elem.- private | 1.19 | Suburban elem.- public | 367.9 |
| Urban second.- private | 4.08 | Suburban second.- public | 337.9 |
| Suburban second.- private | 5.90 | Rural elem.- public | 244.8 |
| Rural second.- private | 3.61 | Rural second.- public | 219.7 |
| Percentage of teachers receiving summer salary: | | Urban elem.- private | 498.7 |
| Urban- public elementary | .80 | Urban second.- private | 1,655.3 |
| Suburban- public elementary | .64 | Suburban elem.- private | 993.3 |
| Rural- public elementary | .54 | Suburban second.- private | 2,553.3 |
| Urban- public secondary | .80 | Rural elem.- private | 610.4 |
| | | Rural second.- private | 2,295.0 |

Table 5.3

| | | | |
|---|-------|--|-------|
| Average salaries of teachers with: | | Master's + 20- public elem. | 213.5 |
| B.A. | 43.9 | Master's + 20- public second. | 243.5 |
| Master's | 49.7 | Rural: | |
| Master's + 20 | 93.8 | B.A.- public elem. | 32.6 |
| B.A.- public | 22.0 | B.A.- public second. | 49.2 |
| Master's- public | 25.8 | Master's- public elem. | 40.1 |
| Master's + 20 - public | 51.6 | Master's- public second. | 58.8 |
| B.A.- private | 118.2 | Master's + 20- public elem. | 90.6 |
| Master's- private | 138.6 | Master's + 20- public second. | 138.2 |
| Master's + 20 -private | 214.1 | Average salaries of private school teachers: | |
| Average salaries of public school teachers: | | Urban: | |
| Urban: | | B.A.- private elem. | 128.2 |
| B.A.- public elem. | 61.8 | B.A.- private second. | 378.6 |
| B.A.- public second. | 79.1 | Master's- private elem. | 157.0 |
| Master's- public elem. | 67.6 | Master's- private second. | 385.7 |
| Master's- public second. | 90.3 | Master's + 20- private elem. | 265.8 |
| Master's + 20- public elem. | 137.4 | Master's + 20- private second. | 958.7 |
| Master's + 20- public second. | 210.1 | Suburban: | |
| Suburban: | | B.A.- private elem. | 244.4 |
| B.A.- public elem. | 67.8 | B.A.- private second. | 284.4 |
| B.A.- public second. | 86.6 | Master's- private elem. | 303.9 |
| Master's- public elem. | 79.3 | Master's- private second. | 208.7 |
| Master's- public second. | 119.0 | Master's + 20- private elem. | 607.3 |

| | | | |
|--------------------------------|-------|--------------------------------|-------|
| Master's + 20- private second. | 671.9 | Master's- private elem. | 258.3 |
| Rural: | | Master's- private second. | 343.5 |
| B.A.- private elem. | 225.6 | Master's + 20- private elem. | 363.0 |
| B.A.- private second. | 313.9 | Master's + 20- private second. | 618.6 |

Table 5.4

Percentage of teachers satisfied with their teaching salary:

| | | | |
|-----------------------|-----|--------------------------------|------|
| Strongly satisfied | .17 | Strongly dissatisfied | .30 |
| Somewhat satisfied | .30 | Strongly dissatisfied- public | .28 |
| Somewhat dissatisfied | .26 | Strongly dissatisfied- private | 1.17 |

Table 5.5

Percentage of teachers offered benefits:

| | |
|------------------|------|
| Medical | .50 |
| Dental | .59 |
| Life | .55 |
| Pension | .57 |
| In-kind | .51 |
| Medical- public | .28 |
| Dental- public | .49 |
| Life- public | .52 |
| Pension- public | .51 |
| In-kind- public | .59 |
| Medical- private | 1.58 |
| Dental- private | 1.42 |
| Life- private | 1.46 |
| Pension- private | 1.44 |
| In-kind- private | 1.14 |

Percentage of principals who received benefits:

| | |
|------------------|------|
| Medical | .55 |
| Dental | .56 |
| Life | .53 |
| Pension | .59 |
| In-kind | .43 |
| Medical- public | .45 |
| Dental- public | .44 |
| Life- public | .54 |
| Pension- public | .67 |
| In-kind- public | .31 |
| Medical- private | 1.64 |
| Dental- private | 1.20 |
| Life- private | 1.17 |
| Pension- private | 1.17 |
| In-kind- private | 1.43 |

Table 6.1

Percentage of teachers satisfied with:

| | |
|----------------------------------|-----|
| Administrative support | .28 |
| Administrative support- public | .28 |
| Administrative support- private | .93 |
| Rules enforcement | .31 |
| Rules enforcement- public | .30 |
| Rules enforcement- private | .81 |
| Participation in decision making | .20 |

| | |
|---|------|
| Participation in decision making- public | .18 |
| Participation in decision making- private | .86 |
| Resources available | .00 |
| Resources available- public | .00 |
| Resources available- private | .01 |
| Overall satisfaction | .30 |
| Overall satisfaction- public | .31 |
| Overall satisfaction- private | 1.17 |

Table 6.2

Percentage of teachers who view certain issues as problems:

| | |
|----------------------|-----|
| Absenteeism | .22 |
| Alcohol use | .17 |
| Tardiness | .17 |
| Drug abuse | .13 |
| Verbal abuse | .20 |
| Absenteeism- public | .23 |
| Alcohol use- public | .18 |
| Tardiness- public | .19 |
| Drug abuse- public | .14 |
| Verbal abuse- public | .21 |
| Absenteeism- private | .39 |

| | |
|-----------------------------|-----|
| Alcohol use- private | .27 |
| Tardiness- private | .36 |
| Drug abuse- private | .22 |
| Verbal abuse- private | .24 |
| Absenteeism- public urban | .60 |
| Alcohol use- public urban | .41 |
| Tardiness- public urban | .54 |
| Drug abuse- public urban | .37 |
| Verbal abuse- public urban | .53 |
| Absenteeism- public suburb. | .72 |
| Alcohol use- public suburb. | .47 |

| | | | |
|------------------------------------|-----|------------------------------------|------|
| Tardiness- public suburb. | .53 | Alcohol use- public sub. elem. | .18 |
| Drug abuse- public suburb. | .38 | Tardiness- public sub. elem. | .48 |
| Verbal abuse- public suburb. | .48 | Drug abuse- public sub. elem. | .25 |
| Absenteeism- public rural | .28 | Verbal abuse- public sub. elem. | .63 |
| Alcohol use- public rural | .25 | Absenteeism- public sub. second. | 1.34 |
| Tardiness- public rural | .21 | Alcohol use- public sub. second. | .93 |
| Drug abuse- public rural | .17 | Tardiness- public sub. second. | 1.04 |
| Verbal abuse- public rural | .19 | Drug abuse- public sub. second. | .73 |
| Absenteeism- public urban elem. | .59 | Verbal abuse- public sub. second. | .81 |
| Alcohol use- public urban elem. | .21 | Absenteeism- public rural elem. | .32 |
| Tardiness- public urban elem. | .47 | Alcohol use- public rural elem. | .30 |
| Drug abuse- public urban elem. | .25 | Tardiness- public rural elem. | .21 |
| Verbal abuse- public urban elem. | .79 | Drug abuse- public rural elem. | .20 |
| Absenteeism- public urban second. | .92 | Verbal abuse- public rural elem. | .24 |
| Alcohol use- public urban second. | .62 | Absenteeism- public rural second. | .52 |
| Tardiness- public urban second. | .85 | Alcohol use- public rural second. | .49 |
| Drug abuse- public urban second. | .59 | Tardiness- public rural second. | .48 |
| Verbal abuse- public urban second. | .68 | Drug abuse- public rural second. | .41 |
| Absenteeism- public sub. elem. | .65 | Verbal abuse- public rural second. | .48 |

Percentage of principals who view certain issues as problems:

| | | | |
|------------------------------|-----|---------------------------------------|------|
| Absenteeism | .23 | Absenteeism- public urban elem. | .75 |
| Alcohol use | .17 | Alcohol use- public urban elem. | .21 |
| Tardiness | .18 | Tardiness- public urban elem. | .67 |
| Drug abuse | .13 | Drug abuse- public urban elem. | .18 |
| Verbal abuse | .12 | Verbal abuse- public urban elem. | .35 |
| Absenteeism- public | .27 | Absenteeism- public urban second. | 1.92 |
| Alcohol use- public | .20 | Alcohol use- public urban second. | .96 |
| Tardiness- public | .22 | Tardiness- public urban second. | 1.36 |
| Drug abuse- public | .14 | Drug abuse- public urban second. | 1.06 |
| Verbal abuse- public | .11 | Verbal abuse- public urban second. | .33 |
| Absenteeism- private | .42 | Absenteeism- public suburban elem. | .55 |
| Alcohol use- private | .23 | Alcohol use- public suburban elem. | .00 |
| Tardiness- private | .55 | Tardiness- public suburban elem. | .71 |
| Drug abuse- private | .23 | Drug abuse- public suburban elem. | .00 |
| Verbal abuse- private | .30 | Verbal abuse- public suburban elem. | .20 |
| Absenteeism- public urban | .64 | Absenteeism- public suburban second. | 1.45 |
| Alcohol use- public urban | .28 | Alcohol use- public suburban second. | 1.10 |
| Tardiness- public urban | .60 | Tardiness- public suburban second. | 1.31 |
| Drug abuse- public urban | .27 | Drug abuse- public suburban second. | 1.07 |
| Verbal abuse- public urban | .29 | Verbal abuse- public suburban second. | .76 |
| Absenteeism- public suburb. | .53 | Absenteeism- public rural elem. | .42 |
| Alcohol use- public suburb. | .28 | Alcohol use- public rural elem. | .15 |
| Tardiness- public suburb. | .62 | Tardiness- public rural elem. | .34 |
| Drug abuse- public suburb. | .29 | Drug abuse- public rural elem. | .09 |
| Verbal abuse- public suburb. | .27 | Verbal abuse- public rural elem. | .13 |
| Absenteeism- public rural | .37 | Absenteeism- public rural second. | .78 |
| Alcohol use- public rural | .28 | Alcohol use- public rural second. | .99 |
| Tardiness- public rural | .30 | Tardiness- public rural second. | .65 |
| Drug abuse- public rural | .21 | Drug abuse- public rural second. | .65 |
| Verbal abuse- public rural | .13 | Verbal abuse- public rural second. | .25 |

Table 6.4

| | | | |
|--|-----|---------------------|------|
| Percentage of principals who believe certain factors influence curriculum: | | Teachers | .55 |
| School districts | .45 | Principals- public | .47 |
| Principals | .48 | Principals- private | 1.05 |

| | | | |
|--|------|-----------------------------|------|
| Principals- public urban | 1.34 | Principals- public rural | .75 |
| Principals- public suburban | 1.38 | | |
| Principals- public rural | .74 | | |
| Percentage of principals who believe certain factors influence hiring: | | | |
| Principals | .54 | Principals | .45 |
| Principals- public urban | 1.23 | Principals- public urban | 1.28 |
| Principals- public suburban | 1.38 | Principals- public suburban | .98 |
| | | Principals- public rural | .60 |

Table 6.5

| | | | |
|---|------|--|------|
| Teachers who believe that they influence discipline policy: | | Public | .33 |
| Total | | Private | .96 |
| Public | .36 | Teachers who believe that they influence grouping classes: | |
| Private | .39 | Total | .33 |
| Public urban | 1.06 | Public | .35 |
| <150 | 3.49 | Private | 1.11 |
| >750 | .87 | Teachers who believe that they influence the establishment of curriculum | |
| Public suburban | | Total | .34 |
| <150 | 4.49 | Public | .35 |
| >750 | 1.05 | Private | 1.20 |
| Public rural | .50 | Public urban | .69 |
| <150 | 1.74 | Public suburban | .75 |
| >750 | 1.00 | Public rural | .49 |
| Teachers who believe that they influence in-service training: | | | |
| Total | .32 | | |

Table 6.6

| | | | |
|--|-----|--|-----|
| Percentage of teachers who would become a teacher again: | | Percentage of teachers who planned to stay in teaching under conditions: | |
| Certainly would | .28 | While able | .31 |
| Certainly would not | .13 | Until retirement | .32 |
| Certainly would- public | .29 | Probably | .16 |
| Certainly would- private | .92 | Planned to leave | .09 |
| Certainly would- public urban | .58 | Undecided | .20 |
| Certainly would- public suburban | .61 | While able- public | .29 |
| Certainly would- public rural | .32 | While able- private | .89 |
| | | Until retirement- public | .31 |
| | | Until retirement- private | .56 |

Table 7.1

| | | | |
|--|-----|--|------|
| Avg. % positions filled: | | Avg. % positions filled with new teachers: | |
| Public | .09 | Public district w/ <1000 students | .90 |
| Private | .20 | Public district w/ 1,000-4,999 students | .13 |
| Avg. % positions filled with new teachers: | | Public district w/ 5,000-9,999 students | .15 |
| Public | .48 | Private school w/ 10,000+ students | .09 |
| Private | .83 | Private school w/ <1,000 students | 1.50 |
| | | Private school w/ 1,000-4,999 students | .73 |
| | | Private school w/ 5,000-9,999 students | 1.09 |
| | | Private school w/ 10,000+ students | .59 |

Table 7.2

| | | | |
|--------------------------------------|------|--|------|
| % schools finding filling vacancies: | | | |
| Not at all difficult | .50 | Suburban | .90 |
| Public | | <20% minority enrollment | 1.02 |
| Urban | 1.48 | ≥20% minority enrollment | 1.73 |
| Elementary | 1.89 | Rural | .68 |
| Secondary | 2.10 | <20% minority enrollment | .71 |
| Combined | 4.50 | ≥20% minority enrollment | 1.35 |
| <20% minority enrollment | 2.77 | Private | 1.20 |
| ≥20% minority enrollment | 1.35 | Urban | |
| Suburban | 1.10 | <20% minority enrollment | 2.33 |
| Elementary | 1.24 | ≥20% minority enrollment | 3.64 |
| Secondary | 1.76 | Suburban | |
| Combined | 8.66 | <20% minority enrollment | 2.71 |
| <20% minority enrollment | 1.31 | ≥20% minority enrollment | 7.90 |
| ≥20% minority enrollment | 2.15 | Rural | |
| Rural | .89 | <20% minority enrollment | 2.33 |
| Elementary | 1.12 | ≥20% minority enrollment | 5.81 |
| Secondary | 1.32 | | |
| Combined | 2.99 | Difficult in some fields | .58 |
| <20% minority enrollment | 1.02 | | |
| ≥20% minority enrollment | 1.57 | Ways administrators handled vacancies: | |
| Private | | % cancelled courses- urban public | .52 |
| Urban | | % cancelled courses- suburb. public | .63 |
| <20% minority enrollment | 3.04 | % cancelled courses- rural public | .29 |
| ≥20% minority enrollment | 3.43 | % increased teaching loads- public | .37 |
| Suburban | | % increased teaching loads- private | .77 |
| <20% minority enrollment | 3.85 | % assigned another tchr.- urban public | .91 |
| ≥20% minority enrollment | 5.93 | % assigned another tchr.- suburb. public | .91 |
| Rural | | % assigned another tchr.- rural public | .72 |
| <20% minority enrollment | 2.87 | % used substitute teacher | .44 |
| ≥20% minority enrollment | 6.79 | Public | .60 |
| Generally difficult | .47 | Urban | 1.21 |
| Public | .43 | Suburban | 1.39 |
| Urban | 1.08 | Rural | .86 |
| <20% minority enrollment | 1.18 | % used part-time teacher- public | .34 |
| ≥20% minority enrollment | 1.31 | % used part-time teacher- private | 1.16 |

Table 7.4

| | | | |
|-------------------------------------|------|--|------|
| % schools providing any retraining: | | | |
| Public | .59 | ≥20% minority enrollment | 1.66 |
| Northeast | 1.06 | <10% minority teachers | .57 |
| Midwest | .83 | ≥10% minority teachers | 1.80 |
| South | 1.30 | Private | 1.12 |
| West | 1.97 | % schools providing retraining in special ed.: | |
| Less than 1,000 | .93 | Public | |
| 1,000-4,999 | .63 | Northeast | .72 |
| 5,000-9,999 | 1.16 | Midwest | .53 |
| 10,000 or more | .46 | South | .93 |
| <20% minority enrollment | .48 | West | .73 |

| | | | |
|---|------|---|------|
| <20% minority enrollment | .40 | % schools providing retraining in bio. sci.: | |
| ≥20% minority enrollment | .84 | Public | .27 |
| <10% minority teachers | .34 | Northeast | .70 |
| ≥10% minority teachers | 1.20 | Midwest | .51 |
| | | South | .58 |
| % schools providing retraining in math: | | West | .55 |
| Public | .30 | <20% minority enrollment | .38 |
| Northeast | .67 | ≥20% minority enrollment | .69 |
| Midwest | .51 | <10% minority teachers | .29 |
| South | .76 | ≥10% minority teachers | .75 |
| West | .98 | | |
| <20% minority enrollment | .40 | % schools providing retraining in bil. ESL: | |
| ≥20% minority enrollment | .82 | Public | .27 |
| <10% minority teachers | .35 | South | .77 |
| ≥10% minority teachers | .83 | Midwest | .27 |
| | | <20% minority enrollment | .20 |
| % schools providing retraining in comp. sci.: | | ≥20% minority enrollment | .94 |
| Public | | <10% minority teachers | .27 |
| South | .91 | ≥10% minority teachers | .98 |
| Midwest | .52 | | |
| <20% minority enrollment | .43 | % schools providing retraining in foreign langs.: | |
| ≥20% minority enrollment | .84 | Public | .22 |
| <10% minority teachers | .36 | South | .52 |
| ≥10% minority teachers | 1.11 | Midwest | .29 |
| | | <20% minority enrollment | .31 |
| % schools providing retraining in phys. sci.: | | ≥20% minority enrollment | .49 |
| Public | | <10% minority teachers | .29 |
| Northeast | .74 | ≥10% minority teachers | .59 |
| Midwest | .52 | | |
| South | .58 | % schools providing retraining in other fields: | |
| West | .62 | Public | |
| <20% minority enrollment | .40 | <20% minority enrollment | .42 |
| ≥20% minority enrollment | .65 | ≥20% minority enrollment | 1.04 |
| <10% minority teachers | .32 | <10% minority teachers | .42 |
| ≥10% minority teachers | .76 | ≥10% minority teachers | 1.36 |

Table 7.5

| | | | |
|------------------------------------|------|------------------------------------|------|
| % teachers newly hired: | .12 | Urban secondary | .13 |
| Public | .14 | Urban, <20% minority enrollment | .15 |
| Urban elementary | .44 | Urban, ≥20% minority enrollment | .16 |
| Urban secondary | .29 | Suburban elementary | .13 |
| Urban, <20% minority enrollment | .48 | Suburban secondary | .15 |
| Urban, ≥20% minority enrollment | .32 | Suburban, <20% minority enrollment | .11 |
| Suburban elementary | .70 | Suburban, ≥20% minority enrollment | .23 |
| Suburban secondary | .48 | Rural elementary | .09 |
| Suburban, <20% minority enrollment | .36 | Rural secondary | .10 |
| Suburban, ≥20% minority enrollment | 1.06 | Rural, <20% minority enrollment | .07 |
| Rural elementary | .26 | Rural, ≥20% minority enrollment | .12 |
| Rural secondary | .20 | Private | .25 |
| Rural, <20% minority enrollment | .20 | % newly hired teachers who were: | |
| Rural, ≥20% minority enrollment | .30 | Teaching elsewhere | .51 |
| Private | .38 | Public | .44 |
| | | Private | 1.42 |
| % first time teachers: | .04 | In college | .22 |
| Public | .04 | Public | .22 |
| Urban elementary | .18 | Private | .57 |

| | | | |
|---------------------------|------|---------------------|------|
| Working outside education | .24 | Suburban elementary | .81 |
| Public | .22 | Suburban secondary | .81 |
| Urban elementary | .52 | Rural elementary | .58 |
| Urban secondary | .80 | Rural secondary | .42 |
| Suburban elementary | .38 | Private | 1.01 |
| Suburban secondary | 1.06 | Unemployed | .16 |
| Rural elementary | .35 | Retired | .17 |
| Rural secondary | .76 | Public | .20 |
| Private | .82 | Private | .29 |
| In homemaking | .32 | Other or unknown | .21 |
| Public | .28 | | |

Table 7.6

| | | | |
|----------------------------|-----|------------------------------|------|
| % teachers who left staff: | .20 | % teachers who joined staff: | .48 |
| Public | .17 | Public | .59 |
| Urban | .35 | Urban | 1.46 |
| Suburban | .29 | Suburban | 2.13 |
| Rural | .24 | Rural | .47 |
| Private | .59 | Private | 1.04 |

Table 7.7

| | | | |
|----------------------------------|-----|----------------------|-----|
| Changes from 1987-88 to 1988-89: | | Private | .85 |
| % teachers still teaching | .28 | % who left teaching: | |
| % stayers still teaching | .40 | Public | .30 |
| % movers still teaching | .40 | Private | .85 |
| Public | .44 | | |

Table 7.9

| | | | |
|------------------------------|------|--|------|
| % of all teachers who moved: | .38 | For salary/benefits | |
| Public | .42 | Public | .79 |
| Urban | .89 | Urban | .88 |
| Suburban | .74 | Rural | 1.55 |
| Rural | .58 | Private | 2.68 |
| Private | .70 | For better assignment | |
| Urban | 1.18 | Public | 1.79 |
| Suburban | 1.10 | Private | 2.62 |
| Rural | 1.76 | Due to school staffing action | |
| For family reasons | | Public | 2.15 |
| Public | 2.16 | Private | 3.41 |
| Urban | 3.42 | Due to dissatisfaction with old school | |
| Rural | 3.89 | Public | 1.31 |
| Private | 2.85 | Urban | 3.98 |
| | | Rural | 1.33 |
| | | Private | 1.98 |

Table 7.10

| | | | |
|---|------|-------------------------|------|
| % moved public-public- same district | 1.98 | Rural | 3.78 |
| % moved public-public- different district | 1.98 | % moved public-private | .58 |
| Urban | 4.26 | % moved private-private | 2.98 |
| Suburban | 5.05 | % moved private-public | 2.98 |

Table 7.11

| | | | |
|------------------------------------|------|------------------------------------|------|
| % teachers who left teaching | | For better salary/benefits | .71 |
| Public | .30 | Public | .90 |
| Private | .85 | Private | 1.38 |
| For personal/health reasons | 2.54 | For courses for educational career | .58 |
| Public | 3.49 | Public | .58 |
| Private | 3.71 | Private | 1.64 |
| To retire | 1.95 | Due to school staffing action | .64 |
| Public | 2.40 | To take sabbatical | 1.26 |
| Private | 1.38 | Because dissatisfied with teaching | 1.00 |
| For other career outside education | 1.94 | | |

Table 7.12

| | | | |
|---|-------|---|---------|
| Average income of movers, stayers, and leavers (1987-88): | | Average income of movers, stayers, and leavers (1988-89): | |
| Stayers- public | 234.9 | Stayers- public | 340.4 |
| Movers- public | 660.4 | Movers- public | 1,059.3 |
| Leavers- public | 443.1 | Leavers- public | 949.9 |
| Stayers- private | 416.0 | Stayers- private | 916.3 |
| Movers- private | 619.6 | Movers- private | 1,123.6 |
| Leavers- private | 453.5 | Leavers- private | 1,239.3 |

Table 7.13

| | | | |
|---|------|---|------|
| Percentage of stayers who are satisfied with various job aspects: | | Salary- public | 2.55 |
| Salary- public | 1.47 | Benefits- public | 2.39 |
| Benefits- public | 1.33 | Support and recognition- public | 2.85 |
| Support and recognition- public | 1.47 | Safety of the environment- public | 2.11 |
| Safety of the environment- public | 1.34 | Influence over policy- public | 2.53 |
| Influence over policy- public | .94 | Autonomy and control- public | 1.61 |
| Autonomy and control- public | .96 | Job security- public | 2.12 |
| Job security- public | .93 | Esteem of profess.- public | 1.86 |
| Esteem of profess.- public | 1.30 | Proc. of evaluat.- public | 2.95 |
| Proc. of evaluat.- public | 1.03 | Workloads- public | 2.58 |
| Workloads- public | 1.10 | Resources- public | 2.60 |
| Resources- public | 1.44 | General work conditions- public | 2.44 |
| General work conditions- public | 1.35 | Intellectual challenge- public | 2.08 |
| Intellectual challenge- public | 1.00 | Salary- private | 3.50 |
| Salary- private | 2.71 | Benefits- private | 2.97 |
| Benefits- private | 2.72 | Support and recognition- private | 2.66 |
| Support and recognition- private | 1.75 | Safety of the environment- private | 1.91 |
| Safety of the environment- private | 1.19 | Influence over policy- private | 2.73 |
| Influence over policy- private | 2.12 | Autonomy and control- private | 1.51 |
| Autonomy and control- private | .75 | Job security- private | 2.87 |
| Job security- private | 1.67 | Esteem of profess.- private | 3.50 |
| Esteem of profess.- private | 2.54 | Proc. of evaluat.- private | 2.49 |
| Proc. of evaluat.- private | 2.33 | Workloads- private | 3.00 |
| Workloads- private | 2.24 | Resources- private | 3.05 |
| Resources- private | 1.97 | General work conditions- private | 1.85 |
| General work conditions- private | 1.41 | Intellectual challenge- private | 2.17 |
| Intellectual challenge- private | 1.61 | Percentage of leavers who are satisfied with various job aspects: | |
| Percentage of movers who are satisfied with various job aspects: | | Caliber of coll.- public | 1.59 |
| | | Caliber of coll.- private | 4.26 |

| | | | |
|-----------------------------------|------|------------------------------------|------|
| Salary- public | 3.70 | Salary- private | 5.85 |
| Benefits- public | 3.97 | Benefits- private | 4.17 |
| Support and recognition- public | 1.52 | Support and recognition- private | 4.17 |
| Safety of the environment- public | 4.19 | Safety of the environment- private | .89 |
| Influence over policy- public | 1.86 | Influence over policy- private | 4.25 |
| Autonomy and control- public | .89 | Autonomy and control- private | 1.49 |
| Job security- public | 2.59 | Job security- private | 2.99 |
| Esteem of profess.- public | 4.73 | Esteem of profess.- private | 4.01 |
| Proc. of evaluat.- public | 4.62 | Proc. of evaluat.- private | 2.86 |
| Workloads- public | 5.57 | Workloads- private | 2.72 |
| Resources- public | 1.77 | Resources- private | 3.36 |
| General work conditions- public | 1.14 | General work conditions- private | .70 |
| Intellectual challenge- public | 4.26 | Intellectual challenge- private | 4.09 |

B. Standard Errors for Selected State Tables

Table 2.2—Standard errors for number of public schools and students, and average students per equivalent teacher, by state: 1987–88

| | Number of schools | Number of students | Average students/ FTE teacher |
|------------------|-------------------|--------------------|----------------------------------|
| TOTAL | 321.3 | 165,010.9 | 0.06 |
| Alabama | 30.4 | 20,561.1 | 0.37 |
| Alaska | 21.2 | 5,431.0 | 0.66 |
| Arizona | 39.4 | 17,064.3 | 0.52 |
| Arkansas | 25.7 | 12,900.7 | 0.34 |
| California | 108.0 | 68,686.5 | 0.28 |
| Colorado | 37.0 | 15,850.5 | 0.40 |
| Connecticut | 25.7 | 15,361.4 | 0.32 |
| Delaware | 5.0 | 3,287.9 | 0.43 |
| Dist of Columbia | 8.8 | 5,820.5 | 0.51 |
| Florida | 40.5 | 46,594.1 | 0.25 |
| Georgia | 41.7 | 24,835.5 | 0.24 |
| Hawaii | 3.7 | 3,835.3 | 0.31 |
| Idaho | 20.3 | 7,919.0 | 0.53 |
| Illinois | 67.5 | 38,660.9 | 0.26 |
| Indiana | 35.9 | 26,185.2 | 0.29 |
| Iowa | 43.5 | 14,508.5 | 0.25 |
| Kansas | 42.3 | 14,657.7 | 0.40 |
| Kentucky | 38.2 | 16,310.6 | 0.35 |
| Louisiana | 59.0 | 19,246.0 | 0.50 |
| Maine | 35.0 | 8,506.9 | 0.80 |
| Maryland | 30.8 | 19,104.3 | 0.41 |
| Massachusetts | 38.4 | 23,376.2 | 0.35 |
| Michigan | 45.3 | 30,367.4 | 0.25 |
| Minnesota | 42.0 | 28,237.9 | 0.35 |
| Mississippi | 20.4 | 20,961.0 | 0.34 |
| Missouri | 55.2 | 26,877.1 | 0.41 |
| Montana | 35.8 | 7,669.1 | 0.70 |
| Nebraska | 34.8 | 13,744.3 | 0.40 |
| Nevada | 13.4 | 5,455.3 | 0.50 |
| New Hampshire | 20.5 | 8,515.1 | 0.50 |
| New Jersey | 48.8 | 36,495.1 | 0.26 |
| New Mexico | 30.5 | 12,483.8 | 0.57 |
| New York | 57.4 | 35,834.6 | 0.17 |
| North Carolina | 28.2 | 22,363.1 | 0.30 |
| North Dakota | 21.7 | 6,040.8 | 0.61 |
| Ohio | 87.3 | 42,653.1 | 0.35 |
| Oklahoma | 39.9 | 21,664.1 | 0.31 |

Table 2.2—Standard errors for number of public schools and students, and average students per equivalent teacher, by state: 1987–88 (continued)

| | Number of schools | Number of students | Average students/ FTE teacher |
|----------------|-------------------|--------------------|----------------------------------|
| Oregon | 47.8 | 16,331.0 | 0.51 |
| Pennsylvania | 62.9 | 33,479.7 | 0.28 |
| Rhode Island | 10.2 | 5,210.9 | 0.45 |
| South Carolina | 34.8 | 19,533.9 | 0.52 |
| South Dakota | 36.6 | 7,079.7 | 0.68 |
| Tennessee | 26.8 | 18,982.0 | 0.30 |
| Texas | 82.5 | 62,009.5 | 0.18 |
| Utah | 20.6 | 12,598.8 | 0.52 |
| Vermont | 19.0 | 4,192.5 | 0.44 |
| Virginia | 46.7 | 27,158.7 | 0.23 |
| Washington | 32.4 | 18,022.6 | 0.32 |
| West Virginia | 32.4 | 10,712.9 | 0.37 |
| Wisconsin | 66.9 | 22,571.1 | 0.39 |
| Wyoming | 16.9 | 4,631.9 | 0.49 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Questionnaire).

Table 5.2—Standard errors for average full-time public school teacher and principal salaries and percentage of teachers who were satisfied with their salaries, by state: 1987–88

| | Average teacher salary | Percent of teachers strongly or somewhat satisfied with salary | Average principal salary |
|-------------------|------------------------|--|--------------------------|
| TOTAL | 60.5 | 0.40 | 103.0 |
| Alabama | 187.8 | 1.91 | 452.0 |
| Alaska | 691.5 | 3.17 | 1,418.0 |
| Arizona | 295.2 | 2.95 | 940.0 |
| Arkansas | 136.0 | 2.01 | 390.0 |
| California | 220.6 | 1.47 | 301.0 |
| Colorado | 420.2 | 1.96 | 845.0 |
| Connecticut | 349.9 | 2.86 | 578.0 |
| Delaware | 440.3 | 3.33 | 634.0 |
| Dist. of Columbia | 542.1 | 2.75 | 665.0 |
| Florida | 232.5 | 2.08 | 583.0 |
| Georgia | 180.5 | 2.04 | 808.0 |
| Hawaii | 439.0 | 4.32 | 1,599.0 |
| Idaho | 240.4 | 2.20 | 903.0 |

Table 5.2—Standard errors for average full-time public school teacher and principal salaries and percentage of teachers who were satisfied with their salaries, by state: 1987–88—continued

| | Average teacher salary | Percent of teachers somewhat or strongly satisfied with salary | Average principal salary |
|----------------|------------------------|--|--------------------------|
| Illinois | 281.2 | 1.80 | 545.0 |
| Indiana | 263.7 | 2.34 | 567.0 |
| Iowa | 304.1 | 2.29 | 571.0 |
| Kansas | 252.5 | 3.35 | 458.0 |
| Kentucky | 186.1 | 2.11 | 641.0 |
| Louisiana | 292.5 | 1.23 | 391.0 |
| Maine | 223.4 | 3.21 | 1,052.0 |
| Maryland | 442.3 | 3.24 | 498.0 |
| Massachusetts | 265.3 | 1.98 | 864.0 |
| Michigan | 283.0 | 1.89 | 467.0 |
| Minnesota | 331.2 | 2.57 | 523.0 |
| Mississippi | 144.8 | 2.63 | 320.0 |
| Missouri | 273.3 | 2.03 | 684.0 |
| Montana | 335.1 | 3.32 | 922.0 |
| Nebraska | 323.3 | 2.91 | 723.0 |
| Nevada | 417.1 | 3.57 | 608.0 |
| New Hampshire | 434.9 | 3.69 | 798.0 |
| New Jersey | 371.7 | 2.16 | 619.0 |
| New Mexico | 249.9 | 2.04 | 829.0 |
| New York | 306.7 | 1.54 | 371.0 |
| North Carolina | 226.0 | 2.11 | 483.0 |
| North Dakota | 418.8 | 2.92 | 1,141.0 |
| Ohio | 301.9 | 1.81 | 503.0 |
| Oklahoma | 185.4 | 1.98 | 732.0 |
| Oregon | 266.1 | 2.83 | 888.0 |
| Pennsylvania | 271.9 | 1.87 | 469.0 |
| Rhode Island | 313.4 | 3.03 | 558.0 |
| South Carolina | 211.5 | 2.29 | 313.0 |
| South Dakota | 219.7 | 2.69 | 1,258.0 |
| Tennessee | 262.5 | 2.47 | 568.0 |
| Texas | 135.0 | 1.39 | 324.0 |
| Utah | 279.7 | 2.43 | 651.0 |
| Vermont | 538.7 | 3.45 | 825.0 |
| Virginia | 328.8 | 2.19 | 497.0 |
| Washington | 251.1 | 1.85 | 601.0 |
| West Virginia | 250.9 | 1.37 | 339.0 |
| Wisconsin | 393.6 | 2.40 | 689.0 |
| Wyoming | 309.2 | 3.12 | 508.0 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88 (School Administrator and Teacher Questionnaires).

Index

A

- Absenteeism, vii, 84–92, 168–169
- Academic degrees
 - earned by principals, 44
 - earned by teachers, vi, 71–73
- Administrative policy, 94–98
- Administrative support, 80–83, 141–143, 159, 168
- Age
 - of principals, vi, 40–41
 - of teachers, vi, 38–39
- Alcoholism, vii, 84–91, 93, 168–169
- Asian or Pacific Islander
 - principals, 36–37, 40–41, 43, 165
 - students, v, 11–15, 162
 - teachers, vi, 35, 37–39, 42, 165
- Attrition, occupational, 108

B

- Behavioral problems, vii, 84–93, 168–169
 - and disciplinary policy, 94–98
 - and rule enforcement, 80–83
- Benefits, occupational, vi, 74–75, 78–79, 142, 143, 168, 174–175
- Bilingual programs, 17–20, 62, 118–119, 148, 162, 172
- Biological sciences
 - graduation requirements in, v, 21–25, 163
 - teacher retraining in, 118–119, 172
 - teacher shortages in, 118–119
- Black
 - principals, 36–37, 40–41, 43, 165
 - students, v, 11–15, 162
 - teachers, vi, 35, 37–39, 42, 165

C

- Cancellation, of courses, 113–115, 171
- Career choice, 99, 102–107, 135, 138–139, 170
- Caucasian. *See* White
- Certification status, 44, 50–51, 166
- Chapter 1 (ECIA) services, 17–20, 162
- Classes
 - ability grouping in, 100, 101
 - self-contained, vi, 52, 55, 56, 58–59
 - size of, vi, 52–55, 113–115, 166
- College preparatory programs, v, 21–25, 163

Combined schools
 enrollment in, 8–9
 number of, v
Common Core of Data (CCD), 150
Compensation. See Benefits; Salaries
Computation procedures, 8n, 63n, 80n, 149–155, 160
Computer science
 graduation requirements in, v, 21–25, 163
 number of teachers assigned to, 62
 teacher retraining in, 118–119, 172
 teacher shortages in, 118–119
 teacher turnover in, 130
Curriculum, establishment of, 94–98, 100–101, 170

D

Data collection procedures, 71n, 74n, 147–149
Day-care programs, 17, 162
Decision making, participative, 80–83, 100–101, 168
Demand, for teachers, 108, 111
Dental benefits, vi, 74–75, 78–79, 168
Diagnostic and prescriptive services, 17–20, 162
Disciplinary policy, 94–98, 100–101, 170
 and rule enforcement, 80–83
Drug abuse, vii, 84–91, 93, 168–169

E

Elementary schools
 enrollment in, 8, 28
 number of, v
English
 graduation requirements in, v, 21–25, 163
 hours taught per week, vi, 56, 58–59, 166
 number of teachers assigned to, 62, 148
 teacher turnover in, 130
English as a second language (ESL) programs, 17–20, 62, 118–119,
 130, 148, 162, 172
Enrollment
 in college preparatory programs, v, 21–25
 in elementary schools, 8, 28
 in private schools, v, 5–6, 8–11, 28, 161
 in public schools, v, 5–11, 28, 161, 176–177
 in secondary schools, 8, 28
 See also Minority enrollment
Experience, occupational
 of principals, 46–49
 of teachers, vi, vii, 46–49, 71–73, 120–123, 165
Extended day programs, 17–20, 162

F

Foreign languages

- graduation requirements in, v, 21–25, 163
- number of teachers assigned to, 62
- teacher retraining in, 118–119, 172
- teacher shortages in, 118–119
- teacher turnover in, 130

Full-time teachers, vi, 28–29, 57, 60–61, 148, 166

G

Gifted and talented students, programs for, 17–20, 62, 130, 162

Graduation rates, 21–25, 163

Graduation requirements, v, 21–25, 163

Guidance counselors, v, 26, 28–29, 164

H

Handicapped students, programs for, 17–20, 162

Hiring policy, 94–98, 170

Hispanic

- principals, 36–37, 40–41, 43, 165
- students, v, 11–15, 162
- teachers, vi, 35, 37–39, 42, 165

I

Immigrant students, 108

In-kind benefits, vi, 74–75, 78–79, 168

In-service training, 98, 100, 101

Insurance. See Dental benefits; Life insurance; Medical benefits

Itinerant teachers, 57, 60–61, 112, 148, 166

K

Kindergarten, 62, 130

L

Librarians, v, 26, 28–29, 164

Life insurance, vi, 74–75, 78–79, 168

Long-term substitutes, 57, 60–61, 110, 148

Lunch services, 17–20, 162

M

Mathematics

- graduation requirements in, v, 21–25, 163
 - hours taught per week, vi, 56, 58–59, 166
 - National Education Goal for, 108
 - number of teachers assigned to, 62, 148
 - teacher retraining in, 118–119, 172
 - teacher shortages in, 108, 118–119
 - teacher turnover in, 130
- Media specialists, v, 26, 28–29, 164
- Medical benefits, vi, 74–75, 78–79, 168
- Military schools, 147
- Minority enrollment, v, 9, 11–16, 28, 30, 161–162
- Mobility, occupational, vii, 125–133, 141–143
- and salaries, 140–141
 - and types of moves, 134, 136–137
- Montessori schools, 16, 42, 43, 92, 106, 107, 147

N

- NAIS membership, 16, 42, 43, 92, 106, 107
- Native American
- principals, 36–37, 40–41, 43, 165
 - students, v, 11–15, 162
 - teachers, vi, 37–39, 42, 165
- Non-instructional personnel, v, 26, 28–29, 164
- Non-school income, 63–65

P

- Part-time teachers, 57, 60–61, 112–115, 148, 166, 171
- Pension benefits, vi, 74–75, 78–79, 168
- Physical science
- graduation requirements in, v, 21–25, 163
 - teacher retraining in, 118–119, 172
 - teacher shortages in, 118–119
- Policy, administrative
- and disciplinary policy, 94–98, 100–101, 170
 - and establishment of curriculum, 94–98, 100–101, 170
 - and hiring policy, 94–98, 170
 - and participative decision making, 80–83, 100–101
 - principals' views on, 94–98
 - and rule enforcement, 80–83
 - teachers' views on, 80–83, 98, 100–101
- Principals
- age of, vi, 40–41
 - educational background of, 44, 46–49
 - minority, v, 30–37, 40–41, 43, 165
 - number of, v, 26–29, 164

Principals [continued]

occupational experience of, 46–49
sex ratios of, vi, 35–36, 40–41, 43, 165

Private schools

by affiliation, 16, 42–43, 68, 92–93, 106–107
number of, v, 5–6, 161
size of, 9–11, 16, 161

Professional (miscellaneous) personnel, v, 26, 28–29, 164.

See also Guidance counselors; Librarians; Media specialists

Public schools

number of, v, 5–8, 161, 176–177
size of, 9–11, 17, 161

Pupil-teacher ratios. See also Student-teacher ratios

Q

Quality of Education Data (QED), 147, 150

R

Reform, educational, 1, 44, 63

Religious schools, 16, 42–43, 92, 106–107, 147

Remedial programs, 17–20, 62, 162

Response rates, 150–154

Retirement, vii, 135, 138–139

Retraining, of teachers, 118–119, 171–172

Rule enforcement, 80–83, 159, 168. See also Disciplinary policy

S

Sabbaticals, 135, 138–139

Safety, of working conditions, 141, 142, 143

Salaries, for principals, vi, 68, 70, 167

satisfaction with, 66–67, 177–178

Salaries, for teachers, vi, 63–65, 68–69, 166–168

by academic degrees, 71–73, 167–168

by occupational experience, 71–73

and occupational turnover, 132–133, 135, 140–141, 174

satisfaction with, vi, 66–67, 74, 76–77, 141–143, 168, 174–175, 177–178

and summer salaries, 63–65, 167

Sample selection, 147–149

Satisfaction, occupational

and adequacy of resources, 80–83, 141–143, 159, 168, 174–175

and administrative support, 80–83, 141–143, 159, 168

and career choice, 99, 102–107, 135, 138–139, 170

and intellectual challenge, 141–143, 174–175

Satisfaction, occupational [continued]
 and job safety, 141–143, 174–175
 and job security, 141–143, 174–175
 and occupational turnover, 132–133, 135, 138–139, 141–143, 173–174
 and opportunities for advancement, 141–143
 and participative decision making, 80–83, 141–143, 168
 and professionalism, 141–143
 and rule enforcement, 80–83, 159, 168
 and salaries, vi, 66–67, 74, 76–77, 141–143, 168, 174–175, 177–178
 and social esteem, 141–143, 174–175

Sciences
 graduation requirements in, v, 21–25
 hours taught per week, vi, 56, 58–59, 166
 National Education Goal for, 108
 number of teachers assigned to, 62, 148
 teacher shortages in, 108, 118–119
 teacher turnover in, 130

Secondary schools
 enrollment in, 8, 28
 number of, v

Security, occupational, 141–143

Self-contained classes, vi, 52, 55, 56, 58–59

Sex ratios
 of principals, vi, 35–36, 40–41, 43, 165
 of teachers, vi, 35–36, 38–39, 42, 165

Shortages, of teachers, vii, 108, 111–119

Short-term substitute teachers, 112

Size
 of classes, 52–55, 113–115, 166
 of schools, 9–11, 16, 17

Social science
 graduation requirements in, v, 21–25, 163
 hours taught per week, vi, 56, 58–59, 166
 number of teachers assigned to, 62, 148
 teacher turnover in, 130

Special education programs, 62, 118–119, 130, 171

Stability, occupational, vii, 124, 125, 128–130, 140–143, 170, 174

Standard errors, estimation of, 149, 155

State data, 7–8, 14–15, 24–25, 34–35, 48–51, 66–67, 90–91, 104–105, 116–117, 176–178

Students. See Enrollment

Student-teacher ratios, 6–9, 161, 176–177. See also Classes, size of

Substitute teachers, 57, 60–61, 110, 112–115, 148, 171

Summer salaries, 63–65, 167

Supply, of teachers, 108, 120

T

Tardiness, vii, 84-92, 168-169

Teacher aides, v, 26, 28-29, 164

Teachers

academic degrees earned by, vi, 44-49, 71-73

age of, vi, 38-39

certification status of, 44, 50-51, 166

full-time, vi, 28-29, 57, 60-61, 148, 166

itinerant, 57, 60-61, 112, 148, 166

minority, vi, 30-35, 37-39, 42, 165

newly hired, vii, 108-110, 120-123, 148, 170, 172

number of, v, 26-29, 164

occupational attrition of, 108

occupational experience of, vi, vii, 44, 46-49, 71-73, 120-123, 165

part-time, 57, 60-61, 112-115, 148, 166, 171

retraining of, 118-119, 171-172

sex ratios of, vi, 35-36, 38-39, 42, 165

substitute, 57, 60-61, 110, 112-115, 148, 171

workload of, 113-115, 141-143, 171, 174-175

See also Benefits; Salaries

Turnover, occupational

and additions, 124, 126-127, 173

and leavers, vii, 124-130, 135, 138-143, 173-175

and movers, vii, 125-134, 136-137, 140-143, 173-174

reasons for, 132-133, 135, 141-143, 173-174

See also Mobility; Salaries; Stability

V

Vacancies, occupational, vii, 108, 110-111, 116-117, 171

methods of compensating for, 112-115, 171

Variables, definition of, 155-159

Verbal abuse, vii, 84-91, 168-169

Vocational education, 17-20, 62, 130, 148, 162

W

White

principals, 36-37, 40-41, 43, 165

students, 11-15, 162

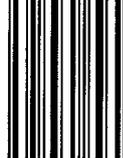
teachers, 35, 37-39, 42, 165

Workload, of teachers, 113-115, 141-143, 171, 174-175

ISBN 0-16-037959-8



90000



9 780160 379598

United States
Department of Education
Washington, D.C. 20208-5651

Official Business
Penalty for Private Use, \$300

Postage and Fees Paid
U.S. Department of Education
Permit No G-17

FOURTH CLASS BOOK RATE

