
NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual

October 1996

Schools and Staffing Survey

1993-94 Schools and Staffing
Survey: Data File User's
Manual

Volume I: Survey Documentation



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Preface

This set of volumes is intended to document the data collection of the 1993–94 Schools and Staffing Survey (SASS) and is intended for several types of readers. Researchers ready to access the datafile may choose to go directly to the Codebooks for each survey (Volumes II and III, for the Restricted-Use Version and the Public-Use Version, respectively), which contain the layout and descriptive information on all survey and sampling variables. The codebooks are also useful as additional reference for the CD-ROM's Electronic Codebook.

Persons wishing to ascertain whether their research needs can be served by SASS data may find the Overview useful with descriptions of the survey's contents and objectives.

Finally, for those interested in the design and methodology of each SASS component, there are chapters on Sample Design and Implementation, Data Collection, Edit Procedures, and Imputation.

We are interested in your reaction to the information presented here about the Schools and Staffing Survey data collection system as well as the microdata files we release. We welcome your recommendations for improving our survey work and data products. If you have suggestions or comments or want more information, please contact:

SASS Data
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We are also interested in the research you do using the SASS data sets. We would be pleased to receive copies of reports, working papers, and published articles you write, which use data from the SASS. Send them to the address above.

Acknowledgments

The authors wish to thank all those who contributed to the production of the data files and this technical document. Each of the staff members of the Education Surveys Program who supervised the collection of one or more SASS components provided data tables and careful review: Sharon Bobbitt (Teacher), Stephen Broughman (Teacher Demand and Shortage, Principal), Steven Kaufman (Sample Design and Implementation, Imputation for all components), and Summer Whitener (Bureau of Indian Affairs Schools and Student Records). Stephen Broughman also contributed information on the Private School Survey and data tables from a separate report on the 1991-92 Private School Survey (the frame for the private schools). Dan Kasprzyk, ES Program Chief, did extensive editing and provided overall production oversight. Technical reviewers at the National Center for Education Statistics are Marilyn McMillen (group statistical review) and Susan Ahmed (statistical standards).

The Education Surveys Branch of the Bureau of the Census, as primary data collector, prepared all data files and drafted major sections of this report and the codebooks. Richard Schwartz and Steve Tourkin, former and current Education Surveys branch chiefs, Lenore Colaciello, Sharon Fondelier, Patrick Healy, and the entire Education Surveys Programming Branch headed by Howard McGowan and assisted by Stella Kim and Kathy Carlers produced the computer edits, imputation scheme, and preliminary codebooks. Dennis Schwanz' branch in the Demographic Statistical Methods Division at Census provided specifications for sample selection, decision rules for eligibility, while Pat Wilson's branch supervised fieldwork for all sampling-related aspects of all the surveys, and John Bushery and Irv Schreiner handled the reinterview program.

The earliest phase of data collection is the review of data instruments. Our thanks go to the many Reviewers on the SASS Review Board and to the Data Users' Group, who provided valuable insight from researchers' perspectives. In addition, SSAB holds an annual Private School meeting to solicit reactions from the varied members of the Private school community. Shelley Burns and Mary Rollefson of the Data Development Division at NCES have served often in reviewing data instruments and plans.

Finally, the final restricted-use and public-use datafiles and this document would not be possible without the technical support of Pinkerton Computer Consultants, Inc.: Hilda Lynch, who oversaw numerous versions of the datafiles and provided general programming expertise, Matt Gibbs, programmer and liaison between SASS and the PSS, and Mia Perona, formatting and printing.

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I. Overview

I. Overview

A. Background

In the early 1980s, education policymakers became increasingly aware of the need for studies that would provide national data on public and private schools, their programs, teachers, and staffing levels. Such data would inform policymakers about the status of teaching and education, identify the areas that most need improvement, and clarify conflicting reports on issues related to policy initiatives, such as teacher shortages.

The first attempt to address these concerns was a series of surveys that began in 1983 and included:

- The Survey of Teacher Demand and Shortage which was conducted in 1983–84 among public and private schools and included questions on teacher demand and incentive plans for teachers.
- The Public School Survey — School Questionnaire conducted in 1984–85 to provide descriptive information about public schools (e.g., enrollment and number of teachers), as well as data on use of teacher incentive plans, volunteers and computers.
- The National Survey of Private Schools — School Questionnaire conducted in 1985–86 to provide parallel information about private schools.
- The Public School Survey — Teacher Questionnaire conducted in 1984–85 to provide information about teacher characteristics, qualifications, incentives, and opinions concerning policy issues.
- The National Survey of Private Schools — Teacher Questionnaire conducted in 1985–1986 to provide parallel information about private school teachers.

Because of problems of methodology and substance within these surveys and the increasing demands for more and better education data, the National Center for Education Statistics (NCES) initiated a redesign of its elementary/secondary education surveys in 1985. This redesign began with an evaluation of the then-current data system; opinions and advice were solicited from the education policy and research community on matters of context, methodology and analytic utility. In late 1985, NCES reported the findings of this evaluation under the heading of Excellence in Schools Surveys and Analysis Study which has become a continuing series and has been renamed the Schools and Staffing Surveys Project.

In response to concern expressed in the evaluation about the paucity of information on schooling, the NCES expanded the purposes of their earlier surveys. These expansions were also responses to conflicting reports of teacher shortages and to increasing public concern about the status of teaching and schools in general.

Under a contract with the NCES, the Rand Corporation redesigned the elementary/secondary education surveys to collect information relevant to their expanded purposes and to correct the methodological difficulties affecting the surveys. The outcome of that effort was a set of concurrent and integrated surveys called the Schools and Staffing Survey (SASS), which was designed to provide a composite national snapshot of America's public and private schools. Also, in order to increase response rates and to maintain consistency in procedures across components of the SASS, the NCES selected the Bureau of the Census to collect and process the data for all parts of the survey.

The SASS was first conducted by the Bureau of the Census during the 1987–88 school year, and again in 1990–91 and 1993–94. The 1993–94 SASS was expanded to include a student survey, in which information about students was taken from school administrative records, and the Library Survey, which collected data on school libraries and librarians. The 1993–94 SASS provides data on public school districts (local education agencies), schools (public, private, and BIA), principals, teachers, students, libraries and librarians for use by educators, researchers, and policymakers.

B. Purpose and Content of the Survey

The overall objective of the SASS is to collect the information necessary for a complete picture of American elementary and secondary education. The abundance of data collected permits detailed analyses of the characteristics of schools, principals, teachers, and students. The linkage of the SASS components enables researchers to examine the relationships among these elements of education.

The 1993–94 SASS consisted of seven components administered simultaneously for linked sample units—local education agencies (LEAs), schools, principals, teachers, libraries, librarians, and students. The eighth component is the Teacher Followup Survey (TFS), which is conducted a year after the SASS and provides additional information about job mobility within the teaching profession and between teaching and other careers.

1. Teacher Demand and Shortage Questionnaire for Public School Districts (Form SASS-1A)

The purpose of the Teacher Demand and Shortage Questionnaire is to obtain data from local education agencies (LEAs) that can be used to measure the supply and demand for public school teachers and to examine policies that may influence teacher supply and demand, e.g., salary, retirement plans, and incentive plans.

The 1993–94 questionnaire had these five sections:

Section A - Enrollment Information obtained counts of students by grade level and race, the number of days in the school year, and data on the release of results from standardized tests.

¹ The questionnaires used for 1993-94 SASS are shown in Appendix F.

Section B - Teachers collected full-time equivalent (FTE) counts of all teachers employed by the LEA, certified teachers, itinerant teachers, newly hired teachers, teachers laid off at the end of the previous school year, vacant teaching positions, and abolished teaching positions. Also obtained were head counts of teachers by race and the criteria used by the LEA in considering applicants for teaching positions.

Section C - Library Media Specialists/Librarians collected full-time equivalent (FTE) counts of librarians employed by the LEA, vacant librarian positions, abolished librarian positions, and librarians laid off at the end of the last school year.

Section D - Programs and Services obtained data on prekindergarten programs, Chapter 1 services, participation in the National School Lunch program, and enrollment choice programs.

Section E - District Policies obtained information on high school graduation requirements, drug abuse prevention and discipline policies, teacher salaries, teacher retirement plans, teacher incentive plans, and staff training programs.

2. School Principal Questionnaires (Forms SASS-2A, SASS-2B, and SASS-2C)

The purpose of the School Principal Questionnaires is to obtain information about the training, experience, professional background, and demographic characteristics of school principals and about the types of school problems that principals view as serious.

The 1993–94 questionnaires were mailed to principals of public schools (SASS-2A), private schools (SASS-2B), and schools funded by the Bureau of Indian Affairs (SASS-2C). The collected data included year of birth, gender, race, college degrees, teaching experience, years of experience as a school principal, salary, and benefits. There were also questions about problems the principals considered to be serious and their perceptions of their influence on school policies.

3. School Questionnaires (Forms SASS-3A, SASS-3B, SASS-3C)

The purpose of the School Questionnaires is to collect information on the characteristics of schools, e.g., enrollment, student-staff ratios, programs and services offered, and length of school day.

For the 1993–94 SASS, there were three school questionnaires—the Public School Questionnaire (SASS-3A), the Private School Questionnaire (SASS-3B), and the Indian School Questionnaire (SASS-3C, for schools funded by the Bureau of Indian Affairs). All three collected these data: enrollment by grade level, students by race, number of male students, number of absent students on most recent school day, admission requirements, type of school, number and types of staff, number of teachers by race, number of absent teachers, teaching vacancies, programs and services offered (magnet programs, Chapter 1 services, National School Lunch Program, remedial reading, remedial math, programs for students with disabilities, programs for gifted and talented

students, day care, English as a Second Language, bilingual education, diagnostic and prescriptive services, health care services, library, prekindergarten programs, alcohol or drug use prevention programs and counseling), and for high schools, the number of 1993 graduates and the number of 1993 graduates who applied to colleges.

In addition, the Private School Questionnaire and the Indian School Questionnaire obtained data on teacher supply and demand, teacher salaries, and high school graduation requirements for private schools and for Bureau of Indian Affairs (BIA) schools. (This information is comparable to that collected at the district level for public schools by means of the Teacher Demand and Shortage Questionnaire (SASS-1A)).

The Private School Questionnaire also collected religious affiliation, membership in private school associations, tuition, and the year that the school was founded.

4. Teacher Questionnaires (Forms SASS-4A, SASS-4B, and SASS-4C)

The purpose of the Teacher Questionnaires is to collect data that can be used to describe America's teachers— their demographic characteristics, education, experience, and teaching assignments, as well as their perceptions and attitudes about workplace conditions, their jobs, and teaching in general. This information can be used in analyses of how these factors affect movement into and out of the teaching profession.

The 1993–94 questionnaires had these nine sections:

Section A - Current Teaching Status collected information on whether the respondent was a full-time or part-time teacher, his/her other duties at the school, and jobs or activities outside the school.

Section B - Teaching Experience obtained the year of first teaching position, main activity before becoming a teacher, years of teaching experience, number of breaks in teaching career, and the year he/she began teaching in current school.

Section C - Teacher Training collected data on college degrees, teaching assignment fields, certification, fields that respondent felt best qualified to teach, college courses in math and science, participation in in-service training, membership in teachers' union, and participation in programs for beginning teachers.

Section D - Current Teaching Load obtained information on grade levels taught, type of classes, number of classes, number of students, subjects taught, and number of hours per week spent on job and job-related activities.

Section E - Perceptions and Attitudes Toward Teaching collected data on the respondent's attitudes and perceptions about his/her current teaching job and toward teaching in general.

Section F - Future Plans consisted of questions on retirement eligibility, how long respondent planned to remain in teaching, and career plans for the following school year.

Section G - Incentives and Compensationobtained data on teaching salary, benefits, and other earned income.

Section H - Background Informationcollected data on gender, race, age, marital status, number of dependents, and family income.

Section I - Limited English Proficient Studentsasked about limited English proficient students in the respondent's classes.

5. Student Records Questionnaire (SASS-5)

The purpose of this component of SASS is to collect data that can be used to examine the distribution of school programs and quality teachers among students of differing demographic and academic characteristics and to describe the participation of students in school programs and services.

The data for the Student Records Questionnaire were collected from public schools, private schools, and schools funded by the Bureau of Indian Affairs. The schools were asked to provide information from their administrative records for selected students. This information included gender, date of birth, race, country of birth, language spoken at home, grade level, participation in programs and services, GPA, and attendance record.

6. Library Media Center Questionnaires (Forms LS-1A, LS-1B, and LS-1C)

The data from the Library Media Center Questionnaires provide a national picture of school libraries and permit assessment of the adequacy of school libraries to meet the needs of students and staff.

The 1993–94 questionnaires were sent to public, private, and Bureau of Indian Affairs schools and had these five sections:

Section A - Library Media Center Staffingobtained counts of certified library media specialists, professional staff members who were not certified as library media specialists, and other paid library staff by full-time/part-time status. Also obtained were data on college degrees held by professional staff members, number of adult and student volunteers in the library, and, for private schools, counts of staff members who worked on a contributed service basis.

Section B - 1992–93 Collection and Expendituresobtained data for the 1992-93 school year on materials in the library's collection (books, subscriptions, audio-visual materials, computer software, and CD-ROM), acquisitions, expenditures, and adequacy of the collection for the school's needs.

Section C - Technologycollected information on technical equipment and services available in the school library or elsewhere in the school, e.g., computers, automated catalog, on-line database searching, cable television, and distance learning.

Section D - Library Media Center Facilities contained questions on the seating capacity of the library and the types of spaces available in the library, e.g., individual reading space, conference rooms, storage, workrooms, and space for group activities.

Section E - Scheduling and Transactions obtained information about use of the library—how classes were scheduled, when students could check out materials, how many students used the library in a week, types and number of materials that could be checked out by students, etc.

7. Library Media Specialist/Librarian Questionnaires (Forms LS-2A, LS-2B, LS-2C)

The purpose of these questionnaires is to obtain data that can be used to describe school librarians—their educational background, work experience, and demographic characteristics, as well as their duties, salary, workload, and attitudes about their current position and their profession. Because much of the collected information is comparable to that obtained on the Teacher Questionnaires, comparisons between librarians and classroom teachers can be made.

The 1993–94 questionnaires were mailed to the librarians at public, private, and Bureau of Indian Affairs schools and had these seven sections:

Section A - Current Status obtained information about the librarian's current position—whether full-time or part-time, whether he/she also was a classroom teacher, other assignments at the school, and main activity outside the school.

Section B - Experience had questions on year of first school librarian position, main activity before becoming a school librarian, and years of experience as a school librarian.

Section C - Training collected data on college degrees, participation in in-service training, and certification.

Section D - Collaborative Activities had questions on how often the librarian worked with classroom teachers, number of extra hours worked each week, and other duties at the school (e.g., cafeteria duty, study hall, playground duty).

Section E - Perceptions and Attitudes Toward Work obtained data on how the respondent felt about his/her current position and about the profession in general.

Section F - Compensation obtained information on the respondent's salary, other earned income, benefits, and family income.

Section G - Background Information obtained data on the librarian's gender, race, year of birth, marital status, and number of dependents.

8. The Teacher Follow-up Survey (Form TFS-2 (Leavers) and Form TFS-3 (Stayers))

This survey is a followup of selected teachers from the SASS Teacher Survey and is conducted in the school year following SASS (i.e., 1988–89, 1991–92, 1994–95). The sample consists of all interviewed SASS teachers who left teaching within the year after SASS (leavers) and a subsample of those who remained in teaching (stayers). The major objectives of this survey are to measure the attrition rate for teachers, examine the characteristics of those who stay in the teaching profession and those who leave, obtain activity or occupation data for those who leave the teaching profession, and collect data on attitudes about the teaching profession and job satisfaction.

C. Target Populations and Estimates

1. Target Populations

The target populations for 1993–94 SASS were:

- Local Education Agencies (LEAs) that employ elementary and/or secondary level teachers, e.g., public school districts, state agencies that operate schools for special student populations (such as inmates of juvenile correctional facilities), and cooperative agencies that provide special services to more than one school district;
- Public, private, and BIA schools with students in any of grades 1–12;
- Principals of those schools, as well as libraries and librarians;
- Teachers in public, private, and BIA schools who teach students in grades K–12;
- Students taught by those teachers.

The 1991–92 Common Core of Data (CCD) served as the sampling frame for the public schools. The population of public schools was drawn from the frame population for the 1991–92 school year. The LEAs operating the selected sample schools were also selected.

The population of private schools included schools that existed during the 1991–92 school year. The sample was drawn from the list of schools used for the 1991–92 Private Schools Survey (see section IV, "Sample Design and Implementation," for a description of that operation). Schools added to the 1993–94 Private School Survey during the affiliation list updating operation were also included.

For the BIA frame, the Bureau of Indian Affairs provided a list of all elementary, secondary, and combined schools that they operated or funded. All of these schools were included in the SASS sample.

The population of teachers included teachers who were employed by the public, private, and BIA schools described above during the fall of 1993. The sample of teachers was selected from a list of all teachers who taught students in grades K–12 for each school in sample.

The population of students included anyone in grades K–12 who was taught by a teacher described above during the fall of 1993. The sample of students was selected from class rosters obtained for sampled class periods from a subsample of the total sample teachers. Teachers were subsampled from public, private, and BIA schools.

2. Estimates

The SASS was designed to support estimates at both the state and national level for the public sector, and at the national and association level for the private sector. The association groups for private schools were:

- Association of American Military Colleges and Schools
- Catholic
- Friends
- Episcopal
- National Society for Hebrew Day Schools
- Solomon Schechter Day Schools
- Other Jewish schools
- Lutheran Church, Missouri Synod
- Evangelical Lutheran Church, Wisconsin Synod
- Association of Evangelical Lutheran Churches or Evangelical Lutheran Church in America
- Other Lutheran schools
- Seventh-Day Adventist
- Christian Schools International
- Association of Christian Schools International
- National Association of Private Schools for Exceptional Children
- American Montessori Society or other Montessori associations
- National Association of Independent Schools
- National Independent Private School Association
- All others

Comparisons between public and private schools are only possible at the national level, because private schools are selected for sampling by association group and not by geographic location, such as state.

Due to measures taken to protect the confidentiality of individual schools, state names are not available on the public-use data tapes, and affiliation identification for private schools has been recoded to a 9-level typology. Therefore, estimates from the public-use tapes will be possible for the 9-level typology for the private sector, and only for Census region for the public sector. The exception to this rule is the Teacher Demand

and Shortage (TDS) data tape, where each LEA's FIPS state code and Census region designation have been left on the tape for analysis, but the piece that has this information is not linkable to the pieces on the public use tape. (Some detailed affiliation codes have been deleted from or collapsed on the public-use data tapes to protect the confidentiality of individual responses.)

The teacher survey was designed to support comparisons between new and experienced teachers. Comparisons between bilingual and nonbilingual teachers are possible at the national level. The library and librarian surveys were designed to produce estimates at the state level for public schools and at the major affiliation level (Catholic, other religious, nonsectarian) for private schools. The student survey was designed to produce estimates at the national level for public, private, and BIA school students.

D. Periodicity of the Survey

The first three rounds of SASS were conducted three years apart; future rounds are planned at 5-year intervals.

II. Changes in SASS Design and Content from 1991 to 1994

II. Changes in SASS Design and Content from 1991 to 1994

Several changes in survey procedures, design, and content were made between the completion of the second SASS (1990–91) and the implementation of the third SASS in school year 1993–94.

A. Design Changes

Below is a summary of the changes made to the 1993–94 sample design.

- To improve the precision of the 1993–94 private sector estimates, the 1991–92 Private Schools Survey (PSS) was used as a sampling frame. The private school stratum definitions were based on the 1991–92 school reports of association membership and affiliation.
- Private school weights were adjusted so that 1993–94 SASS school totals would agree with 1993–94 PSS school totals.
- For the private sector, the sample was reallocated to publish estimates for one additional association, making a total of 19 associations.
- In 1993–94 SASS a library/librarian survey was initiated, as well as a student survey.
- The cutoff for the Native American schools was changed from an enrollment greater than 25 percent to an enrollment greater than 19.5 percent.
- The schools in the BIA stratum were selected with certainty.
- CATI facilities were used extensively for the nonresponse followup of the teacher survey, librarian survey, library survey, public school survey, and administrator survey.
- Teacher lists from sample schools were keyed to provide better control over sample sizes by stratum and to improve the effectiveness of the sort.
- Administrators who teach were eligible for the teacher sample in addition to receiving an administrator questionnaire.

B. Content Changes

1. New Components

For the 1993–94 school year, these three components were added to the SASS:

The Student Records Questionnaire (Form SASS-5) which collected student data from school administrative records;

The Library Media Center Questionnaires (Forms LS-1A, LS-1B, LS-1C) which collected data about school libraries;

The Library Media Specialist/Librarian Questionnaires (Forms LS-2A, LS-2B, LS-2C), which collected data on school librarians.

2. Changes to Existing SASS Components

The following changes were made to the SASS questionnaires between the 1990–91 and 1993–94 surveys²:

Teacher Demand and Shortage Questionnaire Questions that collected the following data were added for the 1994 SASS:

- number of days in school year⁸);
- whether test results were released to the public ⁹);
- number of itinerant teachers ¹(2);
- number of teaching positions abolished, withdrawn, or filled by a substitute teacher because of budget cuts ¹(4);
- number of newly hired teachers with emergency certification ¹(5c);
- number of librarians laid off at end of previous school year ¹(10);
- prekindergarten programs ²(2);
- participation in Chapter 1 programs ³(3);
- participation in federal lunch program ²(4);
- enrollment choice programs ²(5);
- whether community service was required for high school graduation ¹(7);
- whether district had a written policy on discipline and/or drug use ²(8);
- whether district had an agreement with a teachers' union or association (30);
- teachers' pay incentives for completion of training or college courses (39).

Items that collected data on the previous year's enrollment, number of postsecondary students and teachers, teacher benefits, and merit pay for teachers were deleted.

School Principal Questionnaires- Questions to collect the following data were added for the 1993–94 survey:

- college where bachelor's degree was earned ⁶(6);

² The 1993–94 SASS questionnaire item numbers for added questions are given in parentheses. For the wording for these items, see Appendix F.

- information on second bachelor's⁷ and master's⁹ degrees;
- whether respondent is a teaching principal⁶;
- breaks in education career¹⁹;
- year when eligible for retirement²¹;
- years in other positions prior to becoming a school principal¹⁴;
- principal's perception of his/her influence on school expenditures, content of in-service programs, and teacher evaluation²⁵).

The 1990–91 item that asked the principal to rate the school's teaching staff was not included on the 1993–94 questionnaire.

School Questionnaires- For the 1993–94 survey, questions were added to all three school questionnaires to collect data about the following school programs:

- programs for students who are limited English proficient (LEP)²¹;
- prekindergarten²⁶;
- job placement services for high school senior^{29b};
- "Tech-Prep" programs^{29c};
- drug, alcohol, and tobacco use prevention³¹;
- alcohol and drug counseling³²;
- courses in American Indian or Alaska Native culture and language²⁴.

In addition to the items listed above, questions to collect the following data were also added to the specific school questionnaires:

Public School Questionnaire- whether the school offered a magnet program¹⁵ or had a decision-making body³³;

Private School Questionnaire- year the school was founded²⁰), number of teachers certified by private associations^{27b}), whether community service was required for high school graduation⁴³), whether the school supported a home schooling program^{16b}), discipline and drug use policies⁴⁵), teacher pay incentives for completion of training⁵⁴);

Indian School Questionnaire- whether community service was required for high school graduation⁶⁷), discipline and drug use policies³⁹), teacher pay incentives for completion of training⁴⁸);

Items to collect the following data were deleted from the school questionnaires between the 1990–91 and 1993–94 surveys:

- previous year's enrollment;
- level of school;
- type of community³;
- students who attend another school for part of the day;
- high school programs (college prep, vo-tech, general track);

³ This information was available from the school sample files; therefore, the question was unnecessary.

- teachers with advanced degrees;
- counts of teachers by years of experience;
- number of new teachers by teaching field;
- number of teachers who left by teaching field;
- volunteers;
- teacher evaluation program;
- mentor program for new teachers;

The 1990–91 survey items that collected the following data were also deleted from the specific school questionnaires for 1993–94:

Public School Questionnaire- number of days in school year⁴;

Private School Questionnaire- number of postsecondary students and teachers, number of teachers during previous school year, merit pay programs for teachers, teachers' benefits;

Indian School Questionnaire- number of postsecondary students and teachers, number of teachers during previous school year, merit pay programs for teachers, teachers' benefits.

Teacher Questionnaires- Questions to collect the following data were added for the 1993–94 survey:

- college where bachelor's degree was earned¹⁶;
- information about second bachelor's¹⁷ and master's (19) degrees;
- certification by other states or for fields other than those currently taught (24);
- whether respondent was a Chapter 1 teacher²⁷;
- participation in in-service training; committees, college courses ³⁰⁻³³;
- number of tardy students and classroom disruptions during previous week (43);
- whether respondent has ever been threatened⁴⁹ or physically attacked (50);
- year when eligible to retire⁵¹;
- limited English proficient (LEP) students taught⁶⁶).

1990–91 items that collected the following data were not included on the 1993–94 teacher questionnaires:

- levels (elementary, middle school, etc.) at which the respondent had ever taught;
- number of college courses in teaching methods and in subjects currently taught;
- whether he/she assigned homework during previous week;
- achievement level of students in each class taught by respondent;

⁴ For the 1993–94 survey, this information was obtained from the district that operated the school.

- number of male students and minority students in each class taught by respondent;
- grade level of most students in each class taught by respondent;
- ranking of some educational goals;
- main activity previous school year;
- whether he/she received pay incentives.

C. Procedural Changes

1. Timing

Data collection for the 1993–94 SASS began earlier than the 1990–91 survey. The 1993–94 LEA, principal, library, and librarian questionnaires were mailed in October 1993; school questionnaires and about three-fourths of the teacher questionnaires were mailed in early December. The first questionnaire mailout for 1990–91 SASS was in mid-December 1990.

2. Teacher Listing Form

Because of problems that occurred in the 1987–88 and 1990–91 SASS when ineligible school staff were selected for the teacher sample, a revised teacher listing form and procedures were tested during the 1992–93 school year. As a result of this Teacher Listing Validation Study⁵, the Teacher Listing Form (SASS-16) was extensively revised to make it more user-friendly — the format was changed and the instructions were clarified.

3. Questionnaire Labeling

In the 1990–91 SASS, there were problems of student and teacher overestimates for public schools and LEAs because (1) some respondents reported for more than one school or district or (2) their definition of a school or an LEA was different from that used by their state (which reported school and LEA data for the CCD, which was the SASS sampling frame for public schools and LEAs). In order to obtain data consistent with the CCD data, the 1993–94 LEA and school questionnaires were clearly labeled to indicate the range of grade levels that was expected. The respondents were instructed to call a toll-free number if the school's or LEA's grade range was different from that shown on the front of the questionnaire. During this call, Census staff determined whether the difference was the result of a change to the school or LEA since the 1991–92 CCD, or was the result of misunderstanding by the respondent or differences in school or LEA definitions. If there had been no change to the school or LEA since the CCD data were collected, the respondent was instructed to report only for the grades printed on the front of the questionnaire so that the data would be consistent with CCD.

⁵ For more details about this study, see section B of Chapter III.

4. Nonresponse Follow-up

For the 1990–91 SASS, field representatives from the twelve Census regional offices attempted to collect the questionnaire data by telephone for all cases that had not returned the mail questionnaires. For the 1993–94 survey, computer-assisted telephone interviewing (CATI) from two centralized locations was used to follow up principal, library, librarian, and public school nonresponse cases and about two-thirds of the teacher nonresponse cases. Nonresponse follow-up for LEAs, private schools, Indian schools, and the remainder of the teachers was conducted over the telephone by Census field representatives and filled out on telephone interview questionnaires.

III. Preparation for the 1993–94 SASS

III. Preparation for the 1993–94 SASS

Improvement of questionnaires and procedures is an ongoing process for SASS. Before each survey year, field tests and other studies (e.g., cognitive research) are conducted to test new or revised questionnaire items and changes in procedures. Prior to the 1993–94 SASS, this research included cognitive research on the revised public school questionnaire and field tests for the revised LEA, school, principal, and teacher questionnaires, the revised teacher listing form, and the two new components of SASS — the Student Records Questionnaire and the Library Survey.

A. Cognitive Research on Public School Questionnaire

This research was conducted in February 1992 with a sample of seventeen public schools in Iowa, Oklahoma, Nebraska, North Dakota, and South Dakota in order to test some proposed new survey questions and to gain insight into the causes of some reporting problems in the 1990–91 SASS. (During that data collection, some public schools reported significantly more students and teachers than had been reported on the 1988–89 Common Core of Data (CCD), which was the sampling frame for the SASS public schools.)

1. Procedures

Census staff who were experienced cognitive interviewers visited selected schools and asked each school's principal to complete the SASS public school questionnaire⁶ while being observed. The principal was also asked to read the survey questions aloud and to verbalize any thoughts or questions he/she had about them. The interviewer asked some probing questions to elicit the respondent's thoughts, such as "Why did you hesitate before answering that question?" or "What does the term 'LEP' mean to you?" Each interview was tape recorded and summarized in writing. Table III-1 displays the number and level of schools selected to participate in this research.

Table III-1.--Schools selected for cognitive research

| State | Level of school | | | Total |
|--------------|-----------------|------------------------------|-------------|-------|
| | Elementary | Middle school or junior high | High school | |
| Iowa | 0 | 0 | 1 | 1 |
| Oklahoma | 2 | 0 | 2 | 4 |
| Nebraska | 2 | 1 | 1 | 4 |
| North Dakota | 2 | 1 | 1 | 4 |
| South Dakota | 2 | 1 | 1 | 4 |
| Total | 8 | 3 | 6 | 17 |

⁶ This questionnaire was the same public school form tested in the 1991–92 field test, which is described in section B of this chapter.

2. Results

The results of this research supported the following assumptions that had been made previously about the causes of the public school reporting problems for 1990 SASS in these states:

- In some small school districts, the principal of one or more schools is often the district superintendent and he/she may report for the entire district because the information is readily available. Also, in some of these cases, all the schools in the district are located on one campus.
- Some local school officials and school staff who fill the SASS questionnaires use different school definitions than state officials who report data for the Common Core of Data (CCD). For example, the state of Nebraska does not report any-K 12 schools for CCD; instead, they divide these schools into separate elementary (grades K–6) and secondary (grades 7–12) schools. However, there are Nebraska schools where all of grades K–12 are in one building and have one principal; these principals frequently report all grades in the building as one school for SASS.
- In some areas of Oklahoma, the term "school" is used to refer to the entire district, while "attendance center" is used to designate what is considered a school for SASS.

The research also indicated that the proposed new questionnaire items that asked for counts of students enrolled in specific science, math, and computer science classes were too difficult and time-consuming to answer. Several respondents said they were unable to provide accurate responses to these questions or would be unwilling to do so if they received the questionnaire in the mail. In addition, there were definitional problems for some of the class subject names.

B. 1991–92 SASS Field Test

During the 1991–92 school year, proposed changes to the SASS questionnaires and procedures were field tested with samples of LEAs, schools, principals, and teachers. Table III-2 shows the number selected for each sample and the response rates.

Table III-2.--Number of LEAs, schools, principals, and teachers selected for
1991-92 field test and response rates

| Sample units | Number | Response rate |
|-------------------|--------|---------------|
| LEAs (SASS-1A) | 390 | 88.0% |
| Principals | | |
| Public (SASS-2A) | 420 | 99.5% |
| Private (SASS-2B) | 480 | 96.7% |
| Schools | | |
| Public (SASS-3A) | 420 | 95.9% |
| Private (SASS-3B) | 480 | 93.3% |
| Teachers | | |
| Public (SASS-4A) | 420 | 96.5% |
| Private (SASS-4B) | 480 | 96.1% |

1. Procedures That Were Tested

During the 1991-92 field test, the following data collection procedures were tested:

- A toll-free 800 was printed on the front of each questionnaire so that respondents could easily call for assistance in filling the form.
- Reminder postcards were mailed to each sample unit one week after the initial mailing of the questionnaire.
- After the second mailing of the teacher questionnaire each nonrespondent teacher was sent a postcard asking for his/her home telephone number and permission to call at home. This procedure had been proposed after the 1990 SASS because it was very difficult to conduct telephone interviews with teachers — the only available phone numbers were for the schools where they worked and most teachers had little or no free time during the school day to participate in a telephone interview.

The use of the 800 number and the reminder postcards was adopted for the 1993–94 SASS. However, the request for teachers' home phone numbers was rejected because so few teachers responded during the field test — of the 350 teachers who were mailed the postcard requesting phone numbers, only seventeen provided phone numbers and permission.

2. New Questionnaire Items

a. Tested questions used for 1993–94 SASS

Questionnaire items designed to collect the following data were successfully tested in the 1991-92 field test and were incorporated into the 1993–94 SASS questionnaires:

Teacher Demand and Shortage Questionnaire for Public School Districts

- Whether the LEA had a choice program and, if so, the enrollment options offered;
- Number of itinerant teachers employed by the LEA;
- Number of FTE teaching positions abolished, withdrawn, or filled by a substitute teacher because of budget cuts;
- Whether the LEA had an agreement with a teachers' union or similar teachers' organization for collective bargaining or meet-and-confer discussions;
- Whether community service was a high school graduation requirement;
- Whether the LEA had written policies on discipline and use of alcohol, tobacco, and drugs.

Principal Questionnaires

- Whether principal had a second master's degree and, if so, the field and year of the degree;
- The year the principal would be eligible to retire;
- The principal's perception of the amount of influence that various groups and individuals (e.g., State Department of Education, school board, principal) have on how the school budget is spent, content of in-service programs, and teacher evaluations.

Public School Questionnaire

- Number of students enrolled in programs for limited English proficient (LEP) students and types of LEP programs offered;
- For schools with twelfth graders, whether school offered job placement services and whether a "Tech-Prep" program was offered;
- Alcohol, tobacco, and drug use prevention programs;
- School-wide councils.

Private School Questionnaire

- Number of students enrolled in programs for limited English proficient (LEP) students and types of LEP programs offered;
-

- For schools with twelfth graders, whether school offered job placement services and whether a "Tech-Prep" program was offered;
- Alcohol, tobacco, and drug use prevention programs;
- For high schools, whether community service was a graduation requirement;
- Whether school had written policies on discipline and drug, alcohol, and tobacco use.

Teacher Questionnaires

- Whether teacher had a second master's degree and, if so, the field and year of the degree;
- Whether teacher was a Chapter 1 teacher;
- Participation in in-service training, professional development programs, and selected committees (e.g., curriculum and textbook selection committees);
- Whether teacher was a member of a teachers' organization;
- Teaching certificates awarded by other states or for fields other than the respondent's primary and secondary teaching assignments;
- Number of tardy students and number of disruptions during previous school week;
- Whether teacher had been threatened or physically attacked by a student;
- Year that teacher would be eligible to retire.

b. Tested questions rejected for 1993–94 SASS

Questionnaire items designed to collect the data listed below were tested in the 1991–92 field test but were not incorporated into the 1993–94 SASS questionnaires for one or more reasons — (1) the response rates in the field test were too low, (2) questions or comments made by respondents in phone calls or during the cognitive research indicated that data collected by the items could be invalid because of wording ambiguity or definitional problems, (3) collecting the data put an unreasonable burden on the respondent, or (4) the information was no longer needed for education research.

Teacher Demand and Shortage Questionnaire for Public School Districts

- Counts of prekindergarten students by four categories — two years prior to kindergarten, one year prior to kindergarten, prekindergarten combined, and special education;
- FTE counts of prekindergarten teachers — total, new hires, new hires with emergency certification, and vacant positions by type of prekindergarten (two years prior to kindergarten, one year prior to kindergarten, prekindergarten combined, and special education);
- FTE counts of teachers (for kindergarten and above) — total, new hires, new hires with emergency certification, and vacant positions by teaching field (kindergarten, general elementary, English, foreign language, math, etc.);
- FTE counts of nonteaching LEA staff (e.g., administrators, counselors, bus drivers);
- Detailed information on teacher recruitment and hiring — number of applicants by type (e.g., new college graduates who were certified, experienced teachers from other LEAs within the same state, experienced teachers from private schools), number of teaching positions that could not be filled, recruitment methods, etc.;
- Whether LEA had a curriculum for drug and alcohol prevention and, if so, the grade levels where used, whether training was provided to teachers, and whether it was required for schools in the LEA.

Public School Questionnaire

- Counts of prekindergarten students by three categories — two years prior to kindergarten, one year prior to kindergarten, and prekindergarten combined;
 - For schools with any of grades 7–12, counts of students enrolled in specific science, math, and computer science classes;
 - Whether the school publicly reported results of standardized tests (this question was moved to the LEA questionnaire (SASS-1A) for 1999–04 SASS);
 - Whether students living in other attendance areas could enroll in the school at no cost.
-

Private School Questionnaire

- Counts of prekindergarten students by three categories — two years prior to kindergarten, one year prior to kindergarten, and prekindergarten combined;
- For schools with any of grades 7–12, counts of students enrolled in specific science, math, and computer science classes;
- FTE counts of prekindergarten teachers — total, new hires, and vacant positions by type of prekindergarten (two years prior to kindergarten, one year prior to kindergarten, prekindergarten combined, and special education);
- FTE counts of teachers (for kindergarten and above) — total, new hires, and vacant positions by teaching field (kindergarten, general elementary, English, foreign language, math, etc.);
- Detailed information on teacher recruitment and hiring — number of applicants by type (e.g., new college graduates, experienced teachers from other private schools within the same state, experienced teachers from public schools within the same state), number of teaching positions that could not be filled, recruitment methods, etc.

Teacher Questionnaires

- Whether teacher participated in training on classroom management, teaching higher order thinking skills, and instructing students with special needs;
 - For teachers who belonged to teachers' organizations, the type of organization;
 - Number of preparations done during previous school week;
 - Number of students who were absent from the respondent's class(es) without an excuse and the number who appeared to be under the influence of alcohol or drugs during the previous week;
 - The teacher's opinion of how much other selected school staff have helped him/her in improving his/her teaching;
 - Whether respondent has been verbally abused by a student;
 - The teacher's perception of how safe his/her school and the surrounding area are.
-

C. Teacher Listing Validation Study

The Teacher Listing Validation Study was conducted to evaluate the Teacher Listing Record, the form used to obtain the list of teachers for each school in the SASS sample, and to field test the revised school questionnaires in preparation for the 1994 SASS.

1. Component 1

The objectives for component 1 were to determine whether (1) the schools completed the Teacher Listing Record (TLR) according to the instructions on the form, (2) the schools listed eligible teachers, and (3) the LEAs could provide more accurate lists of teachers than their schools.

The sample consisted of 300 private schools, 290 public schools, and the 254 LEAs associated with the selected public schools. In November 1992, a TLR was mailed to each school and LEA in sample.

For the public schools, the difference between teacher counts on a school's TLR and the LEA's TLR was calculated. For the private schools, the difference between the number of teachers reported on the TLR and what was reported on the 1992 Private School Survey (PSS) was calculated. The 100 public schools (and their associated LEAs) and 100 private schools with the largest differences were selected for reinterview and reconciliation conducted in February and March 1993.

Reinterview and reconciliation for component 1

For the 100 public schools selected for reinterview, 50 were done by personal visit, and 50 by telephone. The 100 private schools were also divided in half for reinterview.

- For the personal visit cases, the original respondent completed another TLR. Then the reinterviewer compared the new TLR with the original and asked the respondent to explain any differences. This methodology was used for both public and private schools.
 - For the 50 public school telephone cases, the school was mailed a copy of both the TLR completed by the LEA and that completed by the school, along with a letter explaining that a Census Bureau representative would telephone to resolve the discrepancies. The field representative tried to determine which teacher list was correct and why the differences occurred.
 - For the 50 private school telephone cases, the respondent completed another TLR over the phone. The reinterviewer then reconciled any differences between the original TLR and the reinterview TLR.
-

Results of component 1

- Public schools were more accurate in listing teachers than the LEAs that operated the schools.
- Public schools, LEAs, and private schools often omitted part-time teachers and specialized subject matter teachers (e.g., special education, P.E., music) from the TLR.

2. Component 2

The objective of component 2 was to determine whether the school questionnaire or the TLR produced a more accurate count of teachers in the school.

The sample consisted of 290 public schools and 300 private schools. Each school was mailed a TLR in November 1992. In February 1993, each school was mailed a SASS-3X school questionnaire, which was also being field-tested in preparation for the 1993–94 SASS.

The difference in teacher counts between the TLR and the school questionnaire was calculated. For the telephone reinterview, 100 public schools and 100 private schools with the largest differences were selected. Each school was mailed a copy of the TLR and the school questionnaire they completed. A Census Bureau representative then called the school to reconcile the differences between the teacher count reported on the original TLR and that reported on the school questionnaire.

Results of component 2

- Both public and private schools were more accurate in reporting teachers using the TLR than the school questionnaire.
- Both public and private schools often omitted part-time teachers when reporting their teacher count using the school questionnaire.

D. 1993 SASS Student Records Field Test

The Student Records field test was conducted in the spring of 1993 to determine the feasibility of collecting student data from school records as part of the 1993–94 SASS. This research project was designed to test a proposed questionnaire, as well as procedures for selecting a student sample and for collecting the data.

A major area of concern for this study was the development of procedures for selecting sample students. Because students were selected from the class rosters of sample teachers and a student could be taught by more than one sample teacher, it was necessary to obtain information on the multiple probabilities for student selection, or multiplicity. Before the field test, cognitive research was conducted in four local schools to test a method of obtaining the multiplicity information. As a result of this first round of research, the multiplicity questions were revised and

cognitive interviews were conducted in two more local schools. Based on the findings of these six interviews, a new set of multiplicity questions was developed for the Student Records Questionnaire used for the field test.

There were two components in the Student Records Field Test — mailout with telephone follow-up and personal visit.

1. Mailout with Telephone Follow-up

For this component, schools were mailed a Teacher Listing Record (TLR) and asked to list their teachers. From each list, a sample of three teachers was selected. The schools were then recontacted and asked to provide a class roster for a specified class period for each selected teacher. A sample of three students was selected from each roster.

Table III-3.--Summary of mail component of Student Records Field Test

| | Public schools | Private schools |
|----------------------------------|----------------|-----------------|
| Selected for sample | 282 | 194 |
| Returned Teacher Listing Record | 213 | 133 |
| Provided student rosters | 204 | 131 |
| Completed student questionnaires | 184 | 103 |

Data for nine students were collected from each school. For each student, there were three pages of questions (e.g., grade level, year of birth, race, participation in federal lunch program). The school's name and the nine selected students' names were printed on the front of the questionnaire. Mailout took place in April 1993. Census field representatives telephoned schools that did not return their questionnaires to obtain the data.

Although a few schools did provide rosters by FAX, most of the student sampling for the mailout component was done over the phone by clerks at a Census processing center because of time constraints. The clerk selected a class period for each sample teacher and, based on the number of students in the class, asked for the names of the three selected students. The majority of schools agreed to give student names over the phone. However, 34 public schools and 44 private schools refused to give out student names; instead, they used "code numbers" (the numbers which corresponded to the line number on the roster) or students' initials. This method of student identification caused the following problems in data collection:

- When the student questionnaires arrived at the schools, there were nine sets of numbers or initials on the cover with no indication as to which teacher or which class they referred to. As a result, some schools called Census headquarters to find out to whom the numbers or initials referred. By referring to the student

sampling information sheet, Census staff was able to determine the teachers and class periods for the sample students. With this information, most of these schools could determine which students had been selected.

- These cases had to be omitted from the nonresponse telephone follow-up because neither the schools nor the field representative would know which students the numbers or initials referred to.

2. Personal Visits

Twenty-three public schools and five private schools were chosen for personal visit interviews. Of these, eighteen public schools agreed to participate, and all five private schools agreed.

Most of the schools selected for personal visit were BIA or Indian schools. Personal visits were conducted in April 1993.

During the personal visit interview, a field representative selected the student sample and completed the Student Records Questionnaire. In addition to the regular questionnaire, there was a one-page Indian supplement containing thirteen questions for American Indian and Alaska Native students. These questions were field tested to determine if it was feasible to fulfill BIA's request to include them in the full-scale student survey as part of 1993-94 SASS.

3. Questionnaire Redesign

In the field test, the 32-page questionnaire had the nine students' names pre-printed on the cover; clerks had to hand-print the students' and teachers' names on the appropriate pages within each form. Also, the pretest only had one control number for the entire school, rather than a control number for each student.

Based on findings from the field test, the 1993-94 questionnaire was completely redesigned. For 1993-94, there was a separate four-page questionnaire for each student. On the front was pre-printed the following information: student control number, student name, teacher's name, selected class period, names of the three teachers selected for the student survey. All the student questionnaires for a school were stapled inside a cover folder which was pre-printed with the following information: school's control number, name, and address; and the number of students selected from that school.

E. 1990–91 Library Field Test

The Library and Librarian Questionnaires were field tested during the 1990 SASS. They were mailed to a subset of the SASS sample schools. Schools that did not return the mailed questionnaires were contacted by Census field representatives who attempted to collect the data by phone.

Table III-4.--Summary of Library Survey Field Test

| Questionnaire | Mailed out | Completed | Noninterviews | Out-of-scope cases |
|---|------------|-----------|---------------|--------------------|
| Public School Library Media Center Questionnaire | 291 | 260 | 11 | 20 ¹ |
| Private School Library Media Center Questionnaire | 391 | 262 | 31 | 98 ¹ |
| Public School Librarian | 291 | 253 | 10 | 28 ² |
| Private School Librarian | 391 | 157 | 26 | 208 ² |

¹Includes cases where the sample school was out of scope (e.g., not a school, postsecondary only) and those where the school did not have a library.

²Includes cases where the school was out of scope, those where the school did not have a library, and those where the library did not have a librarian.

As a result of this field test, some items with low response rates were deleted from the 1993–94 questionnaires and some were reworded.

IV. Sample Design and Implementation

IV. Sample Design and Implementation

A. Sampling Frames

1. Public Schools

The primary public school frame for the 1993–94 SASS was the 1991–92 school year Common Core of Data (CCD) file. The CCD is based on survey data collected annually by NCES from all state education agencies. For the 1991–92 school year, state education agencies used their administrative record data to report data for a total of 86,287 schools. NCES and the state education agencies work cooperatively to assure comparability between data elements reported. The CCD is believed to be the most complete public school listing available. The frame includes regular public schools and Department of Defense schools. Nonregular schools such as special education, vocational or technical schools are also included in the sample frame. Before sampling, duplicate schools and schools outside of the United States were removed from the frame. Schools that only teach prekindergarten, kindergarten or adult education were also removed. A total of 82,746 schools remained on the 1991–92 public school frame.

2. Bureau of Indian Affairs Schools

The schools associated with the Bureau of Indian Affairs (BIA) were in a separate frame from the public schools or the private schools. The list of BIA schools came from the Office of Indian Education's Program Education Directory from the Bureau of Indian Affairs. The BIA directory of schools lists all schools funded by BIA and the Office of Indian Education by name of school, location, and the number of teachers and students. 176 schools were on the BIA Directory list.

The BIA list was matched to the CCD. The 150 schools on the BIA list which did not match to the CCD were added to the universe of schools for the 1994 SASS.

The 176 total BIA schools (the 26 matching to the CCD and the 150 which did not match to the CCD) were placed in their own stratum and allocated for sample with certainty.

3. Private Schools

3,347 private schools were selected, before unduplication, using a dual frame approach. The list frame from the Private School Survey (PSS) was the primary private school frame, and an area frame was used to find schools missing from the list frame, thereby compensating for the incomplete coverage of the list frame. The 3,347 is thirteen less than originally designated due to the randomness introduced by the overlapping procedures (for further information see technical report 1993–94 Schools and Staffing Survey: Sample Design and Estimation by R. Abramson et.al, NCES).

List Frame

The base for the list frame used for private schools was the 1992 Private School Survey (PSS) list frame. NCES initiated PSS to build a universe frame of private schools. The 1991-92 PSS list frame universe is based on the 1980 PSS universe updated with private school association lists given to the Census Bureau in the spring of 1991. Various private school associations were asked to supply lists of their schools. Twenty-four such lists were received. These lists were matched with the 1980 PSS list and any association list school not found on the PSS was added to the frame. Before sampling, duplicate schools were excluded from the frame. Schools that only teach prekindergarten, kindergarten or adult education were also removed. The list frame consisted of approximately 25,051 schools. The 1992 PSS list frame was partially updated for 1994 SASS. Again, various private school associations were asked to supply lists of their schools. The same matching procedures were applied and only nonmatches were added to the file.

Area Frame

The 1993-94 SASS area frame was designed to produce approximately 50% overlap with the previous SASS. Consequently, the area frame consisted of two sets of sample PSUs: 1) a subsample of the 1991 SASS area frame sample PSUs (overlap); and 2) sample PSUs selected independently from the 1991 SASS sample (nonoverlap). The 1991 SASS sample PSUs were selected systematically with probabilities proportional to the square root of 1988 projected population from each of sixteen strata defined by Census region, metro/nonmetro status, and whether the PSU's percent private school enrollment exceeded the median percent private enrollment of the other PSUs in the census region/metro status strata. By maintaining a fifty percent overlap of PSUs, the reliability of estimates of change was maintained at a reasonable level, while reducing respondent burden.

The eight certainty PSUs in the 1991 SASS area frame remained in the 1994 SASS sample with certainty. For 1994 SASS, the schools in the 1991 certainty area frame PSUs were made a part of the list frame. All 58 of the PSUs that had been in 1991 SASS for the first time and not previously overlapped were selected again for 1994 SASS, thus becoming the 1993-94 SASS overlap sample of PSUs.

An additional 58 PSUs were selected independently. The United States was divided up into 2,054 primary sampling units (PSUs). Each PSU consisted of a single county, independent city or cluster of geographically contiguous areas defined so that each PSU had a minimum population of 20,000 according to population projections for 1988, when the PSUs were first formed. To avoid having PSUs covering too large a geographic area some PSUs had less than 20,000 in population. The eight certainty PSUs in 1991 were also excluded from the independent PSU sampling operation.

The strata were defined the same way as in the 1991 SASS area frame design: a) Census region (four levels - See Section 3.2 for a description), b) metro/nonmetro status (two levels) and c) whether the PSU's percent private school enrollment exceeded the median percent private enrollment of the other PSUs in the census region/metro status strata (two levels - using 1980 Census data).

A minimum of two PSUs were allocated to each of the 16 strata (32 PSUs). 26 additional PSUs were allocated to the 16 strata to more nearly approximate a uniform sampling fraction of PSUs from each stratum.

The PSUs were selected as a systematic sample with probability proportionate to the square root of the 1988 projected PSU population. A total of 123 distinct PSUs were in sample since one PSU was selected for both sets of samples. Its weight was adjusted to appropriately reflect the duplication.

B. Sample Allocation

1. Public Schools

The SASS sample is a stratified sample. For public schools, the first level of stratification was by three types of schools: (A) Native American schools (schools with 19.5% or more Native American students), (B) schools in Delaware, Nevada and West Virginia, and (C) all other schools. For an extended discussion of the stratification, see the 1993–94 Schools and Staffing Survey: Sample Design and Estimation, NCES 96-089, by Robert Abramson, Cole Cornette, Sharon Fondelier, Betty Jackson, and Randall Parmer.

For the second level of stratification, the type A schools were stratified by Arizona, California, Montana, New Mexico, North Dakota, Oklahoma, Washington and all other states (except Alaska, since most Alaskan schools have high Native American enrollment); the type B schools were stratified first by state and then by district and, the type C schools were stratified by state (all states and the District of Columbia except Delaware, Nevada, and West Virginia).

Within each second level, there were three grade level strata (elementary, secondary, and combined schools), defined as follows:

Regular Schools:

| | |
|------------|---|
| Elementary | Lowest Grade ≤ 6 and Highest grade ≤ 8 |
| Secondary | Lowest Grade ≥ 7 and Highest grade ≤ 12 |
| Combined | Lowest Grade ≤ 6 and Highest grade > 8 |

Nonregular schools which include special education, vocational, technical, adult education (if part of in-scope school) or alternative/continuation grades were classified as combined schools. See Table IV-1 for the public school sample allocation.

Table IV-1.--Sample allocation for both public and private schools, and administrators and public districts

| | Total | Elementary | Combined | Secondary |
|--|-------|------------|----------|-----------|
| Public LEAs' | 5,459 | | | |
| Public | | | | |
| General Schools (Administrators) | 9,333 | 4,152 | 1,335 | 3,846 |
| Bureau of Indian Affairs Schools (Administrators) | 176 | 122 | 29 | 25 |
| Native American Oversample Schools (Administrators) | 451 | 268 | 32 | 151 |
| Public School Total | 9,960 | 4,542 | 1,396 | 4,022 |
| Private* | | | | |
| List Frame Schools (Administrators) | 3,202 | 1,554 | 1,061 | 587 |
| Area Frame Schools (Administrators) | 158 | 69 | 81 | 8 |
| Private School Total | 3,360 | 1,623 | 1,142 | 595 |

*These numbers are the original designated sample size. After unduplication and sample loss due to randomness introduced from the overlap process the actual mark out sample was 3,162 list frame and 153 are frame schools.

2. Bureau of Indian Affairs Schools

All BIA schools were selected with certainty. Therefore, no stratification was needed. See Table IV-1 above for the BIA school sample allocation.

3. Private Schools

For list frame private schools, the frame was partitioned into an initial set of 228 cells. The first level of stratification was school association membership (19):

- 1) Military - membership in the Association of American Military Colleges and Schools;
 - 2) Catholic - affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;
 - 3) Friends - affiliation as Friends or membership in the Friends Council on Education;
-

- 4) Episcopal - affiliation as Episcopal or membership in the National Association of Episcopal Schools association;
 - 5) Hebrew Day - membership in the National Society for Hebrew Day Schools association;
 - 6) Solomon Schechter - membership in the Solomon Schechter Day Schools;
 - 7) Other Jewish - other Jewish affiliation;
 - 8) Missouri Synod - membership in the Lutheran Church, Missouri Synod school association;
 - 9) Wisconsin Synod - membership in the Evangelical Lutheran Church - Wisconsin Synod school association or affiliation as Evangelical Lutheran - Wisconsin Synod;
 - 10) Evangelical Lutheran - membership in the Association of Evangelical Lutheran Churches school association or affiliation as Evangelical Lutheran Church in America;
 - 11) Other Lutheran - other Lutheran affiliation;
 - 12) Seventh-Day Adventist - affiliation as Seventh-Day Adventist or membership in the General Conference of Seventh-Day Adventists;
 - 13) Christian Schools International - membership in Christian Schools International;
 - 14) Association of Christian Schools International - membership in the Association of Christian Schools International;
 - 15) National Association of Private Schools for Exceptional Children - membership in the National Association of Private Schools for Exceptional Children;
 - 16) Montessori - membership in the American Montessori Society or other Montessori associations;
 - 17) National Association of Independent Schools - member of the National Association of Independent Schools;
 - 18) National Independent Private School Association - member of the National Independent Private School Association;
-

- 19) All else - member of any other association specified in the PSS or affiliated with a group not listed above or not a member of any association.

Within each association membership, schools were stratified by grade level (elementary, secondary, and combined schools) as defined above.

Within association/grade level, schools were stratified by four Census regions: Northeast, Midwest, South, and West.

The area frame was stratified by PSU and school level.

For the private sample school allocation, see Table IV-1 above.

C. Overlapping 1991 and 1994 SASS Samples

1. Public Schools

One of the goals for the 1993-94 SASS was to measure change between 1990-91 and 1993-94 for various characteristics. To improve such estimates, the sample selection process controlled the amount of overlap between the 1990-91 and 1993-94 school samples. Appendix 2 in the technical report, 1993-94 Schools and Staffing Survey: Sample Design and Estimation by R. Abramson et.al, NCES, describes how this was done.

The 1990-91 SASS pretest measured the impact of collecting data from the same school several times. For public schools, the effect on response rates was minimal - 92% for nonoverlap schools and 87% for overlap schools. (To account for overlap schools being selected only from 1987-88 SASS respondents, overlap pretest sample schools were adjusted for the 1987-88 SASS nonresponse.) Similar rates computed for the 1993-94 SASS show there was no effect on response rate - 92.1% for nonoverlap schools and 91.8% for overlap schools. This suggests that the school overlap rate can be high, since the increased precision resulting for estimates of change produces little degradation of response rates.

To minimize the impact on the 1993-94 district response rates, the school overlap was set at 30%. With a controlled 30% school overlap, the expected district overlap rate was 58%, which from the SASS pretest translates into an expected 6 percentage point drop in response rates if there were no overlap at all. The predicted drop in the district response rate did not occur. The simplification in the district questionnaire is thought to be a contributing factor for the actual increase in response rates.

2. Private Schools

From the 1990-91 SASS pretest, we learned that overlapping samples reduces response rates among private schools. Since the overall 1987-88 SASS private school response rate was only 79%, it was considered important to minimize the impact of overlapping the samples in 1990-91, so as to reduce the effect on response rates for 1990-91. To do this, we designed a sampling scheme which controlled the expected overlap. This sampling scheme, used in the list frame, provided a 30% overlap for associations with a high 1987-88 response rate and minimized the overlap for associations with a low response rate. The response rates for associations in 1991 were similar to those in 1988. The overlap for 1994 was expected to remain the same as in 1991. Note that the 1994 SASS data do not support our assumptions about the effect of overlapping sample upon the response rate. The response rate for nonoverlap was actually slightly lower than overlap (82.8% versus 87.9%) for 1994 SASS private schools.

The 1990-91 SASS area frame sample was selected independently of the 1987-88 area frame sample. There was no need to control overlap since half the PSUs selected from the 1990-91 frame were in the 1987-88 sample as well. One would assume from this that many schools in these PSUs would be eligible again in 1991. Also, many schools in this frame were in the certainty strata. Taken together, these two design aspects produced an overlap of 24.5 percent over the entire area sample.

D. Sample Selection Procedures

1. Public Schools

To facilitate the calculation of district weights, it was important that within a stratum all schools belonging to the same district be together. This can be achieved by sorting by district ID first. However, to get additional efficiencies into the sample design, it would be better to sort by other variables before sorting by district ID (see below). To achieve both of these goals, the sort variables' value for zip code was recoded to make them the same for every school within a stratum/district.

All schools within a stratum/district had the first three digits of the ZIP code set equal to the ZIP code of the first school in the stratum/district.

After zip code was changed the schools within a stratum were sorted by the following variables:

1. State;
2. District urbanicity:
 - 1 = Central city of a Metropolitan Statistical Area (MSA)
 - 2 = MSA, not central city
 - 3 = Outside MSA;
3. District ZIP Code (The first three digits)
4. CCD District ID number⁷;
5. Highest grade in school
6. School percent minority:
 - 1 = 0-5%
 - 2 = 6-20%
 - 3 = 21-50%
 - 4 = 51% or more;
7. School enrollment; and
8. CCD School ID⁸

Within each stratum, schools were systematically selected using a probability proportionate to size algorithm. The measure of size used for the schools on CCD was the square root of the number of teachers in the school as reported on the CCD file. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling operation and included in the sample with certainty.

2. Private Schools

Within each stratum for private schools on the list frame, sorting took place on the following variables:

1. State;
2. Highest grade in the school
3. Urbanicity
 - 1 = large central city
 - 2 = mid-size central city
 - 3 = urban fringe of large city
 - 4 = urban fringe of mid-side city
 - 5 = large town
 - 6 = small town
 - 7 = rural
4. Zip Code (The first two digits):

⁷CCD District ID number is a unique number assigned to each school district by NCES.

⁸CCD School ID is a unique number assigned to each school.

5. 1991–92 PSS Enrollment;
6. PIN number: This PIN number is a unique number assigned by QED which identifies the school on PSS. The PIN numbers for schools added from private affiliation list adds were assigned by the Census Bureau.

Within each stratum, private schools in the list frame were systematically selected using a probability proportionate to size algorithm. The measure of size used was the square root of the 1989-90 PSS number of teachers in the school. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in sample with certainty.

197 area frame schools were found in the 1990 PSS area frame within counties that had been selected with certainty. Upon recommendation from NCES, these schools were included as part of the list frame before sampling. Fourteen of these schools were selected for the 1993-94 SASS. All remaining area frame cases (in the noncertainty PSUs) remained in the area frame and were in sample.

3. Public School Districts

Once schools were selected, districts associated with these schools were in sample as well. Hence, the district sample consisted of the set of districts that were associated with the SASS public school sample. This provided the linkage between the district and the school. This portion of the district sample represented the set of districts associated with schools. The sample size for districts with schools was 5,350.

Some districts were not associated with schools. Such districts may hire teachers who teach in schools of other districts. For SASS to represent such districts, a sample of these districts was also selected. The frame for this sample consisted of 651 districts on the 1991–92 CCD file that were not associated with schools. A 1 in 6 sample was taken. The sample was selected using a systematic equal probability algorithm. Sample size for districts without schools was 109 units, of which only 5 were actually in-scope.

Research showed standard errors from Delaware, Nevada, and West Virginia were very high relative to the district sampling rate (i.e., coefficients of variation larger than 20 percent with 90 percent of districts in sample) in the 1988 SASS. To reduce the standard errors, all districts were used to define the sampling strata in these states. Since sampling was done within sampling strata, this guaranteed that all districts were in the district sample. The result is a standard error of zero for each of these states' district estimates.

4. Teachers

Selecting the teacher sample in both public and private schools involved the following steps. First, the selected schools were asked to provide teacher lists for their schools. From the lists, 56,736 public and 11,548 private teachers were selected.

The public and private teacher samples are described together because they were selected using identical methodology. The only differences were in the average number of teachers selected within a school.

Teacher Frame

Each selected school was asked to provide a list of their teachers and selected characteristics. Nine percent of the private schools and five percent of the public schools did not provide teacher lists. A factor in the teacher weighting system was used to adjust for these nonparticipant schools.

For each teacher on the list, the following was to be specified:

- New/experienced (Teachers in their first, second, or third year teaching are classified as new teachers);
- Race/ethnicity, 1. White (non-Hispanic); 2. Black (non-Hispanic); 3. Hispanic; 4. Asian or Pacific Islander (API); and 5. American Indian, Aleut, or Eskimo (AIAE);
- Bilingual/English as a Second Language (ESL) Teachers who use native language to instruct students with limited English proficiency (bilingual); or teachers providing students with limited English proficiency with intensive instruction in English (English as a Second Language); and
- Field of Teaching Elementary teachers were classified as: general elementary, special education or other. Secondary teachers depending on their primary subject taught were classified as: math, science, English, social studies, vocational education or other.

The above information for each teacher in a selected SASS school comprised the school teacher frame.

Within each selected school, teachers were stratified into one of five teacher types in the following hierarchical order:

- Asian or Pacific Islander;
 - American Indian or Aleutian or Eskimo;
 - Bilingual/ESL;
 - New; and
 - Experienced
-

Within-School Teacher Allocation

For new/experienced teachers in public schools, oversampling was not required due to the large number of sample schools with new teachers. Therefore, teachers were allocated to the new and experienced categories proportional to their numbers in the school. However, for private school teachers, new teachers were oversampled to ensure that there would be enough new teachers in both 1994 SASS and the Teacher Follow-up Survey (TFS).

Before teachers were allocated to the new/experienced strata, schools were first allocated an overall number of teachers to be selected. This overall sample size was chosen so as to equalize the teacher weights with the school stratification (state/level and association/level/region for public and private sectors, respectively), assuming no further teacher stratification and zero Asian Pacific Islander (API), American Indian, Aleut and Eskimo (AIAE), and Bilingual teachers.

Table IV-2 provides the average number of new and experienced teachers to be selected within each public and private school by school level. For public schools, these sizes are provided by wave. Teachers were selected in three waves in order to prevent the straggling teacher listing forms from delaying the whole teacher sampling process. At the end of the first wave, due to higher than expected listing form response rate, the projected total sample size was running higher than expected. To compensate, the average number of sample teachers per school was lowered for subsequent waves of teacher sampling.

Table IV-2.--Average number of new and experienced teachers selected per school by school level and sector

| | School Level | | |
|-----------------|--------------|-----------|----------|
| | Elementary | Secondary | Combined |
| Public Schools | | | |
| Wave 1 | 3.64 | 7.28 | 5.46 |
| Wave 2 | 3.10 | 6.10 | 4.60 |
| Private Schools | 4 | 5 | 3 |

A total of 68,284 teachers were selected (62,770 new and experienced, 1,735 Asian Pacific Islander, 1,661 American Indian Aleutian or Eskimo, and 2,118 bilingual). Table IV-3 shows the number of selected teachers in SASS sample by teacher type and sector.

Table IV-3.--Number of selected teachers in SASS sample by teacher type and sector

| Teacher type | Public | Private | Total |
|------------------------|--------|---------|--------|
| Native American | 1,525 | 136 | 1,661 |
| Asian/Pacific Islander | 1,483 | 252 | 1,735 |
| Bilingual/ESL | 2,024 | 94 | 2,118 |
| New | 4,799 | 2,182 | 6,981 |
| Experienced | 46,905 | 8,884 | 55,789 |
| Total | 56,736 | 11,548 | 68,284 |

5. Public and BIA School Libraries/Librarians

Schools for the library sample were subsampled from the SASS sample schools. Within a sample library, the librarian questionnaire was given to the head librarian. Thus, within a school, no librarian sampling took place.

The same strata were used for library samplings had been used for public school sampling (state and grade level). BIA schools were all selected for the library survey, so no stratification or sorting was needed.

Within strata, public school sorting took place on the following variables:

1. LEA Metro Status
1 = Central City of a Metropolitan Statistical Area (MSA)
2 = MSA, not Central City
3 = Outside MSA
2. 1991-92 LEA CCD ID
3. School Enrollment
4. 1991-92 school CCD ID

1994 SASS sample schools were then systematically subsampled using a probability proportionate to size algorithm, where the measure of size was the square root of the number of teachers in the school as reported on the CCD file times the school's inverse of the probability of selection from the public school sample file. Any school with a measure of size larger than the sampling interval was excluded from the library sampling operation and included in the sample with certainty.

A total of 5,170 schools were selected for the 1994 SASS public school library and librarian surveys. The sample included 176 BIA schools and 4,994 schools subsampled from the non BIA strata. See Table IV-4 for a breakdown by grade level.

Table IV-4.--Number of selected schools for the SASS library and librarian surveys

| | Grade Level | | | |
|---------|-------------|----------|-----------|-------|
| | Elementary | Combined | Secondary | Total |
| BIA* | 122 | 29 | 25 | 176 |
| NonBIA | | | | |
| Public | 2,274 | 698 | 2,022 | 4,994 |
| Private | 1,337 | 673 | 490 | 2,500 |
| Total | 3,733 | 1,400 | 2,537 | 7,670 |

*150 BIA schools remain on the BIA school and school library media.

6. Private School Libraries/Librarians

The 1994 SASS private school library frame is identical to the frame used for the 1994 SASS private school survey, except that schools with special program emphasis, special education, vocational, or alternative curriculum were excluded.

Private schools were stratified by recoded affiliation (Catholic, other religious, nonsectarian), grade level (elementary, secondary, combined), and urbanicity (urban, suburban, rural).

Within each stratum, sorting took place on the following variables:

1. Frame: List Frame
Area Frame
2. School Enrollment

Within each stratum, schools were systematically selected using a probability proportionate to size algorithm. The measure of size used was the school's measure of size times the school's inverse of the probability of selection. Any library with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

In all, 2,500 private schools were selected for the library sample. A breakdown by grade level is provided in Table IV-4.

7. Students

Student sampling involved several steps. First, a subsample of schools chosen for the school sample were selected for the student survey. Second, approximately three teachers chosen for the teacher sample were subsampled from each of the schools in the student survey sample. Finally, approximately two sample students were selected from each teacher. From the subsample of 1,751 schools, 4,651 teachers were selected, and subsequently 6,933 students were selected for sample. A breakdown of sample sizes by school type is provided in Table IV-5.

All 819 BIA, Native American, and Alaskan schools were selected for sample. The remaining public schools were stratified by grade level and LEA urbanicity, then sorted by 1993-94 SASS School Stratum, Census region, SASS order of selection code, and SASS School CCD ID. Private schools were stratified by recoded affiliation and grade level, then sorted by frame and school enrollment.

Within each stratum, schools were systematically selected using a probability proportionate to size algorithm. The measure of size used was the school's measure of size times the school's basic weight (the inverse of the school's probability of selection). Any student survey school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

All sample teachers selected for the SASS teacher survey from schools designated for the student survey also became eligible for the student survey. The file containing SASS sample teachers from private and public schools flagged for the student survey was sorted by school control number (essentially to sort by state), AIAE and all other teacher strata, and teacher subject.⁹ Within each school, a subsample of three teachers was selected for the student survey. If a school had less than three sample teachers, all sample teachers from the school were selected.

The list of 1,751 subsampled schools with approximately three teachers per school was transmitted to Jeffersonville, Indiana where two students per teacher were to be selected. The sampling procedures described here were carried out over the telephone through contact with a representative of each sample school. The first step of the student selection procedure in Jeffersonville was to determine teacher eligibility. Teachers that did not teach regularly scheduled classes were considered ineligible and excluded.

⁹Teacher subject is obtained from the Teacher Listing Form whereby the school is asked to place the teacher in one of ten subject categories: For elementary - general elementary, special education, and other. For secondary - math, science, English, social studies, vocational education, special education, and other.

Next, eligible teachers were classified as either self-contained or departmental. For teachers classified as self-contained, i.e., the teacher teaches the same group of students most of the day, the staff in Jeffersonville then requested a copy of the class roster. Using the class roster, Jeffersonville selected two sample students per teacher.

For departmental teachers, an additional step, the selection of sample class period, was necessary. A set of five sample class periods (one class period for each of the five days per week) was selected for each school after asking for all possible class periods, in the school, in a week. Next, it was determined which of the five class periods were eligible for each sample teacher, that is if the teacher taught an eligible class that period. Of these eligible periods, one sample class period was selected, at random, for the teacher.

If no eligible class period was found for a teacher in the first five selected for the school, five more class periods were selected, eligible class periods determined, and a sample class period selected. If no eligible periods were identified for a teacher in the second set of five, the school was asked for all of the class periods that the teacher teaches and then one class period was selected at random.

Finally, a copy of the class roster for the sample period and day was requested. Using the class roster, given to Jeffersonville staff, two sample students per teacher were selected systematically for the student survey.

Table IV-5.--Number of private, BIA, and public schools, teachers, and students in the Student Survey in 1993–94 SASS

| Type of School | Number of schools | Number of teachers | Number of students |
|--------------------------|-------------------|--------------------|--------------------|
| Total Private | 381 | 903 | 1,236 |
| Total Public | 1,370 | 3,748 | 5,697 |
| BIA | 176 | 430 | 602 |
| Native American | 444 | 1,262 | 2,024 |
| Alaska | 199 | 549 | 759 |
| Other Public | 551 | 1,507 | 2,312 |
| Total Public and Private | 1,751 | 4,651 | 6,933 |

V. Data Collection

V. Data Collection

A. Time Frame of the Survey

The 1993–94 Schools and Staffing Survey (SASS) data were collected during the 1993–94 school year. Table V-1 summarizes the specific data collection activities and the time frame in which each occurred.

Table V-1.--Data collection time schedule

| Activity | Month of activity |
|--|-------------------------------|
| Introductory letters mailed to local education agencies (LEAs) | August 1993 |
| Introductory letters and teacher listing forms mailed to schools | September 1993 |
| Census field representatives called LEAs to obtain the name of the person to whom the Teacher Demand and Shortage Questionnaire (SASS-1A) should be addressed | September 1993 |
| Second mailing of teacher listing forms to schools | October 1993 |
| Initial mailing of questionnaires to LEAs (SASS-1A) and of questionnaires for principals (SASS-2A, SASS-2B, SASS-2C), libraries (LS-1A, LS-1B, LS-1C), and librarians (LS-2A, LS-2B, LS-2C) to schools | October 1993 |
| Telephone follow-up of teacher listing forms not returned by schools | November - December 1993 |
| Second mailing of LEA, principal, library and librarian questionnaires | November - December 1993 |
| Initial mailing of school questionnaires (SASS-3A, SASS-3B, SASS-3C) | December 1993 |
| Initial mailing of teacher questionnaires (SASS-4A, SASS-4B, SASS-4C) to schools | December 1993 - February 1994 |
| Advance letters mailed to schools selected for student records survey | December 1993 |
| Telephone calls to schools for student records survey sample selection | January - February 1994 |
| Second mailing of school and teacher questionnaires | January - February 1994 |
| Initial mailing of student questionnaires to schools | March 1994 |
| Second mailing of student questionnaires | April 1994 |
| Personal visit sample selection and interviews for student records survey | March - June 1994 |
| Telephone follow-up of mail questionnaire nonrespondents | January - June 1994 |

B. Data Collection Procedures

1. LEA Contact

In August 1993, a letter describing the Schools and Staffing Survey and requesting cooperation was mailed to each sample local education agency (LEA). This letter also informed the LEA personnel that a Census field representative would call during September to obtain the name of a contact person, i.e., the person to whom the LEA questionnaire (SASS-1A) should be addressed.

2. Teacher Listing

In September 1993, introductory letters were sent to the sample schools. Enclosed with each letter was a Teacher Listing Form (SASS-16), on which the school principal (or other school staff) was asked to list all teachers in the school. Included on this listing form were instructions about which types of school staff to include as teachers, as well as a toll-free number to call if assistance were needed. A postage-paid return envelope addressed to the appropriate Census Bureau regional office was enclosed.

One week after the listing forms were sent out, a reminder postcard was sent to each school. Three weeks after the postcard, a second copy of the listing form was mailed to each school that had not returned the first listing form (approximately 60 percent of the sample schools).

Four weeks after the second mailing of the listing form, Census field representatives began calling schools that had not returned teacher lists. When this telephone follow-up ended in December 1993, approximately 97 percent of public schools, 92 percent of private schools, and 99 percent of Bureau of Indian Affairs (BIA) schools had provided lists of teachers.

3. Student Records Sample Selection

In December 1993, letters were mailed to schools selected for the Student Records Survey. This letter explained the purpose of the survey and that information about selected students would be taken from school administrative records, not from the students themselves. The letter also informed the school that a Census Bureau employee would call in January or early February and ask for the school's cooperation in selecting a sample of students.

In January, Census Bureau staff began calling the schools selected for the Student Records Survey. After selecting a class period for each of three sample teachers, they asked the school to obtain the student rosters for those classes and then selected two students from each class.

For the 288 schools that were unwilling to do the student sample selection by telephone, Census field representatives arranged to visit the school to select the student sample and complete the student questionnaires. These personal visit interviews were conducted between March 21 and June 3, 1994; data were collected for 811 of the 872 students selected for the sample.

3. Questionnaires

a. Initial mailing

In October 1993, Teacher Demand and Shortage Questionnaires (SASS-1A) were mailed to the sample LEAs. These questionnaires were addressed to the contact person whose name had been provided in September or, if no name had been provided, to "Superintendent." The eligible respondent for the SASS-1A was any knowledgeable LEA employee; for some LEAs, the data were provided by several staff members.

The following questionnaires were mailed to the sample schools in October 1993: School Principal Questionnaires (SASS-2A to public schools, SASS-2B to private schools, SASS-2C to BIA schools); Library Media Center Questionnaires (LS-1A to public schools, LS-1B to private schools, LS-1C to BIA schools); Library Media Specialist/Librarian Questionnaires (LS-2A to public schools, LS-2B to private schools, LS-2C to BIA schools). The principal and library questionnaires were addressed to "Principal" and the librarian form was addressed to "Library Media Specialist/Librarian." (Names of individuals were not used on these questionnaires because available names could have been for persons no longer at the sample school.) The only eligible respondent for the principal questionnaire was the current school principal. For the library form, the respondent could have been the school librarian or another school staff member who was familiar with the library. The eligible respondent for the librarian questionnaire was the staff member whose main assignment at the school was to oversee the library.

In early December, public, private and Indian school questionnaires (SASS-3A, 3B, and 3C, respectively) were mailed to the schools. Although these questionnaires were addressed to "Principal," the respondent could be any knowledgeable school staff member (e.g., vice principal, head teacher, or school secretary).

Because the lists of teachers were obtained from schools and sample teachers were selected over a four-month period, teacher questionnaires were mailed to the schools in three waves, in order to maximize the available time for collecting the questionnaire data. About 67 percent of the questionnaires were mailed in mid-December, 26 percent in early January, and 7 percent in early February. Form SASS-4A was sent to teachers in public schools, Form SASS-4B to those in private schools, and Form SASS-4C to BIA school teachers. These

questionnaires were addressed to the selected sample teachers; the only eligible respondent for each teacher questionnaire was the teacher named on the label.

All questionnaires included a letter printed on page 2, signed by Emerson Elliott, the Commissioner of NCES. This letter described the survey's purpose and requested participation. As required by the Office of Management and Budget (OMB), it also stated that the survey was voluntary and provided an estimate of the time required to complete the form. Each questionnaire also contained instructions for filling out the form and a toll-free Census Bureau telephone number that respondents could call if they needed information or assistance in filling the questionnaire.

b. Reminder postcards and second questionnaire mailing

Reminder postcards were mailed one week after the initial mailing for each type of questionnaire. These postcards were folded and sealed so that the respondent's selection for SASS would remain confidential.

About five weeks after the initial mailing for each type of questionnaire, a second copy of the questionnaire was mailed to each sample unit for which the original form had not been returned. Table V-2 shows the number and percentages of sample units that received second questionnaires.

Table V-2.--Second mailing of questionnaires

| Sample unit | Received second questionnaire | |
|-----------------------|-------------------------------|---------|
| | Number | Percent |
| LEAs (SASS-1A) | 2,709 | 48.7 |
| Principals | | |
| Public (SASS-2A) | 4,627 | 47.1 |
| Private (SASS-2B) | 1,770 | 52.8 |
| Indian (SASS-2C) | 134 | 83.7 |
| Schools | | |
| Public (SASS-3A) | 5,920 | 60.3 |
| Private (SASS-3B) | 2,031 | 60.6 |
| Indian (SASS-3C) | 100 | 62.5 |
| Teachers | | |
| Public (SASS-4A) | 36,919 | 65.9 |
| Private (SASS-4B) | 8,688 | 75.4 |
| Indian (SASS-4C) | 365 | 52.4 |
| Students (SASS-5) | 5,775 | 67.5 |
| Library media centers | | |
| Public (LS-1A) | 2,807 | 55.8 |
| Private (LS-1B) | 1,687 | 66.5 |
| Indian (LS-1C) | 95 | 59.4 |
| Librarian | | |
| Public (LS-2A) | 2,549 | 50.7 |
| Private (LS-2B) | 1,613 | 63.6 |
| Indian (LS-2C) | 89 | 55.6 |

c. Nonresponse follow-up

About six weeks after the second mailing for each type of questionnaire, the Census Bureau began telephoning sample units that had not returned questionnaires.

For principals, libraries, librarians, public schools, private school teachers, Indian school teachers, and about two-thirds of the nonrespondent public school teachers, these calls were made by Census staff in two centralized locations who used computer-assisted telephone interviewing (CATI) to collect the questionnaire data. These CATI interviewers were provided with an instruction manual and were trained on the survey content and procedures.

LEAs, private schools, Indian schools, about one-third of nonrespondent public school teachers, and schools that had not returned student records questionnaires were called by field representatives (FRs) associated with the twelve Census regional offices. These FRs completed paper copies of the

questionnaires as they collected the data by telephone. In some cases where the respondent was unwilling to participate in a telephone interview, they attempted to persuade him/her to return a mailed questionnaire. The FRs were experienced survey interviewers who had already been trained in basic interviewing procedures and concepts (e.g., confidentiality and how to persuade reluctant respondents). They were given an instruction manual for SASS and were trained on the content and procedures for the survey by a self-study training package.

Tables V-3 and V-4 show the number and percentages of sample cases that were included in telephone follow-up and the number and percentages that were completed in that phase of data collection.

Table V-3.--CATI follow-up of mail nonresponses

| Sample unit | Cases in CATI follow-up | | Completed ¹ in CATI follow-up | |
|--------------------------|-------------------------|---------|--|---------|
| | Number | Percent | Number | Percent |
| Principals | | | | |
| Public (SASS-2A) | 2,410 | 24.5 | 2,072 | 86.0 |
| Private (SASS-2B) | 1,108 | 33.0 | 749 | 67.6 |
| Indian (SASS-2C) | 53 | 33.1 | 47 | 88.7 |
| Public schools (SASS-3A) | 4,284 | 43.6 | 3,111 | 72.6 |
| Teachers | | | | |
| Public (SASS-4A) | 13,241 | 23.6 | 7,001 | 52.9 |
| Private (SASS-4B) | 4,629 | 40.1 | 2,081 | 45.0 |
| Indian (SASS-4C) | 253 | 36.4 | 151 | 59.7 |
| Library media centers | | | | |
| Public (LS-1A) | 1,940 | 38.6 | 1,143 | 58.9 |
| Private (LS-1B) | 1,098 | 43.3 | 604 | 55.0 |
| Indian (LS-1C) | 57 | 35.6 | 43 | 75.4 |
| Librarians | | | | |
| Public (LS-2A) | 1,382 | 27.5 | 990 | 71.6 |
| Private (LS-2B) | 1,004 | 39.6 | 354 | 35.2 |
| Indian (LS-2C) | 51 | 31.9 | 29 | 56.9 |

¹Only cases where questionnaire data were collected are counted as completed. Cases classified as noninterviews and out-of-scope for the survey during the CATI follow-up are not included.

Table V-4.--Telephone follow-up of mail nonresponses by field representatives

| Sample unit | Cases in follow-up | | Completed ¹ in follow-up | |
|---------------------------------------|--------------------|---------|-------------------------------------|---------|
| | Number | Percent | Number | Percent |
| LEAs (SASS-1A) | 590 | 10.6 | 574 | 97.3 |
| Private schools (SASS-3B) | 1,385 | 41.3 | 932 | 67.3 |
| Indian schools (SASS-3C) | 71 | 44.4 | 70 | 98.6 |
| Teachers | | | | |
| Public (SASS-4A) | 6,690 | 11.9 | 4,169 | 62.3 |
| Private (SASS-4B) ² | 698 | 6.0 | 161 | 23.1 |
| Indian (SASS-4C) ² | 31 | 4.4 | 17 | 54.8 |
| Student records (SASS-5) | 2,704 | 31.6 | 1,650 | 61.0 |
| Principals | | | | |
| Public (SASS-2A) ² | 158 | 1.6 | 55 | 34.8 |
| Private (SASS-2B) ² | 125 | 3.7 | 55 | 44.0 |
| Indian (SASS-2C) ² | 1 | 0.6 | 1 | 100.0 |
| Public schools (SASS-3A) ³ | 382 | 3.9 | 362 | 94.8 |
| Library media centers | | | | |
| Public (LS-1A) ² | 385 | 7.7 | 365 | 94.8 |
| Private (LS-1B) ² | 159 | 6.3 | 125 | 78.6 |
| Indian (LS-1C) ² | 9 | 5.6 | 8 | 88.9 |
| Librarians | | | | |
| Public (LS-2A) ² | 342 | 6.8 | 274 | 80.1 |
| Private (LS-2B) ² | 186 | 7.3 | 80 | 43.0 |
| Indian (LS-2C) ² | 8 | 5.0 | 7 | 87.5 |

¹Only cases where questionnaire data were collected are counted as completed. Cases classified as noninterviews and out-of-scope for the survey during the CATI follow-up are not included.

²For these questionnaires, only cases where the CATI interviewers were unable to collect the data (e.g., when the provided telephone number was incorrect) were assigned to field representatives.

VI. Response Rates

VI. Response Rates

A. Survey Response Rates

Survey, or unit, response rates reflect the participation rates of eligible respondents. Unweighted response rates give the direct percentage of sampled participants to the eligible sample, while the weighted response rates add in the effects of differing rates of sample selection. These response rates are useful as an indication of possible nonresponse bias. Table VI-1 provides unweighted and weighted response rates by state for each of the four main public components of SASS and table VI-2 provides response rates for private sector schools, principals, and teachers by the 9-level private school typology (see Appendix A for the definition of typology). Table VI-3 provides unweighted and weighted response rates by type of frame (area and list). Tables VI-4 through VI-10 detail the unweighted and weighted response rates with (R)espondent and (N)on(R)espondent information detailed for each main component of SASS by both state and private school typology. NOTE: This (R)espondent and (N)on(R)espondent information is provided in tables VI-4 through VI-20. Weighted response rates by survey component are given for the BIA school surveys (BIA schools, principals, teachers, student records, library/library media center, and library media specialist/librarian in table VI-11. Unweighted and weighted response rates for the public and private student records survey are provided by sector (table VI-12) and region (tables VI-13 and VI-14), as the sample design for this survey is based upon a regionally, rather than state-based, representative sample. Unweighted and weighted response rates for the library/library media center and library media specialist/librarian are provided by sector, state, and private school typology in tables VI-15 through VI-20.

Unweighted response rates were derived by dividing the number of interviews by the number of eligible cases (the number of sample cases less out-of-scope cases; for example, school closed, no elementary or secondary school teachers, principal or teacher retired). The weighted response rates were derived by dividing the sum of the basic weights for the interview cases by the sum of the basic weights for the eligible cases. The basic weight for each sample case was assigned at the time of sampling and is the inverse of the probability of selection.

Effective teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling. At the time that schools are asked to provide teacher lists, it is not known if the school is eligible for interview or not. While the vast majority of schools are eligible for interview, a small percentage of schools provide reasons for being out-of-scope. Those schools would also not be eligible for providing teacher lists and are not included in the calculation of the effective teacher response rate. Nine percent of the in-scope private schools and five percent of the in-scope public schools did not send in teacher lists.¹⁰

The effective (weighted) teacher national response rate is calculated by multiplying together the schools' teacher list rate and the weighted teacher survey response rate:

Public teachers: $.95 \times .882 = .8379 \times 100 = 83.8\%$ effective response rate

Private teachers: $.91 \times .802 = .7289 \times 100 = 72.9\%$ effective response rate

¹⁰ Source: Abramson, R., Cole, C., Jackson, B., Parmer, R., and Kaufman, S. (1996) 1993-94 Schools and Staffing Survey: Sample Design and Estimation. NCES 96-089. Washington DC: Government Printing Office.

Student record response rates refer to the percentage of student records reported from schools that provided student record lists for sampling. Twelve percent of the in-scope public schools and twenty-one percent of the in-scope private schools did not provide student record lists.¹¹

The effective (weighted) student record national response rate is calculated by multiplying together the schools' student record list rate and the weighted student record survey response rate:

Public student records: $.88 \times .913 = .8034 \times 100 = 80.3\%$ effective response rate

Private student records: $.79 \times .880 = .6952 \times 100 = 69.5\%$ effective response rate

Libraries were subsampled from the school sample; additionally, private schools for special education students were deemed not eligible for the library subsample and were excluded from the library and librarian samples (see Chapter IV- Sample Design and Implementation). The basic weight for libraries and librarians had to be adjusted by additional factors for school nonresponse and library subsampling. These additional factors bring the basic-weighted count of school libraries close to the count of schools, but do not account for schools without libraries.

¹¹ *ibid.*

Table VI-1.--State response rates for public districts, principals, schools, and teachers , unweighted and weighted

| State | Districts | | Principals | | Schools | | Teachers* | |
|----------------------|------------|----------|------------|----------|------------|----------|------------|----------|
| | Unweighted | Weighted | Unweighted | Weighted | Unweighted | Weighted | Unweighted | Weighted |
| 50 States and D.C. | 93.1 % | 93.9 % | 96.6 % | 96.6 % | 92.0 % | 92.3 % | 88.9 % | 88.2 % |
| Alabama | 93.3 | 93.7 | 99.1 | 99.6 | 95.7 | 95.0 | 89.6 | 89.6 |
| Alaska | 95.7 | 94.3 | 95.9 | 95.9 | 86.3 | 87.7 | 84.5 | 85.8 |
| Arizona | 97.9 | 98.7 | 95.6 | 95.2 | 92.2 | 91.9 | 89.6 | 89.9 |
| Arkansas | 97.6 | 97.5 | 98.8 | 98.4 | 95.1 | 94.2 | 90.4 | 91.1 |
| California | 84.5 | 90.7 | 94.8 | 94.2 | 86.7 | 88.2 | 82.4 | 81.9 |
| Colorado | 86.5 | 89.3 | 91.3 | 89.4 | 93.2 | 92.2 | 88.8 | 88.0 |
| Connecticut | 90.9 | 93.9 | 95.0 | 95.9 | 91.9 | 93.1 | 87.3 | 88.2 |
| Delaware | 89.5 | 89.5 | 98.6 | 98.5 | 88.7 | 88.2 | 86.7 | 85.9 |
| District of Columbia | 100.0 | 100.0 | 84.4 | 85.8 | 84.6 | 85.5 | 70.9 | 70.9 |
| Florida | 98.2 | 98.5 | 99.2 | 98.2 | 93.8 | 94.5 | 89.9 | 91.1 |
| Georgia | 97.9 | 97.8 | 98.9 | 99.5 | 93.9 | 93.9 | 91.5 | 91.7 |
| Hawaii | 100.0 | 100.0 | 95.7 | 95.7 | 91.4 | 92.1 | 86.4 | 85.7 |
| Idaho | 94.9 | 94.0 | 98.8 | 99.2 | 93.5 | 91.7 | 92.9 | 92.7 |
| Illinois | 88.1 | 92.5 | 97.2 | 97.8 | 93.7 | 94.3 | 87.6 | 86.5 |
| Indiana | 90.2 | 89.3 | 97.7 | 97.9 | 93.3 | 93.7 | 91.1 | 91.3 |
| Iowa | 90.6 | 92.3 | 98.8 | 99.1 | 95.8 | 96.1 | 92.9 | 92.0 |
| Kansas | 94.5 | 93.5 | 92.6 | 93.5 | 92.0 | 92.8 | 90.9 | 90.7 |
| Kentucky | 99.0 | 99.5 | 94.3 | 94.7 | 92.5 | 92.1 | 89.8 | 90.4 |
| Louisiana | 87.7 | 88.7 | 98.2 | 97.6 | 92.4 | 90.1 | 89.8 | 90.6 |
| Maine | 95.1 | 96.4 | 94.1 | 93.3 | 92.9 | 91.9 | 90.4 | 90.2 |
| Maryland | 82.6 | 82.5 | 95.1 | 95.2 | 80.8 | 84.8 | 88.5 | 87.8 |
| Massachusetts | 97.4 | 97.4 | 97.7 | 99.4 | 93.3 | 94.2 | 87.9 | 87.3 |
| Michigan | 95.2 | 96.6 | 96.6 | 98.0 | 94.4 | 96.5 | 90.2 | 89.2 |
| Minnesota | 85.1 | 89.6 | 97.6 | 98.9 | 93.0 | 94.8 | 93.1 | 93.0 |
| Mississippi | 97.4 | 98.0 | 98.0 | 98.2 | 94.2 | 93.8 | 90.0 | 90.5 |
| Missouri | 96.8 | 97.9 | 98.3 | 97.9 | 94.9 | 95.3 | 90.5 | 91.7 |
| Montana | 94.2 | 93.9 | 96.0 | 95.6 | 93.7 | 92.4 | 92.2 | 91.6 |
| Nebraska | 94.6 | 96.9 | 97.3 | 96.2 | 85.3 | 89.0 | 92.8 | 92.2 |
| Nevada | 100.0 | 100.0 | 93.5 | 93.7 | 88.6 | 88.3 | 85.0 | 84.0 |
| New Hampshire | 94.7 | 86.7 | 100.0 | 100.0 | 96.7 | 97.6 | 89.5 | 89.8 |
| New Jersey | 74.8 | 76.9 | 96.9 | 96.3 | 87.0 | 87.1 | 84.8 | 85.7 |
| New Mexico | 98.3 | 97.9 | 95.9 | 96.3 | 92.5 | 93.3 | 89.3 | 90.2 |
| New York | 91.5 | 94.0 | 90.1 | 92.8 | 85.7 | 89.3 | 79.7 | 79.9 |
| North Carolina | 94.0 | 97.2 | 97.5 | 97.5 | 88.7 | 89.8 | 89.9 | 90.3 |
| North Dakota | 97.4 | 95.9 | 98.2 | 98.7 | 96.0 | 95.7 | 93.4 | 93.3 |
| Ohio | 100.0 | 100.0 | 96.8 | 96.1 | 93.1 | 92.8 | 89.6 | 88.7 |
| Oklahoma | 92.6 | 94.2 | 95.0 | 94.8 | 93.9 | 94.5 | 87.6 | 87.2 |
| Oregon | 96.3 | 98.1 | 98.3 | 97.0 | 91.9 | 93.0 | 89.5 | 90.0 |
| Pennsylvania | 90.4 | 90.3 | 96.2 | 96.3 | 89.4 | 88.5 | 88.4 | 88.2 |
| Rhode Island | 100.0 | 100.0 | 93.9 | 93.9 | 88.9 | 89.8 | 84.6 | 84.5 |
| South Carolina | 92.8 | 93.5 | 96.9 | 96.8 | 87.0 | 87.3 | 89.8 | 90.6 |
| South Dakota | 95.6 | 96.0 | 98.8 | 98.9 | 95.9 | 95.9 | 89.9 | 89.4 |
| Tennessee | 95.3 | 96.9 | 97.9 | 97.4 | 95.7 | 94.5 | 89.8 | 89.1 |
| Texas | 95.5 | 96.5 | 96.3 | 96.9 | 93.6 | 94.2 | 89.9 | 89.6 |
| Utah | 96.8 | 95.9 | 98.9 | 99.5 | 98.9 | 98.4 | 92.4 | 91.5 |
| Vermont | 98.9 | 99.1 | 94.2 | 94.1 | 92.4 | 93.3 | 86.5 | 86.2 |
| Virginia | 90.9 | 88.4 | 97.2 | 96.0 | 87.8 | 89.3 | 89.7 | 89.9 |
| Washington | 95.7 | 97.7 | 98.6 | 98.7 | 94.3 | 95.8 | 87.8 | 88.1 |
| West Virginia | 96.4 | 96.4 | 100.0 | 100.0 | 91.7 | 92.8 | 91.8 | 92.0 |
| Wisconsin | 90.5 | 90.8 | 99.4 | 99.4 | 93.2 | 93.9 | 91.7 | 92.5 |
| Wyoming | 91.7 | 85.2 | 98.5 | 98.1 | 96.3 | 94.7 | 90.6 | 91.0 |

*Public school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling; five percent of the in-scope public schools did not send in teacher lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire, Principal Questionnaire, School Questionnaire, and Teacher Questionnaire).

Table VI-2.--Typology response rates for private school principals, schools, and teachers*, unweighted and weighted

| Private school type | Principals | | Schools | | Teachers* | |
|------------------------|------------|----------|------------|----------|------------|----------|
| | Unweighted | Weighted | Unweighted | Weighted | Unweighted | Weighted |
| All private schools | 90.3 % | 87.6 % | 84.1 % | 83.2 % | 80.6 % | 80.2 % |
| Catholic | 92.8 | 92.4 | 88.8 | 88.8 | 83.2 | 83.2 |
| Parochial | 92.4 | 92.4 | 87.7 | 88.0 | 83.0 | 83.2 |
| Diocesan | 93.4 | 93.3 | 90.7 | 90.9 | 82.9 | 82.7 |
| Private order | 92.8 | 89.4 | 88.6 | 87.9 | 84.1 | 84.2 |
| Other religious | 88.7 | 82.7 | 81.1 | 77.5 | 79.1 | 75.0 |
| Conservative Christian | 85.1 | 82.6 | 76.3 | 76.5 | 71.8 | 70.1 |
| Affiliated | 89.9 | 81.9 | 81.1 | 76.5 | 79.9 | 75.4 |
| Unaffiliated | 89.5 | 83.6 | 85.2 | 79.5 | 83.0 | 80.5 |
| Non-sectarian | 90.2 | 89.7 | 83.9 | 86.1 | 79.4 | 81.6 |
| Regular | 88.2 | 90.6 | 81.1 | 86.4 | 81.0 | 82.7 |
| Special emphasis | 90.9 | 89.0 | 82.4 | 81.4 | 74.9 | 78.0 |
| Special education | 93.5 | 88.5 | 90.9 | 93.2 | 80.7 | 81.1 |

*Private school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling; nine percent of the in-scope private schools did not send in teacher lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Private School Principal Questionnaire, Private School Questionnaire, and Private School Teacher Questionnaire).

Table VI-3.--State response rates for public school districts, unweighted and weighted

| State | Unweighted | | | Weighted | | |
|----------------------|------------|--------|---------------|----------|--------|---------------|
| | R | R + NR | Response rate | R | R + NR | Response rate |
| 50 States and D.C. | 5,008 | 5,378 | 93.1 % | 14,054 | 14,961 | 93.9 % |
| Alabama | 97 | 104 | 93.3 | 137 | 146 | 93.7 |
| Alaska | 44 | 46 | 95.7 | 54 | 57 | 94.3 |
| Arizona | 92 | 94 | 97.9 | 180 | 183 | 98.7 |
| Arkansas | 120 | 123 | 97.6 | 320 | 329 | 97.5 |
| California | 223 | 264 | 84.5 | 880 | 970 | 90.7 |
| Colorado | 64 | 74 | 86.5 | 145 | 163 | 89.3 |
| Connecticut | 90 | 99 | 90.9 | 180 | 192 | 93.9 |
| Delaware | 17 | 19 | 89.5 | 17 | 19 | 89.5 |
| District of Columbia | 1 | 1 | 100.0 | 1 | 1 | 100.0 |
| Florida | 55 | 56 | 98.2 | 67 | 68 | 98.5 |
| Georgia | 95 | 97 | 97.9 | 174 | 177 | 97.8 |
| Hawaii | 1 | 1 | 100.0 | 1 | 1 | 100.0 |
| Idaho | 75 | 79 | 94.9 | 108 | 115 | 94.0 |
| Illinois | 163 | 185 | 88.1 | 880 | 951 | 92.5 |
| Indiana | 120 | 133 | 90.2 | 288 | 323 | 89.3 |
| Iowa | 115 | 127 | 90.6 | 371 | 402 | 92.3 |
| Kansas | 104 | 110 | 94.5 | 277 | 296 | 93.5 |
| Kentucky | 103 | 104 | 99.0 | 210 | 211 | 99.5 |
| Louisiana | 57 | 65 | 87.7 | 66 | 74 | 88.7 |
| Maine | 98 | 103 | 95.1 | 171 | 178 | 96.4 |
| Maryland | 19 | 23 | 82.6 | 20 | 24 | 82.5 |
| Massachusetts | 151 | 155 | 97.4 | 325 | 333 | 97.4 |
| Michigan | 178 | 187 | 95.2 | 699 | 723 | 96.6 |
| Minnesota | 103 | 121 | 85.1 | 355 | 397 | 89.6 |
| Mississippi | 113 | 116 | 97.4 | 149 | 152 | 98.0 |
| Missouri | 122 | 126 | 96.8 | 508 | 518 | 97.9 |
| Montana | 145 | 154 | 94.2 | 468 | 499 | 93.9 |
| Nebraska | 106 | 112 | 94.6 | 659 | 680 | 96.9 |
| Nevada | 18 | 18 | 100.0 | 18 | 18 | 100.0 |
| New Hampshire | 72 | 76 | 94.7 | 143 | 165 | 86.7 |
| New Jersey | 113 | 151 | 74.8 | 437 | 569 | 76.9 |
| New Mexico | 59 | 60 | 98.3 | 89 | 91 | 97.9 |
| New York | 183 | 200 | 91.5 | 674 | 717 | 94.0 |
| North Carolina | 78 | 83 | 94.0 | 114 | 118 | 97.2 |
| North Dakota | 114 | 117 | 97.4 | 260 | 271 | 95.9 |
| Ohio | 155 | 155 | 100.0 | 679 | 679 | 100.0 |
| Oklahoma | 214 | 231 | 92.6 | 519 | 551 | 94.2 |
| Oregon | 103 | 107 | 96.3 | 351 | 358 | 98.1 |
| Pennsylvania | 142 | 157 | 90.4 | 483 | 535 | 90.3 |
| Rhode Island | 34 | 34 | 100.0 | 38 | 38 | 100.0 |
| South Carolina | 64 | 69 | 92.8 | 85 | 91 | 93.5 |
| South Dakota | 108 | 113 | 95.6 | 172 | 179 | 96.0 |
| Tennessee | 82 | 86 | 95.3 | 140 | 145 | 96.9 |
| Texas | 277 | 290 | 95.5 | 944 | 978 | 96.5 |
| Utah | 30 | 31 | 96.8 | 33 | 34 | 95.9 |
| Vermont | 88 | 89 | 98.9 | 229 | 232 | 99.1 |
| Virginia | 80 | 88 | 90.9 | 154 | 175 | 88.4 |
| Washington | 112 | 117 | 95.7 | 306 | 313 | 97.7 |
| West Virginia | 53 | 55 | 96.4 | 53 | 55 | 96.4 |
| Wisconsin | 114 | 126 | 90.5 | 372 | 410 | 90.8 |
| Wyoming | 44 | 48 | 91.7 | 52 | 61 | 85.2 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table VI-4.--State response rates for public school principals , unweighted and weighted

| State | Unweighted | | | Weighted | | |
|----------------------|------------|--------|---------------|----------|--------|---------------|
| | R | R + NR | Response rate | R | R + NR | Response rate |
| 50 States and D.C. | 9,098 | 9,415 | 96.6 % | 77,196 | 79,913 | 96.6 % |
| Alabama | 232 | 234 | 99.1 | 1,255 | 1,260 | 99.6 |
| Alaska | 188 | 196 | 95.9 | 451 | 471 | 95.9 |
| Arizona | 194 | 203 | 95.6 | 997 | 1,047 | 95.2 |
| Arkansas | 162 | 164 | 98.8 | 1,061 | 1,078 | 98.4 |
| California | 380 | 401 | 94.8 | 7,078 | 7,517 | 94.2 |
| Colorado | 158 | 175 | 91.5 | 1,180 | 1,320 | 89.4 |
| Connecticut | 152 | 160 | 95.0 | 903 | 942 | 95.9 |
| Delaware | 70 | 71 | 98.6 | 159 | 161 | 98.5 |
| District of Columbia | 54 | 64 | 84.4 | 129 | 150 | 85.8 |
| Florida | 236 | 238 | 99.2 | 2,299 | 2,341 | 98.2 |
| Georgia | 177 | 179 | 98.9 | 1,696 | 1,704 | 99.5 |
| Hawaii | 88 | 92 | 95.7 | 215 | 225 | 95.7 |
| Idaho | 165 | 167 | 98.8 | 587 | 592 | 99.2 |
| Illinois | 246 | 253 | 97.2 | 3,824 | 3,910 | 97.8 |
| Indiana | 172 | 176 | 97.7 | 1,801 | 1,840 | 97.9 |
| Iowa | 163 | 165 | 98.8 | 1,500 | 1,514 | 99.1 |
| Kansas | 150 | 162 | 92.6 | 1,395 | 1,492 | 93.5 |
| Kentucky | 149 | 158 | 94.3 | 1,160 | 1,225 | 94.7 |
| Louisiana | 219 | 223 | 98.2 | 1,383 | 1,417 | 97.6 |
| Maine | 144 | 153 | 94.1 | 670 | 718 | 93.3 |
| Maryland | 154 | 162 | 95.1 | 1,102 | 1,158 | 95.2 |
| Massachusetts | 217 | 222 | 97.7 | 1,717 | 1,727 | 99.4 |
| Michigan | 201 | 208 | 96.6 | 2,939 | 2,998 | 98.0 |
| Minnesota | 163 | 167 | 97.6 | 1,497 | 1,514 | 98.9 |
| Mississippi | 200 | 204 | 98.0 | 960 | 978 | 98.2 |
| Missouri | 173 | 176 | 98.3 | 1,993 | 2,036 | 97.9 |
| Montana | 169 | 176 | 96.0 | 668 | 699 | 95.6 |
| Nebraska | 142 | 146 | 97.3 | 1,064 | 1,106 | 96.2 |
| Nevada | 115 | 123 | 93.5 | 326 | 348 | 93.7 |
| New Hampshire | 120 | 120 | 100.0 | 454 | 454 | 100.0 |
| New Jersey | 185 | 191 | 96.9 | 2,150 | 2,232 | 96.3 |
| New Mexico | 164 | 171 | 95.9 | 618 | 642 | 96.3 |
| New York | 281 | 312 | 90.1 | 3,684 | 3,971 | 92.8 |
| North Carolina | 199 | 204 | 97.5 | 1,907 | 1,956 | 97.5 |
| North Dakota | 168 | 171 | 98.2 | 588 | 596 | 98.7 |
| Ohio | 182 | 188 | 96.8 | 3,467 | 3,607 | 96.1 |
| Oklahoma | 307 | 323 | 95.0 | 1,630 | 1,718 | 94.8 |
| Oregon | 170 | 173 | 98.3 | 1,168 | 1,205 | 97.0 |
| Pennsylvania | 175 | 182 | 96.2 | 2,815 | 2,923 | 96.3 |
| Rhode Island | 93 | 99 | 93.9 | 283 | 302 | 93.9 |
| South Carolina | 157 | 162 | 96.9 | 1,073 | 1,108 | 96.8 |
| South Dakota | 168 | 170 | 98.8 | 619 | 626 | 98.9 |
| Tennessee | 183 | 187 | 97.9 | 1,469 | 1,509 | 97.4 |
| Texas | 388 | 403 | 96.3 | 5,713 | 5,899 | 96.9 |
| Utah | 173 | 175 | 98.9 | 677 | 681 | 99.5 |
| Vermont | 97 | 103 | 94.2 | 292 | 311 | 94.1 |
| Virginia | 174 | 179 | 97.2 | 1,679 | 1,749 | 96.0 |
| Washington | 207 | 210 | 98.6 | 1,722 | 1,745 | 98.7 |
| West Virginia | 166 | 166 | 100.0 | 887 | 887 | 100.0 |
| Wisconsin | 173 | 174 | 99.4 | 1,880 | 1,891 | 99.4 |
| Wyoming | 134 | 136 | 98.5 | 408 | 416 | 98.1 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Principal Questionnaire).

Table VI-5. -- Sampled association groups' response rates for private principals and schools , unweighted and weighted

| Area and list frame | Principals | | | | | |
|---|------------|-------|------------|----------|--------|------------|
| | Unweighted | | | Weighted | | |
| | R | R+NR | Resp. Rate | R | R+NR | Resp. Rate |
| Total, area frame and list frame | 2,731 | 3,038 | 89.9 % | 19,555 | 22,301 | 87.7 % |
| Area frame | 95 | 118 | 80.5 | 737 | 981 | 75.1 |
| Association list frame | 2,636 | 2,920 | 90.3 | 18,818 | 21,320 | 88.3 |
| 1 Association of Military College and Schools of US | 24 | 27 | 88.9 | 24 | 27 | 88.9 |
| 2 National Catholic Education Association, Jesuit Secondary Education Association | 840 | 900 | 93.3 | 7,687 | 8,279 | 92.8 |
| 3 Friends Council on Education | 71 | 72 | 98.6 | 71 | 72 | 98.6 |
| 4 National Association of Episcopal Schools | 90 | 101 | 89.1 | 308 | 359 | 85.8 |
| 5 National Society of Hebrew Day Schools | 94 | 108 | 87.0 | 191 | 222 | 85.9 |
| 6 Solomon Schechter Day Schools | 49 | 50 | 98.0 | 49 | 50 | 98.0 |
| 7 Other Jewish | 74 | 89 | 83.1 | 264 | 340 | 77.6 |
| 8 Lutheran Church - Missouri Synod | 89 | 89 | 100.0 | 911 | 911 | 100.0 |
| 9 Evangelical Lutheran Church - Wisconsin | 89 | 94 | 94.7 | 335 | 353 | 94.8 |
| 10 Evangelical Lutheran Church in America | 94 | 96 | 97.9 | 112 | 114 | 98.2 |
| 11 Other Lutheran | 57 | 58 | 98.3 | 57 | 58 | 98.3 |
| 12 General Conference of Seventh Day Adventists | 88 | 92 | 95.7 | 851 | 913 | 93.2 |
| 13 Christian Schools International | 98 | 118 | 83.1 | 596 | 811 | 73.5 |
| 14 American Association of Christian Schools | 84 | 105 | 80.0 | 710 | 867 | 81.9 |
| 15 National Association of Private Schools for Exceptional Children | 137 | 155 | 88.4 | 241 | 249 | 96.7 |
| 16 American Montessori Society Schools, other Montessori | 72 | 81 | 88.9 | 533 | 594 | 89.8 |
| 17 National Association of Independent Schools | 232 | 259 | 89.6 | 749 | 830 | 90.2 |
| 18 National Independent Private School Association | 78 | 89 | 87.6 | 84 | 84 | 99.9 |
| 19 All else | 276 | 337 | 81.9 | 5,044 | 6,185 | 81.6 |

| Area and list frame | Schools | | | | | |
|---|------------|-------|------------|----------|--------|------------|
| | Unweighted | | | Weighted | | |
| | R | R+NR | Resp. Rate | R | R+NR | Resp. Rate |
| Total, area frame and list frame | 2,585 | 3,074 | 84.1 % | 19,183 | 23,060 | 83.2 % |
| Area frame | 91 | 121 | 75.2 | 739 | 1,036 | 71.3 |
| Association list frame | 2,494 | 2,953 | 84.5 | 18,444 | 22,024 | 83.7 |
| 1 Association of Military College and Schools of US | 26 | 27 | 96.3 | 26 | 27 | 96.3 |
| 2 National Catholic Education Association, Jesuit Secondary Education Association | 806 | 904 | 89.2 | 7,411 | 8,307 | 89.2 |
| 3 Friends Council on Education | 60 | 75 | 80.0 | 60 | 75 | 80.0 |
| 4 National Association of Episcopal Schools | 82 | 101 | 81.2 | 280 | 359 | 77.9 |
| 5 National Society of Hebrew Day Schools | 88 | 109 | 80.7 | 177 | 224 | 78.7 |
| 6 Solomon Schechter Day Schools | 44 | 50 | 88.0 | 44 | 50 | 88.0 |
| 7 Other Jewish | 69 | 90 | 76.7 | 248 | 345 | 71.8 |
| 8 Lutheran Church - Missouri Synod | 84 | 92 | 91.3 | 865 | 956 | 90.5 |
| 9 Evangelical Lutheran Church - Wisconsin | 86 | 94 | 91.5 | 317 | 353 | 89.6 |
| 10 Evangelical Lutheran Church in America | 90 | 96 | 93.8 | 108 | 114 | 94.6 |
| 11 Other Lutheran | 52 | 59 | 88.1 | 52 | 59 | 88.1 |
| 12 General Conference of Seventh Day Adventists | 82 | 93 | 88.2 | 834 | 936 | 89.1 |
| 13 Christian Schools International | 90 | 119 | 75.6 | 580 | 839 | 69.2 |
| 14 American Association of Christian Schools | 73 | 105 | 69.5 | 631 | 867 | 72.8 |
| 15 National Association of Private Schools for Exceptional Children | 137 | 155 | 88.4 | 220 | 249 | 88.5 |
| 16 American Montessori Society Schools, other Montessori | 70 | 83 | 84.3 | 508 | 609 | 83.3 |
| 17 National Association of Independent Schools | 211 | 260 | 81.2 | 687 | 833 | 82.4 |
| 18 National Independent Private School Association | 74 | 89 | 83.1 | 81 | 101 | 80.2 |
| 19 All else | 270 | 352 | 76.7 | 5,317 | 6,720 | 79.1 |

Note: Area frame schools cannot be reported by association because there was no information on association at the time the sample was drawn. The sample is designed to represent area frame schools and the list frame associations nationally.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire and School Questionnaire).

Table VI-6.--Typology response rates for private school principals, unweighted and weighted

| Private school type | Unweighted | | | Weighted | | |
|------------------------|------------|--------|---------------|----------|--------|---------------|
| | R | R + NR | Response rate | R | R + NR | Response rate |
| All private schools | 2,743 | 3,038 | 90.3 % | 19,555 | 23,317 | 87.6 % |
| Catholic | 852 | 918 | 92.8 | 7,731 | 8,367 | 92.4 |
| Parochial | 427 | 462 | 92.4 | 4,790 | 5,183 | 92.4 |
| Diocesan | 271 | 290 | 93.4 | 2,245 | 2,405 | 93.3 |
| Private Order | 154 | 166 | 92.8 | 696 | 779 | 89.3 |
| Other Religious | 1,236 | 1,394 | 88.7 | 8,100 | 9,798 | 82.7 |
| Conservative Christian | 274 | 322 | 85.1 | 3,060 | 3,702 | 82.7 |
| Affiliated | 631 | 702 | 89.9 | 2,670 | 3,260 | 81.9 |
| Unaffiliated | 331 | 370 | 89.5 | 2,371 | 2,836 | 83.6 |
| Non-sectarian | 655 | 726 | 90.2 | 3,724 | 4,152 | 89.7 |
| Regular | 321 | 364 | 88.2 | 1,812 | 1,999 | 90.6 |
| Special emphasis | 160 | 176 | 90.9 | 1,191 | 1,338 | 89.0 |
| Special education | 174 | 186 | 93.5 | 721 | 814 | 88.6 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Private School Questionnaire).

Table VI-7.--State response rates for public schools, unweighted and weighted

| State | Unweighted | | | Weighted | | |
|----------------------|------------|--------|---------------|----------|--------|---------------|
| | R | R + NR | Response rate | R | R + NR | Response rate |
| 50 States and D.C. | 8,767 | 9,532 | 92.0 % | 74,787 | 81,053 | 92.3 % |
| Alabama | 224 | 234 | 95.7 | 1,198 | 1,260 | 95.0 |
| Alaska | 170 | 197 | 86.3 | 415 | 474 | 87.7 |
| Arizona | 190 | 206 | 92.2 | 976 | 1,062 | 91.9 |
| Arkansas | 156 | 164 | 95.1 | 1,015 | 1,078 | 94.2 |
| California | 352 | 406 | 86.7 | 6,650 | 7,536 | 88.2 |
| Colorado | 164 | 176 | 93.2 | 1,238 | 1,342 | 92.2 |
| Connecticut | 148 | 161 | 91.9 | 881 | 947 | 93.1 |
| Delaware | 63 | 71 | 88.7 | 142 | 161 | 88.2 |
| District of Columbia | 55 | 65 | 84.6 | 133 | 156 | 85.5 |
| Florida | 228 | 243 | 93.8 | 2,254 | 2,386 | 94.5 |
| Georgia | 168 | 179 | 93.9 | 1,600 | 1,704 | 93.9 |
| Hawaii | 85 | 93 | 91.4 | 213 | 231 | 92.1 |
| Idaho | 158 | 169 | 93.5 | 559 | 609 | 91.7 |
| Illinois | 238 | 254 | 93.7 | 3,691 | 3,912 | 94.3 |
| Indiana | 166 | 178 | 93.3 | 1,746 | 1,862 | 93.7 |
| Iowa | 158 | 163 | 96.9 | 1,455 | 1,514 | 96.1 |
| Kansas | 149 | 162 | 92.0 | 1,384 | 1,492 | 92.8 |
| Kentucky | 149 | 161 | 92.5 | 1,160 | 1,260 | 92.1 |
| Louisiana | 207 | 224 | 92.4 | 1,280 | 1,421 | 90.1 |
| Maine | 145 | 156 | 92.9 | 668 | 726 | 91.9 |
| Maryland | 135 | 167 | 80.8 | 1,000 | 1,180 | 84.8 |
| Massachusetts | 208 | 222 | 93.7 | 1,644 | 1,746 | 94.2 |
| Michigan | 202 | 214 | 94.4 | 3,042 | 3,153 | 96.5 |
| Minnesota | 160 | 172 | 93.0 | 1,487 | 1,568 | 94.8 |
| Mississippi | 195 | 207 | 94.2 | 923 | 984 | 93.8 |
| Missouri | 168 | 177 | 94.9 | 1,941 | 2,037 | 95.3 |
| Montana | 178 | 190 | 93.7 | 770 | 833 | 92.4 |
| Nebraska | 139 | 163 | 85.3 | 1,187 | 1,334 | 89.0 |
| Nevada | 109 | 123 | 88.6 | 307 | 348 | 88.3 |
| New Hampshire | 117 | 121 | 96.7 | 451 | 463 | 97.6 |
| New Jersey | 167 | 192 | 87.0 | 1,948 | 2,237 | 87.1 |
| New Mexico | 160 | 173 | 92.5 | 612 | 656 | 93.3 |
| New York | 270 | 315 | 85.7 | 3,554 | 3,980 | 89.3 |
| North Carolina | 181 | 204 | 88.7 | 1,757 | 1,956 | 89.8 |
| North Dakota | 166 | 123 | 135.0 | 578 | 604 | 95.7 |
| Ohio | 176 | 189 | 93.1 | 3,352 | 3,612 | 92.8 |
| Oklahoma | 306 | 326 | 93.9 | 1,638 | 1,733 | 94.5 |
| Oregon | 159 | 173 | 91.9 | 1,121 | 1,205 | 93.0 |
| Pennsylvania | 169 | 189 | 89.4 | 2,702 | 3,052 | 88.5 |
| Rhode Island | 88 | 99 | 88.9 | 271 | 302 | 89.8 |
| South Carolina | 141 | 162 | 87.0 | 967 | 1,108 | 87.3 |
| South Dakota | 165 | 172 | 95.9 | 606 | 632 | 95.9 |
| Tennessee | 179 | 187 | 95.7 | 1,426 | 1,509 | 94.5 |
| Texas | 380 | 406 | 93.6 | 5,564 | 5,909 | 94.2 |
| Utah | 174 | 176 | 98.9 | 671 | 682 | 98.4 |
| Vermont | 97 | 105 | 92.4 | 299 | 320 | 93.3 |
| Virginia | 158 | 180 | 87.8 | 1,565 | 1,752 | 89.3 |
| Washington | 200 | 212 | 94.3 | 1,729 | 1,805 | 95.8 |
| West Virginia | 154 | 168 | 91.7 | 830 | 895 | 92.8 |
| Wisconsin | 164 | 176 | 93.2 | 1,792 | 1,909 | 93.9 |
| Wyoming | 131 | 136 | 96.3 | 394 | 416 | 94.7 |

SOURCE: U.S. Department of Education, National Center for Education Statistics Schools and Staffing Survey, 1993-94 (Public School Questionnaire).

Table VI-8.--Typology response rates for private schools, unweighted and weighted

| Private school type | Unweighted | | | Weighted | | |
|------------------------|------------|--------|---------------|----------|--------|---------------|
| | R | R + NR | Response rate | R | R + NR | Response rate |
| All private schools | 2,585 | 3,074 | 84.1 % | 19,183 | 23,060 | 84.1 % |
| Catholic | 818 | 921 | 88.8 | 7,446 | 8,384 | 88.8 |
| Parochial | 408 | 465 | 87.7 | 4,576 | 5,200 | 87.7 |
| Diocesan | 263 | 290 | 90.7 | 2,186 | 2,405 | 90.7 |
| Private Order | 147 | 166 | 88.6 | 684 | 779 | 88.6 |
| Other Religious | 1,151 | 1,419 | 81.1 | 8,076 | 10,422 | 81.1 |
| Conservative Christian | 248 | 325 | 76.3 | 2,892 | 3,778 | 76.3 |
| Affiliated | 574 | 708 | 81.1 | 2,546 | 3,327 | 81.1 |
| Unaffiliated | 329 | 386 | 85.2 | 2,638 | 3,316 | 85.2 |
| Non-sectarian | 616 | 734 | 83.9 | 3,661 | 4,253 | 83.9 |
| Regular | 297 | 366 | 81.1 | 1,757 | 2,032 | 81.1 |
| Special emphasis | 150 | 182 | 82.4 | 1,144 | 1,407 | 82.4 |
| Special education | 169 | 186 | 90.9 | 759 | 814 | 90.9 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Private School Questionnaire).

Table VI-9.-State response rates for public school teachers*, unweighted and weighted

| State | Unweighted | | | Weighted | | |
|----------------------|------------|--------|---------------|-----------|-----------|---------------|
| | R | R + NR | Response rate | R | R + NR | Response rate |
| 50 States and D.C. | 47,109 | 53,008 | 88.9 % | 2,056,716 | 2,331,229 | 88.2 % |
| Alabama | 1,172 | 1,308 | 89.6 | 36,023 | 40,209 | 89.6 |
| Alaska | 864 | 1,022 | 84.5 | 6,603 | 7,699 | 85.8 |
| Arizona | 1,101 | 1,229 | 89.6 | 31,579 | 35,113 | 89.9 |
| Arkansas | 863 | 955 | 90.4 | 25,335 | 27,822 | 91.1 |
| California | 2,124 | 2,578 | 82.4 | 155,174 | 189,423 | 81.9 |
| Colorado | 868 | 977 | 88.8 | 30,266 | 34,396 | 88.0 |
| Connecticut | 726 | 832 | 87.3 | 28,723 | 32,577 | 88.2 |
| Delaware | 268 | 309 | 86.7 | 5,085 | 5,923 | 85.9 |
| District of Columbia | 197 | 278 | 70.9 | 3,089 | 4,356 | 70.9 |
| Florida | 1,161 | 1,291 | 89.9 | 80,768 | 88,696 | 91.1 |
| Georgia | 845 | 924 | 91.5 | 63,895 | 69,652 | 91.7 |
| Hawaii | 616 | 713 | 86.4 | 7,681 | 8,962 | 85.7 |
| Idaho | 900 | 969 | 92.9 | 11,343 | 12,238 | 92.7 |
| Illinois | 1,125 | 1,284 | 87.6 | 87,772 | 101,516 | 86.5 |
| Indiana | 936 | 1,028 | 91.1 | 51,020 | 55,908 | 91.3 |
| Iowa | 906 | 975 | 92.9 | 31,689 | 34,454 | 92.0 |
| Kansas | 933 | 1,026 | 90.9 | 30,691 | 33,848 | 90.7 |
| Kentucky | 721 | 803 | 89.8 | 31,246 | 34,560 | 90.4 |
| Louisiana | 969 | 1,079 | 89.8 | 38,881 | 42,902 | 90.6 |
| Maine | 811 | 897 | 90.4 | 14,305 | 15,863 | 90.2 |
| Maryland | 646 | 730 | 88.5 | 30,681 | 34,962 | 87.8 |
| Massachusetts | 1,325 | 1,508 | 87.9 | 46,326 | 53,074 | 87.3 |
| Michigan | 933 | 1,034 | 90.2 | 69,733 | 78,180 | 89.2 |
| Minnesota | 910 | 977 | 93.1 | 37,534 | 40,358 | 93.0 |
| Mississippi | 988 | 1,098 | 90.0 | 25,481 | 28,143 | 90.5 |
| Missouri | 896 | 990 | 90.5 | 51,523 | 56,191 | 91.7 |
| Montana | 1,249 | 1,354 | 92.2 | 11,338 | 12,377 | 91.6 |
| Nebraska | 770 | 830 | 92.8 | 16,445 | 17,840 | 92.2 |
| Nevada | 431 | 507 | 85.0 | 8,402 | 10,001 | 84.0 |
| New Hampshire | 521 | 582 | 89.5 | 10,582 | 11,785 | 89.8 |
| New Jersey | 858 | 1,012 | 84.8 | 62,941 | 73,458 | 85.7 |
| New Mexico | 771 | 863 | 89.3 | 15,567 | 17,258 | 90.2 |
| New York | 1,460 | 1,831 | 79.7 | 125,130 | 156,592 | 79.9 |
| North Carolina | 908 | 1,010 | 89.9 | 57,506 | 63,695 | 90.3 |
| North Dakota | 1,101 | 1,179 | 93.4 | 8,314 | 8,914 | 93.3 |
| Ohio | 895 | 999 | 89.6 | 90,017 | 101,526 | 88.7 |
| Oklahoma | 1,740 | 1,987 | 87.6 | 32,718 | 37,522 | 87.2 |
| Oregon | 909 | 1,016 | 89.5 | 23,372 | 25,981 | 90.0 |
| Pennsylvania | 830 | 939 | 88.4 | 90,643 | 102,827 | 88.2 |
| Rhode Island | 356 | 421 | 84.6 | 7,364 | 8,714 | 84.5 |
| South Carolina | 701 | 781 | 89.8 | 32,166 | 35,497 | 90.6 |
| South Dakota | 970 | 1,079 | 89.9 | 9,315 | 10,425 | 89.4 |
| Tennessee | 888 | 989 | 89.8 | 40,282 | 45,217 | 89.1 |
| Texas | 2,245 | 2,498 | 89.9 | 188,221 | 210,127 | 89.6 |
| Utah | 928 | 1,004 | 92.4 | 17,804 | 19,461 | 91.5 |
| Vermont | 423 | 489 | 86.5 | 6,262 | 7,263 | 86.2 |
| Virginia | 758 | 845 | 89.7 | 52,938 | 58,910 | 89.9 |
| Washington | 1,065 | 1,213 | 87.8 | 39,421 | 44,764 | 88.1 |
| West Virginia | 850 | 926 | 91.8 | 18,908 | 20,557 | 92.0 |
| Wisconsin | 930 | 1,014 | 91.7 | 51,790 | 55,989 | 92.5 |
| Wyoming | 748 | 826 | 90.6 | 6,753 | 7,420 | 91.0 |

*Public school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling: five percent of the in-scope public schools did not send in teacher lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire).

Table VI-10.—Typology response rates for private school teachers* , unweighted and weighted

| Private school type | Unweighted | | | Weighted | | |
|------------------------|------------|--------|---------------|----------|---------|---------------|
| | R | R + NR | Response rate | R | R + NR | Response rate |
| All private schools | 8,372 | 10,386 | 80.6 % | 233,369 | 291,060 | 80.2 % |
| Catholic | 3,061 | 3,680 | 83.2 | 110,155 | 132,402 | 83.2 |
| Parochial | 1,474 | 1,776 | 83.0 | 57,399 | 69,013 | 83.2 |
| Diocesan | 988 | 1,192 | 82.9 | 34,522 | 41,739 | 82.7 |
| Private Order | 599 | 712 | 84.1 | 18,234 | 21,650 | 84.2 |
| Other Religious | 3,483 | 4,404 | 79.1 | 70,404 | 93,923 | 75.0 |
| Conservative Christian | 667 | 929 | 71.8 | 22,287 | 31,795 | 70.1 |
| Affiliated | 1,790 | 2,239 | 79.9 | 27,737 | 36,801 | 75.4 |
| Unaffiliated | 1,026 | 1,236 | 83.0 | 20,380 | 25,327 | 80.5 |
| Non-sectarian | 1,828 | 2,302 | 79.4 | 52,810 | 64,734 | 81.6 |
| Regular | 1,036 | 1,279 | 81.0 | 35,920 | 43,444 | 82.7 |
| Special emphasis | 436 | 582 | 74.9 | 9,439 | 12,107 | 78.0 |
| Special education | 356 | 441 | 80.7 | 7,451 | 9,184 | 81.1 |

*Private school teacher response rates refer to the percentage of teachers responding in schools that provided teacher lists for sampling; Nine percent of the in-scope private schools did not send in teacher lists.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Private School Teacher Questionnaire).

Table VI-11.--Bureau of Indian Affairs schools response rates, -weighted
(BIA) components

| BIA component | R | R + NR | Response rate |
|------------------------------------|--------|--------|---------------|
| Schools | 152 | 153 | 99.3 % |
| Principals | 148 | 150 | 98.7 |
| Teachers | 2,328 | 2,690 | 86.5 |
| Students | 35,536 | 38,437 | 92.5 |
| Library/Library Media Center | 127 | 142 | 89.4 |
| Library Media Specialist/Librarian | 98 | 111 | 88.3 |

NOTE: BIA schools are federally-funded by the Bureau of Indian Affairs and may be administered by BIA, local tribes, or in cooperation with public agencies or private contractors.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Indian School Questionnaire, Indian School Principal Questionnaire, Indian School Teacher Questionnaire, Indian Student Records Questionnaire, Indian Library/Library Media Center Questionnaire, and Indian Library Media Specialist/Librarian Questionnaire).

Table VI-12.--Public and Private student record response rates, unweighted and weighted

| Sector | Unweighted | | | Weighted | | |
|-----------|------------|--------|---------------|------------|------------|---------------|
| | R | R + NR | Response rate | R | R + NR | Response rate |
| U.S.Total | 6,232 | 6,947 | 89.7 % | 33,514,105 | 36,850,078 | 90.9 % |
| Public | 5,031 | 5,576 | 90.2 | 30,402,376 | 33,331,853 | 91.2 |
| Private | 1,201 | 1,371 | 87.6 | 3,111,729 | 3,518,225 | 88.4 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Student Records Questionnaire).

Table VI-13.--Public student record response rates, by region, unweighted and weighted

| Region | Unweighted | | | Weighted | | |
|------------|------------|--------|---------------|------------|------------|---------------|
| | R | R + NR | Response rate | R | R + NR | Response rate |
| U.S. Total | 5,031 | 5,576 | 90.2 % | 30,402,376 | 33,331,853 | 91.2 % |
| Northeast | 367 | 409 | 89.7 | 4,366,609 | 4,806,945 | 90.8 |
| Midwest | 973 | 1,027 | 94.7 | 8,111,584 | 8,385,011 | 96.7 |
| South | 1,856 | 2,022 | 91.8 | 11,286,355 | 12,166,137 | 92.8 |
| West | 1,835 | 2,118 | 86.6 | 6,637,827 | 7,973,761 | 83.2 |

NOTE: The weight used in this table is an adjusted basic weight that compensates for schools that did not provide student lists and misclassified teachers of students in sample.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Student Records Questionnaires).

Table VI-14.--Private student record response rates, by region, unweighted and weighted

| Region | Unweighted | | | Weighted | | |
|------------|------------|--------|---------------|-----------|-----------|---------------|
| | R | R + NR | Response rate | R | R + NR | Response rate |
| U.S. Total | 1,201 | 1,371 | 87.6 % | 3,111,729 | 3,518,225 | 88.4 % |
| Northeast | 306 | 356 | 86.0 | 757,253 | 865,407 | 87.5 |
| Midwest | 333 | 352 | 94.6 | 919,266 | 995,144 | 92.4 |
| South | 326 | 403 | 80.9 | 975,518 | 1,161,685 | 84.0 |
| West | 236 | 260 | 90.8 | 459,692 | 495,990 | 92.7 |

NOTE: The weight used in this table is an adjusted basic weight that compensates for schools that did not provide student lists and misclassified teachers of students in sample.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Student Records Questionnaires).

Table VI-15.--Public and private school library/media center response rates, unweighted and weighted

| Sector | Unweighted | | | Weighted | | |
|-----------|------------|--------|---------------|----------|--------|---------------|
| | R | R + NR | Response Rate | R | R + NR | Response Rate |
| U.S.Total | 5,849 | 6,722 | 87.0 % | 82,073 | 94,965 | 86.4 % |
| Public | 4,242 | 4,655 | 91.1 | 69,455 | 77,115 | 90.1 |
| Private | 1,607 | 2,067 | 77.7 | 12,618 | 17,850 | 70.7 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Library/Media Center Questionnaire).

Table VI-16.--State public school library/library media center response rates, unweighted and weighted

| State | Unweighted | | | Weighted | | |
|----------------------|------------|--------|---------------|----------|--------|---------------|
| | R | R + NR | Response Rate | R | R + NR | Response Rate |
| 50 States and D.C. | 4,242 | 4,655 | 91.1 % | 69,455 | 77,115 | 90.1 % |
| Alabama | 112 | 116 | 96.6 | 1,238 | 1,266 | 97.8 |
| Alaska | 75 | 94 | 79.8 | 327 | 443 | 73.8 |
| Arizona | 93 | 98 | 94.9 | 997 | 1,028 | 97.0 |
| Arkansas | 77 | 79 | 97.5 | 992 | 1,025 | 96.8 |
| California | 144 | 177 | 81.4 | 5,947 | 7,244 | 82.1 |
| Colorado | 75 | 80 | 93.8 | 1,096 | 1,229 | 89.2 |
| Connecticut | 67 | 76 | 88.2 | 773 | 889 | 86.9 |
| Delaware | 60 | 66 | 90.9 | 134 | 150 | 89.6 |
| District of Columbia | 53 | 63 | 84.1 | 127 | 148 | 85.4 |
| Florida | 109 | 114 | 95.6 | 2,202 | 2,258 | 97.5 |
| Georgia | 84 | 90 | 93.3 | 1,594 | 1,658 | 96.2 |
| Hawaii | 67 | 69 | 97.1 | 220 | 226 | 97.1 |
| Idaho | 80 | 84 | 95.2 | 554 | 585 | 94.8 |
| Illinois | 98 | 112 | 87.5 | 3,171 | 3,559 | 89.1 |
| Indiana | 82 | 84 | 97.6 | 1,716 | 1,778 | 96.5 |
| Iowa | 76 | 79 | 96.2 | 1,459 | 1,507 | 96.8 |
| Kansas | 76 | 80 | 95.0 | 1,392 | 1,464 | 95.0 |
| Kentucky | 69 | 79 | 87.3 | 1,039 | 1,227 | 84.6 |
| Louisiana | 84 | 104 | 80.8 | 1,079 | 1,345 | 80.2 |
| Maine | 66 | 71 | 93.0 | 577 | 645 | 89.5 |
| Maryland | 76 | 83 | 91.6 | 1,078 | 1,204 | 89.5 |
| Massachusetts | 95 | 105 | 90.5 | 1,379 | 1,573 | 87.6 |
| Michigan | 89 | 98 | 90.8 | 2,599 | 2,858 | 91.0 |
| Minnesota | 75 | 82 | 91.5 | 1,352 | 1,465 | 92.3 |
| Mississippi | 91 | 100 | 91.0 | 847 | 927 | 91.4 |
| Missouri | 79 | 85 | 92.9 | 1,852 | 1,989 | 93.1 |
| Montana | 85 | 95 | 89.5 | 677 | 789 | 85.8 |
| Nebraska | 63 | 79 | 79.7 | 1,024 | 1,283 | 79.8 |
| Nevada | 62 | 69 | 89.9 | 295 | 329 | 89.6 |
| New Hampshire | 65 | 67 | 97.0 | 387 | 401 | 96.4 |
| New Jersey | 73 | 85 | 85.9 | 1,658 | 1,997 | 83.1 |
| New Mexico | 79 | 85 | 92.9 | 564 | 628 | 89.9 |
| New York | 128 | 144 | 88.9 | 3,420 | 4,005 | 85.4 |
| North Carolina | 88 | 97 | 90.7 | 1,723 | 1,891 | 91.1 |
| North Dakota | 76 | 85 | 89.4 | 467 | 563 | 83.1 |
| Ohio | 82 | 89 | 92.1 | 3,037 | 3,427 | 88.6 |
| Oklahoma | 140 | 153 | 91.5 | 1,470 | 1,628 | 90.3 |
| Oregon | 80 | 84 | 95.2 | 1,111 | 1,173 | 94.7 |
| Pennsylvania | 79 | 88 | 89.8 | 2,695 | 2,930 | 92.0 |
| Rhode Island | 61 | 66 | 92.4 | 265 | 287 | 92.2 |
| South Carolina | 75 | 78 | 96.2 | 1,006 | 1,091 | 92.2 |
| South Dakota | 70 | 82 | 85.4 | 501 | 615 | 81.4 |
| Tennessee | 86 | 91 | 94.5 | 1,351 | 1,488 | 90.8 |
| Texas | 177 | 189 | 93.7 | 5,242 | 5,502 | 95.3 |
| Utah | 77 | 82 | 93.9 | 608 | 643 | 94.6 |
| Vermont | 63 | 68 | 92.6 | 287 | 312 | 91.9 |
| Virginia | 77 | 84 | 91.7 | 1,559 | 1,699 | 91.7 |
| Washington | 97 | 101 | 96.0 | 1,667 | 1,733 | 96.2 |
| West Virginia | 65 | 73 | 89.0 | 631 | 739 | 85.4 |
| Wisconsin | 80 | 87 | 92.0 | 1,718 | 1,866 | 92.0 |
| Wyoming | 62 | 66 | 93.9 | 353 | 405 | 87.2 |

SOURCE: U.S. Department of Education, National Center for Education Statistics Schools and Staffing Survey, 1993-94 (Public School Library/Library Media Center Questionnaire).

Table VI-17.--Typology response rates for private school library/library media centers, unweighted and weighted

| Private school type | Unweighted | | | Weighted | | |
|------------------------|------------|--------|---------------|----------|--------|---------------|
| | R | R + NR | Response Rate | R | R + NR | Response Rate |
| All private schools | 1,607 | 2,067 | 77.7 % | 12,618 | 17,850 | 70.7 % |
| Catholic | 635 | 748 | 84.9 | 6,665 | 8,143 | 81.8 |
| Parochial | 319 | 390 | 81.8 | 4,184 | 5,252 | 79.7 |
| Diocesan | 191 | 220 | 86.8 | 1,825 | 2,115 | 86.3 |
| Private Order | 125 | 138 | 90.6 | 655 | 777 | 84.3 |
| Other Religious | 687 | 957 | 71.8 | 4,615 | 7,781 | 59.3 |
| Conservative Christian | 153 | 234 | 65.4 | 1,642 | 2,855 | 57.5 |
| Affiliated | 390 | 512 | 76.2 | 1,878 | 2,842 | 66.1 |
| Unaffiliated | 144 | 211 | 68.2 | 1,094 | 2,085 | 52.5 |
| Non-sectarian | 285 | 362 | 78.7 | 1,339 | 1,926 | 69.5 |
| Regular | 227 | 269 | 84.4 | 1,029 | 1,369 | 75.1 |
| Special emphasis | 58 | 93 | 62.4 | 310 | 556 | 55.8 |
| Special education | -- | -- | -- | -- | -- | -- |

-- Special education libraries data were not collected; those libraries were out-of-scope.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey 1993-94 (Private School Library/Library Media Center Questionnaire).

Table VI-18.--Public and private library media specialists/librarian response rates, unweighted and weighted

| Sector | Unweighted | | | Weighted | | |
|-----------|------------|--------|---------------|----------|--------|---------------|
| | R | R + NR | Response rate | R | R + NR | Response rate |
| U.S.Total | 5,041 | 5,531 | 91.1 % | 69,326 | 76,777 | 90.3 % |
| Public | 3,903 | 4,175 | 93.5 | 61,865 | 67,025 | 92.3 |
| Private | 1,138 | 1,356 | 83.9 | 7,461 | 9,753 | 76.5 |

SOURCE: U.S. Department of Education Statistics, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Library Media Specialist/Librarian Questionnaire).

Table VI-19.--State response rates for public school library media specialist/librarians , unweighted and weighted

| State | Unweighted | | | Weighted | | |
|----------------------|------------|--------|---------------|----------|--------|---------------|
| | R | R + NR | Response rate | R | R + NR | Response rate |
| 50 States and D.C. | 3,903 | 4,175 | 93.5 % | 61,865 | 67,025 | 92.3 % |
| Alabama | 106 | 112 | 94.6 | 1,120 | 1,168 | 95.9 |
| Alaska | 56 | 64 | 87.5 | 225 | 278 | 80.8 |
| Arizona | 86 | 90 | 95.6 | 831 | 871 | 95.4 |
| Arkansas | 73 | 79 | 92.4 | 938 | 1,025 | 91.6 |
| California | 121 | 139 | 87.1 | 4,667 | 5,334 | 87.5 |
| Colorado | 65 | 72 | 90.3 | 909 | 1,044 | 87.1 |
| Connecticut | 64 | 66 | 97.0 | 672 | 700 | 96.0 |
| Delaware | 58 | 61 | 95.1 | 126 | 135 | 93.8 |
| District of Columbia | 51 | 60 | 85.0 | 122 | 142 | 86.1 |
| Georgia | 84 | 89 | 94.4 | 1,541 | 1,646 | 93.6 |
| Hawaii | 66 | 69 | 95.7 | 216 | 226 | 95.5 |
| Idaho | 64 | 67 | 95.5 | 389 | 410 | 94.7 |
| Illinois | 83 | 91 | 91.2 | 2,755 | 3,026 | 91.0 |
| Indiana | 78 | 80 | 97.5 | 1,580 | 1,622 | 97.4 |
| Iowa | 70 | 73 | 95.9 | 1,363 | 1,414 | 96.4 |
| Kansas | 74 | 78 | 94.9 | 1,341 | 1,399 | 95.9 |
| Kentucky | 69 | 75 | 92.0 | 1,050 | 1,163 | 90.3 |
| Louisiana | 93 | 94 | 98.9 | 1,149 | 1,173 | 97.9 |
| Maine | 52 | 57 | 91.2 | 408 | 450 | 90.6 |
| Maryland | 80 | 82 | 97.6 | 1,144 | 1,199 | 95.4 |
| Massachusetts | 85 | 93 | 91.4 | 1,019 | 1,151 | 88.5 |
| Michigan | 80 | 86 | 93.0 | 2,070 | 2,284 | 90.6 |
| Minnesota | 72 | 75 | 96.0 | 1,273 | 1,311 | 97.1 |
| Mississippi | 79 | 87 | 90.8 | 686 | 754 | 91.1 |
| Missouri | 75 | 77 | 97.4 | 1,730 | 1,798 | 96.2 |
| Montana | 76 | 82 | 92.7 | 585 | 650 | 89.9 |
| Nebraska | 57 | 70 | 81.4 | 776 | 915 | 84.8 |
| Nevada | 58 | 64 | 90.6 | 267 | 297 | 89.7 |
| New Hampshire | 54 | 55 | 98.2 | 307 | 313 | 98.2 |
| New Jersey | 75 | 79 | 94.9 | 1,764 | 1,866 | 94.5 |
| New Mexico | 62 | 66 | 93.9 | 392 | 419 | 93.5 |
| New York | 126 | 136 | 92.6 | 3,523 | 3,846 | 91.6 |
| North Carolina | 90 | 94 | 95.7 | 1,790 | 1,874 | 95.5 |
| North Dakota | 62 | 68 | 91.2 | 351 | 400 | 87.6 |
| Ohio | 67 | 74 | 90.5 | 2,246 | 2,626 | 85.5 |
| Oklahoma | 135 | 143 | 94.4 | 1,404 | 1,493 | 94.0 |
| Oregon | 66 | 70 | 94.3 | 814 | 870 | 93.5 |
| Pennsylvania | 81 | 83 | 97.6 | 2,777 | 2,792 | 99.5 |
| Rhode Island | 62 | 65 | 95.4 | 264 | 278 | 94.7 |
| South Carolina | 75 | 77 | 97.4 | 1,023 | 1,049 | 97.5 |
| South Dakota | 60 | 66 | 90.9 | 403 | 442 | 91.2 |
| Tennessee | 82 | 89 | 92.1 | 1,215 | 1,408 | 86.3 |
| Texas | 152 | 168 | 90.5 | 4,330 | 4,966 | 87.2 |
| Utah | 66 | 69 | 95.7 | 494 | 514 | 96.0 |
| Vermont | 58 | 61 | 95.1 | 261 | 273 | 95.6 |
| Virginia | 74 | 82 | 90.2 | 1,504 | 1,659 | 90.6 |
| Washington | 91 | 93 | 97.8 | 1,531 | 1,583 | 96.8 |
| West Virginia | 59 | 62 | 95.2 | 550 | 588 | 93.6 |
| Wisconsin | 78 | 83 | 94.0 | 1,669 | 1,731 | 96.4 |
| Wyoming | 51 | 53 | 96.2 | 272 | 286 | 95.0 |

SOURCE: U.S. Department of Education, National Center for Education Statistics Schools and Staffing Survey, 1993-94 (Public School Library Media Specialist/Librarian Questionnaire).

Table VI-20.--Typology response rates for private school library media specialist/librarians , unweighted and weighted

| Private school type | Unweighted | | | Weighted | | |
|------------------------|------------|--------|---------------|----------|--------|---------------|
| | R | R + NR | Response rate | R | R + NR | Response rate |
| All private schools | 1,138 | 1,356 | 83.9 % | 7,461 | 9,753 | 76.5 % |
| Catholic | 495 | 559 | 88.6 | 4,562 | 5,326 | 85.7 |
| Parochial | 219 | 258 | 84.9 | 2,733 | 3,231 | 84.6 |
| Diocesan | 154 | 172 | 89.5 | 1,228 | 1,445 | 85.0 |
| Private Order | 122 | 129 | 94.6 | 600 | 651 | 92.3 |
| Other Religious | 396 | 523 | 75.7 | 1,919 | 3,316 | 57.9 |
| Conservative Christian | 76 | 103 | 73.8 | 667 | 943 | 70.8 |
| Affiliated | 261 | 327 | 79.8 | 925 | 1,411 | 65.5 |
| Unaffiliated | 59 | 93 | 63.4 | 327 | 962 | 34.0 |
| Non-sectarian | 245 | 272 | 90.1 | 980 | 1,110 | 88.3 |
| Regular | 209 | 228 | 91.7 | 822 | 909 | 90.4 |
| Special program | 36 | 44 | 81.8 | 158 | 201 | 78.5 |
| Special education | -- | -- | -- | -- | -- | -- |

--Private school librarians in special education schools are not included in these rates.

SOURCE: U.S. Department of Education Statistics, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 , (Private School Library Media Specialist/Librarian Questionnaire).

B. Item Response Rates

Table VI-21 through VI-29 provide a summary of the unweighted item response rates for each component of the 1993-94 SASS surveys. A response rate for an item is defined as the number of valid responses to an item divided by the universe for that item. The universe for a given item is determined by the number of eligible cases (for example, all public teachers) less any respondents to whom the item does not apply. To follow the example just given, if the item is “year doctoral degree received,” then the universe is only those teachers who indicated receiving a doctoral degree, and not all teachers.

Table VI-21.--Summary of unweighted item response rates by questionnaire

| Questionnaire | Range of item response rates | Percent of items with a response rate of 90% or more | Percent of items with a response rate of less than 75% |
|-----------------------|------------------------------|--|--|
| LEAs (SASS-1A) | 67-100% | 91% | 1% |
| Principals | | | |
| Public (SASS-2A) | 65-100% | 92% | 4% |
| Private (SASS-2B) | 55-100% | 90% | 6% |
| Indian (SASS-2C) | 72-100% | 91% | 1% |
| Schools | | | |
| Public (SASS-3A) | 83-100% | 83% | 0% |
| Private (SASS-3B) | 61-100% | 77% | 3% |
| Indian (SASS-3C) | 70-100% | 84% | 1% |
| Teachers | | | |
| Public (SASS-4A) | 71-100% | 91% | 0% |
| Private (SASS-4B) | 69-100% | 89% | 1% |
| Indian (SASS-4C) | 70-100% | 84% | 3% |
| Students (SASS-5) | | | |
| Public | 90-100% | 97% | 0% |
| Private | 84-100% | 97% | 0% |
| Indian | 79-100% | 88% | 0% |
| Library Media Centers | | | |
| Public (LS-1A) | 57-99% | 81% | 5% |
| Private (LS-1B) | 66-99% | 80% | 4% |
| Indian (LS-1C) | 61-100% | 82% | 1% |
| Librarians | | | |
| Public (LS-2A) | 61-100% | 87% | 6% |
| Private (LS-2B) | 50-100% | 80% | 11% |
| Indian (LS-2C) | 56-100% | 87% | 5% |

Table VI-22.--Items with unweighted response rates of less than 75 percent

| Questionnaire | Items ¹ |
|-----------------------|--|
| LEAs (SASS-1A) | 26c(years) |
| Principals | |
| Public (SASS-2A) | 14b(1,1), 14b(2,1), 14b(4,1), 14b(5,1), 14b(7,1), 14b(8,1) |
| Private (SASS-2B) | 14b(1,1), 14b(2,1), 14b(4,1), 14b(5,1), 14b(8,1), 21a, 21c, 28b |
| Indian (SASS-2C) | 14b(8,1) |
| Schools | |
| Public (SASS-3A) | None |
| Private (SASS-3B) | 31c(2), 31c(5), 31c(6), 31c(7), 31c(8), 31c(9) |
| Indian (SASS-3C) | 45 |
| Teachers | |
| Public (SASS-4A) | 41c |
| Private (SASS-4B) | 39, 51c, 55 |
| Indian (SASS-4C) | 2, 4, 9c, 39, 41c, 53b(3)amount, 55 |
| Students (SASS-5) | |
| Public | None |
| Private | None |
| Indian | None |
| Library Media Centers | |
| Public (LS-1A) | 5a(other AV), 5b(subscriptions), 5b(other AV), 5c(other AV), 25 |
| Private (LS-1B) | 5b(subscriptions), 5b(other AV), 5c(video), 25 |
| Indian (LS-1C) | 25 |
| Librarians | |
| Public (LS-2A) | 14d(PhD), 18b(5), 18b(6), 18b(7), 18b(8), 18b(9), 18b(10) |
| Private (LS-2B) | 14c(ed.spec.), 14d(ed.spec.), 14c(Phd), 14d(PhD), 18b(1), 18b(4), 18b(5), 18b(6), 18b(7), 18b(8), 18b(9), 18b(10), 26d |
| Indian (LS-2C) | 18b(4), 18b(6), 18b(7), 18b(8), 18b(9), 18b(10) |

¹ The wording of these items can be found in Appendix F.

Table VI-23.--Unweighted item response rates for Teacher Demand and Shortage Questionnaire for Public School Districts (SASS-1A)

| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
|-------------------|---------------|-------------------------------|---------------|-------------------|---------------|
| 5a | 99.4 | 17c | 94.8 | 26b(1) | 98.0 |
| 5b | 99.0 | 17d | 94.6 | 26b(2) | 97.7 |
| 5c | 99.0 | 17e | 93.7 | 26b(3) | 96.0 |
| 5d | 99.0 | 18a | 95.0 | 26b(4) | 97.4 |
| 5e | 99.0 | 18b | 95.0 | 26b(5) | 97.6 |
| 5f | 99.0 | 18c | 95.0 | 26b(6) | 95.8 |
| 5g | 99.0 | 18d | 95.0 | 26c | 98.5 |
| 5h | 99.0 | 18e | 95.0 | 26c(years) | 66.7 |
| 5i | 99.0 | 18f | 95.0 | 27a | 98.7 |
| 5j | 99.0 | 18g | 95.0 | 27b | 98.3 |
| 5k | 99.1 | 18h | 95.0 | 27b(hours) | 97.1 |
| 5l | 99.1 | 18i | 95.0 | 28a | 99.3 |
| 5m | 99.1 | 19 | 99.1 | 28b | 99.3 |
| 5n | 99.1 | 20a | 99.0 | 28c | 99.2 |
| 6 | 100.0 | 20b | 99.0 | 28d | 98.8 |
| 7a | 97.6 | 21 | 99.1 | 29 | 98.9 |
| 7b | 97.3 | 22a | 98.1 | 30 | 98.9 |
| 7c | 97.1 | 22b | 94.9 | 30(type) | 97.5 |
| 7d | 97.2 | 22c | 97.4 | 31 | 99.7 |
| 7e | 96.5 | 23a | 98.7 | 32a | 98.3 |
| 8 | 99.2 | 23b(PK) | 99.8 | 32b | 97.5 |
| 9 | 98.0 | 23b(K-12) | 88.4 | 32c | 92.0 |
| 10a | 94.4 | 23c(teachers) | 94.1 | 32d | 96.1 |
| 10b | 94.2 | 23c(aides) | 89.8 | 32e | 97.6 |
| 10c | 94.0 | 24a | 99.0 | 33(lowest) | 95.1 |
| 10d | 100.0 | 24b | 98.6 | 33(highest) | 93.0 |
| 11 | 95.0 | 24c(PK) | 84.8 | 34 | 99.8 |
| 12 | 97.7 | 24c(K-12) | 90.7 | 35a | 86.7 |
| 13a | 99.0 | 24d(PK) | 83.1 | 35b | 86.7 |
| 13b | 98.6 | 24d(K-12) | 93.1 | 36a | 86.7 |
| 14 | 98.6 | 25a | 99.1 | 36b | 86.9 |
| 15a | 99.2 | 25b(magnet) | 90.3 | 37a | 99.4 |
| 15b | 98.6 | 25b(any school in LEA) | 88.2 | 37b | 98.3 |
| 15c | 98.9 | 25b(schools in other LEAs) | 90.5 | 38a | 99.6 |
| 16 | 98.9 | 25b(students from other LEAs) | 93.3 | 38b | 93.5 |
| 17a | 95.0 | 25b(none) | 96.8 | 38c | 97.0 |
| 17b | 94.9 | 26a | 99.9 | 39a | 99.2 |

Table VI-23.--Unweighted item response rates for Teacher Demand and Shortage Questionnaire for
Public School Districts (SASS-1A),continued

| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
|-------------------|------------------|-------------------|------------------|-------------------|------------------|
| 39b | 98.9 | 41a | 99.4 | 42 | 100.0 |
| 40 | 98.4 | 41b | 96.9 | | |

¹ The wording for these items can be found in Appendix F.

Table VI-24.--Unweighted item response rates for the Principal Questionnaire (SASS-2A, 2B, 2C)

| Public | | Private | | Indian | |
|---------------------------|---------------|---------------------------|---------------|---------------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 5a | 99.9 | 5a | 100.0 | 5a | 100.0 |
| 5b | 99.3 | 5b | 99.4 | 5b | 98.6 |
| 5c | 99.0 | 5c | 98.8 | 5c | 96.6 |
| 5d | 97.4 | 5d | 97.5 | 5d | 93.9 |
| 5e | 96.8 | 5e | 97.5 | 5e | 100.0 |
| 5f | 95.1 | 5f | 93.7 | 5f | 95.3 |
| 5g | 99.2 | 5g | 99.3 | 5g | 98.9 |
| 6a | 100.0 | 6a | 100.0 | 6a | 100.0 |
| 6b | 99.9 | 6b | 99.8 | 6b | 99.3 |
| 7a | 96.4 | 7a | 95.8 | 7a | 97.3 |
| 7b | 84.0 | 7b | 80.2 | 7b | 100.0 |
| 7c | 91.7 | 7c | 96.3 | 7c | 100.0 |
| 8a | 99.9 | 8a | 99.4 | 8a | 99.3 |
| 8b | 99.6 | 8b | 99.7 | 8b | 98.5 |
| 8c | 99.1 | 8c | 98.8 | 8c | 97.8 |
| 9a | 96.6 | 9a | 96.7 | 9a | 95.6 |
| 9b | 95.1 | 9b | 94.3 | 9b | 95.7 |
| 9c | 96.5 | 9c | 96.7 | 9c | 100.0 |
| 10a | 97.3 | 10a | 96.0 | 10a | 97.9 |
| 10b(associate degree) | 99.0 | 10b(associate degree) | 98.0 | 10b(associate degree) | 95.3 |
| 10c(associate degree) | 91.7 | 10c(associate degree) | 93.0 | 10c(associate degree) | 100.0 |
| 10d(associate degree) | 92.4 | 10d(associate degree) | 94.5 | 10d(associate degree) | 91.7 |
| 10b(education specialist) | 99.0 | 10b(education specialist) | 98.0 | 10b(education specialist) | 97.7 |
| 10c(education specialist) | 97.6 | 10c(education specialist) | 97.6 | 10c(education specialist) | 96.8 |
| 10d(education specialist) | 91.6 | 10d(education specialist) | 91.5 | 10d(education specialist) | 93.6 |
| 10b(Ph.D.) | 99.0 | 10b(Ph.D.) | 98.0 | 10b(Ph.D.) | 97.7 |
| 10c(Ph.D.) | 97.8 | 10c(Ph.D.) | 97.1 | 10c(Ph.D.) | 100.0 |
| 10d(Ph.D.) | 95.2 | 10d(Ph.D.) | 92.4 | 10d(Ph.D.) | 100.0 |
| 11a | 98.6 | 11a | 97.9 | 11a | 98.0 |
| 11b | 97.3 | 11b | 97.6 | 11b | 98.6 |
| 12 | 88.4 | 12 | 94.6 | 12 | 90.5 |
| 13 | 99.6 | 13 | 99.8 | 13 | 100.0 |
| 14a | 99.9 | 14a | 99.7 | 14a | 100.0 |
| 14b(1) | 69.7 | 14b(1) | 74.4 | 14b(1) | 78.9 |
| 14b(1)(years) | 98.6 | 14b(1)(years) | 98.8 | 14b(1)(years) | 98.0 |
| 14b(2) | 68.7 | 14b(2) | 72.1 | 14b(2) | 78.9 |
| 14b(2)(years) | 98.8 | 14b(2)(years) | 97.9 | 14b(2)(years) | 97.7 |

Table VI-24.--Unweighted item response rates for the Principal Questionnaires (SASS-2A, 2B, 2C) continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 14b(3) | 88.7 | 14b(3) | 86.1 | 14b(3) | 84.4 |
| 14b(3)(years) | 99.2 | 14b(3)(years) | 98.9 | 14b(3)(years) | 96.0 |
| 14b(4) | 69.0 | 14b(4) | 72.6 | 14b(4) | 78.9 |
| 14b(4)(years) | 98.8 | 14b(4)(years) | 97.4 | 14b(4)(years) | 100.0 |
| 14b(5) | 65.9 | 14b(5) | 69.7 | 14b(5) | 75.2 |
| 14b(5)(years) | 97.8 | 14b(5)(years) | 91.7 | 14b(5)(years) | 100.0 |
| 14b(6) | 78.7 | 14b(6) | 77.7 | 14b(6) | 84.4 |
| 14b(6)(years) | 98.3 | 14b(6)(years) | 96.4 | 14b(6)(years) | 100.0 |
| 14b(7) | 73.8 | 14b(7) | 75.4 | 14b(7) | 79.8 |
| 14b(7)(years) | 98.1 | 14b(7)(years) | 97.3 | 14b(7)(years) | 100.0 |
| 14b(8) | 65.0 | 14b(8) | 71.9 | 14b(8) | 71.6 |
| 14b(8)(years) | 95.4 | 14b(8)(years) | 94.3 | 14b(8)(years) | 87.1 |
| 15a | 99.6 | 15 | 99.1 | 15a | 100.0 |
| 15b | 98.7 | | | 15b | 98.6 |
| 16 | 99.8 | 16 | 99.6 | 16 | 100.0 |
| 17a | 100.0 | 17a | 100.0 | 17a | 100.0 |
| 17b | 99.2 | 17b | 98.4 | 17b | 100.0 |
| 18a | 96.1 | 18a | 95.3 | 18a | 96.6 |
| 18b | 98.9 | 18b | 98.0 | 18b | 97.7 |
| 19a | 99.4 | 19a | 99.0 | 19a | 98.0 |
| 19b | 98.7 | 19b | 99.0 | 19b | 100.0 |
| 19b(breaks) | 96.7 | 19b(breaks) | 90.6 | 19b(breaks) | 81.8 |
| 19c | 97.4 | 19c | 96.0 | 19c | 98.0 |
| 19d | 90.9 | 19d | 89.9 | 19d | 84.3 |
| 20 | 99.3 | 20 | 98.4 | 20 | 99.3 |
| 21a | 94.9 | 21a | 73.9 | 21a | 85.8 |
| 21b | 95.6 | 21b | 96.0 | 21b | 94.6 |
| 21c | 85.9 | 21c | 64.4 | 21c | 75.6 |
| 22a | 96.0 | 22a | 91.6 | 22a | 97.9 |
| 22b | 99.3 | 22b | 98.4 | 22b | 99.3 |
| 23 | 99.6 | 23 | 99.0 | 23 | 99.3 |
| 24a | 99.3 | 24a | 99.2 | 24a | 98.6 |
| 24b | 99.4 | 24b | 99.3 | 24b | 99.3 |
| 24c | 99.2 | 24c | 99.2 | 24c | 99.3 |
| 24d | 99.2 | 24d | 99.2 | 24d | 99.3 |
| 24e | 99.4 | 24e | 99.3 | 24e | 99.3 |
| 24f | 99.3 | 24f | 99.0 | 24f | 98.6 |

Table VI-24.--Unweighted item response rates for the Principal Questionnaires (SASS-2A, 2B, 2C) continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 24g | 99.4 | 24g | 99.2 | 24g | 99.3 |
| 24h | 99.4 | 24h | 99.2 | 24h | 99.3 |
| 24i | 99.3 | 24i | 99.2 | 24i | 99.3 |
| 24j | 99.3 | 24j | 99.2 | 24j | 98.6 |
| 24k | 99.4 | 24k | 99.3 | 24k | 99.3 |
| 24l | 99.3 | 24l | 99.2 | 24l | 99.3 |
| 24m | 99.4 | 24m | 99.1 | 24m | 98.6 |
| 24n | 99.4 | 24n | 99.2 | 24n | 98.6 |
| 24o | 99.3 | 24o | 99.2 | 24o | 99.3 |
| 24p | 99.0 | 24p | 99.1 | 24p | 99.3 |
| 24q | 99.4 | 24q | 99.0 | 24q | 97.2 |
| 24r | 96.8 | 24r | 97.7 | 24r | 97.3 |
| 24s | 99.4 | 24s | 99.1 | 24s | 99.3 |
| 24t | 99.2 | 24t | 99.1 | 24t | 98.6 |
| 24u | 99.4 | 24u | 99.2 | 24u | 99.3 |
| 24v | 99.2 | 24v | 99.1 | 24v | 98.6 |
| 24w | 99.3 | 24w | 99.2 | 24w | 99.3 |
| 24x | 99.4 | 24x | 99.3 | 24x | 99.3 |
| 25a(1) | 99.2 | | | 25a(1) | 98.6 |
| 25a(2) | 99.3 | | | 25a(2) | 98.6 |
| 25a(3) | 99.3 | | | 25a(3) | 99.3 |
| | | 25a(1) | 98.1 | | |
| 25a(4) | 99.4 | 25a(2) | 99.0 | 25a(4) | 99.3 |
| 25a(5) | 99.4 | 25a(3) | 99.1 | 25a(5) | 99.3 |
| 25a(6) | 97.8 | 25a(4) | 92.7 | 25a(6) | 92.5 |
| 25a(7) | 99.0 | 25a(5) | 94.4 | 25a(7) | 97.3 |
| 25a(8) | 99.2 | 25a(6) | 97.8 | 25a(8) | 99.3 |
| 25b(1) | 99.2 | | | 25b(1) | 99.3 |
| 25b(2) | 99.1 | | | 25b(2) | 97.3 |
| 25b(3) | 99.2 | | | 25b(3) | 99.3 |
| | | 25b(1) | 98.1 | | |
| 25b(4) | 99.5 | 25b(2) | 99.1 | 25b(4) | 99.3 |
| 25b(5) | 99.3 | 25b(3) | 98.2 | 25b(5) | 99.3 |
| 25b(6) | 99.2 | 25b(4) | 97.6 | 25b(6) | 99.3 |
| 25c(1) | 99.0 | | | 25c(1) | 99.3 |
| 25c(2) | 99.0 | | | 25c(2) | 97.3 |
| 25c(3) | 99.3 | | | 25c(3) | 99.3 |

Table VI-24.--Unweighted item response rates for the Principal Questionnaires (SASS-2A, 2B, 2C) continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| | | 25c(1) | 97.7 | | |
| 25c(4) | 99.4 | 25c(2) | 98.9 | 25c(4) | 99.3 |
| 25c(5) | 99.4 | 25c(3) | 98.9 | 25c(5) | 98.6 |
| 25c(6) | 99.1 | 25c(4) | 97.7 | 25c(6) | 97.9 |
| 25d(1) | 98.9 | | | 25d(1) | 99.3 |
| 25d(2) | 99.0 | | | 25d(2) | 96.6 |
| 25d(3) | 99.1 | | | 25d(3) | 99.3 |
| | | 25d(1) | 98.2 | | |
| 25d(4) | 99.3 | 25d(2) | 98.9 | 25d(4) | 99.3 |
| 25d(5) | 99.3 | 25d(3) | 98.4 | 25d(5) | 99.3 |
| 25d(6) | 99.0 | 25d(4) | 95.5 | 25d(6) | 97.9 |
| 25d(7) | 99.1 | 25d(5) | 97.6 | 25d(7) | 99.3 |
| 25e(1) | 98.8 | | | 25e(1) | 99.3 |
| 25e(2) | 99.1 | | | 25e(2) | 97.3 |
| 25e(3) | 99.0 | | | 25e(3) | 99.3 |
| | | 25e(1) | 97.4 | | |
| 25e(4) | 99.3 | 25e(2) | 98.6 | 25e(4) | 99.3 |
| 25e(5) | 99.3 | 25e(3) | 98.5 | 25e(5) | 99.3 |
| 25e(6) | 98.9 | 25e(4) | 96.9 | 25e(6) | 98.6 |
| 25f(1) | 99.1 | | | 25f(1) | 99.3 |
| 25f(2) | 99.1 | | | 25f(2) | 97.3 |
| 25f(3) | 99.2 | | | 25f(3) | 99.3 |
| | | 25f(1) | 98.0 | | |
| 25f(4) | 99.4 | 25f(2) | 99.0 | 25f(4) | 98.6 |
| 25f(5) | 99.1 | 25f(3) | 98.3 | 25f(5) | 99.3 |
| 25f(6) | 99.1 | 25f(4) | 97.5 | 25f(6) | 99.3 |
| 26(first) | 98.7 | 26(first) | 98.3 | 26(first) | 99.3 |
| 26(second) | 98.7 | 26(second) | 98.1 | 26(second) | 98.6 |
| 26(third) | 98.2 | 26(third) | 97.5 | 26(third) | 97.2 |
| 27 | 98.2 | 27 | 98.8 | 27 | 98.0 |
| 28a | 98.2 | 28a | 98.6 | 28a | 96.0 |
| 28b | 93.0 | 28b | 54.5 | 28b | 98.6 |
| 29 | 93.4 | 29 | 93.0 | 29 | 93.9 |
| 30 | 98.6 | 30 | 98.3 | 30 | 100.0 |

¹The wording for these questionnaire items can be found in Appendix F.

Table VI-25.--Unweighted item response rates for the School Questionnaires (SASS-3A, 3B, 3C)

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 7a | 98.8 | 6a | 98.5 | 6a | 100.0 |
| 7b | 98.9 | 6b | 97.8 | 6b | 99.3 |
| 7c | 98.9 | 6c | 97.8 | 6c | 99.3 |
| 7d | 98.9 | 6d | 97.8 | 6d | 99.3 |
| 7e | 98.9 | 6e | 97.8 | 6e | 99.3 |
| 7f | 98.9 | 6f | 97.7 | 6f | 99.3 |
| 7g | 98.9 | 6g | 97.6 | 6g | 99.3 |
| 7h | 99.0 | 6h | 97.6 | 6h | 99.3 |
| 7i | 98.9 | 6i | 97.6 | 6i | 99.3 |
| 7j | 98.9 | 6j | 97.6 | 6j | 99.3 |
| 7k | 98.8 | 6k | 97.8 | 6k | 99.3 |
| 7l | 98.9 | 6l | 97.8 | 6l | 99.3 |
| 7m | 98.9 | 6m | 97.8 | 6m | 99.3 |
| 7n | 98.9 | 6n | 97.7 | 6n | 99.3 |
| 8 | 100 | 7 | 99.7 | 7 | 100.0 |
| 9a | 96.5 | 8a | 77.1 | 8a | 98.7 |
| 9b | 96.1 | 8b | 77.1 | 8b | 98.7 |
| 9c | 95.9 | 8c | 77.2 | 8c | 98.7 |
| 9d | 96.0 | 8d | 77.1 | 8d | 98.7 |
| 9e | 95.2 | 8e | 77.1 | 8e | 98.7 |
| | | 9a | 99.3 | 9a | 98.7 |
| 10 | 92.2 | 9b | 88.8 | 9b | 86.8 |
| 11 | 85.7 | 10 | 100.0 | 10 | 85.5 |
| | | 11 | 97.7 | 11 | 99.3 |
| 12 | 98.4 | 12 | 98.6 | 12 | 98.7 |
| | | 13a | 99.9 | | |
| | | 13b | 93.3 | | |
| | | 13c | 99.2 | | |
| | | 13d | 97.7 | | |
| | | 14 | 100.0 | | |
| 13a | 99.7 | 15a | 99.3 | 13a | 100.0 |
| 13b | 93.6 | 15b | 92.1 | 13b | 100.0 |
| 13c | 93.6 | 15c | 92.1 | 13c | 99.0 |
| 14 | 99.7 | 16a | 99.3 | 14 | 100.0 |
| | | 16b | 95.7 | | |
| | | 17 | 99.5 | | |
| | | 18a | 99.6 | 15a | 100.0 |
| | | 18b | 98.8 | 15b | 98.1 |

Table VI-25.--Unweighted item response rates for the School Questionnaires (SASS-3A, 3B, 3C) continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| | | 19a | 99.8 | | |
| | | 19b | 97.0 | | |
| | | 19c | 96.6 | | |
| | | 20 | 97.3 | | |
| 15 | 99.1 | | | | |
| 16a | 97.0 | 21a | 95.5 | 16a | 98.7 |
| 16b | 96.8 | 21b | 96.0 | 16b | 98.6 |
| | | 21c | 97.6 | | |
| 16c | 95.7 | 21d | 94.3 | 16c | 94.0 |
| 16d | 98.2 | 21e | 91.3 | 16d | 98.0 |
| 16e | 98.2 | 21f | 94.0 | 16e | 96.1 |
| 16f | 88.9 | 21g | 87.3 | 16f | 95.4 |
| 16g | 97.3 | | | 16g | 94.1 |
| 16h | 94.9 | 21h | 99.4 | 16h | 92.1 |
| 16i | 92.7 | 21i | 89.3 | 16i | 90.1 |
| 16j | 93.6 | 21j | 89.9 | 16j | 89.4 |
| 16k | 94.8 | 21k | 89.7 | 16k | 92.1 |
| 17a | 99.4 | 22a | 97.2 | 17a | 100.0 |
| 17b | 98.0 | 22b | 93.0 | 17b | 97.4 |
| | | 22c | 98.6 | | |
| 17c | 96.4 | 22d | 95.3 | 17c | 95.4 |
| 17d | 98.4 | 22e | 91.9 | 17d | 99.3 |
| 17e | 98.2 | 22f | 95.3 | 17e | 99.3 |
| 17f | 92.9 | 22g | 89.0 | 17f | 98.0 |
| 17g | 98.3 | | | 17g | 91.4 |
| 17h | 96.8 | 22h | 90.2 | 17h | 94.7 |
| 17i | 95.3 | 22i | 89.5 | 17i | 94.7 |
| 17j | 98.9 | 22j | 95.4 | 17j | 97.3 |
| 17k | 96.6 | 22k | 91.8 | 17k | 96.7 |
| | | 23 | 94.5 | | |
| 18a | 94.5 | 24a | 96.8 | 18a | 95.4 |
| 18b | 94.5 | 24b | 96.6 | 18b | 95.4 |
| 18c | 94.6 | 24c | 96.5 | 18c | 95.4 |
| 18d | 95.0 | 24d | 96.6 | 18d | 95.4 |
| 18e | 97.2 | 24e | 90.8 | 18e | 94.8 |
| 19 | 96.4 | 25 | 96.7 | 19 | 96.7 |
| | | 26a | 91.6 | 20a | 98.7 |

Table VI-25.--Unweighted item response rates for the School Questionnaires (SASS-3A, 3B, 3C) continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| | | 26b | 94.1 | 20b | 98.0 |
| | | 26c | 90.0 | 20c | 95.4 |
| | | 26d | 93.4 | 20d | 98.0 |
| | | 27a | 91.7 | 21 | 93.4 |
| | | 27b | 89.4 | | |
| | | 28a | 95.8 | 22a | 99.3 |
| | | 28b | 95.7 | 22b | 98.0 |
| | | 29a | 96.6 | 23a | 98.7 |
| | | 29b | 93.3 | 23b | 98.2 |
| | | 29c | 91.4 | | |
| | | 30 | 96.1 | 24 | 98.7 |
| 20a | 99.5 | 31a | 99.3 | 25a | 98.6 |
| 20b | 98.3 | 31b | 88.3 | 25b | 91.1 |
| 20c(1) | 94.4 | 31c(1) | 85.4 | 25c(1) | 91.1 |
| 20c(2) | 90.1 | 31c(2) | 74.3 | 25c(2) | 92.7 |
| 20c(3) | 88.4 | 31c(3) | 75.1 | 25c(3) | 87.0 |
| 20c(4) | 88.4 | 31c(4) | 75.8 | 25c(4) | 87.8 |
| 20c(5) | 87.3 | 31c(5) | 74.5 | 25c(5) | 87.8 |
| 20c(6) | 86.9 | 31c(6) | 73.7 | 25c(6) | 87.0 |
| 20c(7) | 85.9 | 31c(7) | 71.1 | 25c(7) | 88.7 |
| 20c(8) | 87.3 | 31c(8) | 74.8 | 25c(8) | 88.7 |
| 20c(9) | 87.3 | 31c(9) | 73.2 | 25c(9) | 88.6 |
| 20c(10) | 91.6 | 31c(10) | 75.8 | 25c(10) | 92.7 |
| 20c(11) | 91.7 | 31c(11) | 75.6 | 25c(11) | 93.5 |
| 20c(12) | 91.6 | 31c(12) | 75.6 | 25c(12) | 92.7 |
| 20c(13) | 91.3 | 31c(13) | 75.7 | 25c(13) | 92.7 |
| 20c(14) | 91.2 | 31c(14) | 75.7 | 25c(14) | 92.7 |
| | | 32a | 95.9 | | |
| | | 32b | 97.4 | 26a | 99.3 |
| | | 32c | 94.2 | 26b | 97.4 |
| | | 32d | 95.8 | 26c | 98.7 |
| | | 32e | 96.0 | 26d | 98.0 |
| | | 32f | 95.2 | 26e | 98.0 |
| | | 32g | 95.0 | 26f | 98.0 |
| | | 32h | 94.7 | 26g | 97.4 |
| | | 32i | 94.9 | 26h | 97.4 |
| | | 32j | 94.7 | 26i | 97.4 |

Table VI-25.--Unweighted item response rates for the School Questionnaires (SASS-3A, 3B, 3C) continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 21a | 99.2 | 33a | 99.0 | 27a | 99.3 |
| 21b | 96.9 | 33b | 97.0 | 27b | 94.5 |
| 21c | 97.4 | 33c | 97.0 | 27c | 94.5 |
| 21d(1) | 95.1 | 33d(1) | 96.7 | 27d(1) | 94.4 |
| 21d(2) | 91.9 | 33d(2) | 93.9 | 27d(2) | 94.4 |
| 21d(3) | 92.3 | 33d(3) | 95.5 | 27d(3) | 94.5 |
| 21d(4) | 89.5 | 33d(4) | 92.4 | 27d(4) | 93.3 |
| 21e | 91.4 | 33e | 94.4 | 27e | 93.3 |
| 22a | 98.3 | 34a | 97.5 | 28a | 96.7 |
| 22a(students) | 88.9 | 34(students) | 88.1 | 28a(students) | 86.7 |
| 22b | 97.7 | 34b | 97.1 | 28b | 95.4 |
| 22b(students) | 88.7 | 34b(students) | 87.5 | 28b(students) | 84.3 |
| 22c | 98.4 | 34c | 97.7 | 28c | 95.4 |
| 22c(students) | 91.0 | 34c(students) | 89.2 | 28c(students) | 90.3 |
| 22d | 98.1 | 34d | 96.9 | 28d | 96.7 |
| 22d(students) | 90.5 | 34d(students) | 85.5 | 28d(students) | 87.0 |
| 22e | 98.8 | 34e | 98.6 | 28e | 100.0 |
| 22e(students) | 88.1 | 34e(students) | 90.8 | 28e(students) | 78.3 |
| 22f | 98.9 | 34f | 98.5 | 28f | 98.7 |
| 22f(students) | 93.9 | 34f(students) | 94.6 | 28f(students) | 100.0 |
| 22g | 98.6 | 34g | 98.4 | 28g | 99.3 |
| 22g(students) | 92.7 | 34g(students) | 93.5 | 28g(students) | 93.1 |
| 22h | 98.2 | 34h | 98.1 | 28h | 99.3 |
| 22i | 98.5 | 34i | 97.9 | 28i | 98.7 |
| 23 | 99.8 | 35 | 99.2 | 29 | 100.0 |
| 24 | 95.8 | 36 | 96.5 | 30 | 98.0 |
| 25a | 99.9 | 37a | 99.1 | 31a | 100.0 |
| 25b | 98.4 | 37b | 98.4 | 31b | 99.2 |
| 25c | 98.2 | 37c | 98.0 | 31c | 99.2 |
| 26a | 98.2 | 38a | 96.7 | 32a | 96.0 |
| 26b | 93.6 | 38b | 97.8 | 32b | 87.5 |
| 26c | 83.0 | 38c | 92.1 | 32c | 87.5 |
| 27a | 97.3 | 39a | 98.1 | 33a | 99.3 |
| 27b(PK) | 99.7 | 39b(PK) | 99.8 | 33b(PK) | 97.9 |
| 27b(K-12) | 83.1 | 39b(K-12) | 89.2 | 33b(K-12) | 86.3 |
| 27c(teachers) | 93.1 | 39c(teachers) | 93.3 | 33c(teachers) | 92.5 |
| 27c(aides) | 86.1 | 39c(aides) | 76.4 | 33c(aides) | 91.8 |

Table VI-25.--Unweighted item response rates for the School Questionnaires (SASS-3A, 3B, 3C) continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 28a | 98.1 | 40a | 98.2 | 34a | 98.7 |
| 28b | 96.6 | 40b | 94.2 | 34b | 98.6 |
| 28c(PK) | 90.5 | 40c(PK) | 89.3 | 34c(PK) | 88.7 |
| 28c(K-12) | 83.9 | 40c(K-12) | 78.3 | 34c(K-12) | 92.0 |
| 28d(PK) | 89.8 | 40d(PK) | 90.5 | 34d(PK) | 89.3 |
| 28d(K-12) | 87.6 | 40d(K-12) | 83.8 | 34d(K-12) | 90.6 |
| 29a | 100.0 | 41a | 99.9 | 35a | 100.0 |
| 29b | 96.3 | 41b | 97.6 | 35b | 97.8 |
| 29c | 96.0 | 41c | 97.9 | 35c | 100.0 |
| | | 42a | 98.9 | 36a | 100.0 |
| | | 42b(1) | 96.6 | 36b(1) | 97.8 |
| | | 42b(2) | 96.4 | 36b(2) | 97.8 |
| | | 42b(3) | 95.7 | 36b(3) | 95.6 |
| | | 42b(4) | 96.1 | 36b(4) | 97.8 |
| | | 42b(5) | 96.0 | 36b(5) | 97.8 |
| | | 42b(6) | 96.0 | 36b(6) | 97.8 |
| | | 42c | 98.2 | 36c | 100.0 |
| | | 42c(years) | 30.8 | 36c(years) | 100.0 |
| | | 43a | 97.8 | 37a | 100.0 |
| | | 43b | 91.4 | 37b | 100.0 |
| | | 43b(hours) | 87.7 | 37b(hours) | 0.0 |
| 30a | 97.9 | 44a | 95.3 | 38a | 90.1 |
| 30b | 94.5 | 44b | 93.9 | 38b | 93.0 |
| 30c | 95.5 | 44c | 96.5 | 38c | 95.3 |
| 30d | 87.3 | 44d | 93.1 | 38d | 93.0 |
| | | 45a | 98.9 | 39a | 100.0 |
| | | 45b | 97.9 | 39b | 100.0 |
| | | 45c | 97.9 | 39c | 100.0 |
| | | 45d | 97.7 | 39d | 100.0 |
| 31a | 98.8 | 46a | 99.0 | 40a | 100.0 |
| 31b | 97.7 | 46b | 93.2 | 40b | 100.0 |
| 31c | 98.0 | 46c | 92.8 | 40c | 98.7 |
| 32 | 96.8 | 47 | 97.1 | 41 | 98.7 |
| 33a | 98.5 | | | | |
| 33b | 97.9 | | | | |
| 33c | 95.7 | | | | |
| | | 48 | 98.2 | 42 | 98.0 |

Table VI-25.--Unweighted item response rates for the School Questionnaires (SASS-3A, 3B, 3C) continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| | | 49 | 98.5 | 43 | 98.0 |
| | | 50a | 87.5 | 44a | 94.4 |
| | | 50b | 81.2 | 44b | 88.0 |
| | | 50c | 71.0 | 44c | 85.2 |
| | | 50d | 76.2 | 44d | 86.6 |
| | | 50e | 80.3 | 44e | 90.1 |
| | | 51(lowest) | 84.0 | 45(lowest) | 70.0 |
| | | 51(highest) | 83.6 | 45(highest) | 70.0 |
| | | 52a | 98.0 | 46a | 99.3 |
| | | 52b | 91.5 | 46b | 97.1 |
| | | 52c | 92.2 | 46c | 95.2 |
| | | 53a | 97.7 | 47a | 98.7 |
| | | 53b | 96.0 | 47b | 100.0 |
| | | 53c | 91.3 | 47c | 88.4 |
| | | 54a | 96.5 | 48a | 99.3 |
| | | 54b | 94.9 | 48b | 100.0 |
| | | 55 | 97.3 | 49 | 98.7 |
| | | 56a | 97.1 | 50a | 98.7 |
| | | 56b | 94.1 | 50b | 91.6 |
| | | 57 | 97.6 | 51 | 98.7 |

¹The wording for these questionnaire items can be found in Appendix F.

Table VI-26.--Unweighted item response rates for the Teacher Questionnaires (SASS-4A, 4B, 4C)

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 1a | 100.0 | 1a | 100.0 | 1a | 100.0 |
| 1b | 100.0 | 1b | 100.0 | 1b | 100.0 |
| 2 | 87.8 | 2 | 90.9 | 2 | 68.7 |
| 3a | 89.9 | 3a | 93.4 | 3a | 83.4 |
| 3b | 75.6 | 3b | 86.6 | 3b | 77.3 |
| 3c | 89.5 | 3c | 87.6 | 3c | 81.9 |
| 4 | 89.0 | 4 | 91.8 | 4 | 72.7 |
| 5 | 100.0 | 5 | 100.0 | 5 | 100.0 |
| 6 | 99.9 | 6 | 99.8 | 6 | 99.6 |
| 7 | 96.1 | 7 | 95.0 | 7 | 94.6 |
| 8b | 84.7 | 8b | 80.9 | 8b | 77.4 |
| 8c | 84.7 | 8c | 80.9 | 8c | 77.4 |
| 8e | 84.7 | 8e | 80.9 | 8e | 77.4 |
| 9a | 98.4 | 9a | 97.6 | 9a | 95.9 |
| 9b | 94.7 | 9b | 95.2 | 9b | 83.5 |
| 9c | 85.0 | 9c | 89.4 | 9c | 72.2 |
| 10a | 95.0 | 10a | 92.7 | 10a | 86.3 |
| 10b | 87.4 | 10b | 89.3 | 10b | 81.9 |
| 11a | 98.6 | 11a | 98.1 | 11a | 98.0 |
| 11b | 95.7 | 11b | 95.4 | 11b | 94.0 |
| 11b(breaks) | 92.2 | 11b(breaks) | 92.9 | 11b(breaks) | 91.7 |
| 11c | 93.5 | 11c | 92.4 | 11c | 88.7 |
| 11d | 94.7 | 11d | 93.8 | 11d | 89.9 |
| 12 | 97.9 | 12 | 97.6 | 12 | 98.2 |
| 13 | 98.6 | 13 | 98.8 | 13 | 98.2 |
| 13(state) | 93.8 | 13(state) | 95.7 | 13(state) | 94.3 |
| 14 | 92.4 | 14 | 93.9 | 14 | 94.3 |
| 15a | 99.7 | 15a | 99.6 | 15a | 99.8 |
| 15b | 98.0 | 15b | 98.2 | 15b | 97.8 |
| 15c | 97.6 | 15c | 97.9 | 15c | 97.6 |
| 15d | 95.6 | 15d | 95.8 | 15d | 94.0 |
| 15e | 96.4 | 15e | 97.0 | 15e | 96.7 |
| 15f | 95.3 | 15f | 95.8 | 15f | 95.5 |
| 15g | 99.0 | 15g | 98.5 | 15g | 94.7 |
| 16a | 100.0 | 16a | 100.0 | 16a | 100.0 |
| 16b | 85.8 | 16b | 78.0 | 16b | 80.2 |
| 17a | 95.9 | 17a | 96.6 | 17a | 95.8 |

Table VI-26.--Unweighted item response rates for the Teacher Questionnaires (SASS-4A, 4B, 4C) continued

| Public | | Private | | Indian | |
|--------------------|---------------|--------------------|---------------|--------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 17b | 96.1 | 17b | 97.8 | 17b | 94.7 |
| 17c | 93.7 | 17c | 97.3 | 17c | 100.0 |
| 18a | 98.9 | 18a | 98.6 | 18a | 98.8 |
| 18b | 98.4 | 18b | 99.0 | 18b | 97.8 |
| 18c | 96.8 | 18c | 98.0 | 18c | 97.1 |
| 19a | 95.6 | 19a | 96.2 | 19a | 95.7 |
| 19b | 98.1 | 19b | 99.0 | 19b | 100.0 |
| 19c | 97.2 | 19c | 99.5 | 19c | 100.0 |
| 20a | 97.8 | 20a | 97.8 | 20a | 97.2 |
| 20b(associate) | 96.4 | 20b(associate) | 93.7 | 20b(associate) | 98.5 |
| 20c(associate) | 93.9 | 20c(associate) | 91.9 | 20c(associate) | 91.8 |
| 20d(associate) | 93.8 | 20d(associate) | 91.6 | 20d(associate) | 93.9 |
| 20b(ed.specialist) | 96.4 | 20b(ed.specialist) | 93.7 | 20b(ed.specialist) | 98.5 |
| 20c(ed.specialist) | 94.5 | 20c(ed.specialist) | 88.0 | 20c(ed.specialist) | 100.0 |
| 20d(ed.specialist) | 90.2 | 20d(ed.specialist) | 84.5 | 20d(ed.specialist) | 95.7 |
| 20b(Ph.D.) | 96.4 | 20b(Ph.D.) | 93.7 | 20b(Ph.D.) | 98.5 |
| 20c(Ph.D.) | 95.9 | 20c(Ph.D.) | 95.0 | 20c(Ph.D.) | 100.0 |
| 20d(Ph.D.) | 92.4 | 20d(Ph.D.) | 91.4 | 20d(Ph.D.) | 100.0 |
| 21a | 100.0 | 21a | 100.0 | 21a | 100.0 |
| 21b | 99.3 | 21b | 99.1 | 21b | 99.3 |
| 21c | 98.5 | 21c | 98.7 | 21c | 98.1 |
| 22a | 100.0 | 22a | 100.0 | 22a | 100.0 |
| 22b | 96.6 | 22b | 96.6 | 22b | 95.2 |
| 22c | 100.0 | 22c | 100.0 | 22c | 100.0 |
| 23a | 97.5 | 23a | 96.7 | 23a | 95.0 |
| 23b | 89.4 | 23b | 90.0 | 23b | 86.5 |
| 23c | 88.0 | 23c | 88.8 | 23c | 83.1 |
| 24a | 98.8 | 24a | 99.0 | 24a | 99.6 |
| 24b | 97.2 | 24b | 97.0 | 24b | 97.9 |
| 25a | 98.8 | 25a | 98.6 | 25a | 98.4 |
| 25b | 98.2 | 25b | 98.3 | 25b | 97.9 |
| 25c | 99.1 | 25c | 99.2 | 25c | 99.0 |
| 26a | 99.8 | 26a | 99.8 | 26a | 99.8 |
| 26b | 97.5 | 26b | 98.1 | 26b | 95.8 |
| 26c | 97.2 | 26c | 97.8 | 26c | 96.5 |
| 27 | 97.7 | 27 | 97.9 | 27 | 97.9 |
| 28a | 96.4 | 28a | 96.7 | 28a | 96.6 |

Table VI-26.--Unweighted item response rates for the Teacher Questionnaires (SASS-4A, 4B, 4C) continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 28a(undergrad) | 90.3 | 28a(undergrad) | 92.0 | 28a(undergrad) | 83.5 |
| 28a(graduate) | 95.0 | 28a(graduate) | 95.6 | 28a(graduate) | 93.3 |
| 28b | 95.3 | 28b | 95.0 | 28b | 93.6 |
| 28b(undergrad) | 82.3 | 28b(undergrad) | 88.9 | 28b(undergrad) | 82.7 |
| 28d | 92.7 | 28d | 93.2 | 28d | 88.8 |
| 28d(undergrad) | 94.3 | 28d(undergrad) | 95.0 | 28d(undergrad) | 93.0 |
| 28d(graduate) | 96.0 | 28d(graduate) | 96.1 | 28d(graduate) | 94.9 |
| 28e | 92.4 | 28e | 92.8 | 28e | 89.7 |
| 28e(undergrad) | 93.7 | 28e(undergrad) | 95.3 | 28e(undergrad) | 89.3 |
| 28e(graduate) | 96.2 | 28e(graduate) | 96.7 | 28e(graduate) | 92.9 |
| 28f | 93.0 | 28f | 93.2 | 28f | 90.0 |
| 28f(undergrad) | 91.8 | 28f(undergrad) | 93.5 | 28f(undergrad) | 86.6 |
| 28f(graduate) | 95.7 | 28f(graduate) | 96.1 | 28f(graduate) | 93.5 |
| 28g | 92.1 | 28g | 92.4 | 28g | 90.5 |
| 28g(undergrad) | 86.7 | 28g(undergrad) | 90.1 | 28g(undergrad) | 79.1 |
| 28g(graduate) | 95.2 | 28g(graduate) | 95.7 | 28g(graduate) | 92.2 |
| 29 | 99.7 | 29 | 99.8 | 29 | 100.0 |
| 30 | 99.5 | 30 | 99.5 | 30 | 99.3 |
| 31a | 98.8 | 31a | 98.5 | 31a | 98.8 |
| 31a(hours) | 98.4 | 31a(hours) | 98.3 | 31a(hours) | 99.1 |
| 31b | 97.9 | 31b | 98.1 | 31b | 97.9 |
| 31b(hours) | 97.4 | 31b(hours) | 97.7 | 31b(hours) | 97.4 |
| 31c | 96.2 | 31c | 96.2 | 31c | 96.3 |
| 31c(hours) | 95.5 | 31c(hours) | 95.7 | 31c(hours) | 96.4 |
| 31d | 97.0 | 31d | 97.0 | 31d | 96.3 |
| 31d(hours) | 96.6 | 31d(hours) | 96.5 | 31d(hours) | 97.0 |
| 31e | 97.4 | 31e | 97.0 | 31e | 97.5 |
| 31e(hours) | 96.7 | 31e(hours) | 96.4 | 31e(hours) | 96.6 |
| 32a | 98.2 | 32a | 97.4 | 32a | 98.5 |
| 32b | 98.0 | 32b | 97.1 | 32b | 98.5 |
| 32c | 97.9 | 32c | 97.0 | 32c | 98.3 |
| 32d | 97.9 | 32d | 96.9 | 32d | 98.3 |
| 32e | 97.7 | 32e | 96.7 | 32e | 97.8 |
| 33 | 99.0 | 33 | 98.7 | 33 | 98.4 |
| 34 | 99.5 | 34 | 99.4 | 34 | 99.6 |
| 35a | 99.6 | 35a | 99.6 | 35a | 99.3 |
| 35b | 99.5 | 35b | 99.5 | 35b | 99.3 |

Table VI-26.--Unweighted item response rates for the Teacher Questionnaires (SASS-4A, 4B, 4C) continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 36 | 100.0 | 36 | 100.0 | 36 | 100.0 |
| 37 | 99.7 | 37 | 99.5 | 37 | 99.5 |
| 38a | 98.2 | 38a | 98.9 | 38a | 99.1 |
| 38b(1) | 95.9 | 38b(1) | 96.8 | 38b(1) | 97.3 |
| 38b(2) | 94.8 | 38b(2) | 96.1 | 38b(2) | 95.9 |
| 38b(3) | 93.5 | 38b(3) | 95.3 | 38b(3) | 95.6 |
| 38b(4) | 93.4 | 38b(4) | 94.8 | 38b(4) | 94.4 |
| 39 | 79.6 | 39 | 73.1 | 39 | 69.3 |
| 40a(1) | 86.1 | 40a(1) | 96.6 | 40a(1) | 97.4 |
| 40b(1) | 90.8 | 40b(1) | 93.3 | 40b(1) | 93.7 |
| 40a(2) | 93.7 | 40a(2) | 95.6 | 40a(2) | 95.8 |
| 40b(2) | 91.3 | 40b(2) | 93.5 | 40b(2) | 93.1 |
| 40a(3) | 89.9 | 40a(3) | 93.5 | 40a(3) | 89.9 |
| 40b(3) | 88.8 | 40b(3) | 92.4 | 40b(3) | 88.9 |
| 40a(4) | 84.7 | 40a(4) | 88.2 | 40a(4) | 80.4 |
| 40b(4) | 84.0 | 40b(4) | 87.4 | 40b(4) | 79.9 |
| 40a(5) | 84.6 | 40a(5) | 97.2 | 40a(5) | 98.4 |
| 40b(5) | 94.0 | 40b(5) | 96.7 | 40b(5) | 97.7 |
| 40a(6) | 97.4 | 40a(6) | 98.7 | 40a(6) | 99.5 |
| 40b(6) | 96.9 | 40b(6) | 98.5 | 40b(6) | 98.4 |
| 40a(7) | 99.0 | 40a(7) | 99.1 | 40a(7) | 99.5 |
| 40b(7) | 98.8 | 40b(7) | 98.9 | 40b(7) | 99.5 |
| 40a(8) | 99.2 | 40a(8) | 99.2 | 40a(8) | 99.5 |
| 40b(8) | 99.0 | 40b(8) | 99.1 | 40b(8) | 99.5 |
| 40a(9) | 99.2 | 40a(9) | 99.2 | 40a(9) | 99.5 |
| 40b(9) | 99.2 | 40b(9) | 99.2 | 40b(9) | 99.5 |
| 40a(10) | 99.2 | 40a(10) | 99.3 | 40a(10) | 99.5 |
| 40b(10) | 99.1 | 40b(10) | 99.2 | 40b(10) | 99.5 |
| 40a(11) | 99.3 | 40a(11) | 99.3 | 40a(11) | 99.5 |
| 40b(11) | 99.2 | 40b(11) | 99.2 | 40b(11) | 99.5 |
| 40a(12) | 99.3 | 40a(12) | 99.3 | 40a(12) | 99.5 |
| 40b(12) | 99.3 | 40b(12) | 99.3 | 40b(12) | 99.5 |
| 40a(13) | 99.4 | 40a(13) | 99.3 | 40a(13) | 99.5 |
| 40b(13) | 99.3 | 40b(13) | 99.3 | 40b(13) | 98.9 |
| 40a(14) | 99.4 | 40a(14) | 99.4 | 40a(14) | 99.5 |
| 40b(14) | 99.3 | 40b(14) | 99.3 | 40b(14) | 98.9 |
| 40a(15) | 99.4 | 40a(15) | 99.4 | 40a(15) | 99.5 |
| 40b(15) | 99.3 | 40b(15) | 99.3 | 40b(15) | 99.5 |

Table VI-26.--Unweighted item response rates for the Teacher Questionnaires (SASS-4A, 4B, 4C) continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 41a | 93.5 | 41a | 94.4 | 41a | 78.8 |
| 41b | 95.2 | 41b | 95.9 | 41b | 87.8 |
| 41c | 71.3 | 41c | 83.4 | 41c | 69.7 |
| 42a | 97.1 | 42a | 95.3 | 42a | 95.3 |
| 42b(1) | 95.8 | 42b(1) | 95.5 | 42b(1) | 93.7 |
| 42b(2) | 97.1 | 42b(2) | 96.5 | 42b(2) | 95.2 |
| 43a | 98.5 | 43a | 98.3 | 43a | 97.0 |
| 43b | 95.9 | 43b | 95.2 | 43b | 94.8 |
| 44a | 99.1 | 44a | 98.6 | 44a | 99.3 |
| 44b | 99.0 | 44b | 97.9 | 44b | 99.1 |
| 44c | 99.0 | 44c | 98.2 | 44c | 98.9 |
| 44d | 99.0 | 44d | 98.4 | 44d | 98.9 |
| 44e | 99.0 | 44e | 98.1 | 44e | 99.3 |
| 44f | 99.1 | 44f | 98.6 | 44f | 98.8 |
| 45a | 99.2 | 45a | 98.8 | 45a | 99.3 |
| 45b | 99.2 | 45b | 98.8 | 45b | 99.3 |
| 45c | 99.3 | 45c | 98.8 | 45c | 99.3 |
| 45d | 99.2 | 45d | 98.8 | 45d | 99.3 |
| 45e | 99.2 | 45e | 98.9 | 45e | 99.3 |
| 45f | 98.7 | 45f | 98.0 | 45f | 98.9 |
| 46a | 98.4 | 46a | 99.2 | 46a | 98.8 |
| 46b | 98.3 | 46b | 99.3 | 46b | 98.4 |
| 46c | 98.1 | 46c | 99.1 | 46c | 98.4 |
| 46d | 98.2 | 46d | 99.1 | 46d | 97.9 |
| 46e | 98.3 | 46e | 99.2 | 46e | 98.8 |
| 46f | 98.2 | 46f | 99.2 | 46f | 98.4 |
| 46g | 98.3 | 46g | 99.2 | 46g | 98.8 |
| 46h | 98.0 | 46h | 99.1 | 46h | 98.4 |
| 46i | 97.7 | 46i | 98.0 | 46i | 97.9 |
| 46j | 97.6 | 46j | 97.8 | 46j | 98.2 |
| 46k | 98.0 | 46k | 98.2 | 46k | 97.7 |
| 46l | 98.2 | 46l | 98.2 | 46l | 98.6 |
| 46m | 98.3 | 46m | 98.2 | 46m | 98.8 |
| 46n | 98.0 | 46n | 98.1 | 46n | 98.2 |
| 46o | 98.0 | 46o | 97.8 | 46o | 97.5 |
| 46p | 97.9 | 46p | 97.9 | 46p | 98.8 |
| 46q | 98.2 | 46q | 98.1 | 46q | 98.4 |
| 46r | 94.1 | 46r | 94.8 | 46r | 98.2 |

Table VI-26.--Unweighted item response rates for the Teacher Questionnaires (SASS-4A, 4B, 4C) continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 46s | 98.0 | 46s | 97.8 | 46s | 98.8 |
| 46t | 98.2 | 46t | 98.2 | 46t | 98.6 |
| 46u | 98.2 | 46u | 98.1 | 46u | 98.4 |
| 46v | 97.8 | 46v | 97.9 | 46v | 98.8 |
| 46w | 97.8 | 46w | 98.0 | 46w | 98.8 |
| 46x | 98.3 | 46x | 98.2 | 46x | 98.6 |
| 47a | 98.0 | 47a | 97.3 | 47a | 98.0 |
| 47b | 98.3 | 47b | 97.9 | 47b | 98.9 |
| 47c | 98.1 | 47c | 97.8 | 47c | 98.4 |
| 47d | 98.4 | 47d | 97.8 | 47d | 98.9 |
| 47e | 98.0 | 47e | 97.5 | 47e | 98.4 |
| 47f | 98.0 | 47f | 97.7 | 47f | 98.6 |
| 47g | 98.2 | 47g | 97.8 | 47g | 98.6 |
| 47h | 98.4 | 47h | 98.0 | 47h | 98.6 |
| 47i | 97.8 | 47i | 97.6 | 47i | 98.0 |
| 47j | 98.3 | 47j | 97.8 | 47j | 98.6 |
| 47k | 98.1 | 47k | 97.7 | 47k | 97.9 |
| 47l | 98.2 | 47l | 97.5 | 47l | 98.2 |
| 47m | 98.1 | 47m | 97.8 | 47m | 98.2 |
| 47n | 97.8 | 47n | 97.8 | 47n | 98.8 |
| 47o | 98.2 | 47o | 97.6 | 47o | 98.4 |
| 47p | 98.4 | 47p | 97.9 | 47p | 98.6 |
| 47q | 98.2 | 47q | 97.9 | 47q | 98.6 |
| 47r | 98.1 | 47r | 97.8 | 47r | 98.6 |
| 47s | 98.7 | 47s | 97.9 | 47s | 98.6 |
| 47t | 98.1 | 47t | 96.9 | 47t | 98.0 |
| 47u | 98.6 | 47u | 97.9 | 47u | 98.6 |
| 47v | 98.5 | 47v | 97.8 | 47v | 98.2 |
| 47w | 98.6 | 47w | 97.9 | 47w | 98.4 |
| 47x | 96.8 | 47x | 91.2 | 47x | 96.3 |
| 47y | 97.4 | 47y | 94.3 | 47y | 97.3 |
| 48 | 98.6 | 48 | 97.6 | 48 | 98.9 |
| 49a | 98.8 | 49a | 98.0 | 49a | 98.4 |
| 49b | 97.4 | 49b | 96.3 | 49b | 97.3 |
| 49b(times) | 92.0 | 49b(times) | 86.2 | 49b(times) | 94.0 |
| 50a | 98.3 | 50a | 97.6 | 50a | 98.2 |
| 50b | 97.4 | 50b | 96.0 | 50b | 97.2 |

Table VI-26.--Unweighted item response rates for the Teacher Questionnaires (SASS-4A, 4B, 4C) continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 50b(times) | 90.2 | 50b(times) | 86.2 | 50b(times) | 88.9 |
| 51a | 92.5 | 51a | 79.3 | 51a | 86.1 |
| 51b | 99.8 | 51b | 99.7 | 51b | 100.0 |
| 51c | 87.9 | 51c | 74.3 | 51c | 82.5 |
| 52 | 98.4 | 52 | 96.9 | 52 | 97.3 |
| 53a(1) | 97.7 | 53a(1) | 96.1 | 53a(1) | 97.3 |
| 53a(1)(amount) | 95.2 | 53a(1)(amount) | 94.2 | 53a(1)(amount) | 95.6 |
| 53a(2) | 94.7 | 53a(2) | 93.2 | 53a(2) | 94.1 |
| 53a(2)(amount) | 91.6 | 53a(2)(amount) | 89.6 | 53a(2)(amount) | 92.9 |
| 53a(3) | 94.8 | 53a(3) | 93.2 | 53a(3) | 94.7 |
| 53a(3)(amount) | 93.1 | 53a(3)(amount) | 91.7 | 53a(3)(amount) | 89.8 |
| 53b(1) | 91.7 | 53b(1) | 90.4 | 53b(1) | 88.3 |
| 53b(2) | 97.7 | 53b(2) | 96.4 | 53b(2) | 98.2 |
| 53b(2)(amount) | 96.0 | 53b(2)(amount) | 94.5 | 53b(2)(amount) | 97.5 |
| 53b(3) | 98.0 | 53b(3) | 96.6 | 53b(3) | 98.6 |
| 53b(3)(amount) | 78.6 | 53b(3)(amount) | 77.9 | 53b(3)(amount) | 62.8 |
| 53b(4) | 96.6 | 53b(4) | 98.0 | 53b(4) | 97.3 |
| 53b(5) | 94.1 | 53b(5) | 93.4 | 53b(5) | 94.7 |
| 53b(5)(amount) | 94.1 | 53b(5)(amount) | 91.4 | 53b(5)(amount) | 93.0 |
| | | 53c | 93.1 | | |
| 54 | 98.2 | 54 | 96.8 | 54 | 97.5 |
| 55 | 75.0 | 55 | 64.0 | 55 | 65.3 |
| 56 | 100.0 | 56 | 100.0 | 56 | 100.0 |
| 57a | 97.3 | 57a | 96.5 | 57a | 96.8 |
| 57b | 92.8 | 57b | 84.5 | 57b | 95.6 |
| 58 | 90.3 | 58 | 90.7 | 58 | 92.9 |
| 59 | 98.1 | 59 | 96.8 | 59 | 98.4 |
| 60 | 98.4 | 60 | 97.3 | 60 | 98.2 |
| 61a | 98.1 | 61a | 97.0 | 61a | 98.2 |
| 61b | 97.8 | 61b | 97.0 | 61b | 98.3 |
| 62a | 98.2 | 62a | 97.0 | 62a | 97.5 |
| 62b | 96.1 | 62b | 88.9 | 62b | 92.1 |
| 63a | 97.9 | 63a | 96.7 | 63a | 98.4 |
| 63b | 97.9 | 63b | 96.6 | 63b | 97.2 |
| 63c | 97.5 | 63c | 95.5 | 63c | 97.7 |

¹The wording for these questionnaire items can be found in Appendix F.

Table VI-27.--Unweighted item response rates for the Student Records Questionnaire (SASS-5)

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 4 | 99.8 | 4 | 99.8 | 4 | 99.5 |
| 5 | 96.7 | 5 | 95.7 | 5 | 94.8 |
| 6 | 100.0 | 6 | 100.0 | 6 | 100.0 |
| 7a | 99.2 | 7a | 98.9 | 7a | 99.8 |
| 7b | 97.4 | 7b | 100.0 | 7b | 96.3 |
| 7c | 97.2 | 7c | 100.0 | 7c | 98.1 |
| 7d | 97.3 | 7d | 100.0 | 7d | 98.3 |
| 7e | 98.1 | 7e | 100.0 | 7e | 96.1 |
| 8a | 99.3 | 8a | 99.6 | 8a | 99.2 |
| 8b | 89.5 | 8b | 90.9 | 8b | 86.8 |
| 9 | 99.3 | 9 | 99.7 | 9 | 98.7 |
| 10 | 100.0 | 10 | 100.0 | 10 | 100.0 |
| 11 | 96.8 | 11 | 96.5 | 11 | 91.9 |
| 12 | 99.4 | 12 | 99.8 | 12 | 96.1 |
| 13 | 99.0 | 13 | 99.8 | 13 | 96.6 |
| 14 | 94.1 | 14 | 99.2 | 14 | 95.8 |
| 15 | 97.3 | 15 | 98.8 | 15 | 96.3 |
| 16a | 98.1 | 16a | 99.0 | 16a | 96.6 |
| 16b | 97.2 | 16b | 100.0 | 16b | 93.4 |
| 17 | 98.0 | 17 | 99.6 | 17 | 97.3 |
| 18a | 98.0 | 18a | 95.2 | 18a | 97.6 |
| 18b | 93.9 | 18b | 92.2 | 18b | 93.0 |
| 19a | 98.6 | 19a | 98.8 | 19a | 98.2 |
| 19b | 91.3 | 19b | 91.8 | 19b | 80.0 |
| 20 | 100.0 | 20 | 100.0 | 20 | 100.0 |
| 21 | 99.1 | 21 | 99.6 | 21 | 99.7 |
| 22 | 99.2 | 22 | 99.6 | 22 | 99.2 |
| 23 | 98.6 | 23 | 98.2 | 23 | 99.5 |
| 24 | 99.5 | 24 | 99.7 | 24 | 98.5 |
| 25 | 99.3 | 25 | 99.8 | 25 | 98.0 |
| 26a | 96.4 | 26a | 95.8 | 26a | 96.0 |
| 26b | 99.1 | 26b | 98.6 | 26b | 98.3 |
| 27 | 98.9 | 27 | 99.8 | 27 | 99.2 |

¹The wording for these questionnaire items can be found in Appendix F.

Table VI-28.--Unweighted item response rates for the Library Media Center Questionnaires
(LS-1A, 1B, 1C)

| Public | | Private | | Indian | |
|------------------------|---------------|------------------------|---------------|------------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 1a | 98.7 | 1a | 99.3 | 1a | 97.6 |
| 1b | 98.0 | 1b | 97.8 | 1b | 98.4 |
| 1c | 99.2 | 1c | 98.2 | 1c | 99.2 |
| | | 1d | 99.9 | | |
| | | 1e | 97.3 | | |
| 2a | 95.2 | 2a | 95.1 | 2a | 92.9 |
| 2b | 96.1 | 2b | 95.5 | 2b | 92.9 |
| 2c | 97.5 | 2c | 96.9 | 2c | 94.5 |
| 2d | 94.6 | 2d | 94.6 | 2d | 90.5 |
| 3a | 90.3 | 3a | 94.3 | 3a | 90.6 |
| 3b | 81.2 | 3b | 88.0 | 3b | 88.2 |
| 3c | 79.9 | 3c | 86.7 | 3c | 85.1 |
| 4a | 99.5 | 4a | 99.4 | 4a | 99.2 |
| 4b(adult volunteers) | 90.8 | 4b(adult volunteers) | 97.2 | 4b(adult volunteers) | 80.0 |
| 4b(student volunteers) | 96.1 | 4b(student volunteers) | 94.5 | 4b(student volunteers) | 100.0 |
| 5a(books) | 87.7 | 5a(books) | 85.4 | 5a(books) | 87.4 |
| 5b(books) | 80.9 | 5b(books) | 76.7 | 5b(books) | 80.3 |
| 5c(books) | 88.9 | 5c(books) | 82.7 | 5c(books) | 84.3 |
| 5a(subscriptions) | 79.2 | 5a(subscriptions) | 79.2 | 5a(subscriptions) | 83.4 |
| 5b(subscriptions) | 68.2 | 5b(subscriptions) | 70.7 | 5b(subscriptions) | 77.2 |
| 5c(subscriptions) | 86.6 | 5c(subscriptions) | 81.1 | 5c(subscriptions) | 85.0 |
| 5a(video) | 80.0 | 5a(video) | 79.0 | 5a(video) | 81.9 |
| 5b(video) | 78.2 | 5b(video) | 77.8 | 5b(video) | 81.1 |
| 5c(video) | 78.9 | 5c(video) | 74.5 | 5c(video) | 85.1 |
| 5a(other AV) | 71.6 | 5a(other AV) | 75.3 | 5a(other AV) | 78.8 |
| 5b(other AV) | 71.9 | 5b(other AV) | 74.9 | 5b(other AV) | 77.2 |
| 5c(other AV) | 74.9 | 5c(other AV) | 76.1 | 5c(other AV) | 81.9 |
| 5a(software) | 80.4 | 5a(software) | 86.2 | 5a(software) | 86.6 |
| 5b(software) | 79.2 | 5b(software) | 85.3 | 5b(software) | 84.3 |
| 5c(software) | 81.5 | 5c(software) | 86.0 | 5c(software) | 89.8 |
| 5a(CD-ROM) | 79.5 | 5a(CD-ROM) | 79.4 | 5a(CD-ROM) | 84.2 |
| 5b(CD-ROM) | 77.1 | 5b(CD-ROM) | 76.9 | 5b(CD-ROM) | 83.5 |
| 5c(CD-ROM) | 76.7 | 5c(CD-ROM) | 77.1 | 5c(CD-ROM) | 85.0 |
| 6 | 90.8 | 6 | 86.2 | 6 | 90.6 |
| 7a | 92.0 | 7a | 94.5 | 7a | 93.7 |
| 7b | 88.7 | 7b | 88.5 | 7b | 93.7 |
| 7c | 92.6 | 7c | 93.5 | 7c | 92.9 |

Table VI-28.--Unweighted item response rates for the Library Media Center Questionnaires
(LS-1A, 1B, 1C),continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 8a(1) | 98.3 | 8a(1) | 97.3 | 8a(1) | 96.1 |
| 8a(2) | 96.7 | 8a(2) | 95.5 | 8a(2) | 92.1 |
| 8b(1) | 97.1 | 8b(1) | 95.5 | 8b(1) | 96.1 |
| 8b(2) | 96.0 | 8b(2) | 95.0 | 8b(2) | 93.7 |
| 8c(1) | 97.5 | 8c(1) | 96.6 | 8c(1) | 97.6 |
| 8c(2) | 95.4 | 8c(2) | 94.3 | 8c(2) | 92.9 |
| 8d(1) | 98.0 | 8d(1) | 97.0 | 8d(1) | 96.1 |
| 8d(2) | 96.5 | 8d(2) | 95.0 | 8d(2) | 93.7 |
| 8e(1) | 98.0 | 8e(1) | 97.2 | 8e(1) | 95.3 |
| 8e(2) | 97.1 | 8e(2) | 95.0 | 8e(2) | 95.3 |
| 8f(1) | 98.0 | 8f(1) | 97.3 | 8f(1) | 95.3 |
| 8f(2) | 97.2 | 8f(2) | 95.3 | 8f(2) | 94.5 |
| 8g(1) | 98.0 | 8g(1) | 96.6 | 8g(1) | 94.5 |
| 8g(2) | 96.5 | 8g(2) | 95.2 | 8g(2) | 97.6 |
| 8h(1) | 98.0 | 8h(1) | 97.4 | 8h(1) | 96.1 |
| 8h(2) | 97.0 | 8h(2) | 96.2 | 8h(2) | 97.6 |
| 8i(1) | 97.9 | 8i(1) | 97.9 | 8i(1) | 98.4 |
| 8i(2) | 96.9 | 8i(2) | 96.2 | 8i(2) | 96.1 |
| 8j(1) | 97.9 | 8j(1) | 97.2 | 8j(1) | 98.4 |
| 8j(2) | 96.3 | 8j(2) | 94.8 | 8j(2) | 94.5 |
| 8k(1) | 96.8 | 8k(1) | 96.7 | 8k(1) | 95.3 |
| 8k(2) | 95.5 | 8k(2) | 95.1 | 8k(2) | 91.3 |
| 8l(1) | 97.3 | 8l(1) | 96.5 | 8l(1) | 97.6 |
| 8l(2) | 96.6 | 8l(2) | 96.0 | 8l(2) | 96.9 |
| 8m(1) | 97.3 | 8m(1) | 96.1 | 8m(1) | 96.1 |
| 8m(2) | 96.0 | 8m(2) | 95.7 | 8m(2) | 96.1 |
| 8n(1) | 97.7 | 8n(1) | 97.2 | 8n(1) | 96.9 |
| 8n(2) | 96.3 | 8n(2) | 95.7 | 8n(2) | 97.6 |
| 9 | 98.5 | 9 | 98.2 | 9 | 98.4 |
| 10a | 98.6 | 10a | 98.4 | 10a | 99.2 |
| 10b | 98.1 | 10b | 97.2 | 10b | 95.9 |
| 10c | 98.3 | 10c | 97.9 | 10c | 96.9 |
| 11a | 97.1 | 11a | 95.7 | 11a | 97.6 |
| 11b | 94.0 | 11b | 93.7 | 11b | 91.9 |
| 12a | 99.3 | 12a | 98.8 | 12a | 99.2 |
| 12b | 99.2 | 12b | 98.5 | 12b | 98.4 |
| 12c | 98.7 | 12c | 98.0 | 12c | 97.6 |

Table VI-28.--Unweighted item response rates for the Library Media Center Questionnaires
(LS-1A, 1B, 1C),continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 12d | 99.1 | 12d | 98.4 | 12d | 98.4 |
| 12e | 99.1 | 12e | 98.6 | 12e | 98.4 |
| 12f | 98.7 | 12f | 98.0 | 12f | 98.4 |
| 12g | 98.5 | 12g | 97.7 | 12g | 99.2 |
| 12h | 99.1 | 12h | 98.3 | 12h | 99.2 |
| 12i | 99.1 | 12i | 98.1 | 12i | 99.2 |
| 12j | 98.6 | 12j | 98.2 | 12j | 97.6 |
| 13a | 96.2 | 13a | 95.9 | 13a | 99.2 |
| 13b | 96.2 | 13b | 95.9 | 13b | 98.4 |
| 13c | 96.2 | 13c | 95.9 | 13c | 97.6 |
| 13d | 96.2 | 13d | 95.9 | 13d | 99.2 |
| 14a | 99.2 | 14a | 98.5 | 14a | 100.0 |
| 14b | 98.7 | 14b | 97.9 | 14b | 100.0 |
| 15 | 98.7 | 15 | 97.4 | 15 | 99.2 |
| 16a | 99.0 | 16a | 98.5 | 16a | 98.4 |
| 16b | 98.8 | 16b | 98.9 | 16b | 100.0 |
| 17 | 99.2 | 17 | 98.6 | 17 | 99.2 |
| 18 | 97.7 | 18 | 97.0 | 18 | 94.5 |
| 19 | 99.2 | 19 | 98.3 | 19 | 97.6 |
| 20 | 99.1 | 20 | 98.4 | 20 | 97.6 |
| 21a | 98.8 | 21a | 98.0 | 21a | 100.0 |
| 21b | 98.3 | 21b | 98.0 | 21b | 98.4 |
| 22 | 98.0 | 22 | 97.5 | 22 | 99.0 |
| 23 | 99.0 | 23 | 98.4 | 23 | 98.4 |
| 24a | 96.2 | 24a | 95.6 | 24a | 98.4 |
| 24b | 97.2 | 24b | 96.1 | 24b | 98.4 |
| 24c | 94.2 | 24c | 93.2 | 24c | 96.1 |
| 24d | 95.6 | 24d | 94.4 | 24d | 96.9 |
| 25 | 56.5 | 25 | 66.0 | 25 | 61.4 |
| 26 | 89.1 | 26 | 88.3 | 26 | 92.1 |
| 27a | 98.4 | 27a | 97.6 | 27a | 100.0 |
| 27b | 98.3 | 27b | 98.3 | 27b | 99.2 |
| 27c | 98.3 | 27c | 98.4 | 27c | 100.0 |
| 27d | 98.5 | 27d | 98.7 | 27d | 100.0 |
| 27e | 98.4 | 27e | 98.2 | 27e | 100.0 |
| 27f | 98.7 | 27f | 99.1 | 27f | 100.0 |
| 28a | 97.7 | 28a | 97.2 | 28a | 100.0 |

Table VI-28.--Unweighted item response rates for the Library Media Center Questionnaires
(LS-1A, 1B, 1C),continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 28b | 97.8 | 28b | 97.5 | 28b | 100.0 |
| 28c | 98.6 | 28c | 97.9 | 28c | 98.4 |
| 28d | 98.0 | 28d | 97.5 | 28d | 99.2 |

¹The wording for these questionnaire items can be found in Appendix F.

Table VI-29.--Unweighted item response rates for the Library Media Specialist/Librarian Questionnaires
(LS-2A, 2B, 2C)

| Public | | Private | | Indian | |
|---------------------------|---------------|---------------------------|---------------|---------------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 1 | 99.1 | 1 | 99.0 | 1 | 100.0 |
| 2 | 100.0 | 2 | 100.0 | 2 | 100.0 |
| 3 | 99.6 | 3 | 99.3 | 3 | 100.0 |
| 4 | 99.9 | 4 | 99.7 | 4 | 100.0 |
| 5a | 99.6 | 5a | 100.0 | 5a | 100.0 |
| 5b | 99.0 | 5b | 99.5 | 5b | 93.3 |
| 5c | 99.7 | 5c | 100.0 | 5c | 100.0 |
| 6 | 93.3 | 6 | 96.8 | 6 | 93.7 |
| 7 | 100.0 | 7 | 100.0 | 7 | 100.0 |
| 8 | 99.9 | 8 | 99.7 | 8 | 100.0 |
| 9 | 93.2 | 9 | 96.7 | 9 | 95.9 |
| 10a | 99.9 | 10a | 99.6 | 10a | 100 |
| 10b | 95.4 | 10b | 97.3 | 10b | 93.7 |
| 11 | 92.1 | 11 | 93.0 | 11 | 85.8 |
| 12a | 99.8 | 12a | 99.2 | 12a | 100.0 |
| 12b | 98.8 | 12b | 98.1 | 12b | 98.9 |
| 12c | 98.5 | 12c | 97.9 | 12c | 100.0 |
| 12d | 98.6 | 12d | 98.1 | 12d | 97.8 |
| 12e | 99.6 | 12e | 97.9 | 12e | 100.0 |
| 13a | 99.9 | 13a | 99.9 | 13a | 100.0 |
| 13b | 99.0 | 13b | 99.4 | 13b | 97.7 |
| 13c | 98.1 | 13c | 98.6 | 13c | 97.7 |
| 14a | 96.1 | 14a | 94.8 | 14a | 98.0 |
| 14b(associate) | 99.7 | 14b(associate) | 99.4 | 14b(associate) | 100.0 |
| 14c(associate) | 93.5 | 14c(associate) | 95.9 | 14c(associate) | 76.9 |
| 14d(associate) | 93.5 | 14d(associate) | 93.8 | 14d(associate) | 84.6 |
| 14b(education specialist) | 98.6 | 14b(education specialist) | 99.4 | 14b(education specialist) | 100.0 |
| 14c(education specialist) | 79.2 | 14c(education specialist) | 73.1 | 14c(education specialist) | 83.3 |
| 14d(education specialist) | 75.4 | 14d(education specialist) | 70.1 | 14d(education specialist) | 83.3 |
| 14b(Ph.D.) | 99.7 | 14b(Ph.D.) | 99.4 | 14b(Ph.D.) | 100.0 |
| 14c(Ph.D.) | 79.0 | 14c(Ph.D.) | 72.8 | 14c(Ph.D.) | 100.0 |
| 14d(Ph.D.) | 73.7 | 14d(Ph.D.) | 72.7 | 14d(Ph.D.) | 100.0 |
| 15a | 99.9 | 15a | 99.9 | 15a | 100.0 |
| 15b | 99.5 | 15b | 99.7 | 15b | 100.0 |
| 15c | 99.6 | 15c | 99.5 | 15c | 100.0 |

Table VI-29.--Unweighted item response rates for the Library Media Specialist/Librarian Questionnaires
(LS-2A, 2B, 2C),continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 16a | 99.2 | 16a | 98.8 | 16a | 99.0 |
| 16b | 99.7 | 16b | 99.2 | 16b | 100.0 |
| 16c | 99.2 | 16c | 99.0 | 16c | 100.0 |
| 17a | 100.0 | 17a | 100.0 | 17a | 100.0 |
| 17b | 99.0 | 17b | 98.9 | 17b | 98.7 |
| 17c | 98.0 | 17c | 96.6 | 17c | 94.8 |
| 18a | 99.3 | 18a | 99.3 | 18a | 99.0 |
| 18b(1) | 83.1 | 18b(1) | 74.4 | 18b(1) | 85.9 |
| 18b(2) | 92.5 | 18b(2) | 88.0 | 18b(2) | 87.3 |
| 18b(3) | 86.8 | 18b(3) | 80.3 | 18b(3) | 77.5 |
| 18b(4) | 76.3 | 18b(4) | 72.3 | 18b(4) | 69.0 |
| 18b(5) | 74.3 | 18b(5) | 73.2 | 18b(5) | 81.7 |
| 18b(6) | 63.3 | 18b(6) | 54.9 | 18b(6) | 59.2 |
| 18b(7) | 62.5 | 18b(7) | 51.8 | 18b(7) | 56.4 |
| 18b(8) | 61.2 | 18b(8) | 50.4 | 18b(8) | 57.8 |
| 18b(9) | 61.8 | 18b(9) | 50.8 | 18b(9) | 56.4 |
| 18b(10) | 68.3 | 18b(10) | 61.4 | 18b(10) | 62.0 |
| 19 | 98.3 | 19 | 98.3 | 19 | 99.0 |
| 20 | 96.9 | 20 | 96.9 | 20 | 98.0 |
| 21a | 99.5 | 21a | 99.0 | 21a | 100.0 |
| 21b | 99.6 | 21b | 99.5 | 21b | 100.0 |
| 21c | 98.5 | 21c | 97.6 | 21c | 99.0 |
| 21d | 98.9 | 21d | 97.5 | 21d | 100.0 |
| 21e | 98.9 | 21e | 98.3 | 21e | 96.9 |
| 21f | 99.4 | 21f | 99.1 | 21f | 99.0 |
| 21g | 99.3 | 21g | 99.0 | 21g | 99.0 |
| 21h | 99.4 | 21h | 99.2 | 21h | 100.0 |
| 21i | 99.5 | 21i | 99.2 | 21i | 100.0 |
| 21j | 99.3 | 21j | 98.8 | 21j | 100.0 |
| 21k | 99.5 | 21k | 99.1 | 21k | 100.0 |
| 21l | 98.5 | 21l | 97.7 | 21l | 92.9 |
| 21m | 99.3 | 21m | 99.2 | 21m | 100.0 |
| 21n | 99.5 | 21n | 99.2 | 21n | 100.0 |
| 21o | 99.5 | 21o | 99.1 | 21o | 100.0 |
| 21p | 99.2 | 21p | 99.0 | 21p | 99.0 |
| 21q | 98.7 | 21q | 97.5 | 21q | 100.0 |

Table VI-29.--Unweighted item response rates for the Library Media Specialist/Librarian Questionnaires
(LS-2A, 2B, 2C),continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 21r | 98.8 | 21r | 98.7 | 21r | 99.0 |
| 21s | 99.3 | 21s | 98.8 | 21s | 100.0 |
| 21t | 99.3 | 21t | 98.6 | 21t | 99.0 |
| 21u | 99.3 | 21u | 98.9 | 21u | 99.0 |
| 21v | 98.2 | 21v | 96.7 | 21v | 92.9 |
| 21w | 99.5 | 21w | 99.3 | 21w | 100.0 |
| 21x | 99.6 | 21x | 98.7 | 21x | 99.0 |
| 21y | 99.5 | 21y | 99.1 | 21y | 99.0 |
| 21z | 99.4 | 21z | 98.8 | 21z | 99.0 |
| 22a | 99.5 | 22a | 98.8 | 22a | 99.0 |
| 22b | 99.2 | 22b | 94.3 | 22b | 99.0 |
| 22c | 99.0 | 22c | 98.8 | 22c | 98.0 |
| 22d | 99.6 | 22d | 99.2 | 22d | 99.0 |
| 22e | 99.3 | 22e | 96.6 | 22e | 96.9 |
| 22f | 98.6 | 22f | 97.1 | 22f | 98.0 |
| 22g | 99.3 | 22g | 99.0 | 22g | 99.0 |
| 22h | 99.2 | 22h | 98.7 | 22h | 98.0 |
| 23a | 99.2 | 23a | 99.1 | 23a | 100.0 |
| 23b | 95.5 | 23b | 83.7 | 23b | 98.6 |
| 24 | 98.5 | 24 | 95.8 | 24 | 99.0 |
| 25 | 99.0 | 25 | 96.5 | 25 | 98.0 |
| 26a(1) | 94.4 | 26a(1) | 93.4 | 26a(1) | 94.9 |
| 26a(1)(amount) | 89.8 | 26a(1)(amount) | 88.8 | 26a(1)(amount) | 94.1 |
| 26a(2) | 96.2 | 26a(2) | 94.3 | 26a(2) | 98.0 |
| 26a(2)(amount) | 97.3 | 26a(2)(amount) | 97.4 | 26a(2)(amount) | 100.0 |
| 26a(3) | 95.8 | 26a(3) | 94.0 | 26a(3) | 98.0 |
| 26a(3)(amount) | 96.0 | 26a(3)(amount) | 89.4 | 26a(3)(amount) | 100.0 |
| 26a(4) | 96.0 | 26a(4) | 94.7 | 26a(4) | 98.0 |
| 26a(4)(amount) | 94.7 | 26a(4)(amount) | 81.9 | 26a(4)(amount) | 100.0 |
| 26a(5) | 95.6 | 26a(5) | 93.8 | 26a(5) | 96.9 |
| 26a(5)(amount) | 94.8 | 26a(5)(amount) | 91.6 | 26a(5)(amount) | 100.0 |
| 26b(1) | 91.9 | 26b(1) | 86.3 | 26b(1) | 98.0 |
| 26b(2) | 96.9 | 26b(2) | 96.3 | 26b(2) | 100.0 |
| 26b(2)(amount) | 94.5 | 26b(2)(amount) | 88.6 | 26b(2)(amount) | 100.0 |
| 26b(3) | 93.2 | 26b(3) | 92.7 | 26b(3) | 90.8 |
| 26b(3)(amount) | 83.0 | 26b(3)(amount) | 82.2 | 26b(3)(amount) | 100.0 |

Table VI-29.--Unweighted item response rates for the Library Media Specialist/Librarian Questionnaires
(LS-2A, 2B, 2C),continued

| Public | | Private | | Indian | |
|-------------------|---------------|-------------------|---------------|-------------------|---------------|
| Item ¹ | Response rate | Item ¹ | Response rate | Item ¹ | Response rate |
| 26b(4) | 96.6 | 26b(4) | 95.1 | 26b(4) | 100.0 |
| 26b(5) | 95.3 | 26b(5) | 94.7 | 26b(5) | 98.0 |
| 26b(5)(amount) | 94.5 | 26b(5)(amount) | 93.2 | 26b(5)(amount) | 100.0 |
| 26c | 87.3 | 26c | 83.2 | 26c | 94.9 |
| | | 26d | 64.6 | | |
| 27 | 98.6 | 27 | 97.8 | 27 | 99.0 |
| 28 | 90.5 | 28 | 85.5 | 28 | 87.8 |
| 29 | 99.0 | 29 | 99.4 | 29 | 100.0 |
| 30 | 97.9 | 30 | 98.4 | 30 | 96.9 |
| 31 | 97.0 | 31 | 96.7 | 31 | 96.9 |
| 32 | 98.2 | 32 | 98.5 | 32 | 100.0 |
| 33 | 98.3 | 33 | 99.0 | 33 | 100.0 |
| 34 | 97.9 | 34 | 97.6 | 34 | 100.0 |
| 35 | 99.7 | 35 | 99.4 | 35 | 100.0 |
| 36 | 98.0 | 36 | 97.6 | 36 | 100.0 |
| 36(persons) | 95.6 | 36(persons) | 86.8 | 36(persons) | 92.3 |

¹The wording for these questionnaire items can be found in Appendix F.

VII. Edit Procedures

VII. Edit Procedures

A. Clerical Edit

Questionnaires returned by individual respondents and those completed by field representatives in telephone follow-up were sent to the Census Bureau processing unit in Jeffersonville, Indiana. Upon receipt, clerks assigned codes to each questionnaire to indicate its status — e.g., complete interview, refusal, deceased (for teachers), school no longer exists. Then they performed a general clerical edit that included reviewing all entries for legibility and making corrections, e.g., changing 'one' to '1' and rounding fractions to whole numbers. For the teacher questionnaires, they also assigned industry and occupation codes to the write-in entries in item 8 (previous non-education job) and assigned state FIPS codes to entries in item 13 (if the respondent reported that he/she taught in a different state during the previous school year). For the teacher questionnaires and the principal questionnaires, they assigned state FIPS codes to the state where the respondent received his/her bachelor's degree.

After editing, the questionnaires were batched by type and by interview status (i.e., interviews, noninterviews, out-of-scope for the survey) for keying. Data entry personnel were instructed to correct all errors identified during the keying operation and to refer problem cases to their supervisor. To assure the quality of the data, all keying was independently verified at the 100 percent level.

B. Preliminary ISR Classification

After data keying, the files of keyed data were merged with those from the computer assisted telephone interviews (CATI). Each component of the survey — LEAs, public schools, private school teachers, etc. — was retained as a separate file.

The next step in processing was to make a preliminary determination of each case's interview status (ISR) — i.e., whether it was an interview, a noninterview, or was out-of-scope for the survey. In general, those cases with "out-of-scope" check-in codes (assigned by clerks) or "out-of-scope" outcome codes (assigned by CATI interviewers) were classified as out-of-scope (ISR=3) for the preliminary ISR. Otherwise, cases with data entries were classified as interviews (ISR=1) and those with no data were classified as noninterviews (ISR=2).

C. Computer Pre-edit

After the preliminary ISR classification, interview records (ISR=1) on the data files for the Teacher Demand and Shortage Questionnaire for Public School Districts (SASS-1A) and the Public School Questionnaire (SASS-3A) were processed through a computer pre-edit designed to identify inconsistencies and invalid entries. This pre-edit program generated a list of cases where problems occurred. Also displayed on this list were the questionnaire items containing information unacceptable to the pre-edit program and error messages describing the problems. Tables VII-1 and VII-2 show the reject conditions used for pre-edits of the LEA (SASS-1A) and public school (SASS-3A) files and the frequency that each condition occurred.

Table VII-1.--Reasons for pre-edit rejection of LEA data

| Reason | Records rejected for this reason | |
|---|----------------------------------|---------|
| | Number | Percent |
| Number of teachers was at least 25% greater than expected | 531 | 10.4% |
| Number of students was at least 20% greater than expected | 206 | 4.0% |
| Number of teachers was at least 20% less than expected | 188 | 3.7% |
| LEA was not in Alaska and did not operate any BIA schools but reported that 50% or more of its students were American Indian or Alaska Native | 95 | 1.8% |
| Highest grade reported was two or more grade levels lower than expected | 54 | 1.0% |
| Number of students was at least 30% less than expected | 52 | 1.0% |
| Highest grade reported was two or more grade levels higher than expected | 48 | 0.9% |
| Lowest grade reported was two or more grade levels lower than expected | 40 | 0.8% |
| LEA was not in Alaska and did not operate any BIA schools but reported that 50% or more of its teachers were American Indian or Alaska Native | 35 | 0.7% |
| LEA reported that it had no teachers | 8 | 0.2% |
| Lowest grade reported was two or more grade levels higher than expected | 7 | 0.1% |

Total number of records rejected for one or more reasons = 1264
 Rejected records were 19.6% of total interview records.

Table VII-2.--Reasons for pre-edit rejection of public school data

| Reason | Records rejected for this reason | |
|---|----------------------------------|---------|
| | Number | Percent |
| Number of teachers was at least 25% greater than expected | 662 | 7.3% |
| Lowest grade level was 2 or more grade levels lower than expected | 432 | 4.7% |
| Number of students was at least 20% greater than expected | 398 | 4.4% |
| Number of teachers was at least 25% less than expected | 274 | 3.0% |
| Number of American Indian or Alaska Native students was at least 30% greater than expected | 227 | 2.5% |
| Highest grade level was 2 or more grade levels lower than expected | 207 | 2.3% |
| Number of students was at least 30% less than expected | 200 | 2.2% |
| Lowest grade level was 2 or more grade levels higher than expected | 165 | 1.8% |
| Some student counts in item 7 are much larger than those for next highest and next lowest grade levels | 78 | 0.8% |
| Highest grade level was 2 or more grade levels higher than expected | 77 | 0.8% |
| Half or more teachers were reported as American Indian or Alaska Native and school was not a BIA school and was not in Alaska | 63 | 0.7% |
| Some student counts in item 7 appear to be for groups of grade levels instead of individual grades | 43 | 0.5% |
| School reported it had no teachers | 18 | 0.2% |
| School reported that it had no students | 16 | 0.2% |
| Half or more students were reported as American Indian or Alaska Native and school was not a BIA school and was not in Alaska | 14 | 0.2% |

Total number of records rejected for one or more reasons = 2103

Rejected records were 23.1% of total interview records.

For the rejected LEA cases, Census professional staff reviewed the computer record and the SASS-1A questionnaire. Whenever possible, unacceptable entries were corrected by using information on the questionnaire (e.g., explanatory notes and data recorded in other items) or sample file information. Wrong entries that could not be corrected were deleted from the data record. In addition to the questionnaire items specified on the reject listing, other items with inconsistent or incorrect entries within the same record were also corrected during this process. Also in the pre-edit, four cases were classified as out-of-scope for the survey; all data for these four cases were deleted. Table VII-3 shows the number of changes (including deletions) made to the SASS-1A data variables during the pre-edit.

Review of the public school(SASS-3A) reject listing indicated that problems were concentrated in the District of Columbia and five states — Montana, New Jersey, North Dakota, South Dakota, and Wyoming. Therefore, only rejected cases in the District and these states were reviewed and corrected. The correction process included review of the computer records but not the questionnaires. The number of changes made to each public school data variable is shown in Table VII-4.

Table VII-3.--Counts of changes¹ made to the Teacher Demand and Shortage Questionnaire
(SASS-1A) variables in the pre-edit

| Variable | Number | % ² | Variable | Number | % ² | Variable | Number | % ² |
|----------|--------|----------------|----------|--------|----------------|----------|--------|----------------|
| D0115 | 13 | 1.0 | D0420 | 15 | 0.3 | D1270 | 62 | 1.2 |
| D0120 | 29 | 1.0 | D0425 | 72 | 1.5 | D1275 | 6 | 0.1 |
| D0125 | 19 | 0.8 | D0465 | 7 | 0.1 | D1280 | 5 | 0.1 |
| D0130 | 28 | 0.6 | D0480 | 5 | 0.1 | D1285 | 5 | 0.1 |
| D0135 | 19 | 0.8 | D0995 | 66 | 1.5 | D1505 | 13 | 1.0 |
| D0140 | 29 | 0.6 | D1000 | 81 | 1.7 | D1510 | 0 | 0 |
| D0145 | 19 | 0.8 | D1005 | 185 | 3.8 | D1515 | 5 | 0.4 |
| D0150 | 28 | 0.6 | D1010 | 161 | 3.2 | D1520 | 0 | 0 |
| D0155 | 19 | 0.8 | D1015 | 129 | 2.6 | D1525 | 0 | 0 |
| D0160 | 28 | 0.6 | D1025 | 27 | 0.5 | D1530 | 1 | 0.2 |
| D0165 | 19 | 0.8 | D1030 | 5 | 0.1 | D1535 | 11 | 0.5 |
| D0170 | 25 | 0.5 | D1035 | 3 | ³ | D1540 | 1 | 0.2 |
| D0175 | 18 | 0.7 | D1040 | 5 | 0.1 | D1545 | 2 | 0.2 |
| D0180 | 24 | 0.5 | D1045 | 0 | 0 | D1550 | 0 | 0 |
| D0185 | 17 | 0.7 | D1050 | 54 | 1.2 | D1555 | 19 | 0.5 |
| D0190 | 22 | 0.5 | D1055 | 54 | 1.2 | D1595 | 26 | 0.7 |
| D0195 | 20 | 0.8 | D1065 | 8 | 0.2 | D1600 | 8 | 0.2 |
| D0200 | 31 | 0.7 | D1070 | 7 | 0.1 | D1605 | 9 | 0.2 |
| D0205 | 20 | 0.8 | D1075 | 43 | 0.9 | D1610 | 44 | 1.0 |
| D0210 | 30 | 0.6 | D1080 | 15 | 0.3 | D1625 | 29 | 0.6 |
| D0215 | 16 | 0.7 | D1085 | 23 | 0.5 | D1630 | 25 | 0.6 |
| D0220 | 38 | 0.8 | D1090 | 22 | 0.4 | D1645 | 4 | 0.1 |
| D0225 | 16 | 0.7 | D1095 | 158 | 3.2 | D1650 | 4 | 0.1 |
| D0230 | 37 | 0.8 | D1225 | 4 | 0.1 | D1655 | 7 | 0.2 |
| D0235 | 17 | 0.7 | D1230 | 4 | 0.1 | D1660 | 51 | 1.2 |
| D0240 | 40 | 0.9 | D1235 | 4 | 0.1 | D1675 | 4 | 0.1 |
| D0245 | 17 | 0.7 | D1240 | 4 | 0.1 | D1680 | 50 | 1.1 |
| D0250 | 42 | 0.9 | D1245 | 4 | 0.1 | D1695 | 8 | 0.2 |
| D0255 | 121 | 2.4 | D1250 | 4 | 0.1 | D1700 | 1 | 0.4 |
| D0405 | 19 | 0.4 | D1255 | 4 | 0.1 | D1705 | 0 | 0 |
| D0410 | 13 | 0.3 | D1260 | 4 | 0.1 | D1710 | 2 | 0.3 |
| D0415 | 12 | 0.2 | D1265 | 4 | 0.1 | D1715 | 0 | 0 |

Table VII-3.--Counts of changes made to the Teacher Demand and Shortage Questionnaire
SASS-1A) variables in the pre-edit, continued

| Variable | Number | % ² | Variable | Number | % ² | Variable | Number | % ² |
|----------|--------|----------------|----------|--------|----------------|----------|--------|----------------|
| D1720 | 2 | 0.2 | D2095 | 5 | 0.1 | D2250 | 0 | 0 |
| D1725 | 1 | 0.1 | D2100 | 7 | 0.1 | D2255 | 0 | 0 |
| D1730 | 3 | 0.3 | D2105 | 10 | 0.2 | D2260 | 0 | 0 |
| D1735 | 2 | 0.2 | D2110 | 32 | 0.7 | D2265 | 0 | 0 |
| D1740 | 2 | 1.4 | D2115 | 43 | 0.9 | D2270 | 0 | 0 |
| D1760 | 32 | 0.6 | D2120 | 60 | 1.2 | D2275 | 4 | 0.1 |
| D1765 | 37 | 0.8 | D2125 | 1 | ³ | D2280 | 0 | 0 |
| D1770 | 37 | 0.8 | D2130 | 1 | ³ | D2285 | 2 | 0.1 |
| D1775 | 31 | 0.7 | D2140 | 4 | 0.1 | D2290 | 0 | 0 |
| D1780 | 37 | 0.8 | D2145 | 3 | 0.1 | D2295 | 4 | 0.1 |
| D1785 | 35 | 0.8 | D2150 | 4 | 0.1 | D2300 | 4 | 0.1 |
| D1790 | 32 | 0.7 | D2155 | 3 | 0.1 | D2305 | 0 | 0 |
| D1795 | 29 | 0.6 | D2160 | 3 | 0.1 | D2310 | 0 | 0 |
| D1800 | 0 | 0 | D2190 | 4 | 0.1 | D2315 | 0 | 0 |
| D1805 | 30 | 0.7 | D2195 | 0 | 0 | D2320 | 0 | 0 |
| D1810 | 7 | 0.8 | D2200 | 0 | 0 | D2325 | 0 | 0 |
| D1815 | 1 | 1.0 | D2205 | 0 | 0 | D2330 | 0 | 0 |
| D1845 | 4 | 0.1 | D2210 | 4 | 0.1 | D2335 | 0 | 0 |
| D1850 | 4 | 0.1 | D2215 | 0 | 0 | D2340 | 0 | 0 |
| D1855 | 4 | 0.1 | D2220 | 0 | 0 | D2345 | 0 | 0 |
| D1860 | 4 | 0.1 | D2225 | 0 | 0 | D2350 | 4 | 0.1 |
| D2080 | 4 | 0.1 | D2230 | 0 | 0 | | | |
| D2085 | 4 | 0.1 | D2235 | 0 | 0 | | | |
| D2090 | 3 | 0.1 | D2240 | 0 | 0 | | | |

¹These counts include four cases where the LEA was classified as out-of-scope for the survey during the pre-edit and all data were deleted.

²This column displays the percentage of respondents' entries changed or deleted for each variable in the pre-edit.

³Less than 0.1 percent of the entries for this variable were changed.

Table VII-4.--Counts of changes made to the Public School Questionnaire (SASS-3A)
variables for six states in the pre-edit

| | District of Columbia | Montana | New Jersey | North Dakota | South Dakota | Wyoming |
|---|-------------------------|---------|------------|-----------------|-----------------|---------|
| Number of interview cases ¹ | 57 | 183 | 180 | 170 | 170 | 133 |
| Variables ² | | | | | | |
| S0115 | 0 | 1 | 2 | 0 | 0 | 0 |
| S0120 | 0 | 0 | 2 | 2 | 1 | 0 |
| S0125 | 0 | 5 | 1 | 3 | 2 | 1 |
| S0130 | 0 | 6 | 1 | 10 | 5 | 2 |
| S0135 | 0 | 5 | 1 | 3 | 2 | 1 |
| S0140 | 0 | 6 | 1 | 9 | 4 | 2 |
| S0145 | 0 | 5 | 1 | 3 | 2 | 1 |
| S0150 | 0 | 6 | 1 | 9 | 4 | 2 |
| S0155 | 0 | 5 | 1 | 3 | 2 | 1 |
| S0160 | 0 | 6 | 1 | 9 | 4 | 2 |
| S0165 | 0 | 5 | 1 | 2 | 2 | 1 |
| S0170 | 0 | 6 | 1 | 9 | 4 | 2 |
| S0175 | 0 | 5 | 1 | 3 | 2 | 1 |
| S0180 | 0 | 6 | 1 | 11 | 3 | 2 |
| S0185 | 0 | 7 | 2 | 3 | 2 | 3 |
| S0190 | 0 | 9 | 2 | 11 | 3 | 5 |
| S0195 | 0 | 9 | 0 | 5 | 5 | 4 |
| S0200 | 0 | 9 | 0 | 7 | 9 | 6 |
| S0205 | 0 | 9 | 0 | 5 | 5 | 4 |
| S0210 | 0 | 9 | 0 | 7 | 9 | 6 |
| S0215 | 0 | 1 | 0 | 6 | 0 | 0 |
| S0220 | 0 | 2 | 1 | 10 | 2 | 0 |
| S0225 | 0 | 1 | 0 | 6 | 0 | 0 |
| S0230 | 0 | 2 | 1 | 10 | 2 | 1 |
| S0235 | 0 | 1 | 0 | 6 | 0 | 0 |
| S0240 | 0 | 2 | 0 | 10 | 2 | 1 |
| S0245 | 0 | 1 | 0 | 6 | 0 | 0 |
| S0250 | 0 | 2 | 0 | 10 | 2 | 1 |
| S0255 | 1 | 15 | 2 | 18 | 11 | 6 |
| S0405 | 0 | 11 | 1 | 10 | 3 | 1 |
| S0410 | 0 | 8 | 2 | 4 | 2 | 0 |
| S0415 | 0 | 7 | 2 | 7 | 1 | 3 |
| S0420 | 0 | 4 | 2 | 4 | 1 | 0 |
| S0425 | 0 | 13 | 2 | 17 | 10 | 5 |
| S0455 | 0 | 13 | 2 | 16 | 9 | 5 |

Table VII-4.--Counts of changes made to the Public School Questionnaire (SASS-3A)
variables for six states in the pre-edit, continued

| | District of Columbia | Montana | New Jersey | North Dakota | South Dakota | Wyoming |
|-------|-------------------------|---------|------------|-----------------|-----------------|---------|
| S0460 | 0 | 14 | 2 | 15 | 7 | 5 |
| S0470 | 0 | 0 | 0 | 2 | 0 | 0 |
| S0475 | 0 | 0 | 0 | 2 | 0 | 0 |
| S0755 | 6 | 13 | 29 | 11 | 8 | 6 |
| S0815 | 0 | 10 | 0 | 10 | 7 | 5 |
| S0820 | 0 | 2 | 0 | 1 | 0 | 0 |
| S0830 | 0 | 0 | 0 | 0 | 0 | 1 |
| S0835 | 0 | 4 | 0 | 4 | 5 | 3 |
| S0840 | 0 | 9 | 0 | 5 | 3 | 2 |
| S0845 | 0 | 1 | 0 | 3 | 1 | 1 |
| S0850 | 0 | 3 | 2 | 4 | 10 | 4 |
| S0855 | 0 | 3 | 0 | 1 | 2 | 4 |
| S0860 | 0 | 1 | 0 | 1 | 3 | 1 |
| S0865 | 0 | 1 | 0 | 6 | 8 | 1 |
| S0870 | 0 | 0 | 0 | 3 | 3 | 0 |
| S0875 | 0 | 10 | 0 | 9 | 8 | 5 |
| S0880 | 0 | 2 | 0 | 1 | 0 | 1 |
| S0890 | 0 | 0 | 0 | 0 | 1 | 1 |
| S0895 | 0 | 6 | 0 | 2 | 4 | 3 |
| S0900 | 0 | 8 | 0 | 4 | 3 | 2 |
| S0905 | 0 | 2 | 0 | 4 | 3 | 1 |
| S0910 | 18 | 16 | 17 | 16 | 16 | 11 |
| S0915 | 0 | 4 | 0 | 1 | 4 | 4 |
| S0920 | 0 | 7 | 0 | 5 | 7 | 4 |
| S0925 | 0 | 10 | 0 | 10 | 8 | 4 |
| S0930 | 0 | 9 | 0 | 9 | 8 | 5 |
| S0965 | 1 | 0 | 0 | 0 | 0 | 0 |
| S0970 | 1 | 0 | 0 | 0 | 0 | 0 |
| S0975 | 1 | 0 | 0 | 0 | 0 | 0 |
| S0980 | 1 | 0 | 0 | 0 | 0 | 0 |
| S0985 | 3 | 1 | 0 | 2 | 2 | 0 |
| S0990 | 0 | 0 | 0 | 2 | 0 | 0 |
| S1130 | 0 | 0 | 0 | 2 | 0 | 0 |
| S1135 | 0 | 0 | 0 | 2 | 0 | 0 |
| S1140 | 0 | 0 | 1 | 2 | 0 | 0 |
| S1145 | 0 | 0 | 0 | 2 | 0 | 0 |
| S1150 | 0 | 4 | 0 | 6 | 2 | 2 |

Table VII-4.--Counts of changes made to the Public School Questionnaire (SASS-3A)
variables for six states in the pre-edit,continued

| | District of Columbia | Montana | New Jersey | North Dakota | South Dakota | Wyoming |
|-------|-------------------------|---------|------------|-----------------|-----------------|---------|
| S1155 | 0 | 0 | 0 | 2 | 0 | 0 |
| S1165 | 0 | 0 | 0 | 2 | 0 | 0 |
| S1195 | 0 | 0 | 0 | 2 | 0 | 0 |
| S1205 | 0 | 0 | 0 | 2 | 0 | 0 |
| S1215 | 0 | 0 | 0 | 2 | 0 | 0 |
| S1295 | 0 | 0 | 1 | 2 | 0 | 0 |
| S1300 | 0 | 0 | 0 | 2 | 0 | 0 |
| S1305 | 0 | 0 | 1 | 2 | 0 | 0 |
| S1315 | 0 | 0 | 1 | 2 | 0 | 0 |
| S1330 | 0 | 0 | 1 | 0 | 0 | 0 |
| S1335 | 0 | 0 | 1 | 2 | 0 | 0 |
| S1340 | 0 | 0 | 0 | 2 | 0 | 0 |
| S1345 | 0 | 0 | 1 | 2 | 0 | 0 |
| S1350 | 0 | 0 | 1 | 2 | 0 | 0 |
| S1355 | 0 | 0 | 1 | 2 | 0 | 0 |
| S1365 | 0 | 9 | 2 | 15 | 9 | 4 |
| S1375 | 0 | 7 | 2 | 15 | 8 | 2 |
| S1385 | 0 | 9 | 2 | 13 | 6 | 3 |
| S1395 | 0 | 6 | 1 | 2 | 9 | 2 |
| S1400 | 0 | 1 | 0 | 0 | 0 | 0 |
| S1405 | 0 | 1 | 0 | 0 | 0 | 0 |
| S1415 | 0 | 0 | 1 | 0 | 0 | 0 |
| S1425 | 0 | 1 | 1 | 0 | 0 | 0 |
| S1485 | 0 | 0 | 1 | 1 | 0 | 0 |
| S1490 | 0 | 6 | 1 | 7 | 8 | 2 |
| S1495 | 0 | 6 | 1 | 7 | 8 | 2 |
| S1500 | 0 | 6 | 1 | 7 | 8 | 2 |
| S1505 | 0 | 0 | 0 | 1 | 1 | 1 |
| S1515 | 0 | 0 | 0 | 0 | 1 | 0 |
| S1535 | 0 | 0 | 0 | 1 | 0 | 1 |
| S1540 | 0 | 0 | 0 | 1 | 1 | 0 |
| S1550 | 0 | 0 | 0 | 0 | 1 | 0 |
| S1555 | 0 | 0 | 0 | 1 | 0 | 1 |
| S1565 | 0 | 0 | 1 | 1 | 0 | 0 |
| S1570 | 0 | 0 | 0 | 1 | 0 | 0 |
| S1575 | 0 | 0 | 0 | 1 | 0 | 1 |

Table VII-4.--Counts of changes made to the Public School Questionnaire (SASS-3A)
variables for six states in the pre-edit, continued

| | District of Columbia | Montana | New Jersey | North Dakota | South Dakota | Wyoming |
|-------|-------------------------|---------|------------|-----------------|-----------------|---------|
| S1580 | 0 | 0 | 0 | 1 | 0 | 0 |
| S1585 | 0 | 0 | 0 | 1 | 0 | 0 |
| S1590 | 0 | 0 | 0 | 1 | 0 | 0 |
| S1610 | 0 | 7 | 2 | 14 | 8 | 1 |
| S1625 | 0 | 1 | 0 | 1 | 0 | 0 |
| S1630 | 0 | 0 | 0 | 1 | 0 | 0 |
| S1660 | 0 | 11 | 2 | 10 | 9 | 3 |
| S1680 | 1 | 10 | 2 | 11 | 10 | 4 |
| S1745 | 0 | 2 | 0 | 9 | 1 | 1 |
| S1750 | 0 | 2 | 0 | 9 | 1 | 1 |
| S1755 | 0 | 2 | 0 | 9 | 1 | 1 |
| S1820 | 0 | 2 | 0 | 9 | 1 | 1 |
| S1825 | 0 | 2 | 0 | 10 | 2 | 1 |
| S1830 | 0 | 0 | 0 | 1 | 0 | 0 |
| S1835 | 0 | 2 | 0 | 10 | 1 | 1 |
| S1840 | 0 | 2 | 0 | 10 | 1 | 1 |
| S1875 | 0 | 0 | 1 | 1 | 0 | 0 |
| S1880 | 0 | 0 | 1 | 1 | 0 | 0 |
| S1890 | 0 | 0 | 1 | 1 | 0 | 0 |
| S1895 | 0 | 0 | 1 | 1 | 0 | 0 |
| S1905 | 0 | 0 | 1 | 1 | 0 | 0 |
| S1910 | 0 | 0 | 1 | 1 | 0 | 0 |
| S1960 | 0 | 0 | 1 | 0 | 0 | 0 |
| S1965 | 0 | 0 | 1 | 0 | 0 | 0 |
| S1970 | 0 | 0 | 0 | 1 | 0 | 0 |
| S1990 | 0 | 0 | 1 | 0 | 0 | 0 |
| S2005 | 0 | 0 | 1 | 0 | 0 | 0 |
| S2055 | 0 | 0 | 1 | 0 | 0 | 0 |
| S2060 | 0 | 0 | 1 | 0 | 0 | 0 |
| S2075 | 0 | 0 | 1 | 0 | 0 | 0 |

¹These counts are the number of public schools classified as interviews in the preliminary ISR. Some were probable reclassified as noninterviews in the final ISR edit because there was insufficient data.

²Variables not listed in this table had no changes in the pre-edit.

D. Computer Edit

After pre-edit corrections were made, each file was submitted to a computer edit. This edit consisted of a range check, a consistency edit, and a blanking edit.

The range check deleted entries that were outside the range of acceptable values.

The consistency edit identified inconsistent entries within each record and, whenever possible, corrected them; if they could not be corrected, the entries were deleted. These inconsistencies could have been (1) within items (e.g., if one or more admission requirements were marked in item 13b of a public school record but "No" was marked in item 13b, "Does this school have any special requirements for admission other than proof of immunization, age, or residence?") or (2) between items (e.g., if kindergarten students were reported in item 7 of the public school record but "No" was marked in item 25a, "Around the first of October, did this school offer a kindergarten program?"). The consistency edit also filled some items where data were missing or incomplete by using other information on the data record (e.g., if total enrollment was not reported in item 8 of a public school record but students were reported by grade level in item 7, the sum of the student counts in item 7 was entered in item 8 during the consistency edit).

The blanking edit deleted extraneous entries and assigned the "not answered" (.N) code to items that should have been answered but were not.

Only records classified as interviews in the preliminary ISR were edited. Figures VII-1 through VII-17, at the end of this chapter, show the number of edit changes made to entries for the variables within each file.

E. Final Interview Status Edit

After the range check, consistency edit, and blanking edit were complete, the records were put through an edit to make a final determination of whether the case was eligible for the survey and, if so, whether sufficient data had been collected for the case to be classified as an interview. A final interview status recode (ISR) value was assigned to each case as a result of the edit.

1. Teacher Demand and Shortage Questionnaire for Public School Districts (SASS-1A)

A case was classified as out-of-scope (ISR=3) if:

- The district named on the questionnaire no longer existed; or
 - The district served only prekindergarten and/or kindergarten students; or
-

- The district served only postsecondary or adult education students; or
- The agency named on the questionnaire label was not a school district or other public agency that employed elementary and/or secondary teachers.

A case was classified as an interview (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The number of students in the district was reported; and
- The total number of FTE teachers was reported; and
- There were values for at least 30% of the minimum items that should be filled for an LEA.

A case was classified as a noninterview (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

2. School Principal Questionnaires (SASS-2A, 2B, and 2C)

A case was classified as out-of-scope (ISR=3) if:

- The school named on the questionnaire label was classified as out-of-scope; or
- The school had no principal, headmaster, or administrator.

A case was classified as an interview (ISR=1) if:

- Neither of the conditions for out-of-scope cases was met; and
- At least one part of the educational background section had been answered; and
- The respondent had reported the number of years he/she had been principal of the school named on the questionnaire; and
- There were values for at least 30% of the minimum items that a respondent should fill.

Cases were classified as noninterviews (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

3. Public School Questionnaire (SASS-3A)

A case was classified as out-of-scope (ISR=3) if:

- The school named on the questionnaire was not in operation during the 1993–94 school year; or
- The school did not serve students in any of grades 1–12 or comparable ungraded levels; or
- The institution named on the questionnaire was not a public school.

A case was classified as an interview (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The number of K–12 students was reported;
- The number of teachers working at the school was reported; and
- There were values for at least 30% of the minimum items that should be filled for a public school.

A case was classified as a noninterview (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

4. Private School Questionnaire (SASS-3B)

A case was classified as out-of-scope (ISR=3) if:

- The school named on the questionnaire was not in operation during the 1993–94 school year; or
- It did not serve students in any of grades 1–12 or comparable ungraded levels; or
- It was located in a private home; or
- If the respondent had not answered the question that determined whether the school was in a private home, the number of students was less than 10 and there was only one teacher; or
- The institution named on the questionnaire was not a private school.

A case was classified as an interview (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The number of students was reported; and
- The number of teachers was reported in FTEs or a head count; and
- There were values for at least 30% of the minimum items that should be filled for a private school.

A case was classified as a noninterview (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

5. Indian School Questionnaire (SASS-3C)

A case was classified as out-of-scope (ISR=3) if:

- The school named on the questionnaire was not in operation during the 1993–94 school year; or
- The school did not serve students in any of grades 1–2 or comparable ungraded levels; or
- The institution named on the questionnaire was not a school funded by the Bureau of Indian affairs.

A case was classified as an interview (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The number of students was reported; and
- The number of teachers was reported in FTEs or a head count; and
- There were values for at least 30% of the minimum items that should be filled for an Indian school.

A case was classified as a noninterview (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

6. Teacher Questionnaires (SASS-4A, 4B, and 4C)

A case was classified as out-of-scope (ISR=3) if:

- The school where the teacher was selected for sample was classified as out-of-scope; or
- The teacher no longer worked at the school named on the questionnaire (e.g., he/she transferred to another school, retired, left teaching, or was deceased); or
- The person named on the questionnaire label had never worked at the school named on the label; or
- The person named on the questionnaire worked at the school but did not teach any classes (e.g., he/she was an assistant principal, counselor, or librarian); or
- The person named on the label was a short-term substitute teacher, student teacher, or teacher's aide.

A case was classified as an interview (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The respondent reported the year that he/she began working as an elementary or secondary teacher; and
- The respondent answered at least one part of the educational background section; and
- The respondent reported his/her main teaching assignment field; and
- The respondent reported whether or not he/she had a state teaching certificate in his/her main assignment field; and
- At least one grade level of students taught by the respondent was reported; and
- There were values for at least 80% of the minimum items that a respondent should fill.

A case was classified as a noninterview (ISR=2) if the conditions for out-of-scope cases and interview cases were not met.

7. Student Records Questionnaire (SASS-5)

A case was classified as out-of-scope (ISR=3) if:

- The school where the student was selected for sample was classified as out-of-scope; or
- The teacher, from whose class roster the student was selected, was classified as out-of-scope; or
- The person named on the questionnaire had never attended the school named on the questionnaire cover folder.

A case was classified as an interview (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The student named on the questionnaire was taught by the teacher from whose class roster he/she was selected; and
- The student's status at the school (enrolled, suspended, transferred, etc.) at the time of data collection was reported; and
- If the student was enrolled in the school at the time of data collection, his/her grade level for school year 1993–94 was reported; and
- There were values for at least 30 percent of the minimum items that should be filled for a student.

A case was classified as a noninterview if the conditions for interview and out-of-scope cases were not met.

8. Library Media Center Questionnaires (LS-1A, 1B, and 1C)

A case was classified as out-of-scope (ISR=3) if:

- The school named on the questionnaire was classified as out-of-scope; or
- The school did not have a library.

A case was classified as an interview (ISR=1) if:

- Neither of the conditions for out-of-scope cases was met; and
-

- At least two of the following were reported — number of certified library media specialists, number of professionals working in the library who were not certified library media specialists, number of other paid employees working in the library (clerks, aides, etc.), whether unpaid volunteers worked in the library; and
- There were values for at least 30 percent of the minimum items that should be filled for the library.

A case was classified as a noninterview (ISR=2) if the conditions for out-of-scope and interview cases were not met.

9. Library Media Specialist/Librarian Questionnaires (LS-2A, 2B, and 2C)

A case was classified as out-of-scope (ISR=3) if:

- The school named on the questionnaire was classified as out-of-scope; or
- The school did not have a library; or
- The school did not have a librarian; or
- The librarian's main assignment at the school was some other position (e.g., if his/her main assignment was classroom teacher, guidance counselor, or school secretary).

A case was classified as an interview (ISR=1) if:

- None of the conditions for out-of-scope cases was met; and
- The respondent reported the year he/she began working as an elementary or secondary school librarian; and
- The respondent answered at least one part of the educational background section; and
- The respondent reported whether or not he/she was certified as a library media specialist; and
- There were values for at least 30 percent of the minimum items that a respondent should fill.

A case was classified as a noninterview (ISR=2) if the conditions for out-of-scope and interview cases were not met.

Table VII-5 shows the preliminary ISR and final ISR counts for each SASS component and the percent of change for each ISR classification.

Table VII-5.--Preliminary and final ISR counts and percents of change

| File | Sample size | Preliminary ISR | | | Final ISR | | | Percent change | | |
|------------|-------------|-----------------|----------------|--------------|------------|----------------|--------------|----------------|----------------|--------------|
| | | Interviews | Non-interviews | Out-of-scope | Interviews | Non-interviews | Out-of-scope | Interviews | Non-interviews | Out-of-scope |
| LEAs | 5,568 | 5,117 | 261 | 190 | 5,008 | 370 | 190 | - 2.1% | + 41.8% | 0.0% |
| Principals | | | | | | | | | | |
| Public | 9,825 | 9,259 | 382 | 184 | 9,098 | 317 | 410 | - 1.7% | - 17.0% | + 122.8% |
| Private | 3,353 | 2,909 | 371 | 73 | 2,743 | 295 | 315 | - 5.7% | - 20.5% | + 331.5% |
| Indian | 160 | 153 | 3 | 4 | 148 | 2 | 10 | - 3.3% | - 33.3% | + 150.0% |
| Schools | | | | | | | | | | |
| Public | 9,825 | 9,095 | 439 | 291 | 8,767 | 765 | 293 | - 3.6% | + 74.2% | + 0.7% |
| Private | 3,353 | 2,624 | 455 | 274 | 2,585 | 489 | 279 | - 1.5% | + 7.5% | + 1.8% |
| Indian | 160 | 153 | 0 | 7 | 152 | 1 | 7 | - 0.6% | - | 0.0% |
| Teachers | | | | | | | | | | |
| Public | 55,996 | 48,863 | 4,504 | 2,629 | 47,105 | 5,898 | 2,993 | - 3.6% | + 31.0% | + 13.8% |
| Private | 11,530 | 8,913 | 1,711 | 906 | 8,372 | 2,014 | 1,144 | - 6.1% | + 17.7% | + 26.3% |
| Indian | 696 | 598 | 52 | 46 | 562 | 83 | 51 | - 6.0% | + 59.6% | + 10.9% |
| Students | 7,899 | 7,295 | 540 | 64 | 6,829 | 755 | 315 | - 6.4% | + 39.8% | + 329.2% |
| Libraries | | | | | | | | | | |
| Public | 5,026 | 4,321 | 252 | 453 | 4,242 | 413 | 371 | - 1.8% | + 63.9% | - 18.1% |
| Private | 2,536 | 1,706 | 245 | 585 | 1,610 | 461 | 465 | - 5.6% | + 88.2% | - 20.5% |
| Indian | 160 | 134 | 9 | 17 | 127 | 15 | 18 | - 5.2% | + 66.7% | + 5.9% |
| Librarians | | | | | | | | | | |
| Public | 5,026 | 4,029 | 239 | 758 | 3,903 | 272 | 851 | - 3.1% | + 13.8% | + 12.3% |
| Private | 2,536 | 1,226 | 265 | 1,045 | 1,140 | 218 | 1,178 | - 7.0% | - 17.7% | + 12.7% |
| Indian | 160 | 107 | 10 | 43 | 98 | 13 | 49 | - 8.4% | + 30.0% | + 14.0% |

Figure VII-1.--Counts of changes made to the Teacher Demand and Shortage Questionnaire
(SASS-1A) variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| D0115 | 1515 | D0420 | 181 | D1270 | 78 | D1720 | 489 |
| D0120 | 329 | D0425 | 200 | D1275 | 77 | D1725 | 261 |
| D0125 | 2244 | D0465 | 66 | D1280 | 79 | D1730 | 553 |
| D0130 | 96 | D0480 | 131 | D1285 | 71 | D1735 | 230 |
| D0135 | 2298 | D0995 | 805 | D1505 | 176 | D1740 | 208 |
| D0140 | 94 | D1000 | 480 | D1510 | 120 | D1760 | 203 |
| D0145 | 2317 | D1005 | 411 | D1515 | 120 | D1765 | 207 |
| D0150 | 92 | D1010 | 264 | D1520 | 120 | D1770 | 167 |
| D0155 | 2335 | D1015 | 777 | D1525 | 120 | D1775 | 220 |
| D0160 | 91 | D1025 | 168 | D1530 | 120 | D1780 | 191 |
| D0165 | 2354 | D1030 | 95 | D1535 | 120 | D1785 | 172 |
| D0170 | 92 | D1035 | 115 | D1540 | 120 | D1790 | 228 |
| D0175 | 2355 | D1040 | 119 | D1545 | 120 | D1795 | 124 |
| D0180 | 94 | D1045 | 7 | D1550 | 120 | D1800 | 125 |
| D0185 | 2363 | D1050 | 438 | D1555 | 423 | D1805 | 151 |
| D0190 | 93 | D1055 | 432 | D1595 | 334 | D1810 | 847 |
| D0195 | 2363 | D1065 | 212 | D1600 | 181 | D1815 | 104 |
| D0200 | 95 | D1070 | 87 | D1605 | 1072 | D1845 | 61 |
| D0205 | 2371 | D1075 | 342 | D1610 | 653 | D1850 | 64 |
| D0210 | 97 | D1080 | 345 | D1625 | 381 | D1855 | 68 |
| D0215 | 2292 | D1085 | 352 | D1630 | 583 | D1860 | 91 |
| D0220 | 99 | D1090 | 341 | D1645 | 172 | D2080 | 70 |
| D0225 | 2299 | D1095 | 362 | D1650 | 310 | D2085 | 111 |
| D0230 | 99 | D1225 | 55 | D1655 | 1264 | D2090 | 118 |
| D0235 | 2311 | D1230 | 137 | D1660 | 625 | D2095 | 126 |
| D0240 | 97 | D1235 | 97 | D1675 | 1341 | D2100 | 114 |
| D0245 | 2312 | D1240 | 90 | D1680 | 630 | D2105 | 150 |
| D0250 | 98 | D1245 | 109 | D1695 | 138 | D2110 | 424 |
| D0255 | 737 | D1250 | 116 | D1700 | 360 | D2115 | 226 |
| D0405 | 181 | D1255 | 94 | D1705 | 174 | D2120 | 145 |
| D0410 | 192 | D1260 | 115 | D1710 | 388 | D2125 | 2159 |
| D0415 | 193 | D1265 | 137 | D1715 | 240 | D2130 | 2155 |

Figure VII-1.--Counts of changes made to the Teacher Demand and Shortage
Questionnaire(SASS-1A) Variables in the Computer Edits;continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| D2140 | 33 | D2215 | 76 | D2265 | 55 | D2315 | 81 |
| D2145 | 97 | D2220 | 82 | D2270 | 582 | D2320 | 81 |
| D2150 | 462 | D2225 | 78 | D2275 | 83 | D2325 | 81 |
| D2155 | 357 | D2230 | 55 | D2280 | 69 | D2330 | 79 |
| D2160 | 571 | D2235 | 55 | D2285 | 72 | D2335 | 80 |
| D2190 | 53 | D2240 | 55 | D2290 | 71 | D2340 | 82 |
| D2195 | 57 | D2245 | 55 | D2295 | 100 | D2345 | 204 |
| D2200 | 62 | D2250 | 55 | D2300 | 54 | D2350 | 61 |
| D2205 | 61 | D2255 | 55 | D2305 | 83 | | |
| D2210 | 76 | D2260 | 55 | D2310 | 81 | | |

Number of LEA records edited = 5,117

Figure VII-2.--Counts of changes made to the Public School Principal Questionnaire
(SASS-2A) variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| A060 | 126 | A220 | 224 | A380 | 219 | A540 | 50 |
| A065 | 66 | A225 | 622 | A385 | 226 | A550 | 50 |
| A070 | 95 | A230 | 2335 | A390 | 231 | A555 | 52 |
| A075 | 558 | A235 | 2261 | A395 | 257 | A560 | 81 |
| A080 | 441 | A240 | 2390 | A400 | 245 | A565 | 72 |
| A085 | 950 | A245 | 2325 | A405 | 245 | A570 | 84 |
| A090 | 773 | A250 | 1017 | A410 | 247 | A575 | 88 |
| A095 | 85 | A255 | 878 | A415 | 6 | A580 | 72 |
| A100 | 84 | A260 | 2456 | A420 | 7486 | A585 | 82 |
| A105 | 44 | A265 | 2303 | A425 | 294 | A590 | 69 |
| A110 | 395 | A270 | 2668 | A430 | 79 | A595 | 74 |
| A115 | 416 | A275 | 2520 | A435 | 128 | A600 | 75 |
| A120 | 397 | A280 | 1747 | A440 | 259 | A605 | 80 |
| A125 | 31 | A285 | 1629 | A445 | 80 | A610 | 69 |
| A130 | 59 | A290 | 2101 | A450 | 80 | A615 | 76 |
| A135 | 101 | A295 | 1981 | A455 | 80 | A620 | 75 |
| A140 | 400 | A300 | 2753 | A460 | 91 | A625 | 69 |
| A145 | 378 | A305 | 2670 | A465 | 662 | A630 | 80 |
| A150 | 364 | A310 | 57 | A470 | 550 | A635 | 107 |
| A155 | 621 | A315 | 136 | A475 | 618 | A640 | 75 |
| A160 | 327 | A320 | 112 | A480 | 362 | A645 | 316 |
| A165 | 328 | A325 | 34 | A485 | 1018 | A650 | 72 |
| A170 | 324 | A330 | 103 | A490 | 1246 | A655 | 86 |
| A175 | 378 | A335 | 328 | A495 | 382 | A660 | 66 |
| A180 | 331 | A340 | 135 | A500 | 84 | A665 | 85 |
| A185 | 483 | A345 | 147 | A505 | 50 | A670 | 81 |
| A190 | 328 | A350 | 206 | A510 | 50 | A675 | 68 |
| A195 | 313 | A355 | 206 | A515 | 50 | A680 | 83 |
| A200 | 338 | A360 | 205 | A520 | 50 | A685 | 82 |
| A205 | 134 | A365 | 204 | A525 | 50 | A690 | 84 |
| A210 | 257 | A370 | 206 | A530 | 50 | A695 | 74 |
| A215 | 1099 | A375 | 209 | A535 | 50 | | |

Figure VII-2.--Counts of changes made to the Public School Principal Questionnaire
(SASS-2A) variables in the computer editscontinued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| A700 | 74 | A755 | 104 | A810 | 91 | A865 | 92 |
| A705 | 215 | A760 | 74 | A815 | 114 | A870 | 100 |
| A710 | 109 | A765 | 63 | A820 | 88 | A875 | 131 |
| A715 | 92 | A770 | 70 | A825 | 100 | A880 | 148 |
| A720 | 90 | A775 | 92 | A830 | 74 | A885 | 174 |
| A725 | 95 | A780 | 113 | A835 | 70 | A890 | 177 |
| A730 | 87 | A785 | 102 | A840 | 110 | A895 | 179 |
| A735 | 62 | A790 | 87 | A845 | 95 | A900 | 1107 |
| A740 | 80 | A795 | 70 | A850 | 98 | A905 | 624 |
| A745 | 92 | A800 | 73 | A855 | 86 | A910 | 135 |
| A750 | 101 | A805 | 100 | A860 | 67 | | |

Number of public school principal records edited = 9,259

Figure VII-3.--Counts of changes made to the Private School Principal Questionnaire
(SASS-2B) variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| A060 | 38 | A220 | 118 | A380 | 87 | A540 | 41 |
| A065 | 25 | A225 | 150 | A385 | 82 | A545 | 41 |
| A070 | 45 | A230 | 545 | A390 | 84 | A550 | 41 |
| A075 | 162 | A235 | 496 | A395 | 75 | A555 | 42 |
| A080 | 118 | A240 | 589 | A400 | 72 | A560 | 32 |
| A085 | 311 | A245 | 539 | A405 | 71 | A565 | 30 |
| A090 | 267 | A250 | 376 | A410 | 71 | A570 | 31 |
| A095 | 40 | A255 | 283 | A415 | 3 | A575 | 32 |
| A100 | 55 | A260 | 622 | A420 | 2206 | A580 | 30 |
| A105 | 39 | A265 | 535 | A425 | 86 | A585 | 36 |
| A110 | 144 | A270 | 673 | A430 | 37 | A590 | 33 |
| A115 | 154 | A275 | 584 | A435 | 59 | A595 | 33 |
| A120 | 138 | A280 | 532 | A440 | 107 | A600 | 33 |
| A125 | 38 | A285 | 452 | A445 | 55 | A605 | 32 |
| A130 | 38 | A290 | 564 | A450 | 55 | A610 | 31 |
| A135 | 60 | A295 | 487 | A455 | 55 | A615 | 32 |
| A140 | 276 | A300 | 629 | A460 | 55 | A620 | 34 |
| A145 | 118 | A305 | 573 | A465 | 790 | A625 | 32 |
| A150 | 110 | A310 | 41 | A470 | 786 | A630 | 34 |
| A155 | 184 | | | A475 | 787 | A635 | 34 |
| A160 | 142 | A320 | 73 | A480 | 123 | A640 | 40 |
| A165 | 143 | A325 | 32 | A485 | 711 | A645 | 80 |
| A170 | 143 | A330 | 59 | A490 | 731 | A650 | 34 |
| A175 | 146 | A335 | 100 | A495 | 264 | A655 | 34 |
| A180 | 138 | A340 | 69 | A500 | 59 | A660 | 32 |
| A185 | 157 | A345 | 78 | A505 | 41 | A665 | 34 |
| A190 | 142 | A350 | 86 | A510 | 41 | A670 | 33 |
| A195 | 138 | A355 | 87 | A515 | 41 | A675 | 30 |
| A200 | 152 | A360 | 88 | A520 | 41 | A690 | 69 |
| A205 | 70 | A365 | 88 | A525 | 41 | A695 | 38 |
| A210 | 81 | A370 | 84 | A530 | 41 | A700 | 37 |
| A215 | 172 | A375 | 85 | A535 | 41 | A705 | 224 |

Figure VII-3.--Counts of changes made to the Private School Principal Questionnaire (SASS-2B) variables
in the computer edits,continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| A710 | 173 | A770 | 43 | A830 | 51 | A880 | 71 |
| A715 | 76 | A775 | 81 | A835 | 54 | A885 | 84 |
| A730 | 70 | A790 | 64 | A840 | 102 | A890 | 44 |
| A735 | 38 | A795 | 40 | A855 | 73 | A895 | 53 |
| A740 | 66 | A800 | 58 | A860 | 40 | A900 | 219 |
| A745 | 85 | A805 | 142 | A865 | 62 | A905 | 218 |
| A760 | 77 | A810 | 82 | A870 | 86 | A910 | 61 |
| A765 | 40 | A825 | 87 | A875 | 64 | | |

Number of private school principal records edited = 2,909

Figure VII-4.--Counts of changes made to the Indian School Principal Questionnaire
(SASS-2C) variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| A060 | 1 | A220 | 2 | A380 | 7 | A540 | 0 |
| A065 | 2 | A225 | 14 | A385 | 7 | A550 | 0 |
| A070 | 5 | A230 | 24 | A390 | 7 | A555 | 0 |
| A075 | 10 | A235 | 22 | A395 | 5 | A560 | 1 |
| A080 | 10 | A240 | 26 | A400 | 5 | A565 | 0 |
| A085 | 12 | A245 | 23 | A405 | 5 | A570 | 0 |
| A090 | 12 | A250 | 20 | A410 | 5 | A575 | 0 |
| A095 | 2 | A255 | 17 | A415 | 0 | A580 | 0 |
| A100 | 3 | A260 | 26 | A420 | 98 | A585 | 1 |
| A105 | 3 | A265 | 23 | A425 | 6 | A590 | 0 |
| A110 | 4 | A270 | 30 | A430 | 3 | A595 | 0 |
| A115 | 5 | A275 | 27 | A435 | 3 | A600 | 0 |
| A120 | 4 | A280 | 21 | A440 | 10 | A605 | 1 |
| A125 | 1 | A285 | 18 | A445 | 0 | A610 | 0 |
| A130 | 2 | A290 | 26 | A450 | 0 | A615 | 0 |
| A135 | 4 | A295 | 23 | A455 | 0 | A620 | 1 |
| A140 | 9 | A300 | 35 | A460 | 0 | A625 | 1 |
| A145 | 6 | A305 | 33 | A465 | 23 | A630 | 0 |
| A150 | 5 | A310 | 0 | A470 | 22 | A635 | 0 |
| A155 | 9 | A315 | 2 | A475 | 22 | A640 | 3 |
| A160 | 4 | A320 | 4 | A480 | 6 | A645 | 3 |
| A165 | 5 | A325 | 0 | A485 | 27 | A650 | 0 |
| A170 | 6 | A330 | 0 | A490 | 34 | A655 | 1 |
| A175 | 5 | A335 | 6 | A495 | 2 | A660 | 0 |
| A180 | 4 | A340 | 3 | A500 | 0 | A665 | 1 |
| A185 | 5 | A345 | 3 | A505 | 0 | A670 | 0 |
| A190 | 5 | A350 | 6 | A510 | 0 | A675 | 0 |
| A195 | 5 | A355 | 6 | A515 | 0 | A680 | 2 |
| A200 | 5 | A360 | 6 | A520 | 0 | A685 | 3 |
| A205 | 3 | A365 | 6 | A525 | 0 | A690 | 1 |
| A210 | 2 | A370 | 6 | A530 | 0 | A695 | 1 |
| A215 | 15 | A375 | 6 | A535 | 0 | | |

Figure VII-4.--Counts of changes made to the Indian School Principal Questionnaire (SASS-2C) variables
in the computer edits,continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| A700 | 1 | A755 | 4 | A810 | 1 | A865 | 1 |
| A705 | 11 | A760 | 1 | A815 | 1 | A870 | 1 |
| A710 | 4 | A765 | 1 | A820 | 4 | A875 | 2 |
| A715 | 1 | A770 | 2 | A825 | 1 | A880 | 3 |
| A720 | 1 | A775 | 3 | A830 | 1 | A885 | 4 |
| A725 | 4 | A780 | 1 | A835 | 1 | A890 | 3 |
| A730 | 1 | A785 | 5 | A840 | 2 | A895 | 7 |
| A735 | 1 | A790 | 1 | A845 | 1 | A900 | 22 |
| A740 | 1 | A795 | 1 | A850 | 4 | A905 | 10 |
| A745 | 1 | A800 | 1 | A855 | 1 | A910 | 0 |
| A750 | 1 | A805 | 3 | A860 | 2 | | |

Number of Indian school principal records edited = 153

Figure VII-5.--Counts of changes made to the Public School Questionnaire (SASS-3A) variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| S0115 | 651 | S0425 | 654 | S0905 | 831 | S1205 | 1207 |
| S0120 | 216 | S0455 | 847 | S0910 | 360 | S1210 | 1227 |
| S0125 | 1140 | S0460 | 1441 | S0915 | 505 | S1215 | 1237 |
| S0130 | 229 | S0470 | 286 | S0920 | 609 | S1290 | 359 |
| S0135 | 1200 | S0475 | 651 | S0925 | 275 | S1295 | 721 |
| S0140 | 235 | S0700 | 207 | S0930 | 487 | S1300 | 716 |
| S0145 | 1213 | S0705 | 195 | S0965 | 680 | S1305 | 828 |
| S0150 | 231 | S0710 | 221 | S0970 | 692 | S1310 | 542 |
| S0155 | 1220 | S0715 | 340 | S0975 | 679 | S1315 | 401 |
| S0160 | 229 | S0720 | 294 | S0980 | 632 | S1320 | 418 |
| S0165 | 1201 | S0725 | 210 | S0985 | 601 | S1325 | 729 |
| S0170 | 226 | S0730 | 235 | S0990 | 508 | S1330 | 453 |
| S0175 | 1181 | S0735 | 221 | S1100 | 360 | S1335 | 1183 |
| S0180 | 230 | S0750 | 755 | S1105 | 308 | S1340 | 1269 |
| S0185 | 1013 | S0755 | 520 | S1110 | 308 | S1345 | 1235 |
| S0190 | 226 | S0760 | 168 | S1115 | 308 | S1350 | 1364 |
| S0195 | 885 | S0770 | 227 | S1120 | 308 | S1355 | 1259 |
| S0200 | 221 | S0815 | 635 | S1125 | 308 | S1360 | 425 |
| S0205 | 904 | S0820 | 575 | S1130 | 308 | S1365 | 1052 |
| S0210 | 227 | S0830 | 712 | S1135 | 308 | S1370 | 699 |
| S0215 | 1184 | S0835 | 582 | S1140 | 308 | S1375 | 1035 |
| S0220 | 237 | S0840 | 646 | S1145 | 310 | S1380 | 523 |
| S0225 | 1181 | S0845 | 1169 | S1150 | 1073 | S1385 | 960 |
| S0230 | 234 | S0850 | 456 | S1155 | 945 | S1390 | 519 |
| S0235 | 1184 | S0855 | 669 | S1160 | 1062 | S1395 | 1001 |
| S0240 | 228 | S0860 | 842 | S1165 | 1061 | S1400 | 305 |
| S0245 | 1192 | S0865 | 755 | S1170 | 1133 | S1405 | 644 |
| S0250 | 228 | S0870 | 743 | S1175 | 1163 | S1410 | 1105 |
| S0255 | 798 | S0875 | 283 | S1180 | 1227 | S1415 | 1373 |
| S0405 | 564 | S0880 | 402 | S1185 | 1131 | S1420 | 676 |
| S0410 | 599 | S0890 | 653 | S1190 | 1140 | S1425 | 918 |
| S0415 | 600 | S0895 | 390 | S1195 | 1206 | S1430 | 332 |
| S0420 | 588 | S0900 | 415 | S1200 | 1196 | S1435 | 302 |

Figure VII-5.--Counts of changes made to the Public School Questionnaire (SASS-3A) variables in the computer edits, continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| S1440 | 247 | S1555 | 1099 | S1830 | 892 | S1965 | 350 |
| S1445 | 555 | S1565 | 1219 | S1835 | 786 | S1970 | 351 |
| S1450 | 555 | S1570 | 1797 | S1840 | 1016 | S1975 | 462 |
| S1455 | 555 | S1575 | 1687 | S1865 | 394 | S1980 | 524 |
| S1460 | 555 | S1580 | 1772 | S1870 | 372 | S1985 | 419 |
| S1465 | 555 | S1585 | 1783 | S1875 | 372 | S1990 | 356 |
| S1470 | 555 | S1590 | 1220 | S1880 | 373 | S1995 | 367 |
| S1475 | 555 | S1600 | 578 | S1885 | 374 | S2000 | 365 |
| S1480 | 555 | S1605 | 2064 | S1890 | 372 | S2005 | 353 |
| S1485 | 561 | S1610 | 1493 | S1895 | 372 | S2010 | 342 |
| S1490 | 606 | S1625 | 1165 | S1900 | 374 | S2015 | 340 |
| S1495 | 410 | S1630 | 1418 | S1905 | 372 | S2020 | 353 |
| S1500 | 433 | S1645 | 400 | S1910 | 372 | S2025 | 345 |
| S1505 | 770 | S1650 | 531 | S1915 | 372 | S2030 | 358 |
| S1510 | 686 | S1655 | 2989 | S1920 | 372 | S2035 | 342 |
| S1515 | 686 | S1660 | 1647 | S1925 | 372 | S2040 | 349 |
| S1520 | 686 | S1675 | 3156 | S1930 | 372 | S2045 | 370 |
| S1525 | 686 | S1680 | 1627 | S1935 | 372 | S2050 | 477 |
| S1530 | 686 | S1745 | 314 | S1940 | 372 | S2055 | 497 |
| S1535 | 686 | S1750 | 655 | S1945 | 350 | S2060 | 491 |
| S1540 | 686 | S1755 | 745 | S1950 | 350 | S2065 | 474 |
| S1545 | 686 | S1820 | 450 | S1955 | 350 | S2070 | 448 |
| S1550 | 686 | S1825 | 609 | S1960 | 350 | S2075 | 468 |

Number of public school records edited = 9,095

Figure VII-6.--Counts of changes made to the Private School Questionnaire (SASS-3B) variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| S0115 | 129 | S0425 | 120 | S0615 | 121 | S0790 | 91 |
| S0120 | 130 | S0450 | 61 | S0620 | 121 | S0795 | 32 |
| S0125 | 114 | S0455 | 351 | S0625 | 121 | S0800 | 94 |
| S0130 | 69 | S0460 | 259 | S0630 | 121 | S0805 | 111 |
| S0135 | 133 | S0465 | 124 | S0635 | 121 | S0810 | 121 |
| S0140 | 85 | S0470 | 62 | S0640 | 121 | S0815 | 288 |
| S0145 | 138 | S0475 | 82 | S0645 | 121 | S0820 | 273 |
| S0150 | 89 | S0485 | 58 | S0650 | 121 | S0825 | 296 |
| S0155 | 143 | S0490 | 201 | S0655 | 121 | S0830 | 327 |
| S0160 | 93 | S0495 | 54 | S0660 | 121 | S0835 | 290 |
| S0165 | 134 | S0500 | 203 | S0665 | 121 | S0840 | 278 |
| S0170 | 80 | S0505 | 121 | S0670 | 121 | S0845 | 349 |
| S0175 | 134 | S0510 | 121 | S0675 | 121 | S0855 | 329 |
| S0180 | 85 | S0515 | 121 | S0680 | 121 | S0860 | 299 |
| S0185 | 125 | S0520 | 121 | S0685 | 121 | S0865 | 281 |
| S0190 | 77 | S0525 | 121 | S0690 | 206 | S0870 | 286 |
| S0195 | 142 | S0530 | 121 | S0695 | 123 | S0875 | 114 |
| S0200 | 94 | S0535 | 121 | S0700 | 78 | S0880 | 250 |
| S0205 | 133 | S0540 | 121 | S0705 | 56 | S0885 | 236 |
| S0210 | 81 | S0545 | 121 | S0710 | 51 | S0890 | 326 |
| S0215 | 130 | S0550 | 121 | S0715 | 78 | S0895 | 268 |
| S0220 | 106 | S0555 | 121 | S0720 | 50 | S0900 | 247 |
| S0225 | 135 | S0560 | 121 | S0725 | 39 | S0905 | 308 |
| S0230 | 109 | S0565 | 121 | S0730 | 100 | S0915 | 312 |
| S0235 | 136 | S0570 | 121 | S0735 | 59 | S0920 | 292 |
| S0240 | 110 | S0575 | 121 | S0740 | 52 | S0925 | 140 |
| S0245 | 140 | S0580 | 121 | S0750 | 80 | S0930 | 234 |
| S0250 | 114 | S0585 | 121 | S0755 | 280 | S0935 | 55 |
| S0255 | 214 | S0590 | 121 | S0760 | 94 | S0940 | 569 |
| S0405 | 126 | S0595 | 121 | S0765 | 570 | S0945 | 429 |
| S0410 | 125 | S0600 | 121 | S0775 | 75 | S0950 | 547 |
| S0415 | 137 | S0605 | 121 | S0780 | 25 | S0955 | 583 |
| S0420 | 132 | S0610 | 121 | S0785 | 0 | S0960 | 237 |

Figure VII-6.--Counts of changes made to the Private School Questionnaire (SASS-3B) variables in the computer edits, continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| S0965 | 171 | S1170 | 542 | S1355 | 246 | S1520 | 128 |
| S0970 | 174 | S1175 | 558 | S1360 | 106 | S1525 | 128 |
| S0975 | 173 | S1180 | 610 | S1365 | 256 | S1530 | 128 |
| S0980 | 173 | S1185 | 536 | S1370 | 148 | S1535 | 128 |
| S0985 | 147 | S1190 | 569 | S1375 | 261 | S1540 | 128 |
| S0990 | 107 | S1195 | 598 | S1380 | 126 | S1545 | 128 |
| S0995 | 622 | S1200 | 600 | S1385 | 231 | S1550 | 128 |
| S1000 | 432 | S1205 | 601 | S1390 | 129 | S1555 | 209 |
| S1005 | 358 | S1210 | 598 | S1395 | 266 | S1565 | 346 |
| S1010 | 330 | S1215 | 598 | S1400 | 60 | S1570 | 702 |
| S1015 | 360 | S1220 | 127 | S1405 | 185 | S1575 | 618 |
| S1020 | 371 | S1225 | 88 | S1410 | 183 | S1580 | 751 |
| S1030 | 132 | S1230 | 173 | S1415 | 240 | S1585 | 779 |
| S1035 | 134 | S1235 | 129 | S1420 | 93 | S1590 | 336 |
| S1045 | 4 | S1240 | 125 | S1425 | 160 | S1600 | 92 |
| S1050 | 802 | S1245 | 147 | S1430 | 69 | S1605 | 354 |
| S1055 | 223 | S1250 | 152 | S1435 | 75 | S1610 | 273 |
| S1060 | 258 | S1255 | 158 | S1440 | 54 | S1625 | 333 |
| S1070 | 128 | S1260 | 154 | S1445 | 111 | S1630 | 392 |
| S1100 | 292 | S1265 | 158 | S1450 | 111 | S1645 | 66 |
| S1105 | 248 | S1290 | 84 | S1455 | 111 | S1650 | 188 |
| S1110 | 248 | S1295 | 132 | S1460 | 111 | S1655 | 579 |
| S1115 | 248 | S1300 | 130 | S1465 | 111 | S1660 | 450 |
| S1120 | 248 | S1305 | 190 | S1470 | 111 | S1675 | 602 |
| S1125 | 248 | S1310 | 64 | S1475 | 111 | S1680 | 466 |
| S1130 | 248 | S1315 | 83 | S1480 | 111 | S1745 | 58 |
| S1135 | 248 | S1320 | 70 | S1485 | 115 | S1750 | 132 |
| S1140 | 248 | S1325 | 143 | S1490 | 82 | S1755 | 166 |
| S1145 | 249 | S1330 | 118 | S1495 | 72 | S1760 | 264 |
| S1150 | 396 | S1335 | 242 | S1500 | 79 | S1765 | 92 |
| S1155 | 544 | S1340 | 249 | S1505 | 154 | S1770 | 74 |
| S1160 | 531 | S1345 | 252 | S1510 | 128 | S1775 | 82 |
| S1165 | 515 | S1350 | 251 | S1515 | 128 | S1780 | 85 |

Figure VII-6.--Counts of changes made to the Private School Questionnaire (SASS-3B) variables in the computer edits,continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| S1785 | 79 | S1890 | 162 | S2105 | 417 | S2250 | 112 |
| S1790 | 81 | S1895 | 162 | S2110 | 588 | S2255 | 112 |
| S1795 | 58 | S1900 | 162 | S2115 | 496 | S2260 | 112 |
| S1800 | 49 | S1905 | 162 | S2120 | 430 | S2265 | 112 |
| S1805 | 99 | S1910 | 162 | S2125 | 984 | S2270 | 195 |
| S1810 | 159 | S1915 | 163 | S2130 | 981 | S2275 | 117 |
| S1815 | 108 | S1920 | 162 | S2135 | 148 | S2280 | 124 |
| S1820 | 107 | S1925 | 162 | S2140 | 87 | S2285 | 128 |
| S1825 | 120 | S1930 | 162 | S2165 | 261 | S2290 | 123 |
| S1830 | 176 | S1935 | 162 | S2170 | 206 | S2295 | 91 |
| S1835 | 132 | S1940 | 162 | S2175 | 192 | S2300 | 96 |
| S1840 | 165 | S1945 | 57 | S2180 | 188 | S2305 | 116 |
| S1845 | 48 | S1950 | 57 | S2185 | 185 | S2310 | 117 |
| S1850 | 72 | S1955 | 57 | S2210 | 107 | S2315 | 118 |
| S1855 | 73 | S1960 | 57 | S2215 | 93 | S2320 | 116 |
| S1860 | 79 | S1965 | 57 | S2220 | 99 | S2325 | 116 |
| S1865 | 195 | S1970 | 71 | S2225 | 94 | S2330 | 115 |
| S1870 | 162 | S1975 | 99 | S2230 | 112 | S2335 | 115 |
| S1875 | 162 | S2080 | 68 | S2235 | 112 | S2340 | 115 |
| S1880 | 162 | S2095 | 118 | S2240 | 112 | S2345 | 151 |
| S1885 | 162 | S2100 | 311 | S2245 | 112 | S2350 | 83 |

Number of private school records edited = 2,624

Figure VII-7.--Counts of changes made to the Indian School Questionnaire (SASS-3C) variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| S0115 | 14 | S0425 | 12 | S0875 | 2 | S1125 | 12 |
| S0120 | 8 | S0450 | 3 | S0880 | 6 | S1130 | 12 |
| S0125 | 44 | S0455 | 20 | S0890 | 11 | S1135 | 12 |
| S0130 | 3 | S0460 | 23 | S0895 | 7 | S1140 | 12 |
| S0135 | 45 | S0465 | 1 | S0900 | 8 | S1145 | 12 |
| S0140 | 2 | S0470 | 2 | S0905 | 14 | S1150 | 13 |
| S0145 | 45 | S0475 | 8 | S0910 | 11 | S1155 | 11 |
| S0150 | 2 | S0700 | 4 | S0915 | 10 | S1160 | 18 |
| S0155 | 46 | S0705 | 0 | S0920 | 10 | S1165 | 17 |
| S0160 | 3 | S0710 | 1 | S0925 | 5 | S1170 | 17 |
| S0165 | 45 | S0715 | 2 | S0930 | 6 | S1175 | 18 |
| S0170 | 2 | S0720 | 1 | S0965 | 10 | S1180 | 16 |
| S0175 | 42 | S0725 | 0 | S0970 | 27 | S1185 | 16 |
| S0180 | 2 | S0730 | 0 | S0975 | 27 | S1190 | 16 |
| S0185 | 39 | S0735 | 0 | S0980 | 26 | S1195 | 18 |
| S0190 | 2 | S0745 | 5 | S0985 | 10 | S1200 | 17 |
| S0195 | 34 | S0750 | 6 | S0990 | 6 | S1205 | 18 |
| S0200 | 3 | S0755 | 7 | S0995 | 15 | S1210 | 18 |
| S0205 | 36 | S0760 | 0 | S1000 | 10 | S1215 | 18 |
| S0210 | 3 | S0780 | 0 | S1005 | 8 | S1225 | 1 |
| S0215 | 21 | S0785 | 0 | S1010 | 9 | S1230 | 4 |
| S0220 | 4 | S0790 | 8 | S1015 | 13 | S1235 | 2 |
| S0225 | 21 | S0815 | 9 | S1030 | 2 | S1240 | 3 |
| S0230 | 4 | S0820 | 10 | S1035 | 4 | S1245 | 3 |
| S0235 | 22 | S0830 | 13 | S1045 | 0 | S1250 | 3 |
| S0240 | 5 | S0835 | 9 | S1050 | 41 | S1255 | 4 |
| S0245 | 21 | S0840 | 11 | S1055 | 8 | S1260 | 4 |
| S0250 | 4 | S0845 | 11 | S1070 | 3 | S1265 | 4 |
| S0255 | 1 | S0850 | 13 | S1100 | 13 | S1290 | 7 |
| S0405 | 2 | S0855 | 13 | S1105 | 12 | S1295 | 9 |
| S0410 | 18 | S0860 | 17 | S1110 | 12 | S1300 | 8 |
| S0415 | 19 | S0865 | 17 | S1115 | 12 | S1305 | 10 |
| S0420 | 18 | S0870 | 13 | S1120 | 12 | S1310 | 7 |

Figure VII-7.--Counts of changes made to the Indian School Questionnaire (SASS-3C) variables in the computer edits, continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| S1315 | 6 | S1480 | 3 | S1745 | 1 | S1910 | 0 |
| S1320 | 6 | S1485 | 3 | S1750 | 8 | S1915 | 0 |
| S1325 | 9 | S1490 | 2 | S1755 | 11 | S1920 | 0 |
| S1330 | 8 | S1495 | 1 | S1760 | 23 | S1925 | 0 |
| S1335 | 20 | S1500 | 2 | S1765 | 9 | S1930 | 0 |
| S1340 | 23 | S1505 | 7 | S1770 | 4 | S1935 | 0 |
| S1345 | 16 | S1510 | 6 | S1775 | 5 | S1940 | 0 |
| S1350 | 18 | S1515 | 6 | S1780 | 5 | S1945 | 2 |
| S1355 | 14 | S1520 | 6 | S1785 | 4 | S1950 | 2 |
| S1360 | 8 | S1525 | 6 | S1790 | 3 | S1955 | 2 |
| S1365 | 20 | S1530 | 6 | S1795 | 0 | S1960 | 2 |
| S1370 | 23 | S1535 | 6 | S1800 | 1 | S1965 | 2 |
| S1375 | 21 | S1540 | 6 | S1805 | 7 | S1970 | 4 |
| S1380 | 17 | S1545 | 6 | S1810 | 9 | S1975 | 2 |
| S1385 | 17 | S1550 | 6 | S1815 | 1 | S2080 | 3 |
| S1390 | 12 | S1555 | 26 | S1820 | 18 | S2095 | 4 |
| S1395 | 22 | S1565 | 24 | S1825 | 20 | S2100 | 9 |
| S1400 | 1 | S1570 | 43 | S1830 | 6 | S2105 | 18 |
| S1405 | 11 | S1575 | 42 | S1835 | 20 | S2110 | 21 |
| S1410 | 24 | S1580 | 43 | S1840 | 20 | S2115 | 21 |
| S1415 | 28 | S1585 | 42 | S1845 | 0 | S2120 | 14 |
| S1420 | 7 | S1590 | 23 | S1850 | 0 | S2125 | 80 |
| S1425 | 18 | S1600 | 4 | S1855 | 0 | S2130 | 80 |
| S1430 | 1 | S1605 | 40 | S1860 | 0 | S2140 | 1 |
| S1435 | 2 | S1610 | 25 | S1865 | 1 | S2165 | 6 |
| S1440 | 1 | S1625 | 14 | S1870 | 0 | S2170 | 9 |
| S1445 | 3 | S1630 | 15 | S1875 | 0 | S2175 | 7 |
| S1450 | 3 | S1645 | 6 | S1880 | 0 | S2180 | 6 |
| S1455 | 3 | S1650 | 5 | S1885 | 0 | S2185 | 7 |
| S1460 | 3 | S1655 | 43 | S1890 | 0 | S2210 | 4 |
| S1465 | 3 | S1660 | 30 | S1895 | 0 | S2215 | 2 |
| S1470 | 3 | S1675 | 48 | S1900 | 0 | S2220 | 3 |
| S1475 | 3 | S1680 | 32 | S1905 | 0 | S2225 | 3 |

Figure VII-7.--Counts of changes made to the Indian School Questionnaire (SASS-3C) variables in the computer edits,continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| S2230 | 7 | S2265 | 7 | S2300 | 3 | S2335 | 7 |
| S2235 | 7 | S2270 | 14 | S2305 | 7 | S2340 | 7 |
| S2240 | 7 | S2275 | 2 | S2310 | 8 | S2345 | 8 |
| S2245 | 7 | S2280 | 1 | S2315 | 7 | S2350 | 2 |
| S2250 | 7 | S2285 | 1 | S2320 | 7 | | |
| S2255 | 7 | S2290 | 1 | S2325 | 7 | | |
| S2260 | 7 | S2295 | 2 | S2330 | 7 | | |

Number of Indian school records edited = 153

Figure VII-8.--Counts of changes made to the Public School Teacher Questionnaire (SASS-4A) variables
in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| T0020 | 659 | T0190 | 3293 | T0360 | 5343 | T0525 | 5307 |
| T0025 | 3106 | T0195 | 4653 | T0365 | 1172 | T0530 | 9436 |
| T0030 | 5767 | T0200 | 3996 | T0370 | 1007 | T0535 | 13127 |
| T0035 | 2798 | T0205 | 1384 | T0375 | 1011 | T0540 | 6736 |
| T0040 | 1518 | T0210 | 8300 | T0380 | 1003 | T0545 | 582 |
| T0045 | 2722 | T0215 | 219 | T0385 | 992 | T0550 | 581 |
| T0050 | 1871 | T0220 | 2490 | T0390 | 993 | T0555 | 581 |
| T0055 | 145 | T0225 | 2520 | T0395 | 993 | T0560 | 581 |
| T0060 | 144 | T0230 | 2503 | T0400 | 997 | T0565 | 581 |
| T0065 | 633 | T0235 | 772 | T0405 | 3183 | T0570 | 581 |
| T0070 | 874 | T0240 | 1139 | T0410 | 2192 | T0575 | 581 |
| T0075 | 963 | T0245 | 1451 | T0415 | 1402 | T0580 | 581 |
| T0080 | 589 | T0250 | 4942 | T0420 | 1703 | T0585 | 616 |
| T0090 | 726 | T0255 | 1724 | T0425 | 4939 | T0590 | 1174 |
| T0095 | 1874 | T0260 | 1725 | T0430 | 1397 | T0595 | 1058 |
| T0100 | 2651 | T0265 | 1809 | T0435 | 2689 | T0600 | 1802 |
| T0105 | 2470 | T0270 | 1653 | T0440 | 5642 | T0605 | 1608 |
| T0110 | 13578 | T0275 | 1610 | T0445 | 15917 | T0610 | 2580 |
| T0115 | 31 | T0280 | 1614 | T0450 | 3723 | T0615 | 2361 |
| T0120 | 34049 | T0285 | 1649 | T0455 | 9618 | T0620 | 2102 |
| T0125 | 1124 | T0290 | 1566 | T0460 | 13335 | T0625 | 2004 |
| T0130 | 809 | T0295 | 1668 | T0465 | 4227 | T0630 | 1934 |
| T0135 | 1201 | T0300 | 1534 | T0470 | 5756 | T0635 | 1856 |
| T0140 | 930 | T0305 | 1520 | T0475 | 18663 | T0640 | 2013 |
| T0145 | 1104 | T0310 | 1536 | T0480 | 5102 | T0645 | 2109 |
| T0150 | 794 | T0315 | 673 | T0485 | 8491 | T0650 | 2135 |
| T0155 | 1202 | T0320 | 605 | T0490 | 14043 | T0655 | 2153 |
| T0160 | 1613 | T0325 | 2482 | T0495 | 5266 | T0660 | 2244 |
| T0165 | 3332 | T0330 | 1345 | T0500 | 8962 | T0665 | 930 |
| T0170 | 405 | T0335 | 742 | T0505 | 13063 | T0670 | 930 |
| T0175 | 1205 | T0340 | 1924 | T0510 | 5075 | T0675 | 930 |
| T0180 | 1408 | T0345 | 2132 | T0515 | 7793 | T0680 | 930 |
| T0185 | 3739 | T0350 | 12698 | T0520 | 15567 | T0685 | 930 |

Figure VII-8.--Counts of changes made to the Public School Teacher Questionnaire (SASS-4A) variables
in the computer edits, continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| T0690 | 930 | T0855 | 3824 | T1020 | 885 | T1185 | 1477 |
| T0695 | 697 | T0860 | 3890 | T1025 | 900 | T1190 | 1242 |
| T0700 | 642 | T0865 | 3548 | T1030 | 899 | T1195 | 1371 |
| T0705 | 693 | T0870 | 3610 | T1035 | 897 | T1200 | 1206 |
| T0710 | 631 | T0875 | 2945 | T1040 | 868 | T1205 | 1310 |
| T0715 | 631 | T0880 | 2996 | T1045 | 820 | T1210 | 1163 |
| T0720 | 631 | T0885 | 2350 | T1050 | 794 | T1215 | 1339 |
| T0725 | 631 | T0890 | 2368 | T1055 | 769 | T1220 | 1356 |
| T0730 | 631 | T0895 | 2041 | T1060 | 808 | T1225 | 1274 |
| T0735 | 631 | T0900 | 2037 | T1065 | 792 | T1230 | 1184 |
| T0740 | 631 | T0905 | 1859 | T1070 | 1061 | T1235 | 1461 |
| T0745 | 631 | T0910 | 1852 | T1075 | 1194 | T1240 | 1219 |
| T0750 | 631 | T0915 | 1739 | T1080 | 1223 | T1245 | 1308 |
| T0755 | 631 | T0920 | 1741 | T1085 | 1335 | T1250 | 1295 |
| T0760 | 631 | T0925 | 1639 | T1090 | 1287 | T1255 | 1324 |
| T0765 | 631 | T0930 | 1649 | T1095 | 1212 | T1260 | 1467 |
| T0770 | 631 | T0935 | 1592 | T1100 | 1245 | T1265 | 1273 |
| T0775 | 631 | T0940 | 1603 | T1105 | 1223 | T1270 | 1191 |
| T0780 | 631 | T0945 | 1535 | T1110 | 1354 | T1275 | 1242 |
| T0785 | 631 | T0950 | 1549 | T1115 | 1515 | T1280 | 1297 |
| T0790 | 958 | T0955 | 1510 | T1120 | 1550 | T1285 | 1024 |
| T0795 | 6414 | T0960 | 1522 | T1125 | 1367 | T1290 | 1300 |
| T0800 | 5822 | T0965 | 1485 | T1130 | 1271 | T1295 | 1054 |
| T0805 | 5689 | T0970 | 1502 | T1135 | 1206 | T1300 | 1134 |
| T0810 | 6143 | T0975 | 12164 | T1140 | 1345 | T1305 | 1087 |
| T0815 | 6130 | T0980 | 12270 | T1145 | 1390 | T1310 | 1930 |
| T0820 | 5153 | T0985 | 12401 | T1150 | 1436 | T1315 | 1666 |
| T0825 | 4686 | T0990 | 1841 | T1155 | 1273 | T1320 | 1060 |
| T0830 | 5390 | T0995 | 2523 | T1160 | 3260 | T1325 | 1049 |
| T0835 | 4337 | T1000 | 1862 | T1165 | 1393 | T1330 | 3957 |
| T0840 | 4491 | T1005 | 1138 | T1170 | 1295 | T1335 | 1505 |
| T0845 | 4067 | T1010 | 2435 | T1175 | 1280 | T1340 | 1265 |
| T0850 | 4144 | T1015 | 846 | T1180 | 1496 | T1345 | 5542 |

Figure VII-8.--Counts of changes made to the Public School Teacher Questionnaire (SASS-4A) variables
in the computer edits,continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| T1350 | 1368 | T1410 | 3251 | T1475 | 1263 | T1540 | 5176 |
| T1355 | 4507 | T1415 | 3712 | T1480 | 1263 | T1545 | 1280 |
| T1360 | 478 | T1420 | 4481 | T1485 | 1263 | T1450 | 1171 |
| T1365 | 222 | T1425 | 2094 | T1490 | 1263 | T1555 | 32 |
| T1370 | 1568 | T1430 | 2335 | T1495 | 1263 | T1560 | 20075 |
| T1375 | 5268 | T1435 | 2928 | T1500 | 1263 | T1565 | 1938 |
| T1380 | 2273 | T1440 | 3779 | T1510 | 1263 | T1570 | 1338 |
| T1385 | 1130 | T1445 | 1781 | T1515 | 1301 | T1575 | 1547 |
| T1390 | 1629 | T1450 | 3408 | T1520 | 9844 | T1580 | 1393 |
| T1395 | 1893 | T1455 | 3693 | T1525 | 1150 | T1585 | 4738 |
| T1400 | 3313 | T1465 | 1264 | T1530 | 1701 | T1590 | 1486 |
| T1405 | 3351 | T1470 | 1263 | T1535 | 6656 | | |

Number of public school teacher records edited = 48,863

Figure VII-9.--Counts of changes made to the Private School Teacher Questionnaire (SASS-4B)
variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| T0020 | 86 | T0190 | 527 | T0355 | 708 | T0520 | 2646 |
| T0025 | 609 | T0195 | 743 | T0360 | 730 | T0525 | 966 |
| T0030 | 898 | T0200 | 661 | T0365 | 234 | T0530 | 1585 |
| T0035 | 484 | T0205 | 273 | T0370 | 230 | T0535 | 2295 |
| T0040 | 347 | T0210 | 2206 | T0375 | 229 | T0540 | 1254 |
| T0045 | 539 | T0215 | 93 | T0380 | 229 | T0545 | 162 |
| T0050 | 369 | T0220 | 395 | T0385 | 228 | T0550 | 161 |
| T0055 | 40 | T0225 | 382 | T0390 | 228 | T0555 | 161 |
| T0060 | 43 | T0230 | 377 | T0395 | 228 | T0560 | 161 |
| T0065 | 140 | T0235 | 204 | T0400 | 232 | T0565 | 161 |
| T0070 | 225 | T0240 | 233 | T0405 | 565 | T0570 | 161 |
| T0075 | 236 | T0245 | 260 | T0410 | 402 | T0575 | 161 |
| T0080 | 135 | T0250 | 1029 | T0415 | 267 | T0580 | 161 |
| T0090 | 329 | T0255 | 308 | T0420 | 306 | T0585 | 164 |
| T0095 | 623 | T0260 | 304 | T0425 | 845 | T0590 | 301 |
| T0100 | 885 | T0265 | 363 | T0430 | 298 | T0595 | 277 |
| T0105 | 670 | T0270 | 365 | T0435 | 506 | T0600 | 357 |
| T0110 | 2027 | T0275 | 360 | T0440 | 940 | T0605 | 328 |
| T0115 | 5 | T0280 | 364 | T0445 | 2927 | T0610 | 512 |
| T0120 | 5736 | T0285 | 362 | T0450 | 710 | T0615 | 484 |
| T0125 | 239 | T0290 | 354 | T0455 | 1451 | T0620 | 448 |
| T0130 | 168 | T0295 | 363 | T0460 | 2312 | T0625 | 435 |
| T0135 | 304 | T0300 | 353 | T0465 | 751 | T0630 | 445 |
| T0140 | 235 | T0305 | 343 | T0470 | 964 | T0635 | 436 |
| T0145 | 243 | T0310 | 348 | T0475 | 3160 | T0640 | 483 |
| T0150 | 148 | T0315 | 145 | T0480 | 898 | T0645 | 501 |
| T0155 | 313 | T0320 | 96 | T0485 | 1450 | T0650 | 507 |
| T0160 | 312 | T0325 | 538 | T0490 | 2351 | T0655 | 513 |
| T0165 | 615 | T0330 | 312 | T0495 | 939 | T0660 | 531 |
| T0170 | 91 | T0335 | 297 | T0500 | 1493 | T0665 | 288 |
| T0175 | 209 | T0340 | 308 | T0505 | 2252 | T0670 | 288 |
| T0180 | 220 | T0345 | 726 | T0510 | 916 | T0675 | 288 |
| T0185 | 651 | T0350 | 2447 | T0515 | 1357 | T0680 | 288 |

Figure VII-9.--Counts of changes made to the Private School Teacher Questionnaire (SASS-4B)
variables in the computer edits,continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| T0685 | 288 | T0855 | 792 | T1020 | 351 | T1185 | 344 |
| T0690 | 288 | T0860 | 794 | T1025 | 330 | T1190 | 329 |
| T0700 | 224 | T0865 | 748 | T1030 | 311 | T1195 | 404 |
| T0705 | 218 | T0870 | 753 | T1035 | 333 | T1200 | 352 |
| T0710 | 219 | T0875 | 683 | T1040 | 293 | T1205 | 366 |
| T0715 | 188 | T0880 | 680 | T1045 | 276 | T1210 | 364 |
| T0720 | 188 | T0885 | 589 | T1050 | 268 | T1215 | 391 |
| T0725 | 188 | T0890 | 588 | T1055 | 268 | T1220 | 366 |
| T0730 | 188 | T0895 | 525 | T1060 | 270 | T1225 | 366 |
| T0735 | 188 | T0900 | 523 | T1065 | 267 | T1230 | 341 |
| T0740 | 188 | T0905 | 444 | T1070 | 350 | T1235 | 382 |
| T0745 | 188 | T0910 | 451 | T1075 | 330 | T1240 | 356 |
| T0750 | 188 | T0915 | 403 | T1080 | 321 | T1245 | 371 |
| T0755 | 188 | T0920 | 403 | T1085 | 331 | T1250 | 382 |
| T0760 | 188 | T0925 | 369 | T1090 | 334 | T1255 | 361 |
| T0765 | 188 | T0930 | 368 | T1095 | 325 | T1260 | 364 |
| T0770 | 188 | T0935 | 344 | T1100 | 321 | T1265 | 378 |
| T0775 | 188 | T0940 | 344 | T1105 | 323 | T1270 | 349 |
| T0780 | 188 | T0945 | 333 | T1110 | 332 | T1275 | 354 |
| T0785 | 188 | T0950 | 332 | T1115 | 348 | T1280 | 363 |
| T0790 | 266 | T0955 | 323 | T1120 | 366 | T1285 | 348 |
| T0795 | 1005 | T0960 | 324 | T1125 | 331 | T1290 | 439 |
| T0800 | 971 | T0965 | 315 | T1130 | 325 | T1295 | 354 |
| T0805 | 950 | T0970 | 318 | T1135 | 328 | T1300 | 361 |
| T0810 | 996 | T0975 | 1800 | T1140 | 334 | T1305 | 352 |
| T0815 | 1007 | T0980 | 1780 | T1145 | 358 | T1310 | 950 |
| T0820 | 966 | T0985 | 1801 | T1150 | 353 | T1315 | 674 |
| T0825 | 916 | T0990 | 581 | T1155 | 339 | T1320 | 378 |
| T0830 | 964 | T0995 | 574 | T1160 | 624 | T1325 | 348 |
| T0835 | 867 | T1000 | 482 | T1165 | 360 | T1330 | 819 |
| T0840 | 877 | T1005 | 322 | T1170 | 330 | T1335 | 387 |
| T0845 | 828 | T1010 | 593 | T1175 | 337 | T1340 | 380 |
| T0850 | 831 | T1015 | 289 | T1180 | 352 | T1345 | 976 |

Figure VII-9.--Counts of changes made to the Private School Teacher Questionnaire (SASS-4B)
variables in the computer edits,continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| T1350 | 407 | T1415 | 944 | T1480 | 443 | T1545 | 426 |
| T1355 | 2028 | T1420 | 1031 | T1485 | 443 | T1550 | 401 |
| T1360 | 41 | T1425 | 543 | T1490 | 443 | T1555 | 4 |
| T1365 | 15 | T1430 | 595 | T1495 | 443 | T1560 | 4474 |
| T1370 | 458 | T1435 | 740 | T1500 | 443 | T1565 | 528 |
| T1375 | 1728 | T1440 | 975 | T1505 | 443 | T1570 | 435 |
| T1380 | 275 | T1445 | 513 | T1510 | 443 | T1575 | 485 |
| T1385 | 434 | T1450 | 764 | T1515 | 456 | T1580 | 462 |
| T1390 | 543 | T1455 | 806 | T1520 | 2882 | T1585 | 1017 |
| T1395 | 595 | T1460 | 769 | T1525 | 394 | T1590 | 464 |
| T1400 | 860 | T1465 | 443 | T1530 | 473 | | |
| T1405 | 868 | T1470 | 443 | T1535 | 1322 | | |
| T1410 | 819 | T1475 | 443 | T1540 | 992 | | |

Number of private school teacher records edited = 8,913

Figure VII-10.--Counts of changes made to the Indian School Teacher Questionnaire (SASS-4C)
variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| T0020 | 3 | T0190 | 51 | T0355 | 71 | T0520 | 217 |
| T0025 | 50 | T0195 | 74 | T0360 | 76 | T0525 | 82 |
| T0030 | 78 | T0200 | 67 | T0365 | 16 | T0530 | 133 |
| T0035 | 42 | T0205 | 23 | T0370 | 12 | T0535 | 183 |
| T0040 | 25 | T0210 | 138 | T0375 | 14 | T0540 | 136 |
| T0045 | 47 | T0215 | 1 | T0380 | 13 | T0545 | 12 |
| T0050 | 32 | T0220 | 39 | T0385 | 12 | T0550 | 12 |
| T0055 | 3 | T0225 | 40 | T0390 | 12 | T0555 | 12 |
| T0060 | 3 | T0230 | 37 | T0395 | 12 | T0560 | 12 |
| T0065 | 20 | T0235 | 13 | T0400 | 18 | T0565 | 12 |
| T0070 | 26 | T0240 | 17 | T0405 | 55 | T0570 | 12 |
| T0075 | 26 | T0245 | 18 | T0410 | 35 | T0575 | 12 |
| T0080 | 26 | T0250 | 73 | T0415 | 24 | T0580 | 12 |
| T0090 | 19 | T0255 | 22 | T0420 | 31 | T0585 | 13 |
| T0095 | 45 | T0260 | 22 | T0425 | 71 | T0590 | 18 |
| T0100 | 57 | T0265 | 31 | T0430 | 23 | T0595 | 18 |
| T0105 | 85 | T0270 | 26 | T0435 | 37 | T0600 | 26 |
| T0110 | 198 | T0275 | 26 | T0440 | 98 | T0605 | 24 |
| T0115 | 0 | T0280 | 25 | T0445 | 210 | T0610 | 37 |
| T0120 | 428 | T0285 | 28 | T0450 | 58 | T0615 | 31 |
| T0125 | 16 | T0290 | 23 | T0455 | 126 | T0620 | 34 |
| T0130 | 9 | T0295 | 26 | T0460 | 192 | T0625 | 31 |
| T0135 | 23 | T0300 | 24 | T0465 | 63 | T0630 | 28 |
| T0140 | 18 | T0305 | 23 | T0470 | 97 | T0635 | 30 |
| T0145 | 14 | T0310 | 23 | T0475 | 232 | T0640 | 25 |
| T0150 | 17 | T0315 | 14 | T0480 | 89 | T0645 | 25 |
| T0155 | 32 | T0320 | 10 | T0485 | 121 | T0650 | 26 |
| T0160 | 28 | T0325 | 40 | T0490 | 176 | T0655 | 27 |
| T0165 | 54 | T0330 | 18 | T0495 | 84 | T0660 | 30 |
| T0170 | 5 | T0335 | 11 | T0500 | 131 | T0665 | 18 |
| T0175 | 17 | T0340 | 33 | T0505 | 162 | T0670 | 18 |
| T0180 | 19 | T0345 | 32 | T0510 | 81 | T0675 | 18 |
| T0185 | 64 | T0350 | 165 | T0515 | 118 | T0680 | 18 |

Figure VII-10.--Counts of changes made to the Indian School Teacher Questionnaire (SASS-4C)
variables in the computer edits, continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| T0685 | 18 | T0850 | 76 | T1015 | 13 | T1180 | 14 |
| T0690 | 18 | T0855 | 69 | T1020 | 14 | T1185 | 14 |
| T0695 | 11 | T0860 | 67 | T1025 | 16 | T1190 | 15 |
| T0700 | 13 | T0865 | 62 | T1030 | 15 | T1195 | 18 |
| T0705 | 14 | T0870 | 60 | T1035 | 13 | T1200 | 13 |
| T0710 | 12 | T0875 | 52 | T1040 | 16 | T1205 | 16 |
| T0715 | 12 | T0880 | 51 | T1045 | 13 | T1210 | 13 |
| T0720 | 12 | T0885 | 43 | T1050 | 13 | T1215 | 16 |
| T0725 | 12 | T0890 | 41 | T1055 | 13 | T1220 | 15 |
| T0730 | 12 | T0895 | 34 | T1060 | 13 | T1225 | 15 |
| T0735 | 12 | T0900 | 31 | T1065 | 13 | T1230 | 16 |
| T0740 | 12 | T0905 | 27 | T1070 | 15 | T1235 | 18 |
| T0745 | 12 | T0910 | 24 | T1075 | 14 | T1240 | 16 |
| T0750 | 12 | T0915 | 23 | T1080 | 17 | T1245 | 19 |
| T0755 | 12 | T0920 | 21 | T1085 | 16 | T1250 | 17 |
| T0760 | 12 | T0925 | 21 | T1090 | 19 | T1255 | 17 |
| T0765 | 12 | T0930 | 19 | T1095 | 14 | T1260 | 15 |
| T0770 | 12 | T0935 | 20 | T1100 | 16 | T1265 | 16 |
| T0775 | 12 | T0940 | 18 | T1105 | 14 | T1270 | 15 |
| T0780 | 12 | T0945 | 16 | T1110 | 16 | T1275 | 15 |
| T0785 | 12 | T0950 | 17 | T1115 | 19 | T1280 | 15 |
| T0790 | 19 | T0955 | 15 | T1120 | 17 | T1285 | 15 |
| T0795 | 65 | T0960 | 17 | T1125 | 20 | T1290 | 18 |
| T0800 | 63 | T0965 | 16 | T1130 | 15 | T1295 | 16 |
| T0805 | 71 | T0970 | 16 | T1135 | 15 | T1300 | 18 |
| T0810 | 76 | T0975 | 150 | T1140 | 17 | T1305 | 18 |
| T0815 | 82 | T0980 | 144 | T1145 | 22 | T1310 | 29 |
| T0820 | 89 | T0985 | 140 | T1150 | 15 | T1315 | 23 |
| T0825 | 89 | T0990 | 37 | T1155 | 16 | T1320 | 14 |
| T0830 | 86 | T0995 | 48 | T1160 | 17 | T1325 | 16 |
| T0835 | 81 | T1000 | 38 | T1165 | 14 | T1330 | 54 |
| T0840 | 80 | T1005 | 26 | T1170 | 15 | T1335 | 24 |
| T0845 | 78 | T1010 | 38 | T1175 | 16 | T1340 | 17 |

Figure VII-10.--Counts of changes made to the Indian School Teacher Questionnaire (SASS-4C)
variables in the computer edits,continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| T1345 | 85 | T1405 | 46 | T1470 | 22 | T1535 | 113 |
| T1350 | 21 | T1410 | 40 | T1475 | 22 | T1540 | 49 |
| T1355 | 90 | T1415 | 48 | T1480 | 22 | T1545 | 17 |
| T1360 | 6 | T1420 | 74 | T1485 | 22 | T1450 | 17 |
| T1365 | 2 | T1425 | 22 | T1490 | 22 | T1555 | 0 |
| T1370 | 16 | T1430 | 22 | T1495 | 22 | T1560 | 286 |
| T1375 | 94 | T1435 | 52 | T1500 | 22 | T1565 | 24 |
| T1380 | 44 | T1440 | 60 | T1510 | 22 | T1570 | 22 |
| T1385 | 22 | T1445 | 21 | T1515 | 22 | T1575 | 26 |
| T1390 | 25 | T1450 | 41 | T1520 | 169 | T1580 | 16 |
| T1395 | 27 | T1455 | 42 | T1525 | 16 | T1585 | 63 |
| T1400 | 47 | T1465 | 22 | T1530 | 25 | T1590 | 23 |

Number of Indian school teacher records edited = 598

Figure VII-11.--Counts of changes made to the Student Records Questionnaire (SASS-5) variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| K100 | 403 | K300 | 207 | K455 | 276 | K610 | 742 |
| K105 | 870 | K305 | 207 | K460 | 276 | K615 | 598 |
| K115 | 1146 | K310 | 207 | K465 | 276 | K620 | 201 |
| K125 | 886 | K315 | 214 | K470 | 277 | K625 | 183 |
| K135 | 851 | K320 | 220 | K475 | 263 | K630 | 196 |
| K140 | 831 | K325 | 193 | K480 | 259 | K635 | 176 |
| K145 | 1213 | K330 | 167 | K485 | 262 | K640 | 191 |
| K155 | 828 | K335 | 431 | K490 | 257 | K645 | 176 |
| K165 | 791 | K340 | 402 | K495 | 258 | K650 | 176 |
| K175 | 788 | K345 | 400 | K500 | 260 | K655 | 176 |
| K180 | 925 | K350 | 419 | K505 | 288 | K660 | 176 |
| K185 | 1206 | K355 | 409 | K510 | 351 | K665 | 176 |
| K195 | 849 | K360 | 228 | K515 | 639 | K670 | 201 |
| K205 | 798 | K365 | 242 | K520 | 279 | K675 | 277 |
| K215 | 794 | K370 | 519 | K525 | 272 | K680 | 258 |
| K220 | 110 | K375 | 310 | K530 | 266 | K685 | 289 |
| K225 | 386 | K380 | 316 | K535 | 270 | K690 | 312 |
| K230 | 248 | K385 | 315 | K540 | 272 | K695 | 277 |
| K235 | 194 | K390 | 310 | K545 | 269 | K700 | 237 |
| K240 | 217 | K395 | 311 | K550 | 268 | K705 | 260 |
| K245 | 255 | K400 | 313 | K555 | 268 | K710 | 262 |
| K250 | 348 | K405 | 312 | K560 | 268 | K715 | 351 |
| K255 | 475 | K410 | 351 | K565 | 269 | K720 | 590 |
| K260 | 539 | K415 | 349 | K570 | 269 | K725 | 827 |
| K265 | 187 | K420 | 279 | K575 | 268 | K730 | 831 |
| K270 | 207 | K425 | 280 | K580 | 267 | K735 | 849 |
| K275 | 207 | K430 | 278 | K585 | 266 | K740 | 753 |
| K280 | 207 | K435 | 276 | K590 | 267 | K745 | 847 |
| K285 | 207 | K440 | 276 | K595 | 267 | | |
| K290 | 207 | K445 | 276 | K600 | 110 | | |
| K295 | 208 | K450 | 276 | K605 | 195 | | |

Number of student records edited = 7,295

Figure VII-12.--Counts of changes made to the Public School Library Media Center Questionnaire
(LS-1A) variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| M011 | 980 | M052 | 542 | M085 | 1251 | M118 | 82 |
| M012 | 798 | M053 | 991 | M086 | 1246 | M119 | 145 |
| M013 | 2327 | M054 | 1507 | M087 | 1261 | M120 | 127 |
| M014 | 2184 | M055 | 838 | M088 | 1267 | M121 | 107 |
| M015 | 2308 | M056 | 930 | M089 | 1294 | M122 | 80 |
| M016 | 2313 | M057 | 980 | M090 | 1251 | M123 | 97 |
| M017 | 188 | M058 | 1392 | M091 | 1273 | M124 | 1537 |
| M018 | 430 | M059 | 1417 | M092 | 1281 | M125 | 3626 |
| M019 | 2555 | M060 | 1367 | M093 | 1296 | M126 | 234 |
| M020 | 2808 | M061 | 2128 | M094 | 1263 | M127 | 98 |
| M021 | 2763 | M062 | 1281 | M095 | 1289 | M128 | 85 |
| M022 | 2807 | M063 | 1330 | M096 | 1257 | M129 | 350 |
| M023 | 2797 | M064 | 2009 | M097 | 1282 | M130 | 72 |
| M024 | 1145 | M065 | 1081 | M098 | 1252 | M131 | 135 |
| M025 | 548 | M066 | 1141 | M099 | 1273 | M132 | 73 |
| M026 | 1807 | M067 | 1994 | M100 | 102 | M133 | 2953 |
| M027 | 2543 | M068 | 1473 | M101 | 120 | M134 | 3352 |
| M028 | 2384 | M069 | 498 | M102 | 127 | M135 | 1099 |
| M029 | 2547 | M070 | 523 | M103 | 1333 | M136 | 799 |
| M030 | 2555 | M071 | 393 | M104 | 683 | M137 | 1209 |
| M031 | 669 | M072 | 1222 | M105 | 200 | M138 | 2329 |
| M040 | 1540 | M073 | 1248 | M106 | 283 | M139 | 3002 |
| M041 | 1427 | M074 | 1229 | M107 | 328 | M140 | 3417 |
| M042 | 494 | M075 | 1255 | M108 | 72 | M141 | 188 |
| M043 | 1561 | M076 | 1243 | M109 | 75 | M142 | 78 |
| M044 | 1426 | M077 | 1262 | M110 | 97 | M143 | 93 |
| M045 | 1851 | M078 | 1224 | M111 | 79 | M144 | 501 |
| M046 | 1903 | M079 | 1248 | M112 | 80 | M145 | 116 |
| M047 | 64 | M080 | 1224 | M113 | 97 | M146 | 510 |
| M048 | 436 | M081 | 1247 | M114 | 106 | M147 | 2207 |
| M049 | 337 | M082 | 1224 | M115 | 82 | M148 | 249 |
| M050 | 567 | M083 | 1244 | M116 | 81 | M149 | 82 |
| M051 | 851 | M084 | 1226 | M117 | 101 | M150 | 201 |

Figure VII-12.--Counts of changes made to the Public School Library Media Center Questionnaire
(LS-1A) variables in the computer edits, continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| M151 | 159 | M155 | 503 | M159 | 105 | M163 | 134 |
| M152 | 285 | M156 | 108 | M160 | 109 | M164 | 99 |
| M153 | 228 | M157 | 113 | M161 | 111 | M165 | 125 |
| M154 | 297 | M158 | 111 | M162 | 136 | | |

Number of public school library media center records edited = 4,321

Figure VII-13.--Counts of changes made to the Private School Library Media Center Questionnaire
(LS-1B) variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| M011 | 214 | M044 | 888 | M077 | 134 | M110 | 79 |
| M012 | 689 | M045 | 1004 | M078 | 85 | M111 | 72 |
| M013 | 879 | M046 | 1010 | M079 | 101 | M112 | 70 |
| M014 | 853 | M047 | 25 | M080 | 78 | M113 | 79 |
| M015 | 880 | M048 | 87 | M081 | 97 | M114 | 85 |
| M016 | 882 | M049 | 119 | M082 | 80 | M115 | 74 |
| M017 | 261 | M050 | 291 | M083 | 102 | M116 | 77 |
| M018 | 343 | M051 | 376 | M084 | 85 | M117 | 77 |
| M019 | 701 | M052 | 352 | M085 | 111 | M118 | 78 |
| M020 | 868 | M053 | 446 | M086 | 80 | M119 | 86 |
| M021 | 799 | M054 | 599 | M087 | 98 | M120 | 82 |
| M022 | 871 | M055 | 574 | M088 | 212 | M121 | 72 |
| M023 | 848 | M056 | 414 | M089 | 229 | M122 | 69 |
| M024 | 218 | M057 | 413 | M090 | 82 | M123 | 737 |
| M025 | 123 | M058 | 721 | M091 | 97 | M124 | 1384 |
| M026 | 840 | M059 | 589 | M092 | 114 | M125 | 1512 |
| M027 | 916 | M060 | 595 | M093 | 132 | M126 | 738 |
| M028 | 871 | M061 | 1083 | M094 | 251 | M127 | 85 |
| M029 | 891 | M062 | 544 | M095 | 283 | M128 | 68 |
| M030 | 892 | M063 | 570 | M096 | 300 | M129 | 170 |
| M031 | 333 | M064 | 1016 | M097 | 319 | M130 | 71 |
| M032 | 13 | M065 | 488 | M098 | 179 | M131 | 96 |
| M033 | 189 | M066 | 513 | M099 | 194 | M132 | 681 |
| M034 | 756 | M067 | 1051 | M100 | 72 | M133 | 1490 |
| M035 | 787 | M068 | 559 | M101 | 99 | M134 | 1418 |
| M036 | 760 | M069 | 264 | M102 | 267 | M135 | 859 |
| M037 | 757 | M070 | 232 | M103 | 647 | M136 | 868 |
| M038 | 667 | M071 | 172 | M104 | 455 | M137 | 920 |
| M039 | 463 | M072 | 78 | M105 | 113 | M138 | 1196 |
| M040 | 485 | M073 | 96 | M106 | 160 | M139 | 1310 |
| M041 | 455 | M074 | 81 | M107 | 163 | M140 | 1424 |
| M042 | 259 | M075 | 106 | M108 | 65 | M141 | 682 |
| M043 | 479 | M076 | 118 | M109 | 70 | M142 | 72 |

Figure VII-13.--Counts of changes made to the Private School Library Media Center Questionnaire
(LS-1B) variables in the computer edits, continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| M143 | 81 | M149 | 75 | M155 | 245 | M161 | 77 |
| M144 | 227 | M150 | 119 | M156 | 85 | M162 | 92 |
| M145 | 901 | M151 | 111 | M157 | 75 | M163 | 88 |
| M146 | 966 | M152 | 163 | M158 | 74 | M164 | 82 |
| M147 | 1078 | M153 | 138 | M159 | 76 | M165 | 88 |
| M148 | 912 | M154 | 149 | M160 | 77 | | |

Number of private school library media center records edited = 1,706

Figure VII-14.--Counts of changes made to the Indian School Library Media Center Questionnaire
(LS-1C) variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| M011 | 27 | M052 | 30 | M085 | 49 | M118 | 4 |
| M012 | 37 | M053 | 30 | M086 | 49 | M119 | 5 |
| M013 | 60 | M054 | 37 | M087 | 49 | M120 | 6 |
| M014 | 54 | M055 | 35 | M088 | 49 | M121 | 4 |
| M015 | 60 | M056 | 31 | M089 | 49 | M122 | 3 |
| M016 | 59 | M057 | 28 | M090 | 49 | M123 | 3 |
| M017 | 9 | M058 | 47 | M091 | 49 | M124 | 42 |
| M018 | 23 | M059 | 38 | M092 | 52 | M125 | 111 |
| M019 | 63 | M060 | 34 | M093 | 53 | M126 | 10 |
| M020 | 74 | M061 | 63 | M094 | 49 | M127 | 4 |
| M021 | 73 | M062 | 37 | M095 | 49 | M128 | 5 |
| M022 | 74 | M063 | 36 | M096 | 51 | M129 | 10 |
| M023 | 71 | M064 | 67 | M097 | 50 | M130 | 4 |
| M024 | 34 | M065 | 35 | M098 | 50 | M131 | 10 |
| M025 | 13 | M066 | 32 | M099 | 49 | M132 | 6 |
| M026 | 55 | M067 | 65 | M100 | 6 | M133 | 99 |
| M027 | 73 | M068 | 31 | M101 | 9 | M134 | 100 |
| M028 | 70 | M069 | 17 | M102 | 9 | M135 | 33 |
| M029 | 73 | M070 | 10 | M103 | 29 | M136 | 35 |
| M030 | 74 | M071 | 11 | M104 | 25 | M137 | 35 |
| M031 | 29 | M072 | 49 | M105 | 11 | M138 | 50 |
| M040 | 49 | M073 | 51 | M106 | 10 | M139 | 83 |
| M041 | 29 | M074 | 50 | M107 | 14 | M140 | 99 |
| M042 | 29 | M075 | 50 | M108 | 4 | M141 | 9 |
| M043 | 49 | M076 | 49 | M109 | 5 | M142 | 7 |
| M044 | 70 | M077 | 51 | M110 | 6 | M143 | 4 |
| M045 | 74 | M078 | 49 | M111 | 5 | M144 | 22 |
| M046 | 81 | M079 | 50 | M112 | 5 | M145 | 4 |
| M047 | 1 | M080 | 50 | M113 | 5 | M146 | 17 |
| M048 | 22 | M081 | 49 | M114 | 4 | M147 | 103 |
| M049 | 13 | M082 | 50 | M115 | 4 | M148 | 10 |
| M050 | 21 | M083 | 49 | M116 | 4 | M149 | 5 |
| M051 | 27 | M084 | 49 | M117 | 6 | M150 | 5 |

Figure VII-14.--Counts of changes made to the Indian School Library Media Center Questionnaire
(LS-1C) variables in the computer edits, continued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| M151 | 5 | M155 | 13 | M159 | 3 | M163 | 3 |
| M152 | 8 | M156 | 4 | M160 | 3 | M164 | 5 |
| M153 | 7 | M157 | 4 | M161 | 3 | M165 | 4 |
| M154 | 10 | M158 | 3 | M162 | 3 | | |

Number of Indian school library media center records edited = 134

Figure VII-15.--Counts of changes made to the Public School Library Media Specialist/Librarian
Questionnaire (LS-2A) variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| L011 | 255 | L044 | 72 | L077 | 1985 | L110 | 60 |
| L012 | 113 | L045 | 169 | L078 | 416 | L111 | 57 |
| L013 | 113 | L046 | 286 | L079 | 2762 | L112 | 40 |
| L014 | 92 | L047 | 195 | L080 | 679 | L113 | 43 |
| L015 | 760 | L048 | 195 | L081 | 51 | L114 | 39 |
| L016 | 99 | L049 | 274 | L082 | 44 | L115 | 37 |
| L017 | 137 | L050 | 261 | L083 | 40 | L116 | 47 |
| L018 | 110 | L051 | 275 | L084 | 55 | L117 | 38 |
| L019 | 33 | L052 | 182 | L085 | 98 | L118 | 76 |
| L020 | 174 | L053 | 181 | L086 | 118 | L119 | 49 |
| L021 | 399 | L054 | 182 | L087 | 616 | L120 | 43 |
| L022 | 545 | L055 | 107 | L088 | 296 | L121 | 44 |
| L023 | 133 | L056 | 33 | L089 | 488 | L122 | 53 |
| L024 | 441 | L057 | 1320 | L090 | 849 | L123 | 77 |
| L025 | 361 | L058 | 1961 | L091 | 914 | L124 | 69 |
| L026 | 34 | L059 | 701 | L092 | 1301 | L125 | 49 |
| L027 | 13 | L060 | 1113 | L093 | 1330 | L126 | 53 |
| L028 | 34 | L061 | 1470 | L094 | 1371 | L127 | 55 |
| L029 | 2700 | L062 | 1536 | L095 | 1353 | L128 | 97 |
| L030 | 2259 | L063 | 1266 | L096 | 1129 | L129 | 44 |
| L031 | 2243 | L064 | 2925 | L097 | 81 | L130 | 46 |
| L032 | 352 | L065 | 2325 | L098 | 708 | L131 | 43 |
| L033 | 28 | L066 | 1529 | L099 | 513 | L132 | 46 |
| L034 | 48 | L067 | 587 | L100 | 888 | L133 | 45 |
| L035 | 317 | L068 | 907 | L101 | 519 | L134 | 59 |
| L036 | 22 | L069 | 1678 | L102 | 593 | L135 | 70 |
| L037 | 53 | L070 | 1166 | L103 | 329 | L136 | 43 |
| L038 | 69 | L071 | 1232 | L104 | 208 | L137 | 56 |
| L039 | 156 | L072 | 34 | L105 | 1962 | L138 | 84 |
| L040 | 120 | L073 | 44 | L106 | 140 | L139 | 53 |
| L041 | 24 | L074 | 548 | L107 | 36 | L140 | 61 |
| L042 | 89 | L075 | 187 | L108 | 30 | L141 | 58 |
| L043 | 386 | L076 | 189 | L109 | 80 | L142 | 481 |

Figure VII-15.--Counts of changes made to the Public School Library Media Specialist/Librarian
Questionnaire (LS-2A) variables in the computer editscontinued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| L143 | 87 | L154 | 238 | L166 | 2548 | L178 | 113 |
| L144 | 70 | L155 | 289 | L167 | 2510 | L179 | 149 |
| L145 | 175 | L156 | 173 | L168 | 2896 | L180 | 117 |
| L146 | 354 | L157 | 195 | L169 | 111 | L181 | 98 |
| L147 | 197 | L158 | 337 | L170 | 149 | L182 | 2 |
| L148 | 208 | L159 | 393 | L171 | 360 | L183 | 1853 |
| L149 | 196 | L160 | 131 | L172 | 890 | L184 | 298 |
| L150 | 216 | L161 | 220 | L174 | 99 | L185 | 115 |
| L151 | 191 | L162 | 248 | L175 | 292 | L186 | 122 |
| L152 | 210 | L163 | 1042 | L176 | 382 | | |
| L153 | 199 | L165 | 86 | L177 | 67 | | |

Number of public school library media specialist/librarian records edited = 4,029

Figure VII-16.--Counts of changes made to the Private School Library Media Specialist/Librarian
Questionnaire (LS-2B) variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| L011 | 116 | L045 | 69 | L078 | 116 | L111 | 31 |
| L012 | 61 | L046 | 97 | L079 | 682 | L112 | 22 |
| L013 | 61 | L047 | 73 | L080 | 401 | L113 | 24 |
| L014 | 37 | L048 | 76 | L081 | 31 | L114 | 22 |
| L015 | 135 | L049 | 92 | L082 | 25 | L115 | 22 |
| L016 | 139 | L050 | 91 | L083 | 31 | L116 | 28 |
| L017 | 47 | L051 | 93 | L084 | 24 | L117 | 24 |
| L018 | 135 | L052 | 76 | L085 | 36 | L118 | 43 |
| L020 | 39 | L053 | 75 | L086 | 46 | L119 | 23 |
| L021 | 224 | L054 | 75 | L087 | 263 | L120 | 22 |
| L022 | 190 | L055 | 49 | L088 | 130 | L121 | 25 |
| L023 | 77 | L056 | 12 | L089 | 204 | L122 | 26 |
| L024 | 168 | L057 | 236 | L090 | 276 | L123 | 43 |
| L025 | 124 | L058 | 444 | L091 | 265 | L124 | 31 |
| L026 | 18 | L059 | 92 | L092 | 451 | L125 | 27 |
| L027 | 6 | L060 | 213 | L093 | 482 | L126 | 30 |
| L028 | 30 | L061 | 343 | L094 | 493 | L127 | 28 |
| L029 | 815 | L062 | 425 | L095 | 488 | L128 | 55 |
| L030 | 776 | L063 | 361 | L096 | 390 | L129 | 22 |
| L031 | 696 | L064 | 604 | L097 | 32 | L130 | 31 |
| L032 | 159 | L065 | 439 | L098 | 256 | L131 | 23 |
| L033 | 17 | L066 | 362 | L099 | 165 | L132 | 27 |
| L034 | 31 | L067 | 169 | L100 | 116 | L133 | 28 |
| L035 | 89 | L068 | 152 | L101 | 280 | L134 | 84 |
| L036 | 13 | L079 | 331 | L102 | 252 | L135 | 32 |
| L037 | 21 | L070 | 219 | L103 | 140 | L136 | 25 |
| L038 | 24 | L071 | 276 | L104 | 92 | L137 | 57 |
| L039 | 55 | L072 | 15 | L105 | 598 | L138 | 51 |
| L040 | 48 | L073 | 27 | L106 | 50 | L139 | 27 |
| L041 | 12 | L074 | 243 | L107 | 23 | L140 | 33 |
| L042 | 22 | L075 | 61 | L108 | 18 | L141 | 28 |
| L043 | 93 | L076 | 206 | L109 | 42 | L142 | 250 |
| L044 | 18 | L077 | 83 | L110 | 41 | L143 | 71 |

Figure VII-16.--Counts of changes made to the Private School Library Media Specialist/Librarian
Questionnaire (LS-2B) variables in the computer editscontinued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| L144 | 62 | L155 | 183 | L166 | 494 | L177 | 26 |
| L145 | 100 | L156 | 61 | L167 | 544 | L178 | 37 |
| L146 | 144 | L157 | 75 | L168 | 741 | L179 | 59 |
| L147 | 87 | L158 | 119 | L169 | 131 | L180 | 46 |
| L148 | 99 | L159 | 143 | L170 | 354 | L181 | 31 |
| L149 | 95 | L160 | 70 | L171 | 87 | L182 | 0 |
| L150 | 103 | L161 | 90 | L172 | 366 | L183 | 540 |
| L151 | 87 | L162 | 92 | L173 | 292 | L184 | 103 |
| L152 | 93 | L163 | 365 | L174 | 69 | L185 | 51 |
| L153 | 90 | L164 | 456 | L175 | 253 | L186 | 55 |
| L154 | 101 | L165 | 39 | L176 | 185 | | |

Number of private school library media specialist/librarian records edited = 1,226

Figure VII-17.--Counts of changes made to the Indian School Library Media Specialist/Librarian
Questionnaire (LS-2C) variables in the computer edits

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| L011 | 13 | L045 | 9 | L078 | 11 | L111 | 3 |
| L012 | 4 | L046 | 5 | L079 | 44 | L112 | 1 |
| L013 | 6 | L047 | 7 | L080 | 41 | L113 | 1 |
| L014 | 0 | L048 | 7 | L081 | 2 | L114 | 0 |
| L015 | 20 | L049 | 5 | L082 | 0 | L115 | 0 |
| L016 | 1 | L050 | 5 | L083 | 2 | L116 | 0 |
| L017 | 2 | L051 | 5 | L084 | 1 | L117 | 0 |
| L018 | 7 | L052 | 4 | L085 | 5 | L118 | 7 |
| L020 | 3 | L053 | 4 | L086 | 2 | L119 | 0 |
| L021 | 23 | L054 | 4 | L087 | 11 | L120 | 0 |
| L022 | 18 | L055 | 3 | L088 | 10 | L121 | 0 |
| L023 | 9 | L056 | 1 | L089 | 17 | L122 | 1 |
| L024 | 17 | L057 | 22 | L090 | 23 | L123 | 0 |
| L025 | 12 | L058 | 40 | L091 | 14 | L124 | 1 |
| L026 | 3 | L059 | 16 | L092 | 30 | L125 | 0 |
| L027 | 1 | L060 | 33 | L093 | 32 | L126 | 1 |
| L028 | 4 | L061 | 40 | L094 | 31 | L127 | 0 |
| L029 | 95 | L062 | 38 | L095 | 32 | L128 | 8 |
| L030 | 75 | L063 | 29 | L096 | 28 | L129 | 0 |
| L031 | 59 | L064 | 62 | L097 | 2 | L130 | 1 |
| L032 | 15 | L065 | 41 | L098 | 40 | L131 | 1 |
| L033 | 1 | L066 | 26 | L099 | 33 | L132 | 1 |
| L034 | 2 | L067 | 26 | L100 | 28 | L133 | 1 |
| L035 | 13 | L068 | 25 | L101 | 16 | L134 | 1 |
| L036 | 3 | L079 | 27 | L102 | 26 | L135 | 2 |
| L037 | 3 | L070 | 28 | L103 | 9 | L136 | 1 |
| L038 | 3 | L071 | 33 | L104 | 5 | L137 | 3 |
| L039 | 5 | L072 | 1 | L105 | 38 | L138 | 2 |
| L040 | 5 | L073 | 1 | L106 | 2 | L139 | 1 |
| L041 | 2 | L074 | 21 | L107 | 0 | L140 | 2 |
| L042 | 5 | L075 | 5 | L108 | 0 | L141 | 0 |
| L043 | 8 | L076 | 7 | L109 | 2 | L142 | 18 |
| L044 | 3 | L077 | 20 | L110 | 0 | L143 | 2 |

Figure VII-17.--Counts of changes made to the Indian School Library Media Specialist/Librarian
Questionnaire (LS-2C) variables in the computer editscontinued

| Variable | Number | Variable | Number | Variable | Number | Variable | Number |
|----------|--------|----------|--------|----------|--------|----------|--------|
| L144 | 2 | L155 | 3 | L167 | 70 | L179 | 3 |
| L145 | 2 | L156 | 2 | L168 | 68 | L180 | 0 |
| L146 | 11 | L157 | 1 | L169 | 17 | L181 | 0 |
| L147 | 4 | L158 | 12 | L170 | 24 | L182 | 0 |
| L148 | 6 | L159 | 13 | L171 | 11 | L183 | 64 |
| L149 | 3 | L160 | 3 | L172 | 13 | L184 | 9 |
| L150 | 5 | L161 | 3 | L174 | 1 | L185 | 1 |
| L151 | 3 | L162 | 4 | L175 | 9 | L186 | 2 |
| L152 | 5 | L163 | 21 | L176 | 14 | | |
| L153 | 5 | L165 | 1 | L177 | 0 | | |
| L154 | 9 | L166 | 58 | L178 | 3 | | |

Number of Indian school library media specialist/librarian records edited = 107

VIII. Imputation Procedures

VIII. Imputation Procedures

For questionnaire items that should have been answered but were not, values were imputed by (1) using data from other items on the questionnaire, (2) extracting data from a related component of the Schools and Staffing Survey (for example, using data from a school record to impute missing values on the questionnaire for the LEA that operates the school), (3) extracting data from the sample file (information about the sample case from the Private School Survey or the Common Core of Data, collected in the 1991–92 school year), and (4) extracting data from the record for a sample case with similar characteristics (commonly known as the "hot deck" method for imputing for item nonresponse)¹².

For some incomplete items, the entry from another part of the questionnaire, the sample file, or the data record for a similar sample case was directly imputed to complete the item; for others the entry was used as part of an adjustment factor with other data on the incomplete record. For example, if a respondent did not report whether a school offered remedial reading in item 22a of the public school questionnaire, the response (Yes or No) for a similar school was imputed to item 22a of the incomplete record. However, if a respondent had answered "Yes" to item 22a but had not reported the number of students in the program, the ratio of number of students in remedial reading to total enrollment for a similar school was used with the enrollment at the school for which item 22a was incomplete to impute an entry to item 22a (i.e., SCHOOL A item 22a = SCHOOL A ENROLLMENT multiplied by the ratio of SCHOOL B item 22a to SCHOOL B ENROLLMENT).

The procedures described above were carried by computer processing. However, for a few items there were cases where entries were clerically imputed. The data record, sample file record and, in some cases, the questionnaire were reviewed and an entry consistent with the information from those sources was imputed. This procedure was used when (1) there was no suitable record to use as a donor, (2) the computer method produced an imputed entry that was outside the acceptable range for the item, or (3) there were very few cases where an item was unanswered (usually less than ten).

Values were imputed to items with missing data within records classified as interviews (ISR=1). Noninterview adjustment factors were used during the weighting process to compensate for data that were missing because the sample case was a noninterview (ISR=2).

¹²Kalton, G. and Kasprzyk, D. (1982), "Imputing for Missing Survey Responses," *Proceedings of the Section on Survey Research Methods*, American Statistical Association, 22-31; Kalton, G. *Compensating for Missing Survey Data*. Ann Arbor: Survey Research Center, University of Michigan, 1983; Kalton, G. and Kasprzyk, D. (1986), "The Treatment of Missing Survey Data," *Survey Methodology* Vol. 12, No.1, pp. 1-16; Little, R. J. A. and Rubin, D. B. (1987), *Statistical Analysis with Missing Data*, John Wiley and Sons; Madow, W. G., Olkin, I., and Rubin, D. B. (eds.) 1983, *Incomplete Data in Sample Surveys* Vols. 1, 2, and 3, New York, Academic Press.

A. Teacher Demand and Shortage Questionnaire for Public School Districts (SASS-1A)

Data were imputed in the three stages described below. Figure VIII-1 shows the percentage of entries for each item that were imputed in each stage; items not listed in Figure VIII-1 were not imputed.

1. First Stage Imputation for TDS

In the first stage, TDS questionnaire items with missing values were filled whenever possible by using information about the LEA from the following sources:

- a. Other questionnaire items on the LEA's SASS-1A record- Based on entries from related questionnaire items, assumptions were made about how the respondent should have answered items with missing values. For example, if teachers were not reported by grade level in item 10 and item 5 indicated that all students in the LEA were ungraded (i.e., not assigned to grades 1, 2, etc.), the assumption was made that the teachers were also ungraded and the total count of teachers was imputed to part a (Ungraded) of item 10. Items where entries may have been imputed by using data from other SASS-1A items are listed in Figure VIII-2.
- b. For one-school LEAs, the SASS-3A record for that school
If the LEA with missing data operated only one school and information for that school was collected in the 1993–94 SASS, entries from the school record were used to fill items with missing values on the LEA record whenever possible. For example, if a one-school LEA did not report students by grade level in item 5 and counts of students by grade level were reported on the SASS-3A for the school, those counts were imputed to item 5 of the LEA record. The SASS-1A items shown in Figure VIII-3 were imputed with school data when available.
- c. The LEA's sample file record, which included data from the 1991 Common Core of Data (CCD)- For a few cases, CCD data from the sample file were used to impute entries to items 5 and 22. If item 5 (students by grade level) was incomplete and could not be completed by using school information, data from the sample file were used to impute lowest and highest grade levels in the LEA. If item 22a was not answered and the CCD data indicated that the LEA did not provide prekindergarten programs, code 1, "No programs for prekindergarten-age children," was imputed to item 22a.

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For records where the sum of the entries in item 7 (students by race) did not equal the LEA's total enrollment in item 6, the item 7 entries were adjusted to be consistent with item 6.

For those where the sum of the entries in item 17 (teachers by race) was not consistent with the count of teachers in item 10, the entries in item 17 were adjusted. For example, if the sum of the students reported by the racial categories in item 7 were greater than the LEA's total enrollment reported in item 6, the assumption was made that the distribution of students across the categories was correct, and the counts in item 7 were adjusted to fit the total reported in item 6 (i.e., each entry in item 7 was multiplied by the ratio of the LEA's enrollment to the sum of the entries in item 7).

2. Second Stage Imputation for TDS

In general, the second stage of imputation filled unanswered items by using data from the record for a similar LEA, i.e., an LEA that was the same level, of similar size, with a similar percentage of minority students, etc. Variables which describe certain characteristics of the LEAs (e.g., enrollment size, instructional level, and percent minority students) were created and used to sort the records and to match incomplete records to those with complete entries (donors). The imputation variables are defined in Figure VIII-4.

During the second stage of imputation, items on the LEA questionnaire were grouped according to the relevance of the imputation variables to the data collected by the item. For example, LEVEL was the most important variable for matching incomplete records and donors to fill item 5 (students by grade level) but LEVEL was not used to match LEAs to impute item 25 (choice programs).

Figure VIII-5 shows the groups of items, the matching variables for each group, and the order of collapse for the matching variables. The items are listed in the order in which they were imputed.

The SASS-1A records were sorted so that records for similar LEAs were near each other on the file. Before the second stage of imputation for items 5, 8, 10, 11, 13, 14, 19, 20, 21, 22, 26, 27, 29, 31, 32, 33, the LEA records were sorted by GROUP / STATE / LEVEL / MSC91 / D0255. For items 7, 9, 12, 15, 16, 17, 18, 23, 24, 25, 28, 30, 34, 35, 36, 37, 38, 39, 40, 41, 42, the records were sorted by GROUP / STATE / MSC91 / D0255. D0255 is the LEA's total enrollment for kindergarten through twelfth grade.

For some items, such as item 8 (number of days in school year), data were directly copied to the record with the missing value. For others, such as item 23b (students in Chapter 1 programs), the entries on the donor record were used as factors along with other questionnaire data to fill the incomplete items. For example, if item 23b (number of students in Chapter 1 programs) were unanswered for LEA#1, the percent of students in Chapter 1 on the donor record would have been used with the total enrollment in LEA#1 to calculate and impute the number of Chapter 1 students in LEA#1.

3. Clerical Imputation for TDS

For less than ten cases, one or more entries were clerically imputed to item 17. For one or two cases, entries were clerically imputed to items 36b, 37b, 38b, and/or 38c.

B. School Principal Questionnaires (SASS-2A, SASS-2B, and SASS-2C)

Data were imputed in the three stages described below. Figures VIII-6 through VIII-8 show the percentage of entries for each data item that were imputed in each stage; items not listed in Figures VIII-6 through VIII-8 were not imputed.

1. First Stage Imputation for Principals

During the first stage, items with missing values were filled by using other data from the same record or by making some assumptions about the respondent's intended answer (e.g., not answering means "No" or "None"). Values were imputed to the following items during the first stage: 5a, 5c, 5d, 5f, 7a, 8a, 8c, 9a, 10a, 10d, 11, 12, 13, 14b, 16, 19, 21, 25.

Also during the first stage, imputation variables were created from questionnaire data or copied from the matching school record. These variables were used during the second stage of imputation.

2. Second Stage Imputation for Principals

The second stage imputation variables for the SASS-2A/2B hot deck imputations are defined in Figure VIII-9. The sort orderings for the principal records are described below.

a. Public school principals (SASS-2A)- There were two sorts for the public school principal records. The records were sorted by STATE / NLEVEL / EDUEXP / YEARPRIN / AGE for items 5–21. For items 22–29, the records were sorted by STATE / NLEVEL / URB / YRPRINSC / ENR. The sort variables and the matching variables are defined in Figure VIII-9. The matching variables' order of collapse for items imputed in the second stage are given in Figures VIII-10 and VIII-11.

b. Private school principals (SASS-2B)- There were two sorts for the private school principal records. The records were sorted by AFFLG / AFFILS / NLEVEL / EDUEXP / YEARPRIN / AGE for items 5–21. For items 22–29, the records were sorted by AFFLG / AFFILS / NLEVEL / URB / YRPRINSC / ENR. The sort variables and the matching variables are defined in Figure VIII-9. The matching variables' order of collapse for items imputed in the second stage are given in Figures VIII-12 and VIII-13.

c. Indian school¹³ principals (SASS-2C)- Because there were only 148 completed records¹⁴ (interviews) for Indian school principals and the item response rates were very high for all items, imputation was done clerically. The computer records were sorted by BIA status (whether school was operated by the Bureau of Indian Affairs), state, and size so that records for principals of similar schools were close together. The actual questionnaires were also reviewed for notes and other entries which were useful in deciding the entries to be imputed. If an item could not be filled by using information on the questionnaire, entries from the record for the principal of a similar school were used.

3. Clerical Imputation for Public and Private School Principals

If item 6b (location of college where principal received bachelor's degree) was unanswered, the entry was clerically imputed by using the name of the college reported in item 6a. For most cases where the principal did not answer item 27 (gender), his/her name was used to impute the entry; if the name was missing or ambiguous, a donor was used. Item 30 (year of birth) was imputed clerically by using year of bachelor's degree and years of work experience.

C. Public School Questionnaire (SASS-3A)

Data were imputed in the three stages described below. Figure VIII-14 shows the percentage of entries for each data item that were imputed in each stage; items not listed in Figure VIII-14 were not imputed.

1. First Stage Imputation for Public Schools

In the first stage, public school questionnaire items with missing values were filled whenever possible by using information about the school from these sources:

a. Other questionnaire items on the school's SASS-3A record Based on entries from related items on the school record, assumptions were made about how the respondent should have answered items with missing values. For example, if the type of school was not reported in item 14 and item 22 indicated that 90 percent or more of the school's students participated in programs for students with disabilities, code 4, "Special Education," was imputed to item 14. Figure VIII-15 shows the items that were completed by using entries from other SASS-3A items.

¹³Within this chapter, "Indian school" refers to schools selected to receive the SASS-3C school questionnaire; i.e., schools funded by the Bureau of Indian Affairs (BIA) that were not operated by a local education agency (LEA). These schools may be operated by the BIA, a tribe, or a private contractor.

¹⁴This number is less than the number of Indian school records reported in section E of this chapter because some principals refused to complete the principal questionnaire.

- b. The Library Survey- If items related to the school's library or librarian were unanswered and the school participated in the SASS Library Survey, information from the Library Survey questionnaires (LS-1A, LS-2A) was used whenever possible. For example, if the number of full-time librarians was not reported in item 17e but was reported on the Library Media Center Questionnaire (LS-1A) for the school's library, the count of full-time librarians was copied from the LS-1A to item 17e of the school record. These items were completed by using Library Survey data: 16e, 16h, 17e, 17h, 23.
- c. The SASS-2A record for the school's principal- If the number of principals was not reported in items 16 and 17 and the Public School Principal Questionnaire (SASS-2A) indicated that the school did not have a principal, zero was imputed for the number of full-time and part-time principals in items 16 and 17.
- d. The SASS-1A record for the LEA that operated the school- If the school's LEA participated in SASS, information from the LEA's SASS-1A record was used to complete some unanswered items on the school record. For example, if the school did not report in item 26 whether or not it offered prekindergarten programs, but the LEA record indicated there were no prekindergarten programs offered by the LEA, code 1, "No programs for prekindergarten-age children," was imputed to item 26 of the school record. For schools in one-school LEAs, more data were extracted from the district record to impute values to the school record. Public School Questionnaire (SASS-3A) items that were imputed by using data from the Teacher Demand and Shortage Questionnaire for Public School Districts (SASS-1A) records are shown in Figure VIII-16.
- e. The school's sample file record, which included data from the 1991 Common Core of Data (CCD)- If unanswered items could not be completed by using information from other items on the school record, the Library Survey, the Principal Questionnaire, or the Teacher Demand and Shortage record for the school's LEA, CCD data on the school's sample file record was used. For example, if counts of students by racial categories were not reported in item 9 and counts from the 1991 CCD were available on the sample file record, the proportions of students reported in the categories on the sample file were used to allocate the school's enrollment to the categories in item 9. These items were filled by using the CCD data in the sample file: 7, 9, 14, 25, 26.

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For records where the sum of the entries in item 9 (students by race) did not equal the enrollment reported in item 8, the item 9 entries were adjusted to be consistent with item 8. For those where the number of teachers reported in item 18 (teachers by race) was not consistent with the number reported in items 16g and 17g, the entries in item 18 were

adjusted. For example, if the sum of the students reported by the racial categories in item 9 were greater than the school's total enrollment reported in item 8, the assumption was made that the proportions assigned to the categories were correct and the counts in item 9 were adjusted to fit the total reported in item 8; i.e., each entry in item 9 was multiplied by the ratio of the enrollment reported in item 8 to the sum of the entries in item 9.

2. Second Stage Imputation for Public Schools

In the second stage of imputation, SASS-3A items with missing values were filled by using data from the record for a similar school, i.e., a school that was the same level, type, etc. Variables that describe certain characteristics of the school (e.g., type of community where school is located, type of school, and instructional level) were created and used to sort the records and to match incomplete records to those with complete data (donors). These variables are described in Figure VIII-17.

During the second stage of imputation, items on the public school questionnaire were grouped according to the relevance of the imputation variables to the data collected by the item. For example, TYPE was used for matching incomplete records and donors to fill item 22 (school programs and services) but was not used for item 11 (number of absent students).

Figure VIII-18 shows the groups of items, the matching variables for each group and the order of collapse for the matching variables. Items are listed in the order in which they were imputed.

The SASS-3A records were sorted so that records for similar schools were near each other on the file. Before the second stage of imputation for items 7, 10, 12, 13, 16, 17, 22, 25, 23, 26, 29, 30, 33, the records were sorted by STATE / LEVEL / TYPE / DSTCNY / S0255. For items 9, 11, 15, 18, 19, 20, 21, 24, 27, 28, 31, 32, the records were sorted by STATE / LEVEL / MINEN / URB / DSTCNY / S0255. DSTCNY was a sample file code that identified the state and county where the school is located. S0255 is the school's total enrollment.

The records for schools within each state were treated as a separate data set, and the donor schools and the recipient schools had to be within the same state.

For some items, such as item 32 (whether school had an alcohol or drug abuse counseling program), data were copied from the donor to the record with the missing value. For others, such as item 19 (number of absent teachers), the entries on the donor record were used as factors along with other questionnaire data to fill the incomplete items. For example, if item 19 were unanswered for school#1, the percent of teachers who were absent on the donor record would have been used with the total teacher count for school#1 to calculate and impute the number of absent teachers for school#1.

3. Clerical Imputation for Public Schools

These items were clerically imputed for some public school records: 10, 11, 16d-k, 17, 18, 21, 22, 27b, 28c, 28d, 30b, 30c.

D. Private School Questionnaire (SASS-3B)

Because the 1993–94 school year was a survey year for both SASS and the Private School Survey (PSS), the SASS Private School Questionnaire was modified to include all the PSS questions, so that private schools selected for SASS would not be asked to fill two school questionnaires. Items 6–8, 11–14, 16, 17, 20, 23, 38, and 44 (the PSS items within the SASS-3B records) were processed with the PSS records for private schools that were not selected for SASS. Therefore, the imputation for the SASS-3B data was done in six stages — stage 1, stage 2 and clerical imputation for PSS items; stage 1, stage 2 and clerical imputation for non-PSS items.

In general, the procedures used for imputing PSS items and those for the rest of the SASS-3B items were the same. Figure VIII-19 shows the percentage of entries for each data item that were imputed in each stage; items not listed in Figure VIII-19 were not imputed.

1. First Stage Imputation for Private Schools

In the first stage of imputation, values for missing items were imputed whenever possible by using information about the school from these sources:

- a. The 1991–92 Private School Survey If any of the PSS items (items 68, 11–14, 16, 17, 20, 23, 38, 44) on the SASS-3B record were unanswered, data from the 1991–92 PSS were used to fill the items with missing values whenever possible. For example, if the school's religious affiliation was not reported in item 13c and it had been reported on the 1994/92 PSS questionnaire, the PSS entry was copied to item 13c of the SASS-3B record.
 - b. Other questionnaire items on the school's SASS-3B record Based on entries from related items on the school record, assumptions were made about how the respondent should have answered items with missing values. For example, if the number of part-time professional support services staff was not reported in item 21g and item 34 indicated that the school did not provide any diagnostic or prescriptive services, medical services, or programs for students with disabilities, the assumption was made that the school had no part-time professional support services staff and zero was imputed to item 21g. Figure VIII-20 shows the items that were completed by using entries from other SASS-3B items.
 - c. The Library Survey- If items related to the school's library or librarian were unanswered and the school participated in the SASS Library Survey, information from the Library Survey questionnaires (LS-1B and LS-2B) was used whenever possible. For example, if the number of full-time librarians was not
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reported in item 22f but was reported on the Library Media Center Questionnaire (LS-1B) for the school's library, the count of full-time librarians was copied from the LS-1B to item 22f of the school record. These items were completed by using Library Survey data: 21f, 21h, 22f, 22h, 35.

d. The SASS-2B record for the school's principal. If the number of principals was not reported in items 21 and 22 and the Private School Principal Questionnaire (SASS-2B) indicated that the school did not have a principal, zero was imputed for the number of full-time and part-time principals in items 21 and 22.

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For records where the number of students reported in item 8 (students by race) did not equal the enrollment reported in item 7, the item 8 entries were adjusted to be consistent with item 7. For those where the number of teachers reported in item 24 (teachers by race) did not equal the number reported in item 23, the entries in item 24 were adjusted. For example, if the sum of the teachers reported by the racial categories in item 24 were greater than the total number of teachers reported in item 23, the assumption was made that the proportions assigned to the categories in item 24 were correct and the counts in item 24 were adjusted to fit the total reported in item 23, i.e., each entry in item 24 was multiplied by the ratio of the teacher count reported in item 23 to the sum of the entries in item 24.

2. Second Stage Imputation for Private Schools

In the second stage of imputation, SASS-3B items with missing values were filled by using data from the records for similar schools, i.e., schools that were the same level, type, size, etc. As noted previously, items 6–8, 11–14, 16, 17, 20, 23, 38, and 44 were imputed during the PSS processing. Therefore, for these items, the imputed entries could have come from private schools not selected for SASS, as well as those that participated in SASS. For non-PSS items, entries were imputed by using data from other SASS private schools.

Variables that describe certain characteristics of the schools (e.g., religious affiliation, size, and instructional level) were created and used to sort the records and to match incomplete records to those with complete data (donors). These variables are defined in Figure VIII-21.

During the second stage of imputation for both PSS and SASS, questionnaire items were grouped according to the relevance of the imputation variables to the data collected by the item. For example, type of community (URB) was used for matching incomplete records and donors to fill item 10 (students by racial categories) but was not used for item 12 (length of school day).

Figures VIII-22a and VIII-22b show the groups of items, the matching variables for each group and the order of collapse for the matching variables. Items are listed in the order in which they were imputed.

The private school records were sorted as follows:

a. PSS Items- The PSS school records (those selected for SASS and those that were not) were sorted so that records for similar schools were near each other on the file.

(1) For PSS items 7, 9, 12, 13, 16, and 17 (SASS items 6, 44, 23, and 38), the records were sorted by LEVEL / AFFLG / AFFILS / TYPE.

(2) For PSS items 11, 18, 19, and 20 (SASS items 11, 13, 14, and 20), the records were sorted by AFFLG / AFFILS / AFFILR / TYPE / URB / REGION / STATE.

(3) For PSS item 10 (SASS item 8), they were sorted by AFFLG / AFFILS / URB / REGION.

(4) For PSS item 14 (SASS item 16), they were sorted by AFFILS / UNGRADE / STATE / P180 (school's enrollment).

b. Non-PSS Items- The records for private schools that participated in SASS were also sorted so that records for similar schools were near each other on the file.

(1) For items 9, 18, 19, 27, 41–43, 45–51, 15, 21, 22, 31, 32, and 34, the SASS-3B records were sorted by AFFLG / LEVEL / AFFILS / TYPE / AFFILR / URB / S0255 (school's enrollment).

(2) For items 10, 29, 35, 37, 24, 33, 36, 39, 40, 25, 29, 30, and 52–57, the records were sorted by AFFLG / LEVEL / AFFILS / URB / MINEN / S0255 (school's enrollment).

3. Clerical Imputation for Private Schools

These items were clerically imputed on a few private school records: 8, 11, 13c, 16b, 22a, 24, 25, 26b–d, 33b, 33d(1), 34f, 50, 51.

E. Indian School Questionnaire (SASS-3C)

Because there were only 152 completed records (interviews) for Indian schools and the item response rates were very high for all items, imputation was done clerically. The computer records were sorted by BIA status (whether school was operated by the Bureau of Indian Affairs), state, and size so that records for similar schools were close together. The questionnaires were reviewed for notes and other entries which were useful in deciding the entries to be imputed. If an item could not be filled by using information on the questionnaire, entries from the record for a similar school were used. Figure VIII-23 shows the percentage of entries for each data item that were imputed by each method (using other SASS-3C information or using a donor); items not listed in Figure VIII-23 were not imputed.

F. Teacher Questionnaires (SASS-4A, SASS-4B, and SASS-4C)

Data were imputed in the three stages described below. Figures VIII-24 through VIII-26 show the percentage of entries for each questionnaire item that were imputed in each stage; items not listed in Figures VIII-24 through VIII-26 were not imputed.

1. First Stage Imputation for Teachers

During the first stage, items with missing values were filled by using other data from the same record or by making some assumptions about the respondent's intended answer (i.e., not answering a question implies a "No" response).

Values were imputed to the following items during the first stage if enough information was available: 3c, 6, 9, 10, 13, 14, 15, 16b, 17, 18, 19, 20, 21b, 24b, 27, 28, 29, 42b, 51, 56, 57a, 63a.

Also, during the first stage, imputation variables were created from questionnaire data or copied from the matching school record. These variables (SASS-4A/4B/4C imputation variables) were used during the second stage of imputation. They are given in Figure VIII-27.

2. Second Stage Imputation for Teachers

During the second stage, a hot deck method of imputation was used to fill items that still had missing values. The variables listed in Figure VIII-27 were used to sort the teacher records and to match incomplete records to records with complete data (donors). The sort orderings are provided below. Items on the teacher questionnaire were grouped according to the relevance of the imputation variables to the data collected by the item.

Items 15c, 17c, 18c, 19c, 20d, 25a, 39, 40a were all imputed during the internal imputations. Items 1, 5, 21a, 22a, 36 were required items for all responding teachers and, therefore, did not require imputation.

The teacher records were sorted as follows:

- a. Public school teachers (SASS-4A) The records were sorted by STGROUP / STATE / TEALEVEL / GRADELEV / URB / TEAFIELD / ENROLMNT. The matching variables and their order of collapse for items imputed in the second stage are given in Figure VIII-28. Items are listed in the order in which they were imputed.
- b. Private school teachers (SASS-4B) The records were sorted by AFFLG / AFFILS / TEALEVEL / GRADELEV / URB / TEAFIELD / ENROLMNT. The matching variables and their order of collapse for items imputed in the second stage are given in Figure VIII-29. Items are listed in the order in which they were imputed.
- c. Indian school teachers (SASS-4C) The records were sorted by BIAOP / TEALEVEL / GRADELEV / TEAFIELD / ENROLMNT. The matching variables and their order of collapse for items imputed in the second stage are given in Figure VIII-30. Items are listed in the order in which they were imputed.

3. Clerical Imputation for Teachers

The following items were clerically imputed for some teacher records: Items 2, 3, 4, 8, 10a, 11c, 11d, 20c, 23, 25c, 26b, 31d, 31e, 38, 41, 42, 43a, 49b, 50b, 51, parts of item 53, 57b, 61b, 62b.

G. Student Records Questionnaire (SASS-5)

Data were imputed in the three stages described below. Figures VIII-31 through VIII-33 show the percentage of entries for each data item that were imputed in each stage.

1. First Stage Imputation for Students

During the first stage, items with missing values were filled by using other data from the same record or by making some assumptions about the respondent's intended answer (e.g., not answering means "No" or "None"). Values were imputed to the following items during the first stage if enough information was available: 5, 7, 11, 13, 24, 25, 27.

Also during the first stage, imputation variables were created from questionnaire data or copied from the matching school record. These variables were used during the second stage of imputation.

2. Second Stage Imputation for Students

The second stage imputation variables for the SASS-5 hot deck imputations are defined in Figure VIII-34. The sort orderings for the student records are described below.

- a. Public school students The records for public school students were sorted by STATE / INDPER / TYPE / GRLEVEL / NLEVEL. The matching variables
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and their order of collapse for items imputed in the second stage are given in Figure VIII-35.

b. Private school students The records for private school students were sorted by AFFLG / INDPER / TYPE / GRLEVEL / NLEVEL. The matching variables and their order of collapse are given in Figure VIII-36.

c. Indian school students The records for Indian school students were sorted by GROUP / GRLEVEL. The matching variables and their order of collapse are given in Figure VIII-37.

3. Clerical Imputation for Students

These items were clerically imputed for all cases where they had missing values: 4 (gender), 19b (grade in which student was retained), 21 (math course), 22 (science courses). For a few cases, entries were clerically imputed to items 5, 7b–e, 8b, 26, and 27.

H. Library Media Center Questionnaires (LS-1A, LS-1B, LS-1C)

Data were imputed to items with missing values in the three stages described below. Figures VIII-38 through VIII-40 show the percentage of entries for each item that were imputed in each stage; items not listed in Figures VIII-38 through VIII-40 were not imputed.

1. First Stage Imputation for Library Media Centers

In the first stage, items with missing values were completed whenever possible by using information about the school library from the following sources:

a. Other questionnaire items on the library record Based on entries from related items on the library record, some assumptions were made about how the respondent probably should have answered items with missing values. For example, if item 1a (number of certified library media specialists) were unanswered and item 2 indicated that none of the library's staff had a bachelor's or higher degree, the assumption was made that the library had no certified library media specialists and zero was imputed to item 1a. Items which were completed by using data from other Library Media Center Questionnaire (LS-1A/1B/1C) entries are listed in Figure VIII-41.

b. The matching Library Media Specialist/Librarian Questionnaire (LS-2A/2B/2C) - If items related to professional staff were unanswered on the library record, information from the matching librarian questionnaire was used to complete the items whenever possible. For example, if item 2 (degrees earned by professional staff) were unanswered, the library had only one professional staff member, and the LS-2 indicated the he/she had a master's degree, then "1" was imputed to part c of item 2 and zero was imputed to parts a, b, and d. Items 1a, 1b, 2, and 3 were imputed by using information from the LS-2.

c. The matching SASS School Questionnaire (SASS-3A/3B/3C) For a few items with missing values, data from the matching school record were used to impute the entries. For example, if item 1a was unanswered and entries on the school record indicated that the school did not have a librarian, zero was imputed to item 1a of the library record. These Library Media Center Questionnaire (LS-1) items were completed with data from the matching SASS school record: Items 1a, 1b, and 1d (LS-1B only).

2. Second Stage Imputation for Library Media Centers

In general, the second stage of imputation filled unanswered items by using data from the record for a library of a similar school, i.e., a school that was the same level, of similar size, located in same type of community, etc. Variables that described certain characteristics of the schools (e.g., enrollment size and instructional level) were copied from the matching school record. In addition, a variable that categorizes the size of the library was created by using the number of books held at the end of the 1992–93 school year (recorded in item 5 of the Library Media Center Questionnaire). These school variables and the library variable were used to sort the library records and to match incomplete records to those with complete entries (donors).

For some items, such as item 8 (respondent's assessment of quality of library's collection), data were directly copied to the record with the missing value. For others, however, such as item 25 (number of students who used library in a week), entries on the donor record were used as factors along with other information on the incomplete record to fill the items with missing values. For example, if the number of subscriptions acquired were reported in item 5 for Library#1 but the number held was not, the donor's ratio of subscriptions held to subscriptions acquired was used with the number of subscriptions acquired by Library#1 to impute the number held by Library#1.

The library records were sorted as follows:

a. Public school library media centers (LS-1A) The variables used to sort the LS-1A records and to match incomplete records with donors are defined in Figure VIII-42.

The LS-1A records were sorted so that records for libraries of similar schools were near each other on the file. They were sorted in this order: STATE / ENR / LEVEL / URB / M051. M051 was the number of books held in the library at the end of the 1992–93 school year.

Figure VIII-43 shows the variables that were used to match incomplete records and donors for each LS-1A item imputed during the second stage. The order of collapse for the variables is also shown in Figure VIII-43.

b. Private school library media centers (LS-1B) The variables used to sort the LS-1B records and to match incomplete records with donors are defined in Figure VIII-44.

The LS-1B records were sorted so that records for libraries of similar schools were near each other on the file. They were sorted in this order: AFFLG / ENR / LEVEL / URB / M051. M051 was the number of books held in the library at the end of the 1992–93 school year.

Figure VIII-45 shows the variables used to match incomplete records and donors for each LS-1B item imputed during the second stage. The order of collapse for the variables is also shown in Figure VIII-45.

c. Indian school library media centers (LS-1C) Because there were only 127 completed records¹⁵ (interviews) for Indian school libraries and the item response rates were high for most items, the second stage of imputation was done clerically. Other than the use of a variable that indicated whether the school was operated by BIA (BIAOP), the methodology was the same as that used to impute items on the LS-1A and LS-1B files, which were imputed by computer. For records where items had missing values, similar records (libraries for schools of same BIA type, similar size, level, etc.) were selected as donors. The variables used to clerically match incomplete records and donors were STATE, ENR, LEVEL, and BKCLSZ, which are defined in Figure VIII-42, and BIAOP, which is defined in Figure VIII-27.

3. Clerical Imputation for Public and Private School Library Media Centers

These items were clerically imputed for some cases with missing values: 1, 2, 3, 4, 5, 6, 7, and 25.

I. Library Media Specialist/Librarian Questionnaires (LS-2A, LS-2B, LS-2C)

Data were imputed to items with missing values in the three stages described below. Figures VIII-46 through VIII-48 show the percentage of entries for each item that were imputed in each stage; items not listed in Figures VIII-46 through VIII-48 were not imputed.

1. First Stage Imputation for Librarians

In the first stage, items with missing values were completed whenever possible by using information about the school librarian from these sources:

¹⁵This number is less than the number of Indian school (SASS-3C) records because some Indian schools refused to complete the library questionnaire and some did not have libraries.

a. Other questionnaire items on the librarian record Based on entries from related items on the librarian record, some assumptions were made about how the respondent should have answered items with missing values. For example, if the respondent did not report whether he/she was certified (in item 17a) and item 12 indicated that he/she did not have a bachelor's degree, the assumption was made that the respondent was not a certified library media specialist and "No" was imputed to item 17a. Items which were completed by using data from other LS-2A/2B/2C entries are listed in Figure VIII-49.

b. The matching Library Media Center Questionnaire (LS-1A/1B/1C) If items related to educational background were unanswered on the librarian record, information from the matching library questionnaire was used to complete the items whenever possible. For example, if item 12a (whether respondent has bachelor's degree) were unanswered and the LS-1 indicated that all professional staff had a bachelor's degree or higher, "Yes" was imputed to item 12a of the librarian record. Items 12a, 13a, 14, and 17 were imputed by using information from the LS-1.

2. Second Stage Imputation for Librarians

In general, the second stage of imputation filled unanswered items by using data from the record for a librarian at a similar school, i.e., a school that was the same level, of similar size, located in same type of community, etc. Variables that described certain characteristics of the schools (e.g., enrollment size and instructional level) were copied from the matching school record. In addition, variables that described some characteristics of the librarian (e.g., age and highest degree earned) were created from the LS-2 data. These school and librarian variables were used to sort the librarian records and to match incomplete records to those with complete entries (donors).

For some items, such as item 21 (respondent's attitudes about work), data were directly copied to the record with the missing value. For others, however, such as item 11 (number of years that respondent had worked as a school librarian), entries on the donor record were used as factors along with other information on the incomplete record to fill the items with missing values. For example, if item 11 were unanswered for Librarian #1, the donor's ratio of years worked to number of years since first job as school librarian began would have been used with the number of years since Librarian #1 began his/her first job as a school librarian.

The librarian records were sorted as follows:

a. Public school librarians (LS-2A)- The variables used to sort the LS-2A records and to match incomplete records with donors are defined in Figure VIII-50.

The LS-2A records were sorted so that records for librarians at similar schools were near each other on the file. They were sorted in this order: STATE /

LEVEL / ENR / URB / LEANUMBR / L180. LEANUMBR was a code that identified the school district for which the respondent worked and L180 was the respondent's year of birth.

Figure VIII-51 shows the variables that were used to match incomplete records and donors for each LS-2A item that was imputed during the second stage. The order of collapse for the variables is also shown in Figure VIII-51.

b. Private school librarians (LS-2B)- The variables used to sort the LS-2B records and to match incomplete records with donors are defined in Figure VIII-52.

The LS-2B records were sorted so that records for librarians at similar schools were near each other on the file. They were sorted in this order: AFFLG / LEVEL / ENR / URB / L180. L180 was the respondent's year of birth.

Figure VIII-53 shows the variables that were used to match incomplete records and donors for each LS-2B item that was imputed during the second stage. The order of collapse for the variables is also shown in Figure VIII-53.

c. Indian school¹⁶ librarians (LS-2C)- Because there were only 98 complete records¹⁷ (interviews) for Indian school librarians and the item response rates were high for most items, the second stage of imputation was done clerically. Other than the use of a variable that indicated whether the school was operated by BIA (BIAOP), the methodology was the same as that used to impute items on the LS-2A file, which was imputed by computer. For records where items had missing values, similar records (librarians of similar age and educational background who worked at schools of same BIA type, similar size, level, etc.) were selected as donors. The variables used to clerically match incomplete records and donors were STATE, ENR, LEVEL, BKCLSZ, AGE, HIGHDEG, and FUL-PART which are defined in Figure VIII-50, and BIAOP, which is defined in Figure VIII-27.

3. Clerical Imputation for Public and Private School Librarians

These items were clerically imputed for some cases with missing values: 10a, 14, 18, 26, 28.

¹⁶Within this chapter, "Indian school" refers to schools selected to receive the SASS-3C school questionnaire; i.e., schools funded by the Bureau of Indian Affairs (BIA) that were not operated by a local education agency (LEA). These schools may be operated by the BIA, a tribe, or a private contractor.

¹⁷This number is less than the number of Indian school (SASS-3C) records because some Indian school librarians refused to complete the librarian questionnaire and some schools did not have librarians.

J. Imputation Flags

Entries imputed to the SASS records are identified by flags that denote the stage or type of imputation: 1 = ratio adjustment to original entry; 2 = other stage 1 imputation (use of other questionnaire data, sample file, etc.); 3 = stage 2 imputation (use of donor); 4 = clerical imputation; 0 = not imputed.

The variable names for these flags consist of F_ (Underscore) and the variable name for the data entry. For example, the flag for variable S0470 on the public school file would be named F_S0470.

Figure VIII-1.--Percent of Teacher Demand and Shortage (SASS-1A) entries imputed in each stage¹

| Item ² | Stage 1 - Ratio adjustment (Percent) | Stage 1 - Other procedures (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|--|--|----------------------|-----------------------|
| 5a | 0 | 0.4 | 0.2 | 0 |
| 5b | 0 | 0.3 | 0.7 | 0 |
| 5c | 0 | 0.3 | 0.7 | 0 |
| 5d | 0 | 0.3 | 0.7 | 0 |
| 5e | 0 | 0.3 | 0.7 | 0 |
| 5f | 0 | 0.3 | 0.7 | 0 |
| 5g | 0 | 0.3 | 0.7 | 0 |
| 5h | 0 | 0.3 | 0.7 | 0 |
| 5i | 0 | 0.3 | 0.7 | 0 |
| 5j | 0 | 0.3 | 0.7 | 0 |
| 5k | 0 | 0.3 | 0.6 | 0 |
| 5l | 0 | 0.3 | 0.6 | 0 |
| 5m | 0 | 0.3 | 0.6 | 0 |
| 5n | 0 | 0.3 | 0.6 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| 7a | 22.1 | 0.3 | 2.1 | 0 |
| 7b | 25.0 | 0.4 | 2.3 | 0 |
| 7c | 26.6 | 0.5 | 2.4 | 0 |
| 7d | 26.6 | 0.5 | 2.3 | 0 |
| 7e | 29.6 | 0.6 | 2.9 | 0 |
| 8 | 0 | 0 | 0.8 | 0 |
| 9 | 0 | 0 | 2.0 | 0 |
| 10a | 0 | 5.3 | 0.3 | 0 |
| 10b | 0 | 0.1 | 5.7 | 0 |
| 10c | 0 | 0.2 | 5.8 | 0 |
| 10d | 0 | 0 | 0 | 0 |
| 11 | 0 | 5.0 | 0 | 0 |
| 12 | 0 | 0 | 2.3 | 0 |
| 13a | 0 | 0 | 1.0 | 0 |
| 13b | 0 | 0 | 1.4 | 0 |
| 14 | 0 | 0 | 1.4 | 0 |
| 15a | 0 | 0 | 0.8 | 0 |
| 15b | 0 | 0 | 1.4 | 0 |
| 15c | 0 | 0 | 1.1 | 0 |
| 16 | 0 | 0 | 1.1 | 0 |
| 17a | 5.1 | 0.1 | 4.8 | 0.1 |
| 17b | 5.1 | 0.1 | 4.9 | 0.1 |
| 17c | 5.1 | 0.1 | 5.0 | 0.1 |
| 17d | 5.2 | 0.1 | 5.1 | 0.2 |
| 17e | 10.7 | 0.1 | 6.1 | 0.1 |
| 18a | 0 | 0 | 5.0 | 0 |
| 18b | 0 | 0 | 5.0 | 0 |
| 18c | 0 | 0 | 5.0 | 0 |
| 18d | 0 | 0 | 5.0 | 0 |
| 18e | 0 | 0 | 5.0 | 0 |
| 18f | 0 | 0 | 5.0 | 0 |
| 18g | 0 | 0 | 5.0 | 0 |
| 18h | 0 | 0 | 5.0 | 0 |
| 18i | 0 | 0 | 5.0 | 0 |
| 19 | 0 | 0.1 | 0.8 | 0 |

Figure VIII-1.--Percent of Teacher Demand and Shortage (SASS-1A) entries imputed in each stage,
continued

| Item ² | Stage 1 - Ratio adjustment (Percent) | Stage 1 - Other procedures (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|--------------------------------|--|--|----------------------|-----------------------|
| 20a | 0 | 0 | 1.0 | 0 |
| 20b | 0 | 0 | 1.0 | 0 |
| 21 | 0 | 0 | 0.9 | 0 |
| 22a | 0 | 0.9 | 1.0 | 0 |
| 22b | 0 | 0.1 | 5.0 | 0 |
| 22c | 0 | 0.1 | 2.5 | 0 |
| 23a | 0 | 0.3 | 1.0 | 0 |
| 23b (PK) | 0 | 0.1 | 0.1 | 0 |
| 23b (K-12) | 0 | 0.7 | 10.9 | 0 |
| 23c (teachers) | 0 | 0.6 | 5.3 | 0 |
| 23c (aides) | 0 | 0.8 | 9.4 | 0 |
| 24a | 0 | 0.2 | 0.8 | 0 |
| 24b | 0 | 0.5 | 0.9 | 0 |
| 24c (PK) | 0 | 1.2 | 14.0 | 0 |
| 24c (K-12) | 0 | 0.8 | 8.5 | 0 |
| 24d (PK) | 0 | 1.3 | 15.6 | 0 |
| 24d (K-12) | 0 | 0.6 | 6.3 | 0 |
| 25a | 0 | 0 | 0.9 | 0 |
| 25b (magnet) | 0 | 0 | 9.7 | 0 |
| 25b (any school in LEA) | 0 | 0 | 11.8 | 0 |
| 25b (schools in other LEAs) | 0 | 0 | 9.5 | 0 |
| 25b (students from other LEAs) | 0 | 0 | 6.7 | 0 |
| 25b (None) | 0 | 0 | 3.2 | 0 |
| 26a | 0 | 0.1 | 0 | 0 |
| 26b(1) | 0 | 0.1 | 1.9 | 0 |
| 26b(2) | 0 | 0.2 | 2.1 | 0 |
| 26b(3) | 0 | 1.9 | 2.1 | 0 |
| 26b(4) | 0 | 0.5 | 2.1 | 0 |
| 26b(5) | 0 | 0.3 | 2.1 | 0 |
| 26b(6) | 0 | 2.1 | 2.1 | 0 |
| 26c | 0 | 0 | 1.5 | 0 |
| 26c (years) | 0 | 0 | 33.3 | 0 |
| 27a | 0 | 0.1 | 1.2 | 0 |
| 27b | 0 | 0.4 | 1.3 | 0 |
| 27b (hours) | 0 | 0.5 | 2.4 | 0 |
| 28a | 0 | 0 | 0.7 | 0 |
| 28b | 0 | 0 | 0.7 | 0 |
| 28c | 0 | 0 | 0.8 | 0 |
| 28d | 0 | 0 | 1.2 | 0 |
| 29 | 0 | 0 | 1.1 | 0 |
| 30 | 0 | 0 | 1.1 | 0 |
| 30 (type) | 0 | 0 | 2.5 | 0 |
| 31 | 0 | 0 | 0.3 | 0 |
| 32a | 0 | 0 | 1.7 | 0 |
| 32b | 0 | 0 | 2.5 | 0 |
| 32c | 0 | 0 | 8.0 | 0 |
| 32d | 0 | 0 | 3.9 | 0 |
| 32e | 0 | 0 | 2.4 | 0 |
| 33 (lowest) | 0 | 0 | 4.9 | 0 |
| 33 (highest) | 0 | 0 | 7.0 | 0 |

Figure VIII-1.--Percent of Teacher Demand and Shortage (SASS-1A) entries imputed in each stage,
continued

| Item ² | Stage 1 - Ratio adjustment (Percent) | Stage 1 - Other procedures (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|--|--|----------------------|-----------------------|
| 34 | 0 | 0 | 0.2 | 0 |
| 35a | 0 | 0 | 13.3 | 0 |
| 35b | 0 | 0 | 13.3 | 0 |
| 36a | 0 | 0 | 13.3 | 0 |
| 36b | 0 | 0 | 13.0 | 0.1 |
| 37a | 0 | 0 | 0.6 | 0 |
| 37b | 0 | 0 | 1.5 | 0.2 |
| 38a | 0 | 0 | 0.4 | 0 |
| 38b | 0 | 0 | 6.3 | 0.2 |
| 38c | 0 | 0 | 2.8 | 0.2 |
| 39a | 0 | 0 | 0.8 | 0 |
| 39b | 0 | 0 | 1.1 | 0 |
| 40 | 0 | 0 | 1.6 | 0 |
| 41a | 0 | 0 | 0.6 | 0 |
| 41b | 0 | 0 | 3.1 | 0 |
| 42 | 0 | 0 | 0 | 0 |

¹The procedures used in each stage of imputation for the Teacher Demand and Shortage Questionnaire for Public School Districts (SASS-1A) are described in section A of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-2.--Teacher Demand and Shortage Questionnaire (SASS-1A)
items¹ imputed by using other data on record

| Imputed item | Source items |
|--------------|--------------|
| 10 | 5 |
| 23 | 22, 24 |
| 24 | 22, 23 |
| 26 | 5 |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-3.--Teacher Demand and Shortage Questionnaire (SASS-1A)
items imputed by using School data from the SASS-3A
record

| TDS items ¹ (SASS-1A) | School Items ¹ (SASS-3A) |
|----------------------------------|-------------------------------------|
| 5 a-n | 7 a-n |
| 7 | 9 |
| 15a | 20a (if value = 2) |
| 17 | 18 |
| 19 | 16e & 17e |
| 22 | 26 |
| 23 | 27 |
| 24 | 28 |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-4.--Teacher Demand and Shortage Questionnaire (SASS-1A) imputation variables

| Variable name | Description | Values |
|--------------------|--|--|
| ENR | Number of students by categories | 1 = None 2 = 1-999 students 3 = 1,000-9,999 4 = 10,000-990,000 5 = Unknown |
| GROUP ¹ | Groups of states with similar LEAs | 1 = Connecticut, Rhode Island 2 = Delaware, District of Columbia, Maryland 3 = Maine, New Hampshire, Vermont 4 = Massachusetts, New York 5 = New Jersey, Pennsylvania 6 = Illinois, Indiana 7 = Iowa, Nebraska 8 = Kansas, Oklahoma 9 = Michigan, Ohio 10 = Minnesota, Missouri, Wisconsin 11 = North Dakota, South Dakota 12 = Alabama, Louisiana 13 = Arkansas, Mississippi, West Virginia 14 = Florida, Texas 15 = Georgia, Virginia 16 = Kentucky, South Carolina 17 = North Carolina, Tennessee 18 = Alaska, Wyoming 19 = Arizona, Nevada, Utah 20 = California, Hawaii 21 = Colorado, Washington 22 = Idaho, Montana 23 = New Mexico, Oregon |
| LEVEL | Instructional levels in LEA | 1 = Elementary only 2 = Combined, more elementary students than secondary 3 = Combined, comparable elementary and secondary student counts (or all students are ungraded) 4 = Combined, more secondary students than elementary 5 = Secondary only |
| MSC91 | Type of community where LEA is located | 1 = Large central city of an SMSA 2 = Medium city of an SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in an SMSA 6 = Small town, not in an SMSA 7 = Rural 8 = Unknown |
| MINEN | Percent minority enrollment code | 1 = Less than 5.5% are of minority race or ethnic origin 2 = 5.5% - 20.4% 3 = 20.5% - 50.4% 4 = Unknown 5 = 50.5% or more |

¹The variable GROUP was created because the District of Columbia and some states (e.g., Hawaii and Delaware) have few LEAs; combining states made more LEA records available as donor sources.

Figure VIII-5.--Teacher Demand and Shortage Questionnaire (SASS-1A) matching variables and collapse order

| Items ¹ | Matching variables | Order of collapse |
|--|---------------------|-------------------|
| 5 | GROUP, LEVEL, ENR | ENR |
| 10 | GROUP, LEVEL, ENR | ENR, LEVEL |
| 19, 20, 21 | GROUP, LEVEL, ENR | LEVEL |
| 8 | STATE, LEVEL, MSC91 | LEVEL |
| 11, 14, 26, 27 | STATE, LEVEL, MSC91 | MSC91, LEVEL |
| 29, 31, 32, 33 | STATE, LEVEL, MSC91 | LEVEL, MSC91 |
| 13 | GROUP, LEVEL, MSC91 | MSC91, LEVEL |
| 22 | GROUP, LEVEL, MSC91 | MSC91 |
| 7 | GROUP, MINEN, MSC91 | MINEN, MSC91 |
| 17, 23, 24, 25 | GROUP, MINEN, MSC91 | MSC91, MINEN |
| 30 | STATE, LEVEL, MSC91 | LEVEL |
| 9, 16, 18, 34, 35, 36, 37, 38, 39, 40, 41, 42 | STATE, MSC91, ENR | ENR, MSC91 |
| 12, 15, 28 | GROUP, MSC91, ENR | ENR, MSC91 |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-6.--Percent of Public School Principal (SASS-2A) entries imputed in each stage

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|----------------------------|----------------------|----------------------|-----------------------|
| 5a | 0.1 | 0 | 0 |
| 5b | 0 | 0.7 | 0 |
| 5c | 1.0 | 0 | 0 |
| 5d | 2.6 | 0 | 0 |
| 5e | 0 | 3.2 | 0 |
| 5f | 4.9 | 0 | 0 |
| 5g | 0 | 0.8 | 0 |
| 6a | 0 | 0 | 0 |
| 6b | 0 | 0 | 0.1 |
| 7a | 3.6 | 0 | 0 |
| 7b | 0 | 16.0 | 0 |
| 7c | 0 | 8.3 | 0 |
| 8a | 0.1 | 0 | 0 |
| 8b | 0 | 0.4 | 0 |
| 8c | 0.9 | 0 | 0 |
| 9a | 3.4 | 0 | 0 |
| 9b | 0 | 4.9 | 0 |
| 9c | 0 | 3.5 | 0 |
| 10a | 2.7 | 0 | 0 |
| 10b (Associate degree) | 0 | 1.0 | 0 |
| 10c (Associate degree) | 0 | 8.3 | 0 |
| 10d (Associate degree) | 6.7 | 0.9 | 0 |
| 10b (Education specialist) | 0 | 1.0 | 0 |
| 10c (Education specialist) | 0 | 2.4 | 0 |
| 10d (Education specialist) | 7.4 | 1.0 | 0 |
| 10b (Ph.D.) | 0 | 1.0 | 0 |
| 10c (Ph.D.) | 0 | 2.2 | 0 |
| 10d (Ph.D.) | 3.7 | 1.1 | 0 |
| 11a | 0.4 | 1.0 | 0 |
| 11b | 1.9 | 0.8 | 0 |
| 12 | 11.4 | 0.2 | 0 |
| 13 | 0.1 | 0.3 | 0 |
| 14a | 0 | 0.1 | 0 |
| 14b(1) | 30.0 | 0.3 | 0 |
| 14b(1) (years) | 0 | 1.4 | 0 |
| 14b(2) | 31.0 | 0.3 | 0 |
| 14b(2) (years) | 0 | 1.2 | 0 |
| 14b(3) | 11.0 | 0.3 | 0 |
| 14b(3) (years) | 0 | 0.8 | 0 |
| 14b(4) | 30.7 | 0.3 | 0 |
| 14b(4) (years) | 0 | 1.2 | 0 |
| 14b(5) | 33.8 | 0.3 | 0 |
| 14b(5) (years) | 0 | 2.2 | 0 |
| 14b(6) | 21.0 | 0.3 | 0 |
| 14b(6) (years) | 0 | 1.7 | 0 |
| 14b(7) | 25.9 | 0.3 | 0 |
| 14b(7) (years) | 0 | 1.9 | 0 |
| 14b(8) | 34.7 | 0.3 | 0 |
| 14b(8) (years) | 0 | 4.6 | 0 |
| 15a | 0 | 0.4 | 0 |
| 15b | 0 | 1.3 | 0 |
| 16 | 0.2 | 0 | 0 |

Figure VIII-6.--Percent of Public School Principal (SASS-2A) entries imputed in each stage,
continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 17a | 0 | 0 | 0 |
| 17b | 0 | 0.8 | 0 |
| 18a | 0 | 3.9 | 0 |
| 18b | 0 | 1.1 | 0 |
| 19a | 0 | 0.6 | 0 |
| 19b | 0 | 1.3 | 0 |
| 19b (breaks) | 2.2 | 1.1 | 0 |
| 19c | 0 | 2.6 | 0 |
| 19d | 1.6 | 7.5 | 0 |
| 20 | 0 | 0.7 | 0 |
| 21a | 0.2 | 4.9 | 0 |
| 21b | 0.2 | 4.2 | 0 |
| 21c | 1.5 | 12.6 | 0 |
| 22a | 0 | 4.0 | 0 |
| 22b | 0 | 0.7 | 0 |
| 23 | 0 | 0.4 | 0 |
| 24a | 0 | 0.7 | 0 |
| 24b | 0 | 0.6 | 0 |
| 24c | 0 | 0.8 | 0 |
| 24d | 0 | 0.8 | 0 |
| 24e | 0 | 0.6 | 0 |
| 24f | 0 | 0.7 | 0 |
| 24g | 0 | 0.6 | 0 |
| 24h | 0 | 0.6 | 0 |
| 24i | 0 | 0.7 | 0 |
| 24j | 0 | 0.7 | 0 |
| 24k | 0 | 0.6 | 0 |
| 24l | 0 | 0.7 | 0 |
| 24m | 0 | 0.6 | 0 |
| 24n | 0 | 0.6 | 0 |
| 24o | 0 | 0.7 | 0 |
| 24p | 0 | 1.0 | 0 |
| 24q | 0 | 0.6 | 0 |
| 24r | 0 | 3.2 | 0 |
| 24s | 0 | 0.6 | 0 |
| 24t | 0 | 0.8 | 0 |
| 24u | 0 | 0.6 | 0 |
| 24v | 0 | 0.8 | 0 |
| 24w | 0 | 0.7 | 0 |
| 24x | 0 | 0.6 | 0 |
| 25a(1) | 0.4 | 0.4 | 0 |
| 25a(2) | 0.3 | 0.4 | 0 |
| 25a(3) | 0.3 | 0.4 | 0 |
| 25a(4) | 0.2 | 0.4 | 0 |
| 25a(5) | 0.2 | 0.4 | 0 |
| 25a(6) | 1.8 | 0.4 | 0 |
| 25a(7) | 0.6 | 0.4 | 0 |
| 25a(8) | 0.4 | 0.4 | 0 |
| 25b(1) | 0.4 | 0.4 | 0 |
| 25b(2) | 0.5 | 0.4 | 0 |
| 25b(3) | 0.4 | 0.4 | 0 |
| 25b(4) | 0.1 | 0.4 | 0 |
| 25b(5) | 0.3 | 0.4 | 0 |
| 25b(6) | 0.4 | 0.4 | 0 |

Figure VIII-6.--Percent of Public School Principal (SASS-2A) entries imputed in each stage,
continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 25c(1) | 0.5 | 0.5 | 0 |
| 25c(2) | 0.5 | 0.5 | 0 |
| 25c(3) | 0.2 | 0.5 | 0 |
| 25c(4) | 0.1 | 0.5 | 0 |
| 25c(5) | 0.1 | 0.5 | 0 |
| 25c(6) | 0.4 | 0.5 | 0 |
| 25d(1) | 0.6 | 0.5 | 0 |
| 25d(2) | 0.5 | 0.5 | 0 |
| 25d(3) | 0.4 | 0.5 | 0 |
| 25d(4) | 0.2 | 0.5 | 0 |
| 25d(5) | 0.2 | 0.5 | 0 |
| 25d(6) | 0.5 | 0.5 | 0 |
| 25d(7) | 0.4 | 0.5 | 0 |
| 25e(1) | 0.6 | 0.6 | 0 |
| 25e(2) | 0.3 | 0.6 | 0 |
| 25e(3) | 0.4 | 0.6 | 0 |
| 25e(4) | 0.1 | 0.6 | 0 |
| 25e(5) | 0.1 | 0.6 | 0 |
| 25e(6) | 0.5 | 0.6 | 0 |
| 25f(1) | 0.4 | 0.5 | 0 |
| 25f(2) | 0.4 | 0.5 | 0 |
| 25f(3) | 0.3 | 0.5 | 0 |
| 25f(4) | 0.1 | 0.5 | 0 |
| 25f(5) | 0.4 | 0.5 | 0 |
| 25f(6) | 0.4 | 0.5 | 0 |
| 26 (first) | 0 | 1.3 | 0 |
| 26 (second) | 0 | 1.3 | 0 |
| 26 (third) | 0 | 1.8 | 0 |
| 27 | 0 | 0.2 | 1.6 |
| 28a | 0 | 1.8 | 0 |
| 28b | 0 | 7.0 | 0 |
| 29 | 0 | 6.6 | 0 |
| 30 | 0 | 0 | 1.4 |

¹The procedures used in each stage of imputation for the Public School Principal Questionnaire (SASS-2A) are described in section B of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-7.--Percent of Private School Principal (SASS-2B) entries imputed in each stage

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|----------------------------|----------------------|----------------------|-----------------------|
| 5a | 0 | 0 | 0 |
| 5b | 0 | 0.6 | 0 |
| 5c | 1.2 | 0 | 0 |
| 5d | 2.5 | 0 | 0 |
| 5e | 0 | 2.5 | 0 |
| 5f | 6.3 | 0 | 0 |
| 5g | 0 | 0.7 | 0 |
| 6a | 0 | 0 | 0 |
| 6b | 0 | 0 | 0.2 |
| 7a | 4.2 | 0 | 0 |
| 7b | 0 | 19.8 | 0 |
| 7c | 0 | 3.7 | 0 |
| 8a | 0.6 | 0 | 0 |
| 8b | 0 | 0.3 | 0 |
| 8c | 1.2 | 0 | 0 |
| 9a | 3.3 | 0 | 0 |
| 9b | 0 | 5.7 | 0 |
| 9c | 0 | 3.3 | 0 |
| 10a | 4.0 | 0 | 0 |
| 10b (Associate degree) | 0 | 2.0 | 0 |
| 10c (Associate degree) | 0 | 7.0 | 0 |
| 10d (Associate degree) | 3.9 | 1.6 | 0 |
| 10b (Education specialist) | 0 | 2.0 | 0 |
| 10c (Education specialist) | 0 | 2.4 | 0 |
| 10d (Education specialist) | 6.8 | 1.7 | 0 |
| 10b (Ph.D.) | 0 | 2.0 | 0 |
| 10c (Ph.D.) | 0 | 2.9 | 0 |
| 10d (Ph.D.) | 5.4 | 2.2 | 0 |
| 11a | 1.0 | 1.1 | 0 |
| 11b | 1.4 | 1.0 | 0 |
| 12 | 5.2 | 0.2 | 0 |
| 13 | 0.1 | 0.1 | 0 |
| 14a | 0 | 0.3 | 0 |
| 14b(1) | 25.3 | 0.3 | 0 |
| 14b(1) (years) | 0 | 1.2 | 0 |
| 14b(2) | 27.5 | 0.4 | 0 |
| 14b(2) (years) | 0 | 2.1 | 0 |
| 14b(3) | 13.4 | 0.5 | 0 |
| 14b(3) (years) | 0 | 1.1 | 0 |
| 14b(4) | 26.9 | 0.5 | 0 |
| 14b(4) (years) | 0 | 2.6 | 0 |
| 14b(5) | 29.8 | 0.5 | 0 |
| 14b(5) (years) | 0 | 8.3 | 0 |
| 14b(6) | 21.8 | 0.5 | 0 |
| 14b(6) (years) | 0 | 3.6 | 0 |
| 14b(7) | 24.1 | 0.5 | 0 |
| 14b(7) (years) | 0 | 2.7 | 0 |
| 14b(8) | 27.6 | 0.5 | 0 |
| 14b(8) (years) | 0 | 5.7 | 0 |
| 15 | 0 | 0.9 | 0 |
| 16 | 0.4 | 0 | 0 |
| 17a | 0 | 0 | 0 |
| 17b | 0 | 1.6 | 0 |

Figure VIII-7.--Percent of Private School Principal (SASS-2B) entries imputed in each stage, continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 18a | 0 | 4.7 | 0 |
| 18b | 0 | 2.0 | 0 |
| 19a | 0 | 1.0 | 0 |
| 19b | 0 | 1.0 | 0 |
| 19b (breaks) | 0 | 9.4 | 0 |
| 19c | 0 | 4.0 | 0 |
| 19d | 2.7 | 7.4 | 0 |
| 20 | 0 | 1.6 | 0 |
| 21a | 1.0 | 25.1 | 0 |
| 21b | 0.6 | 3.4 | 0 |
| 21c | 0.5 | 35.1 | 0 |
| 22a | 0 | 8.4 | 0 |
| 22b | 0 | 1.6 | 0 |
| 23 | 0 | 1.0 | 0 |
| 24a | 0 | 0.8 | 0 |
| 24b | 0 | 0.7 | 0 |
| 24c | 0 | 0.8 | 0 |
| 24d | 0 | 0.8 | 0 |
| 24e | 0 | 0.7 | 0 |
| 24f | 0 | 1.0 | 0 |
| 24g | 0 | 0.8 | 0 |
| 24h | 0 | 0.8 | 0 |
| 24i | 0 | 0.8 | 0 |
| 24j | 0 | 0.8 | 0 |
| 24k | 0 | 0.7 | 0 |
| 24l | 0 | 0.8 | 0 |
| 24m | 0 | 0.9 | 0 |
| 24n | 0 | 0.8 | 0 |
| 24o | 0 | 0.8 | 0 |
| 24p | 0 | 0.9 | 0 |
| 24q | 0 | 1.0 | 0 |
| 24r | 0 | 2.3 | 0 |
| 24s | 0 | 0.9 | 0 |
| 24t | 0 | 0.9 | 0 |
| 24u | 0 | 0.8 | 0 |
| 24v | 0 | 0.9 | 0 |
| 24w | 0 | 0.8 | 0 |
| 24x | 0 | 0.7 | 0 |
| 25a(1) | 1.2 | 0.7 | 0 |
| 25a(2) | 0.3 | 0.7 | 0 |
| 25a(3) | 0.2 | 0.7 | 0 |
| 25a(4) | 6.6 | 0.7 | 0 |
| 25a(5) | 4.9 | 0.7 | 0 |
| 25a(6) | 1.5 | 0.7 | 0 |
| 25b(1) | 1.2 | 0.7 | 0 |
| 25b(2) | 0.2 | 0.7 | 0 |
| 25b(3) | 1.1 | 0.7 | 0 |
| 25b(4) | 1.7 | 0.7 | 0 |
| 25c(1) | 1.4 | 0.9 | 0 |
| 25c(2) | 0.2 | 0.9 | 0 |
| 25c(3) | 0.2 | 0.9 | 0 |
| 25c(4) | 1.4 | 0.9 | 0 |

Figure VIII-7.--Percent of Private School Principal (SASS-2B) entries imputed in each stage, continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 25d(1) | 1.0 | 0.8 | 0 |
| 25d(2) | 0.3 | 0.8 | 0 |
| 25d(3) | 0.8 | 0.8 | 0 |
| 25d(4) | 3.7 | 0.8 | 0 |
| 25d(5) | 1.6 | 0.8 | 0 |
| 25e(1) | 1.4 | 1.2 | 0 |
| 25e(2) | 0.2 | 1.2 | 0 |
| 25e(3) | 0.3 | 1.2 | 0 |
| 25e(4) | 1.9 | 1.2 | 0 |
| 25f(1) | 1.2 | 0.8 | 0 |
| 25f(2) | 0.2 | 0.8 | 0 |
| 25f(3) | 0.9 | 0.8 | 0 |
| 25f(4) | 1.7 | 0.8 | 0 |
| 26 (first) | 0 | 1.7 | 0 |
| 26 (second) | 0 | 1.9 | 0 |
| 26 (third) | 0 | 2.5 | 0 |
| 27 | 0 | 0.1 | 1.1 |
| 28a | 0 | 1.4 | 0 |
| 28b | 0 | 45.5 | 0 |
| 29 | 0 | 7.0 | 0 |
| 30 | 0 | 0 | 1.7 |

¹The procedures used in each stage of imputation for the Private School Principal Questionnaire (SASS-2B) are described in section B of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-8.--Percent of Indian School Principal (SASS-2C) entries imputed by each method¹

| Item ² | Using other SASS-2C entries (Percent) | Using a donor (Percent) | Other (Percent) |
|----------------------------|---|----------------------------|--------------------|
| 5a | 0 | 0 | 0 |
| 5b | 1.4 | 0 | 0 |
| 5c | 3.4 | 0 | 0 |
| 5d | 6.1 | 0 | 0 |
| 5e | 0 | 0 | 0 |
| 5f | 4.7 | 0 | 0 |
| 5g | 1.1 | 0 | 0 |
| 6a | 0 | 0 | 0 |
| 6b | 0 | 0 | 0.7 |
| 7a | 2.7 | 0 | 0 |
| 7b | 0 | 0 | 0 |
| 7c | 0 | 0 | 0 |
| 8a | 0.7 | 0 | 0 |
| 8b | 1.5 | 0 | 0 |
| 8c | 1.5 | 0.7 | 0 |
| 9a | 4.4 | 0 | 0 |
| 9b | 4.3 | 0 | 0 |
| 9c | 0 | 0 | 0 |
| 10a | 1.4 | 0.7 | 0 |
| 10b (Associate degree) | 4.7 | 0 | 0 |
| 10c (Associate degree) | 0 | 0 | 0 |
| 10d (Associate degree) | 8.3 | 0 | 0 |
| 10b (Education specialist) | 2.3 | 0 | 0 |
| 10c (Education specialist) | 3.2 | 0 | 0 |
| 10d (Education specialist) | 3.2 | 3.2 | 0 |
| 10b (Ph.D.) | 2.3 | 0 | 0 |
| 10c (Ph.D.) | 0 | 0 | 0 |
| 10d (Ph.D.) | 0 | 0 | 0 |
| 11a | 2.0 | 0 | 0 |
| 11b | 1.4 | 0 | 0 |
| 12 | 9.5 | 0 | 0 |
| 13 | 0 | 0 | 0 |
| 14a | 0 | 0 | 0 |
| 14b(1) | 21.1 | 0 | 0 |
| 14b(1) (years) | 2.0 | 0 | 0 |
| 14b(2) | 21.1 | 0 | 0 |
| 14b(2) (years) | 2.3 | 0 | 0 |
| 14b(3) | 15.6 | 0 | 0 |
| 14b(3) (years) | 4.0 | 0 | 0 |
| 14b(4) | 21.1 | 0 | 0 |
| 14b(4) (years) | 0 | 0 | 0 |
| 14b(5) | 24.8 | 0 | 0 |
| 14b(5) (years) | 0 | 0 | 0 |
| 14b(6) | 15.6 | 0 | 0 |
| 14b(6) (years) | 0 | 0 | 0 |
| 14b(7) | 20.2 | 0 | 0 |
| 14b(7) (years) | 0 | 0 | 0 |
| 14b(8) | 28.4 | 0 | 0 |
| 14b(8) (years) | 10.3 | 2.6 | 0 |
| 15a | 0 | 0 | 0 |
| 15b | 1.4 | 0 | 0 |
| 16 | 0 | 0 | 0 |

Figure VIII-8.--Percent of Indian School Principal (SASS-2C) entries imputed by each method,
continued

| Item ² | Using other SASS-2C entries (Percent) | Using a donor (Percent) | Other (Percent) |
|-------------------|---|----------------------------|--------------------|
| 17a | 0 | 0 | 0 |
| 17b | 0 | 0 | 0 |
| 18a | 1.1 | 2.3 | 0 |
| 18b | 0 | 2.3 | 0 |
| 19a | 2.0 | 0 | 0 |
| 19b | 0 | 0 | 0 |
| 19b (breaks) | 18.2 | 0 | 0 |
| 19c | 2.0 | 0 | 0 |
| 19d | 11.8 | 3.9 | 0 |
| 20 | 0.7 | 0 | 0 |
| 21a | 5.4 | 8.8 | 0 |
| 21b | 3.4 | 2.0 | 0 |
| 21c | 3.7 | 18.3 | 2.4 |
| 22a | 0.7 | 1.4 | 0 |
| 22b | 0.7 | 0 | 0 |
| 23 | 0.7 | 0 | 0 |
| 24a | 1.4 | 0 | 0 |
| 24b | 0.7 | 0 | 0 |
| 24c | 0.7 | 0 | 0 |
| 24d | 0.7 | 0 | 0 |
| 24e | 0.7 | 0 | 0 |
| 24f | 1.4 | 0 | 0 |
| 24g | 0.7 | 0 | 0 |
| 24h | 0.7 | 0 | 0 |
| 24i | 0.7 | 0 | 0 |
| 24j | 1.4 | 0 | 0 |
| 24k | 0.7 | 0 | 0 |
| 24l | 0.7 | 0 | 0 |
| 24m | 1.4 | 0 | 0 |
| 24n | 0.7 | 0.7 | 0 |
| 24o | 0.7 | 0 | 0 |
| 24p | 0.7 | 0 | 0 |
| 24q | 1.4 | 1.4 | 0 |
| 24r | 2.0 | 0.7 | 0 |
| 24s | 0.7 | 0 | 0 |
| 24t | 0.7 | 0.7 | 0 |
| 24u | 0.7 | 0 | 0 |
| 24v | 1.4 | 0 | 0 |
| 24w | 0.7 | 0 | 0 |
| 24x | 0.7 | 0 | 0 |
| 25a(1) | 0.7 | 0.7 | 0 |
| 25a(2) | 0.7 | 0.7 | 0 |
| 25a(3) | 0 | 0.7 | 0 |
| 25a(4) | 0 | 0.7 | 0 |
| 25a(5) | 0 | 0.7 | 0 |
| 25a(6) | 6.8 | 0.7 | 0 |
| 25a(7) | 2.0 | 0.7 | 0 |
| 25a(8) | 0 | 0.7 | 0 |
| 25b(1) | 0 | 0.7 | 0 |
| 25b(2) | 2.0 | 0.7 | 0 |
| 25b(3) | 0 | 0.7 | 0 |
| 25b(4) | 0 | 0.7 | 0 |
| 25b(5) | 0 | 0.7 | 0 |
| 25b(6) | 0 | 0.7 | 0 |

Figure VIII-8.--Percent of Indian School Principal (SASS-2C) entries imputed by each method,
continued

| Item ² | Using other SASS-2C entries (Percent) | Using a donor (Percent) | Other (Percent) |
|-------------------|---|----------------------------|--------------------|
| 25c(1) | 0 | 0.7 | 0 |
| 25c(2) | 2.0 | 0.7 | 0 |
| 25c(3) | 0 | 0.7 | 0 |
| 25c(4) | 0 | 0.7 | 0 |
| 25c(5) | 0.7 | 0.7 | 0 |
| 25c(6) | 1.4 | 0.7 | 0 |
| 25d(1) | 0 | 0.7 | 0 |
| 25d(2) | 2.7 | 0.7 | 0 |
| 25d(3) | 0 | 0.7 | 0 |
| 25d(4) | 0 | 0.7 | 0 |
| 25d(5) | 0 | 0.7 | 0 |
| 25d(6) | 1.4 | 0.7 | 0 |
| 25d(7) | 0 | 0.7 | 0 |
| 25e(1) | 0 | 0.7 | 0 |
| 25e(2) | 2.0 | 0.7 | 0 |
| 25e(3) | 0 | 0.7 | 0 |
| 25e(4) | 0 | 0.7 | 0 |
| 25e(5) | 0 | 0.7 | 0 |
| 25e(6) | 0.7 | 0.7 | 0 |
| 25f(1) | 0 | 0.7 | 0 |
| 25f(2) | 2.0 | 0.7 | 0 |
| 25f(3) | 0 | 0.7 | 0 |
| 25f(4) | 0 | 1.4 | 0 |
| 25f(5) | 0 | 0.7 | 0 |
| 25f(6) | 0 | 0.7 | 0 |
| 26 (first) | 0 | 0.7 | 0 |
| 26 (second) | 0.7 | 0.7 | 0 |
| 26 (third) | 1.4 | 1.4 | 0 |
| 27 | 2.0 | 0 | 0 |
| 28a | 2.0 | 2.0 | 0 |
| 28b | 0 | 1.4 | 0 |
| 29 | 1.4 | 4.7 | 0 |
| 30 | 0 | 0 | 0 |

¹The procedures used in each method of imputation for the Indian School Principal Questionnaire (SASS-2C) are described in section B of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-9.--School Principal Questionnaire (SASS-2A/2B) imputation variables

| Variable name | Description | Values |
|--------------------------|--|--|
| NLEVEL | Instructional level of school | 1 = Elementary 2 = Combined, more elementary than secondary 3 = Combined, comparable elementary and secondary student counts (or all students are ungraded) 4 = Combined, more secondary than elementary 5 = Secondary |
| URB | Type of community where school is located | 1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown |
| AFFILS (SASS-2B only) | School's religious affiliation and/or association membership | 1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Member of conservative Christian school association 6 = Other schools with religious affiliation or orientation not included in categories 1-5 7 = Religious schools, unknown affiliation/association 8 = Secular school - regular program 9 = Secular school - special program, vocational or alternative 10 = Secular school - special education 11 = Secular school - unknown program 12 = Unknown |
| AFFLG (SASS-2B only) | General affiliation code | 1 = Catholic 2 = Other religious affiliation or orientation 3 = Secular 4 = Unknown |
| ANNSAL (SASS-2B only) | Private school principal's annual salary | 1 = 0-\$12,999 2 = \$13,000-\$17,999 3 = \$18,000-\$21,999 4 = \$22,000-\$28,999 5 = \$29,000-\$32,999 6 = \$33,000 or more 7 = Unknown |
| ANNSAL (SASS-2A only) | Public school principal's annual salary | 1 = 0-\$35,299 2 = \$35,300-\$38,599 3 = \$38,600-\$41,999 4 = \$42,000-\$46,999 5 = \$47,000-\$53,799 6 = \$53,800 or more 7 = Unknown |
| AGE | Age of respondent | 1 = 21-29 years old 2 = 30-45 3 = 45-60 4 = 61-90 5 = Unknown |
| YRPRINSC | Years as principal of this school | 1 = 0-3 years 2 = 4-15 3 = 16-30 4 = 31-70 |

Figure VIII-9.--School Principal Questionnaire (SASS-2A/2B) imputation variables^a continued

| Variable name | Description | Values |
|---------------|-----------------------------------|---|
| EDUEXP | Work experience in education | 1 = 0-3 years 2 = 4-15 3 = 16-30 4 = 31 or more years |
| EDUYRS | Number of years in education | Sum of years reported in items 11a, 14b(3)(years), 14b(4)(years), 14b(5)(years), 17a, and 17b |
| YEARPRIN | Years as principal in all schools | 1 = 0-3 years 2 = 4-15 3 = 16-30 4 = 31 years or more |

Figure VIII-10.--Public School Principal (SASS-2A) matching variables and collapse order

| Items ¹ | Matching variables | Order of collapse |
|--|-------------------------------|-------------------------------|
| 5b, 5c, 5g, 10c (Associate) | NLEVEL, AGE | AGE, NLEVEL |
| 7b, 8b, 9b, 10c (Ed. Specialist & Doctorate), 11 | NLEVEL, EDUEXP, AGE | AGE, EDUEXP, NLEVEL |
| 7c, 9c | NLEVEL, AGE, YEARPRIN | YEARPRIN, AGE, NLEVEL |
| 10b, 14 | NLEVEL, AGE, EDUEXP | EDUEXP, AGE, NLEVEL |
| 17 | NLEVEL, YEARPRIN, AGE | AGE, YEARPRIN, NLEVEL |
| 12 | NLEVEL, EDUEXP | EDUEXP, NLEVEL |
| 13, 15, 20 | NLEVEL, YEARPRIN, EDUEXP | EDUEXP, YEARPRIN, NLEVEL |
| 18 | NLEVEL, YEARPRIN | YEARPRIN, NLEVEL |
| 19 | EDUEXP, YEARPRIN, NLEVEL | NLEVEL, YEARPRIN, EDUEXP |
| 21 | NLEVEL, AGE, YEARPRIN, EDUEXP | EDUEXP, YEARPRIN, AGE, NLEVEL |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-11.--Public School Principal (SASS-2A) matching variables and collapse order

| Items ¹ | Matching variables | Order of collapse |
|--------------------|----------------------------|----------------------------|
| 22 (A495 & A500) | NLEVEL, URB, YRPRINSC, AGE | AGE, YRPRINSC, URB, NLEVEL |
| 22 (A500 only) | NLEVEL, URB, ANNSAL | ANNSAL, URB, NLEVEL |
| 23, 24, 25, 26 | NLEVEL, URB, YRPRINSC | YRPRINSC, URB, NLEVEL |
| 28, 29 | NLEVEL, URB | URB, NLEVEL |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-12.--Private School Principal (SASS-2B) matching variables and collapse order

| Items ¹ | Matching variables | Order of collapse |
|--|----------------------------------|----------------------------------|
| 5b, 5e, 5g, 10c (Associate) | AFFILS, NLEVEL, AGE | AGE, NLEVEL, AFFILS |
| 7b, 8b, 9b, 10c (Ed. Specialist & Doctorate), 11 | AFFILS, NLEVEL, EDUEXP, AGE | AGE, EDUEXP, NLEVEL, AFFILS |
| 7c, 9c | AFFILS, NLEVEL, AGE, YEARPRIN | YEARPRIN, AGE, NLEVEL, AFFILS |
| 10b, 14 | AFFILS, NLEVEL, AGE, EDUEXP | EDUEXP, AGE, NLEVEL, AFFILS |
| 17 | AFFILS, NLEVEL, YEARPRIN, AGE | AGE, YEARPRIN, NLEVEL, AFFILS |
| 12 | AFFILS, NLEVEL, EDUEXP | EDUEXP, NLEVEL, AFFILS |
| 13, 15, 20 | AFFILS, NLEVEL, YEARPRIN, EDUEXP | EDUEXP, YEARPRIN, NLEVEL, AFFILS |
| 18 | AFFILS, NLEVEL, YEARPRIN | YEARPRIN, NLEVEL, AFFILS |
| 19 | AFFILS, EDUEXP, YEARPRIN, NLEVEL | NLEVEL, YEARPRIN, EDUEXP, AFFILS |
| 21 | NLEVEL, AGE, YEARPRIN, EDUEXP | EDUEXP, YEARPRIN, AGE, NLEVEL |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-13.--Private School Principal (SASS-2B) matching variables and collapse order

| Items ¹ | Matching Variables | Order of Collapse |
|--------------------|-------------------------------|-------------------------------|
| 22 (A495 & A500) | AFFILS, NLEVEL, YRPRINSC, AGE | AGE, YRPRINSC, NLEVEL, AFFILS |
| 22 (A500 only) | AFFILS, NLEVEL, URB, ANNSAL | ANNSAL, URB, NLEVEL, AFFILS |
| 23, 24, 25, 26 | AFFILS, NLEVEL, URB, YRPRINSC | YRPRINSC, URB, NLEVEL, AFFILS |
| 28, 29 | AFFILS, NLEVEL, URB | URB, NLEVEL, AFFILS |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-14.--Percent of Public School (SASS-3A) entries imputed in each stage

| Item ² | Stage 1 - Ratio adjustment (Percent) | Stage 1 - Other procedures (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|--|--|----------------------|-----------------------|
| 7a | 0 | 1.2 | 0 | 0 |
| 7b | 0 | 1.1 | 0 | 0 |
| 7c | 0 | 1.1 | 0 | 0 |
| 7d | 0 | 1.1 | 0 | 0 |
| 7e | 0 | 1.1 | 0 | 0 |
| 7f | 0 | 1.1 | 0 | 0 |
| 7g | 0 | 1.1 | 0 | 0 |
| 7h | 0 | 1.0 | 0 | 0 |
| 7i | 0 | 1.1 | 0 | 0 |
| 7j | 0 | 1.1 | 0 | 0 |
| 7k | 0 | 1.2 | 0 | 0 |
| 7l | 0 | 1.1 | 0 | 0 |
| 7m | 0 | 1.1 | 0 | 0 |
| 7n | 0 | 1.1 | 0 | 0 |
| 9a | 12.4 | 0.9 | 2.6 | 0 |
| 9b | 16.5 | 0.9 | 3.0 | 0 |
| 9c | 18.3 | 0.9 | 3.2 | 0 |
| 9d | 19.0 | 0.8 | 3.2 | 0 |
| 9e | 21.7 | 1.3 | 3.5 | 0 |
| 10 | 0 | 0 | 7.3 | 0.5 |
| 11 | 0 | 0 | 13.9 | 0.4 |
| 12 | 0 | 0 | 1.6 | 0 |
| 13a | 0 | 0.1 | 0.2 | 0 |
| 13b | 0 | 0 | 6.4 | 0 |
| 13c | 0 | 0 | 6.4 | 0 |
| 14 | 0 | 0.3 | 0 | 0 |
| 15 | 0 | 0.9 | 0 | 0 |
| 16a | 0 | 2.6 | 0.4 | 0 |
| 16b | 0 | 3.0 | 0.2 | 0 |
| 16c | 0 | 3.8 | 0.5 | 0 |
| 16d | 0 | 1.5 | 0.1 | 0.2 |
| 16e | 0 | 1.5 | 0.1 | 0.2 |
| 16f | 0 | 10.4 | 0.6 | 0.1 |
| 16g | 0 | 2.5 | 0 | 0.2 |
| 16h | 0 | 4.8 | 0.2 | 0.1 |
| 16i | 0 | 4.1 | 2.5 | 0.7 |
| 16j | 0 | 5.9 | 0.4 | 0.1 |
| 16k | 0 | 3.8 | 2.2 | 0.1 |
| 17a | 0 | 0 | 0.5 | 0.1 |
| 17b | 0 | 1.5 | 0.4 | 0.1 |
| 17c | 0 | 3.6 | 0 | 0 |
| 17d | 0 | 1.0 | 0.4 | 0.2 |
| 17e | 0 | 1.3 | 0.3 | 0.2 |
| 17f | 0 | 4.9 | 2.1 | 0.1 |
| 17g | 0 | 1.0 | 0 | 0.7 |
| 17h | 0 | 2.8 | 0.3 | 0.1 |
| 17i | 0 | 1.3 | 2.8 | 0.6 |
| 17j | 0 | 0.1 | 0.7 | 0.3 |
| 17k | 0 | 0.2 | 2.9 | 0.3 |
| 18a | 3.0 | 3.2 | 2.1 | 0.2 |
| 18b | 4.6 | 3.2 | 2.3 | 0 |
| 18c | 8.1 | 3.1 | 2.3 | 0 |
| 18d | 12.1 | 2.5 | 2.4 | 0.1 |
| 18e | 26.9 | 1.1 | 1.4 | 0.3 |
| 19 | 0 | 0 | 3.6 | 0 |

Figure VIII-14.--Percent of Public School (SASS-3A) entries imputed in each stage, continued

| Item ² | Stage 1 - Ratio adjustment (Percent) | Stage 1 - Other procedures (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|--|--|----------------------|-----------------------|
| 20a | 0 | 0 | 0.5 | 0 |
| 20b | 0 | 0 | 1.7 | 0 |
| 20c(1) | 0 | 0 | 5.6 | 0 |
| 20c(2) | 0 | 0 | 9.9 | 0 |
| 20c(3) | 0 | 0 | 11.6 | 0 |
| 20c(4) | 0 | 0 | 11.6 | 0 |
| 20c(5) | 0 | 0 | 12.7 | 0 |
| 20c(6) | 0 | 0 | 13.1 | 0 |
| 20c(7) | 0 | 0 | 14.1 | 0 |
| 20c(8) | 0 | 0 | 12.7 | 0 |
| 20c(9) | 0 | 0 | 12.7 | 0 |
| 20c(10) | 0 | 0 | 8.4 | 0 |
| 20c(11) | 0 | 0 | 8.3 | 0 |
| 20c(12) | 0 | 0 | 8.4 | 0 |
| 20c(13) | 0 | 0 | 8.7 | 0 |
| 20c(14) | 0 | 0 | 8.8 | 0 |
| 21a | 0 | 0.1 | 0.7 | 0 |
| 21b | 0 | 0.4 | 2.5 | 0.2 |
| 21c | 0 | 0 | 2.6 | 0 |
| 21d(1) | 0 | 2.6 | 2.2 | 0.1 |
| 21d(2) | 0 | 0 | 8.1 | 0 |
| 21d(3) | 0 | 5.8 | 1.8 | 0.1 |
| 21d(4) | 0 | 0 | 10.4 | 0.1 |
| 21e | 0 | 0 | 8.5 | 0.1 |
| 22a | 0 | 0.4 | 1.3 | 0 |
| 22a (students) | 0 | 0 | 10.6 | 0.5 |
| 22b | 0 | 0 | 2.3 | 0 |
| 22b (students) | 0 | 0 | 10.7 | 0.6 |
| 22c | 0 | 0 | 1.6 | 0 |
| 22c (students) | 0 | 0 | 8.6 | 0.4 |
| 22d | 0 | 0 | 1.9 | 0 |
| 22d (students) | 0 | 0 | 9.2 | 0.3 |
| 22e | 0 | 0.6 | 0.6 | 0 |
| 22e (students) | 0 | 0 | 11.9 | 0 |
| 22f | 0 | 0 | 1.1 | 0 |
| 22f (students) | 0 | 0 | 6.0 | 0.1 |
| 22g | 0 | 0 | 1.4 | 0 |
| 22g (students) | 0 | 0 | 7.0 | 0.3 |
| 22h | 0 | 0 | 1.8 | 0 |
| 22i | 0 | 0.2 | 1.3 | 0 |
| 23 | 0 | 0.1 | 0.1 | 0 |
| 24 | 0 | 0 | 4.2 | 0 |
| 25a | 0 | 0.1 | 0 | 0 |
| 25b | 0 | 0 | 1.6 | 0 |
| 25c | 0 | 0 | 1.8 | 0 |
| 26a | 0 | 1.4 | 0.4 | 0 |
| 26b | 0 | 1.6 | 4.8 | 0 |
| 26c (any part) | 0 | 12.6 | 4.4 | 0 |
| 27a | 0 | 0.1 | 2.6 | 0 |
| 27b (PK) | 0 | 0.1 | 0.2 | 0 |
| 27b (K-12) | 0 | 0.8 | 15.5 | 0.6 |
| 27c (teachers) | 0 | 0 | 6.9 | 0 |
| 27c (aides) | 0 | 0.6 | 13.3 | 0 |

Figure VIII-14.--Percent of Public School (SASS-3A) entries imputed in each stage¹continued

| Item ² | Stage 1 - Ratio adjustment (Percent) | Stage 1 - Other procedures (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|--|--|----------------------|-----------------------|
| 28a | 0 | 0.1 | 1.8 | 0 |
| 28b | 0 | 2.6 | 0.8 | 0 |
| 28c (PK) | 0 | 6.4 | 3.1 | 0 |
| 28c (K-12) | 0 | 10.6 | 5.1 | 0.4 |
| 28d (PK) | 0 | 6.7 | 3.5 | 0 |
| 28d (K-12) | 0 | 0.4 | 11.6 | 0.4 |
| 29a | 0 | 0 | 0 | 0 |
| 29b | 0 | 0 | 3.7 | 0 |
| 29c | 0 | 0 | 4.0 | 0 |
| 30a | 0 | 2.1 | 0 | 0 |
| 30b | 0 | 0.2 | 5.2 | 0.1 |
| 30c | 0 | 0 | 4.4 | 0.1 |
| 30d | 0 | 0 | 12.7 | 0 |
| 31a | 0 | 0 | 1.2 | 0 |
| 31b | 0 | 0 | 2.3 | 0 |
| 31c | 0 | 0 | 2.0 | 0 |
| 32 | 0 | 0 | 3.2 | 0 |
| 33a | 0 | 0 | 1.5 | 0 |
| 33b | 0 | 0 | 2.1 | 0 |
| 33c | 0 | 0 | 4.3 | 0 |

¹The procedures used in each stage of imputation for the Public School Questionnaire (SASS-3A) are described in section C of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-15.--Public School Questionnaire (SASS-3A) items¹

| imputed by using other data on record | |
|---------------------------------------|--------------|
| Imputed item | Source items |
| 7 | 14 |
| 13 | 14 |
| 14 | 22, 15 |
| 15 | 14 |
| 16 | 17, 22 |
| 17 | 16, 22 |
| 21 | 22 |
| 22 | 27, 16, 17 |
| 24 | 9 |
| 25 | 7 |
| 26 | 25 |
| 27 | 28, 26 |
| 28 | 27, 26 |
| 29 | 7 |
| 30 | 29 |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-16.--Public School Questionnaire (SASS-3A)

| items imputed using LEA data | |
|------------------------------|---|
| SASS-3A items ¹ | LEA source items ² (SASS-1A) |
| 7 | 5 ² |
| 9 | 7 |
| 16e & 17e | 19 |
| 18 | 17 |
| 26 | 22 |
| 27 | 23 |
| 28 | 24 |

¹The wording for these questionnaire items can be found in Appendix F.

²LEA data were used to impute item 7 of the school record only when the sample school was the only school operated by the LEA.

Figure VIII-17.--Public School Questionnaire (SASS-3A) imputation variables

| Variable name | Description | Values |
|---------------|---|--|
| LEVEL | Instructional level of school | 1 = Elementary 2 = Combined or ungraded 3 = Secondary |
| TYPE | Type of school | 1 = Regular 2 = Special education 3 = Vocational education 4 = Alternative 5 = Unknown |
| URB | Type of community where school is located | 1 = Large central city of an SMSA 2 = Medium city of an SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in an SMSA 6 = Small town, not in an SMSA 7 = Rural 8 = Unknown |
| MINEN | Percent minority enrollment | 1 = 0-5.4% are of minority race or ethnic origin 2 = 5.5-20.4% 3 = 20.5-50.4% 5 = 50.5-100% 4 = Unknown |

Figure VIII-18.--Public School Questionnaire (SASS-3A) matching variables and collapse ordering

| Items ¹ | Matching variables | Order of collapse |
|-------------------------------|---------------------|-------------------|
| 7, 12, 23, 25, 26, 29, 30, 33 | STATE, LEVEL, TYPE | TYPE |
| 10, 13, 16, 17, 22 | STATE, TYPE, LEVEL | LEVEL, TYPE |
| 11, 32 | STATE, LEVEL, MINEN | MINEN |
| 20, 31 | STATE, LEVEL, MINEN | MINEN, LEVEL |
| 27, 28 | STATE, MINEN, LEVEL | LEVEL, MINEN |
| 9, 18, 21 | STATE, MINEN, URB | URB, MINEN |
| 15, 24 | STATE, MINEN, URB | URB |
| 19 | STATE, URB, MINEN | MINEN |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-19.--Percent of Private School (SASS-3B) entries imputed in each stage

| Item ² | Stage 1 - Ratio adjustment (Percent) | Stage 1 - Other procedures (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|--|--|----------------------|-----------------------|
| 6a | 0 | 1.3 | 0.2 | 0 |
| 6b | 0 | 1.9 | 0.3 | 0 |
| 6c | 0 | 1.9 | 0.3 | 0 |
| 6d | 0 | 1.9 | 0.3 | 0 |
| 6e | 0 | 1.9 | 0.3 | 0 |
| 6f | 0 | 2.0 | 0.3 | 0 |
| 6g | 0 | 2.0 | 0.4 | 0 |
| 6h | 0 | 2.0 | 0.4 | 0 |
| 6i | 0 | 2.1 | 0.3 | 0 |
| 6j | 0 | 2.1 | 0.3 | 0 |
| 6k | 0 | 1.9 | 0.3 | 0 |
| 6l | 0 | 1.9 | 0.3 | 0 |
| 6m | 0 | 1.9 | 0.3 | 0 |
| 6n | 0 | 1.9 | 0.4 | 0 |
| 7 | 0 | 0.3 | 0 | 0 |
| 8a | 0 | 17.1 | 5.6 | 0.2 |
| 8b | 0.2 | 17.1 | 5.5 | 0.3 |
| 8c | 0.1 | 17.1 | 5.5 | 0.2 |
| 8d | 0.1 | 17.1 | 5.5 | 0.3 |
| 8e | 0.2 | 17.1 | 5.5 | 0.3 |
| 9a | 0 | 0 | 0.7 | 0 |
| 9b | 0 | 0 | 11.2 | 0 |
| 10 | 0 | 0 | 0 | 0 |
| 11 | 0 | 2.0 | 0.2 | 0.1 |
| 12 | 0 | 1.1 | 0.3 | 0 |
| 13a | 0 | 0.1 | 0 | 0 |
| 13b | 0 | 6.0 | 0.6 | 0.1 |
| 13c | 0 | 0.3 | 0.3 | 0.2 |
| 13d | 0 | 2.3 | 0 | 0 |
| 14 | 0 | 0 | 0 | 0 |
| 15a | 0 | 0 | 0.7 | 0 |
| 15b | 0 | 0 | 7.9 | 0 |
| 15c | 0 | 0 | 7.9 | 0 |
| 16a | 0 | 0.7 | 0 | 0 |
| 16b | 0 | 1.1 | 2.1 | 1.1 |
| 17 | 0 | 0.5 | 0 | 0 |
| 18a | 0 | 0 | 0.4 | 0 |
| 18b | 0 | 0 | 1.2 | 0 |
| 19a | 0 | 0 | 0.2 | 0 |
| 19b | 0 | 0 | 3.0 | 0 |
| 19c | 0 | 0 | 3.4 | 0 |
| 20 | 0 | 2.5 | 0.2 | 0 |
| 21a | 0 | 3.1 | 1.4 | 0 |
| 21b | 0 | 3.1 | 0.9 | 0 |
| 21c | 0 | 0.8 | 1.6 | 0 |
| 21d | 0 | 3.4 | 2.3 | 0 |
| 21e | 0 | 6.4 | 2.3 | 0 |
| 21f | 0 | 5.0 | 1.0 | 0 |
| 21g | 0 | 10.6 | 2.1 | 0 |
| 21h | 0 | 9.1 | 1.5 | 0 |
| 21i | 0 | 6.6 | 4.1 | 0 |
| 21j | 0 | 7.5 | 2.6 | 0 |
| 21k | 0 | 3.6 | 6.7 | 0 |

Figure VIII-19.--Percent of Private School (SASS-3B) entries imputed in each stage, continued

| Item ² | Stage 1 - Ratio adjustment (Percent) | Stage 1 - Other procedures (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|--|--|----------------------|-----------------------|
| 22a | 0 | 0.6 | 2.1 | 0.1 |
| 22b | 0 | 4.4 | 2.6 | 0 |
| 22c | 0 | 0.3 | 1.1 | 0 |
| 22d | 0 | 3.4 | 1.3 | 0 |
| 22e | 0 | 5.5 | 2.6 | 0 |
| 22f | 0 | 4.1 | 0.6 | 0 |
| 22g | 0 | 8.2 | 2.8 | 0 |
| 22h | 0 | 8.3 | 1.5 | 0 |
| 22i | 0 | 6.2 | 4.3 | 0 |
| 22j | 0 | 1.2 | 3.4 | 0 |
| 22k | 0 | 0.9 | 7.3 | 0 |
| 23 (any part) | 0 | 4.5 | 1.0 | 0 |
| 24a | 0.1 | 0.1 | 3.0 | 0.1 |
| 24b | 0.7 | 0.2 | 3.1 | 0.1 |
| 24c | 1.8 | 0.2 | 3.2 | 0.1 |
| 24d | 1.2 | 0.1 | 3.2 | 0.1 |
| 24e | 3.4 | 5.6 | 3.5 | 0.1 |
| 25 | 0 | 0 | 3.2 | 0.1 |
| 26a | 0.2 | 8.0 | 0.4 | 0 |
| 26b | 0.7 | 0.1 | 4.8 | 1.0 |
| 26c | 0.9 | 3.8 | 5.0 | 1.2 |
| 26d | 1.0 | 6.2 | 0.2 | 0.2 |
| 27a | 0 | 0 | 8.3 | 0 |
| 27b | 0 | 0 | 10.6 | 0 |
| 28a | 0 | 0 | 4.2 | 0 |
| 28b | 0 | 0 | 4.3 | 0 |
| 29a | 0 | 0 | 3.4 | 0 |
| 29b | 0 | 0 | 6.7 | 0 |
| 29c | 0 | 0 | 8.6 | 0 |
| 30 | 0 | 0 | 3.9 | 0 |
| 31a | 0 | 0 | 0.7 | 0 |
| 31b | 0 | 0 | 11.7 | 0 |
| 31c(1) | 0 | 0 | 14.6 | 0 |
| 31c(2) | 0 | 0 | 25.7 | 0 |
| 31c(3) | 0 | 0 | 24.9 | 0 |
| 31c(4) | 0 | 0 | 24.2 | 0 |
| 31c(5) | 0 | 0 | 25.5 | 0 |
| 31c(6) | 0 | 0 | 26.3 | 0 |
| 31c(7) | 0 | 0 | 28.9 | 0 |
| 31c(8) | 0 | 0 | 25.2 | 0 |
| 31c(9) | 0 | 0 | 26.8 | 0 |
| 31c(10) | 0 | 0 | 24.2 | 0 |
| 31c(11) | 0 | 0 | 24.4 | 0 |
| 31c(12) | 0 | 0 | 24.4 | 0 |
| 31c(13) | 0 | 0 | 24.3 | 0 |
| 31c(14) | 0 | 0 | 24.3 | 0 |
| 32a | 0 | 0 | 4.1 | 0 |
| 32b | 0 | 0 | 2.6 | 0 |
| 32c | 0 | 0 | 5.8 | 0 |
| 32d | 0 | 0 | 4.2 | 0 |
| 32e | 0 | 0 | 4.0 | 0 |
| 32f | 0 | 0 | 4.8 | 0 |
| 32g | 0 | 0 | 5.0 | 0 |
| 32h | 0 | 0 | 5.3 | 0 |
| 32i | 0 | 0 | 5.1 | 0 |
| 32j | 0 | 0 | 5.3 | 0 |

Figure VIII-19.--Percent of Private School (SASS-3B) entries imputed in each stage¹continued

| Item ² | Stage 1 - Ratio adjustment (Percent) | Stage 1 - Other procedures (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|--|--|----------------------|-----------------------|
| 33a | 0 | 0 | 1.0 | 0 |
| 33b | 0 | 0.2 | 2.6 | 0.2 |
| 33c | 0 | 0 | 3.0 | 0 |
| 33d(1) | 0 | 2.0 | 1.1 | 0.2 |
| 33d(2) | 0 | 0 | 6.1 | 0 |
| 33d(3) | 0 | 4.3 | 0.2 | 0 |
| 33d(4) | 0 | 0 | 7.6 | 0 |
| 33e | 0 | 0 | 5.6 | 0 |
| 34a | 0 | 0.2 | 2.3 | 0 |
| 34a (students) | 0 | 0 | 11.9 | 0 |
| 34b | 0 | 0 | 2.9 | 0 |
| 34b (students) | 0 | 0 | 12.3 | 0 |
| 34c | 0 | 0 | 2.3 | 0 |
| 34c (students) | 0 | 0 | 10.8 | 0 |
| 34d | 0 | 0 | 3.1 | 0 |
| 34d (students) | 0 | 0 | 14.5 | 0 |
| 34e | 0 | 0.4 | 1.0 | 0 |
| 34e (students) | 0 | 0 | 9.2 | 0 |
| 34f | 0 | 0 | 1.5 | 0 |
| 34f (students) | 0 | 0 | 5.2 | 0.2 |
| 34g | 0 | 0 | 1.6 | 0 |
| 34g (students) | 0 | 0 | 6.5 | 0 |
| 34h | 0 | 0 | 1.9 | 0 |
| 34i | 0 | 1.4 | 0.7 | 0 |
| 35 | 0 | 0.6 | 0.2 | 0 |
| 36 | 0 | 3.2 | 0.3 | 0 |
| 37a | 0 | 0.1 | 0 | 0 |
| 37b | 0 | 0 | 1.6 | 0 |
| 37c | 0 | 0 | 2.0 | 0 |
| 38a | 0 | 2.6 | 0.7 | 0 |
| 38b | 0 | 0 | 2.2 | 0 |
| 38c (any part) | 0 | 6.0 | 1.9 | 0 |
| 39a | 0 | 0.2 | 1.7 | 0 |
| 39b (PK) | 0 | 0 | 0.2 | 0 |
| 39b (K-12) | 0 | 0 | 10.8 | 0 |
| 39c (teachers) | 0 | 0 | 6.7 | 0 |
| 39c (aides) | 0 | 0 | 23.6 | 0 |
| 40a | 0 | 0 | 1.8 | 0 |
| 40b | 0 | 0.2 | 5.6 | 0 |
| 40c (PK) | 0 | 0 | 10.7 | 0 |
| 40c (K-12) | 0 | 0 | 21.7 | 0 |
| 40d (PK) | 0 | 0 | 9.5 | 0 |
| 40d (K-12) | 0 | 0 | 16.2 | 0 |
| 41a | 0 | 0.1 | 0 | 0 |
| 41b | 0 | 0 | 2.4 | 0 |
| 41c | 0 | 0 | 2.1 | 0 |
| 42a | 0 | 1.1 | 0 | 0 |
| 42b(1) | 0 | 0.2 | 3.2 | 0 |
| 42b(2) | 0 | 0.2 | 3.4 | 0 |
| 42b(3) | 0 | 0.9 | 3.4 | 0 |
| 42b(4) | 0 | 0.5 | 3.4 | 0 |
| 42b(5) | 0 | 0.6 | 3.4 | 0 |
| 42b(6) | 0 | 0.6 | 3.4 | 0 |
| 42c | 0 | 0 | 1.8 | 0 |
| 42c (years) | 0 | 0 | 69.2 | 0 |

Figure VIII-19.--Percent of Private School (SASS-3B) entries imputed in each stage¹continued

| Item ² | Stage 1 - Ratio adjustment (Percent) | Stage 1 - Other procedures (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|--|--|----------------------|-----------------------|
| 43a | 0 | 0 | 2.2 | 0 |
| 43b | 0 | 0 | 8.6 | 0 |
| 43b (hours) | 0 | 0 | 22.3 | 0 |
| 44a | 0 | 4.4 | 0.3 | 0 |
| 44b | 0 | 0.8 | 5.3 | 0 |
| 44c | 0 | 0.2 | 3.3 | 0 |
| 44d | 0 | 0.3 | 6.6 | 0 |
| 45a | 0 | 0 | 1.1 | 0 |
| 45b | 0 | 0 | 2.1 | 0 |
| 45c | 0 | 0 | 2.1 | 0 |
| 45d | 0 | 0 | 2.3 | 0 |
| 46a | 0 | 0 | 1.0 | 0 |
| 46b | 0 | 0 | 6.8 | 0 |
| 46c | 0 | 0 | 7.2 | 0 |
| 47 | 0 | 0 | 2.9 | 0 |
| 48 | 0 | 0 | 1.8 | 0 |
| 49 | 0 | 0 | 1.5 | 0 |
| 50a | 0 | 0 | 12.4 | 0.1 |
| 50b | 0 | 0 | 18.7 | 0.1 |
| 50c | 0 | 0 | 28.9 | 0.1 |
| 50d | 0 | 0 | 23.7 | 0.1 |
| 50e | 0 | 0 | 19.6 | 0.1 |
| 51 (lowest) | 0 | 0.5 | 15.4 | 0.1 |
| 51 (highest) | 0 | 0.6 | 15.7 | 0.1 |
| 52a | 0 | 0 | 2.0 | 0 |
| 52b | 0 | 0 | 8.5 | 0 |
| 52c | 0 | 0 | 7.8 | 0 |
| 53a | 0 | 0 | 2.3 | 0 |
| 53b | 0 | 0 | 4.0 | 0 |
| 53c | 0 | 0 | 8.7 | 0 |
| 54a | 0 | 0 | 3.5 | 0 |
| 54b | 0 | 0 | 5.1 | 0 |
| 55 | 0 | 0 | 2.7 | 0 |
| 56a | 0 | 0 | 2.9 | 0 |
| 56b | 0 | 0 | 5.9 | 0 |
| 57 | 0 | 0 | 2.4 | 0 |

¹The procedures used in each stage of imputation for the Private School Questionnaire (SASS-3B) are described in section D of this chapter.²The wording for these questionnaire items can be found in Appendix F. Items not listed in the table were not imputed.

Figure VIII-20.--Private School Questionnaire (SASS-3B)

items¹ imputed by using other data on
record

| Imputed item | Source items |
|-------------------|---------------------|
| 23 (PSS item 13) | 7 (PSS item 8) |
| 38c (PSS item 17) | 38b (PSS item 16b) |
| 21 | 22, 34, 39c |
| 22 | 16, 21, 23, 34, 39c |
| 26 | 6, 23, 37 |
| 33 | 34 |
| 34 | 6, 21, 22, 39 |
| 36 | 8 |
| 37 | 6 |
| 39 | 38, 40 |
| 40 | 38, 39 |
| 41 | 6 |
| 42 | 6 |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-21.--Private School Questionnaire (SASS-3B) imputation variables

| Variable name | Description | Values |
|---------------|---|---|
| AFFLG | General affiliation | 1 = Catholic 2 = Other religious affiliation 3 = No religious affiliation 4 = Unknown |
| AFFILR | Specific religious affiliation | 1 = Catholic 2 = Amish 3 = Assembly of God 4 = Baptist 5 = Calvinist 6 = Christian 7 = Church of Christ 8 = Church of God 9 = Disciples of Christ 10 = Episcopal 11 = Friends 12 = Greek Orthodox 13 = Islamic 14 = Jewish 15 = Latter Day Saints 16 = Lutheran Church - Missouri Synod 17 = Evangelical Lutheran Church in America 18 = Wisconsin Evangelical Lutheran Synod 19 = Other Lutheran 20 = Mennonite 21 = Methodist 22 = Pentecostal 23 = Presbyterian 24 = Seventh-Day Adventist 25 = Other 26 = No religious affiliation 27 = Unknown |
| AFFILS | Religious affiliation and/or association membership | 1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Member of conservative Christian school association 6 = Other schools with religious affiliation and/or association membership not included in codes 1-5 7 = Religious schools, unknown affiliation or association 8 = Secular - regular elementary and/or secondary 9 = Secular - special program, vocational, or alternative 10 = Secular - special education 11 = Secular - unknown program 12 = Unknown |
| ENR | School enrollment size code | 1 = 1-149 students 2 = 150-399 3 = 400 or more 4 = Unknown |
| URB | Type of community where school is located | 1 = Large central city of an SMSA 2 = Medium city of an SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in an SMSA 6 = Small town, not in an SMSA 7 = Rural 8 = Unknown |

Figure VIII-21.--Private School Questionnaire (SASS-3B) imputation variables--continued

| Variable name | Description | Values |
|---------------|--|--|
| LEVEL | Instructional level of school | 1 = Elementary 2 = Combined or ungraded 3 = Secondary 4 = Unknown |
| TYPE | School type | 1 = Regular 2 = Special education 3 = Vocational education 4 = Alternative 5 = Unknown |
| MINEN | Percent minority enrollment | 1 = 0-5.4% are of minority race or ethnic origin 2 = 5.5-20.4% 3 = 20.5-50.4% 5 = 50.5-100% 4 = Unknown |
| REGION | Census geographic region where school is located | 1 = Northeast 2 = Midwest 3 = South 4 = West |
| UNGRADE | School organization | 1 = All students are ungraded (not assigned to grades 1, 2, etc.) 2 = Some or all students are assigned to grade levels |
| PKPROG | Prekindergarten school | 1 = School teaches only prekindergarten-age children 2 = School teaches students at kindergarten level or higher |

Figure VIII-22a.--SASS Private School Questionnaire (SASS-3B) matching variables and collapse ordering for PSS items

| Items ¹ | Matching variables | Order of collapse |
|---------------------|----------------------|----------------------|
| 6 (PSS item 7) | LEVEL, AFFLG | AFFLG, LEVEL |
| 44 (PSS item 9) | LEVEL, AFFLG, AFFILS | AFFILS, AFFLG, LEVEL |
| 8 (PSS item 10) | AFFLG, AFFILS, URB | URB, AFFILS |
| 11 (PSS item 11) | AFFLG, AFFILS, TYPE | TYPE, AFFILS |
| 12 (PSS item 12) | LEVEL, AFFLG, AFFILS | AFFILS, AFFLG |
| 23 (PSS item 13) | LEVEL, AFFLG | AFFLG, LEVEL |
| 16 (PSS item 14) | AFFILS, UNGRADE | AFFILS |
| 38a,b (PSS item 16) | PKPROG, AFFILS, TYPE | TYPE |
| 38c (PSS item 17) | LEVEL, AFFLG | AFFLG, LEVEL |
| 13 (PSS item 18) | AFFLG, AFFILS | AFFILS |
| 14 (PSS item 19) | AFFLG, AFFILS, TYPE | TYPE |
| 20 (PSS item 20) | AFFLG, AFFILS, TYPE | TYPE, AFFILS |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-22b.--SASS Private School Questionnaire (SASS-3B) matching variables and collapse ordering for non-PSS items

| Items ¹ | Matching variables | Order of collapse |
|---|-------------------------|-------------------|
| 9, 18, 19, 27, 41, 42, 43, 45, 46, 47, 48, 49, 50, 51 | AFFLG, LEVEL, TYPE, URB | URB, TYPE, LEVEL |
| 15 | AFFLG, TYPE, LEVEL, URB | URB, LEVEL |
| 21, 22, 31, 32, 34 | AFFLG, TYPE, LEVEL, URB | URB, LEVEL, TYPE |
| 10, 35, 37 | AFFLG, LEVEL, ENR, URB | URB, ENR, LEVEL |
| 26 | AFFLG, LEVEL, ENR, URB | URB, ENR |
| 24, 39, 40 | AFFLG, MINEN, URB, ENR | ENR, URB, MINEN |
| 33, 36 | AFFLG, MINEN, URB | URB, MINEN |
| 25, 28, 29, 30, 52, 53, 54, 55, 56, 57 | AFFLG, URB, ENR | ENR, URB |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-23.--Percent of Indian School (SASS-3C) entries imputed by each method

| Item ² | Ratio adjustment (Percent) | Using other SASS-3C items (Percent) | Using a donor record (Percent) | Other (Percent) |
|-------------------|-------------------------------|---|--------------------------------------|--------------------|
| 6a | 0 | 0 | 0 | 0 |
| 6b | 0 | 0 | 0.7 | 0 |
| 6c | 0 | 0 | 0.7 | 0 |
| 6d | 0 | 0 | 0.7 | 0 |
| 6e | 0 | 0 | 0.7 | 0 |
| 6f | 0 | 0 | 0.7 | 0 |
| 6g | 0 | 0 | 0.7 | 0 |
| 6h | 0 | 0 | 0.7 | 0 |
| 6i | 0 | 0 | 0.7 | 0 |
| 6j | 0 | 0 | 0.7 | 0 |
| 6k | 0 | 0 | 0.7 | 0 |
| 6l | 0 | 0 | 0.7 | 0 |
| 6m | 0 | 0 | 0.7 | 0 |
| 6n | 0 | 0 | 0.7 | 0 |
| 7 | 0 | 0 | 0 | 0 |
| 8a | 0 | 1.3 | 0 | 0 |
| 8b | 0 | 1.3 | 0 | 0 |
| 8c | 0 | 1.3 | 0 | 0 |
| 8d | 0 | 1.3 | 0 | 0 |
| 8e | 0 | 1.3 | 0 | 0 |
| 9a | 0 | 0 | 1.3 | 0 |
| 9b | 0 | 0 | 13.2 | 0 |
| 10 | 0 | 0 | 14.5 | 0 |
| 11 | 0 | 0 | 0.7 | 0 |
| 12 | 0 | 0 | 1.3 | 0 |
| 13a | 0 | 0 | 0 | 0 |
| 13b | 0 | 0 | 0 | 0 |
| 13c | 0 | 0 | 1.0 | 0 |
| 14 | 0 | 0 | 0 | 0 |
| 15a | 0 | 0 | 0 | 0 |
| 15b | 0 | 0 | 1.9 | 0 |
| 16a | 0 | 1.3 | 0 | 0 |
| 16b | 0 | 0.7 | 0.7 | 0 |
| 16c | 0 | 2.0 | 0.7 | 3.3 |
| 16d | 0 | 1.3 | 0.7 | 0 |
| 16e | 0 | 3.9 | 0 | 0 |
| 16f | 0 | 4.6 | 0 | 0 |
| 16g | 0 | 4.6 | 1.3 | 0 |
| 16h | 0 | 6.6 | 1.3 | 0 |
| 16i | 0 | 5.9 | 3.3 | 0.7 |
| 16j | 0 | 9.9 | 0.7 | 0 |
| 16k | 0 | 4.6 | 3.3 | 0 |
| 17a | 0 | 0 | 0 | 0 |
| 17b | 0 | 2.6 | 0 | 0 |
| 17c | 0 | 1.3 | 0 | 3.3 |
| 17d | 0 | 0.7 | 0 | 0 |
| 17e | 0 | 0.7 | 0 | 0 |
| 17f | 0 | 2.0 | 0 | 0 |
| 17g | 0 | 8.6 | 0 | 0 |
| 17h | 0 | 5.3 | 0 | 0 |
| 17i | 0 | 2.6 | 2.0 | 0.7 |
| 17j | 0 | 0.7 | 2.0 | 0 |
| 17k | 0 | 1.3 | 2.0 | 0 |

Figure VIII-23.--Percent of Indian School (SASS-3C) entries imputed by each method, continued

| Item ² | Ratio adjustment (Percent) | Using other SASS-3C items (Percent) | Using a donor record (Percent) | Other (Percent) |
|-------------------|-------------------------------|---|--------------------------------------|--------------------|
| 18a | 2.0 | 0.7 | 3.9 | 0 |
| 18b | 0 | 0.7 | 3.9 | 0 |
| 18c | 0 | 0.7 | 3.9 | 0 |
| 18d | 0 | 0.7 | 3.9 | 0 |
| 18e | 2.6 | 1.3 | 3.9 | 0 |
| 19 | 0 | 0 | 3.3 | 0 |
| 20a | 0 | 1.3 | 0 | 0 |
| 20b | 0 | 0.7 | 1.3 | 0 |
| 20c | 0 | 2.0 | 1.3 | 1.3 |
| 20d | 0 | 0 | 0.7 | 1.3 |
| 21 | 0 | 1.3 | 5.3 | 0 |
| 22a | 0 | 0.7 | 0 | 0 |
| 22b | 0 | 0 | 2.0 | 0 |
| 23a | 0 | 0 | 1.3 | 0 |
| 23b | 0 | 0 | 1.8 | 0 |
| 24 | 0 | 0 | 1.3 | 0 |
| 25a | 0 | 0.7 | 0.7 | 0 |
| 25b | 0 | 0 | 8.9 | 0 |
| 25c(1) | 0 | 1.6 | 7.3 | 0 |
| 25c(2) | 0 | 0 | 7.3 | 0 |
| 25c(3) | 0 | 3.3 | 8.9 | 0.8 |
| 25c(4) | 0 | 3.3 | 8.9 | 0 |
| 25c(5) | 0 | 3.3 | 8.9 | 0 |
| 25c(6) | 0 | 4.1 | 8.9 | 0 |
| 25c(7) | 0 | 2.4 | 8.9 | 0 |
| 25c(8) | 0 | 2.4 | 8.9 | 0 |
| 25c(9) | 0 | 3.3 | 8.1 | 0 |
| 25c(10) | 0 | 2.4 | 4.9 | 0 |
| 25c(11) | 0 | 1.6 | 4.9 | 0 |
| 25c(12) | 0 | 2.4 | 4.9 | 0 |
| 25c(13) | 0 | 2.4 | 4.9 | 0 |
| 25c(14) | 0 | 2.4 | 4.9 | 0 |
| 26a | 0 | 0 | 0.7 | 0 |
| 26b | 0 | 0 | 2.6 | 0 |
| 26c | 0 | 0 | 1.3 | 0 |
| 26d | 0 | 0 | 2.0 | 0 |
| 26e | 0 | 0 | 2.0 | 0 |
| 26f | 0 | 0 | 2.0 | 0 |
| 26g | 0 | 0 | 2.6 | 0 |
| 26h | 0 | 0 | 2.6 | 0 |
| 26i | 0 | 0 | 2.6 | 0 |
| 27a | 0 | 0.7 | 0 | 0 |
| 27b | 0 | 1.1 | 4.4 | 0 |
| 27c | 0 | 1.1 | 4.4 | 0 |
| 27d(1) | 0 | 5.6 | 0 | 0 |
| 27d(2) | 0 | 0 | 5.6 | 0 |
| 27d(3) | 0 | 3.3 | 2.2 | 0 |
| 27d(4) | 0 | 0 | 6.7 | 0 |
| 27e | 0 | 0 | 6.7 | 0 |

Figure VIII-23.--Percent of Indian School (SASS-3C) entries imputed by each method, continued

| Item ² | Ratio adjustment (Percent) | Using other SASS-3C items (Percent) | Using a donor record (Percent) | Other (Percent) |
|-------------------|-------------------------------|---|--------------------------------------|--------------------|
| 28a | 0 | 1.3 | 2.0 | 0 |
| 28a (students) | 0 | 0 | 13.3 | 0 |
| 28b | 0 | 0 | 4.6 | 0 |
| 34b (students) | 0 | 0 | 15.7 | 0 |
| 28c | 0 | 0 | 4.6 | 0 |
| 28c (students) | 0 | 0 | 9.7 | 0 |
| 28d | 0 | 0 | 3.3 | 0 |
| 28d (students) | 0 | 0 | 13.0 | 0 |
| 28e | 0 | 0 | 0 | 0 |
| 28e (students) | 0 | 0 | 21.7 | 0 |
| 28f | 0 | 1.3 | 0 | 0 |
| 28f (students) | 0 | 0 | 0 | 0 |
| 28g | 0 | 0 | 0.7 | 0 |
| 28g (students) | 0 | 0 | 6.9 | 0 |
| 28h | 0 | 0 | 0.7 | 0 |
| 28i | 0 | 0 | 1.3 | 0 |
| 29 | 0 | 0 | 0 | 0 |
| 30 | 0 | 0 | 2.0 | 0 |
| 31a | 0 | 0 | 0 | 0 |
| 31b | 0 | 0 | 0.8 | 0 |
| 31c | 0 | 0 | 0.8 | 0 |
| 32a | 0 | 2.0 | 2.0 | 0 |
| 32b | 0 | 1.8 | 10.7 | 0 |
| 32c (any part) | 0 | 3.6 | 8.9 | 0 |
| 33a | 0 | 0 | 0.7 | 0 |
| 33b (PK) | 0 | 2.1 | 0 | 0 |
| 33b (K-12) | 0 | 0 | 13.7 | 0 |
| 33c (teachers) | 0 | 2.7 | 4.8 | 0 |
| 33c (aides) | 0 | 2.7 | 4.8 | 0.7 |
| 34a | 0 | 0 | 1.3 | 0 |
| 34b | 0 | 0.7 | 0.7 | 0 |
| 34c (PK) | 0 | 4.0 | 7.3 | 0 |
| 34c (K-12) | 0 | 0.7 | 7.3 | 0 |
| 34d (PK) | 0 | 4.0 | 6.7 | 0 |
| 34d (K-12) | 0 | 2.7 | 6.7 | 0 |
| 35a | 0 | 0 | 0 | 0 |
| 35b | 0 | 0 | 2.2 | 0 |
| 35c | 0 | 0 | 0 | 0 |
| 36a | 0 | 0 | 0 | 0 |
| 36b(1) | 0 | 0 | 2.2 | 0 |
| 36b(2) | 0 | 0 | 2.2 | 0 |
| 36b(3) | 0 | 0 | 4.4 | 0 |
| 36b(4) | 0 | 0 | 2.2 | 0 |
| 36b(5) | 0 | 0 | 2.2 | 0 |
| 36b(6) | 0 | 0 | 2.2 | 0 |
| 36c | 0 | 0 | 0 | 0 |
| 36c (years) | 0 | 0 | 0 | 0 |
| 37a | 0 | 0 | 0 | 0 |
| 37b | 0 | 0 | 0 | 0 |
| 37b (hours) | 0 | 0 | 100.0 | 0 |
| 38a | 0 | 9.9 | 0 | 0 |
| 38b | 0 | 0 | 7.0 | 0 |
| 38c | 0 | 0 | 4.7 | 0 |
| 38d | 0 | 0 | 7.0 | 0 |

Figure VIII-23.--Percent of Indian School (SASS-3C) entries imputed by each method¹continued

| Item ² | Ratio adjustment (Percent) | Using other SASS-3C items (Percent) | Using a donor record (Percent) | Other (Percent) |
|-------------------|-------------------------------|---|--------------------------------------|--------------------|
| 39a | 0 | 0 | 0 | 0 |
| 39b | 0 | 0 | 0 | 0 |
| 39c | 0 | 0 | 0 | 0 |
| 39d | 0 | 0 | 0 | 0 |
| 40a | 0 | 0 | 0 | 0 |
| 40b | 0 | 0 | 0 | 0 |
| 40c | 0 | 0 | 1.3 | 0 |
| 41 | 0 | 0 | 1.3 | 0 |
| 42 | 0 | 0 | 2.0 | 0 |
| 43 | 0 | 0.7 | 1.3 | 0 |
| 44a | 0 | 0 | 5.6 | 0 |
| 44b | 0 | 0 | 12.0 | 0 |
| 44c | 0 | 0 | 14.8 | 0 |
| 44d | 0 | 0 | 13.4 | 0 |
| 44e | 0 | 0 | 9.9 | 0 |
| 45 (lowest) | 0 | 20.0 | 10.0 | 0 |
| 45 (highest) | 0 | 20.0 | 10.0 | 0 |
| 46a | 0 | 0 | 0.7 | 0 |
| 46b | 0 | 0 | 2.9 | 0 |
| 46c | 0 | 0 | 4.8 | 0 |
| 47a | 0 | 0 | 1.3 | 0 |
| 47b | 0 | 0 | 0 | 0 |
| 47c | 0 | 0 | 11.6 | 0 |
| 48a | 0 | 0 | 0.7 | 0 |
| 48b | 0 | 0 | 0 | 0 |
| 49 | 0 | 0 | 1.3 | 0 |
| 50a | 0 | 0 | 1.3 | 0 |
| 50b | 0 | 1.7 | 6.7 | 0 |
| 51 | 0 | 0 | 1.3 | 0 |

¹The procedures used in each method of imputation for the Indian School Questionnaire (SASS-3C) are described in section E of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-24.--Percent of Public School Teacher (SASS-4A) entries imputed in each stage

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|----------------------------|----------------------|----------------------|-----------------------|
| 2 | 0 | 11.8 | 0.4 |
| 3a | 0 | 9.8 | 0.3 |
| 3b | 0 | 24.3 | 0.1 |
| 3c | 0 | 10.5 | 0 |
| 4 | 0 | 6.0 | 0.5 |
| 6 | 0 | 0.1 | 0 |
| 7 | 0 | 3.9 | 0 |
| 8b | 0 | 15.7 | 0.1 |
| 8c | 0 | 15.7 | 0.1 |
| 8e | 0 | 15.7 | 0.1 |
| 9a | 1.4 | 0.2 | 0 |
| 9b | 3.2 | 2.1 | 0 |
| 9c | 12.9 | 2.1 | 0 |
| 10a | 3.6 | 1.4 | 0 |
| 10b | 11.2 | 1.4 | 0 |
| 11a | 0 | 1.4 | 0 |
| 11b | 0 | 4.3 | 0 |
| 11b (breaks) | 5.8 | 2.0 | 0 |
| 11c | 0 | 6.5 | 0 |
| 11d | 0 | 5.2 | 0.1 |
| 12 | 0 | 2.1 | 0 |
| 13 | 0.4 | 1.0 | 0 |
| 13 (state) | 6.2 | 0 | 0 |
| 14 | 5.3 | 2.3 | 0 |
| 15a | 0.3 | 0 | 0 |
| 15b | 0 | 2.0 | 0 |
| 15c | 2.4 | 0 | 0 |
| 15d | 4.4 | 0 | 0 |
| 15e | 0 | 3.6 | 0 |
| 15f | 4.7 | 0 | 0 |
| 15g | 0 | 1.0 | 0 |
| 16a | 0 | 0 | 0 |
| 16b | 14.2 | 0 | 0 |
| 17a | 4.1 | 0 | 0 |
| 17b | 0 | 3.9 | 0 |
| 17c | 6.3 | 0 | 0 |
| 18a | 1.1 | 0 | 0 |
| 18b | 0 | 1.6 | 0 |
| 18c | 3.2 | 0 | 0 |
| 19a | 4.4 | 0 | 0 |
| 19b | 0 | 1.9 | 0 |
| 19c | 2.8 | 0 | 0 |
| 20a | 2.2 | 0 | 0 |
| 20b (Associate degree) | 0 | 3.6 | 0 |
| 20c (Associate degree) | 0 | 6.1 | 0 |
| 20d (Associate degree) | 6.2 | 0 | 0 |
| 20b (Education specialist) | 0 | 3.6 | 0 |
| 20c (Education specialist) | 0 | 5.5 | 0 |
| 20d (Education specialist) | 9.8 | 0 | 0 |
| 20b (Ph.D.) | 0 | 3.6 | 0 |
| 20c (Ph.D.) | 0 | 4.1 | 0 |
| 20d (Ph.D.) | 7.6 | 0 | 0 |

Figure VIII-24.--Percent of Public School Teacher (SASS-4A) entries imputed in each stage, continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|---------------------|----------------------|----------------------|-----------------------|
| 21a | 0 | 0 | 0 |
| 21b | 0.7 | 0 | 0 |
| 21c | 0 | 1.5 | 0 |
| 22a | 0 | 0 | 0 |
| 22b | 0 | 3.4 | 0 |
| 22c | 0 | 0 | 0 |
| 23a | 0 | 2.5 | 0 |
| 23b | 0 | 8.7 | 1.9 |
| 23c | 0 | 8.7 | 3.3 |
| 24a | 0 | 1.2 | 0 |
| 24b | 1.1 | 1.7 | 0 |
| 25a | 1.2 | 0 | 0 |
| 25b | 1.8 | 0 | 0 |
| 25c | 0 | 0.8 | 0.1 |
| 26a | 0 | 0.2 | 0 |
| 26b | 0 | 2.3 | 0.2 |
| 26c | 0 | 2.8 | 0 |
| 27 | 2.3 | 0 | 0 |
| 28a | 1.9 | 1.7 | 0 |
| 28a (undergraduate) | 4.0 | 5.7 | 0 |
| 28a (graduate) | 0 | 5.0 | 0 |
| 28b | 3.0 | 1.7 | 0 |
| 28b (undergraduate) | 14.0 | 3.7 | 0 |
| 28b (graduate) | 0 | 3.6 | 0 |
| 28c | 3.5 | 1.7 | 0 |
| 28c (undergraduate) | 2.1 | 5.2 | 0 |
| 28c (graduate) | 0 | 4.6 | 0 |
| 28d | 5.6 | 1.7 | 0 |
| 28d (undergraduate) | 1.3 | 4.4 | 0 |
| 28d (graduate) | 0 | 4.0 | 0 |
| 28e | 5.9 | 1.7 | 0 |
| 28e (undergraduate) | 2.2 | 4.1 | 0 |
| 28e (graduate) | 0 | 3.8 | 0 |
| 28f | 5.2 | 1.8 | 0 |
| 28f (undergraduate) | 3.6 | 4.6 | 0 |
| 28f (graduate) | 0 | 4.3 | 0 |
| 28g | 6.2 | 1.7 | 0 |
| 28g (undergraduate) | 8.1 | 5.2 | 0 |
| 28g (graduate) | 0 | 4.8 | 0 |
| 29 | 0 | 0.3 | 0 |
| 30 | 0 | 0.5 | 0 |
| 31a | 0 | 1.2 | 0 |
| 31a (hours) | 0 | 1.6 | 0 |
| 31b | 0 | 2.1 | 0 |
| 31b (hours) | 0 | 2.6 | 0 |
| 31c | 0 | 3.8 | 0 |
| 31c (hours) | 0 | 4.5 | 0 |
| 31d | 0 | 3.0 | 0 |
| 31d (hours) | 0 | 3.4 | 0 |
| 31e | 0 | 2.6 | 0 |
| 31e (hours) | 0 | 3.3 | 0 |
| 32a | 0 | 1.8 | 0 |
| 32b | 0 | 2.0 | 0 |
| 32c | 0 | 2.1 | 0 |
| 32d | 0 | 2.1 | 0 |
| 32e | 0 | 2.3 | 0 |

Figure VIII-24.--Percent of Public School Teacher (SASS-4A) entries imputed in each stage¹continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 33 | 0 | 1.0 | 0 |
| 34 | 0 | 0.5 | 0 |
| 35a | 0 | 0.4 | 0 |
| 35b | 0 | 0.5 | 0 |
| 36 | 0 | 0 | 0 |
| 37 | 0 | 0.3 | 0 |
| 38a | 0 | 1.8 | 0 |
| 38b(1) | 0 | 4.1 | 0 |
| 38b(2) | 0 | 5.2 | 0 |
| 38b(3) | 0 | 6.5 | 0 |
| 38b(4) | 0 | 6.6 | 0 |
| 39 | 20.4 | 0 | 0 |
| 40a(1) | 3.9 | 0 | 0 |
| 40b(1) | 3.1 | 6.1 | 0 |
| 40a(2) | 6.3 | 0 | 0 |
| 40b(2) | 2.3 | 6.4 | 0 |
| 40a(3) | 10.1 | 0 | 0 |
| 40b(3) | 2.4 | 8.8 | 0 |
| 40a(4) | 15.3 | 0 | 0 |
| 40b(4) | 2.4 | 13.6 | 0 |
| 40a(5) | 5.4 | 0 | 0 |
| 40b(5) | 1.7 | 4.3 | 0 |
| 40a(6) | 2.6 | 0 | 0 |
| 40b(6) | 0.8 | 2.3 | 0 |
| 40a(7) | 1.0 | 0 | 0 |
| 40b(7) | 0.3 | 0.9 | 0 |
| 40a(8) | 0.8 | 0 | 0 |
| 40b(8) | 0.2 | 0.8 | 0 |
| 40a(9) | 0.8 | 0 | 0 |
| 40b(9) | 0.2 | 0.6 | 0 |
| 40a(10) | 0.8 | 0 | 0 |
| 40b(10) | 0.2 | 0.7 | 0 |
| 40a(11) | 0.7 | 0 | 0 |
| 40b(11) | 0.2 | 0.6 | 0 |
| 40a(12) | 0.7 | 0 | 0 |
| 40b(12) | 0.1 | 0.6 | 0 |
| 40a(13) | 0.6 | 0 | 0 |
| 40b(13) | 0.2 | 0.5 | 0 |
| 40a(14) | 0.6 | 0 | 0 |
| 40b(14) | 0.1 | 0.6 | 0 |
| 40a(15) | 0.6 | 0 | 0 |
| 40b(15) | 0.2 | 0.5 | 0 |
| 41a | 0 | 6.5 | 0 |
| 41b | 0 | 4.8 | 0 |
| 41c | 0 | 27.5 | 1.2 |
| 42a | 0 | 2.9 | 0 |
| 42b(1) | 2.4 | 1.8 | 0 |
| 42b(2) | 1.1 | 1.8 | 0 |
| 43a | 0 | 1.5 | 0 |
| 43b | 0 | 4.1 | 0 |
| 44a | 0 | 0.9 | 0 |
| 44b | 0 | 1.0 | 0 |
| 44c | 0 | 1.0 | 0 |
| 44d | 0 | 1.0 | 0 |
| 44e | 0 | 1.0 | 0 |
| 44f | 0 | 0.9 | 0 |

Figure VIII-24.--Percent of Public School Teacher (SASS-4A) entries imputed in each stage¹continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 45a | 0 | 0.8 | 0 |
| 45b | 0 | 0.8 | 0 |
| 45c | 0 | 0.7 | 0 |
| 45d | 0 | 0.8 | 0 |
| 45e | 0 | 0.8 | 0 |
| 45f | 0 | 1.3 | 0 |
| 46a | 0 | 1.6 | 0 |
| 46b | 0 | 1.7 | 0 |
| 46c | 0 | 1.9 | 0 |
| 46d | 0 | 1.8 | 0 |
| 46e | 0 | 1.7 | 0 |
| 46f | 0 | 1.8 | 0 |
| 46g | 0 | 1.7 | 0 |
| 46h | 0 | 2.0 | 0 |
| 46i | 0 | 2.3 | 0 |
| 46j | 0 | 2.4 | 0 |
| 46k | 0 | 2.0 | 0 |
| 46l | 0 | 1.8 | 0 |
| 46m | 0 | 1.7 | 0 |
| 46n | 0 | 2.0 | 0 |
| 46o | 0 | 2.0 | 0 |
| 46p | 0 | 2.1 | 0 |
| 46q | 0 | 1.8 | 0 |
| 46r | 0 | 5.9 | 0 |
| 46s | 0 | 2.0 | 0 |
| 46t | 0 | 1.8 | 0 |
| 46u | 0 | 1.8 | 0 |
| 46v | 0 | 2.2 | 0 |
| 46w | 0 | 2.2 | 0 |
| 46x | 0 | 1.7 | 0 |
| 47a | 0 | 2.0 | 0 |
| 47b | 0 | 1.7 | 0 |
| 47c | 0 | 1.9 | 0 |
| 47d | 0 | 1.6 | 0 |
| 47e | 0 | 2.0 | 0 |
| 47f | 0 | 2.0 | 0 |
| 47g | 0 | 1.8 | 0 |
| 47h | 0 | 1.6 | 0 |
| 47i | 0 | 2.2 | 0 |
| 47j | 0 | 1.7 | 0 |
| 47k | 0 | 1.9 | 0 |
| 47l | 0 | 1.8 | 0 |
| 47m | 0 | 1.9 | 0 |
| 47n | 0 | 2.2 | 0 |
| 47o | 0 | 1.8 | 0 |
| 47p | 0 | 1.6 | 0 |
| 47q | 0 | 1.8 | 0 |
| 47r | 0 | 1.9 | 0 |
| 47s | 0 | 1.3 | 0 |
| 47t | 0 | 1.9 | 0 |
| 47u | 0 | 1.4 | 0 |
| 47v | 0 | 1.5 | 0 |
| 47w | 0 | 1.4 | 0 |
| 47x | 0 | 3.2 | 0 |
| 47y | 0 | 2.6 | 0 |
| 48 | 0 | 1.4 | 0 |
| 49a | 0 | 1.2 | 0 |
| 49b | 0 | 2.6 | 0 |
| 49b (times) | 0 | 7.9 | 0.1 |

Figure VIII-24.--Percent of Public School Teacher (SASS-4A) entries imputed in each stage¹continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 50a | 0 | 1.7 | 0 |
| 50b | 0 | 2.6 | 0 |
| 50b (times) | 0 | 9.6 | 0.2 |
| 51a | 0.3 | 7.2 | 0 |
| 51b | 0.2 | 0 | 0 |
| 51c | 1.4 | 10.7 | 0 |
| 52 | 0 | 1.6 | 0 |
| 53a(1) | 0 | 2.3 | 0 |
| 53a(1) (amount) | 0 | 4.7 | 0.1 |
| 53a(2) | 0 | 5.3 | 0 |
| 53a(2) (amount) | 0 | 8.3 | 0.1 |
| 53a(3) | 0 | 5.2 | 0 |
| 53a(3) (amount) | 0 | 6.9 | 0 |
| 53b(1) | 0 | 8.3 | 0 |
| 53b(2) | 0 | 2.3 | 0 |
| 53b(2) (amount) | 0 | 4.0 | 0 |
| 53b(3) | 0 | 2.0 | 0 |
| 53b(3) (amount) | 0 | 21.3 | 0.1 |
| 53b(4) | 0 | 3.4 | 0 |
| 53b(5) | 0 | 5.9 | 0 |
| 53b(5) (amount) | 0 | 5.8 | 0.1 |
| 54 | 0 | 1.8 | 0 |
| 55 | 0 | 25.0 | 0 |
| 56 | 0 | 0 | 0 |
| 57a | 0 | 2.7 | 0 |
| 57b | 0 | 5.6 | 1.6 |
| 58 | 0 | 9.7 | 0 |
| 59 | 0 | 1.9 | 0 |
| 60 | 0 | 1.6 | 0 |
| 61a | 0 | 1.9 | 0 |
| 61b | 0 | 2.2 | 0 |
| 62a | 0 | 1.8 | 0 |
| 62b | 0 | 3.8 | 0.1 |
| 63a | 0.1 | 2.0 | 0 |
| 63b | 0 | 2.1 | 0 |
| 63c | 0 | 2.5 | 0 |

¹The procedures used in each stage of imputation for the Public School Teacher Questionnaire (SASS-4A) are described in section F of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-25.--Percent of Private School Teacher (SASS-4B) entries imputed in each stage

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|----------------------------|----------------------|----------------------|-----------------------|
| 2 | 0 | 9.0 | 0.1 |
| 3a | 0 | 6.6 | 0 |
| 3b | 0 | 13.4 | 0 |
| 3c | 4.4 | 8.0 | 0 |
| 4 | 0 | 8.1 | 0.1 |
| 6 | 0 | 0.2 | 0 |
| 7 | 0 | 5.0 | 0 |
| 8b | 0 | 18.9 | 0.2 |
| 8c | 0 | 18.9 | 0.2 |
| 8e | 0 | 18.9 | 0.2 |
| 9a | 2.1 | 0.3 | 0 |
| 9b | 2.0 | 2.8 | 0 |
| 9c | 7.8 | 2.8 | 0 |
| 10a | 4.3 | 3.0 | 0 |
| 10b | 7.7 | 3.0 | 0 |
| 11a | 0 | 1.9 | 0 |
| 11b | 0 | 4.6 | 0 |
| 11b (breaks) | 5.7 | 1.4 | 0 |
| 11c | 0 | 7.5 | 0.1 |
| 11d | 0 | 6.1 | 0.1 |
| 12 | 0 | 2.4 | 0 |
| 13 | 0.4 | 0.8 | 0 |
| 13 (state) | 4.3 | 0 | 0 |
| 14 | 4.2 | 1.9 | 0 |
| 15a | 0.4 | 0 | 0 |
| 15b | 0 | 1.8 | 0 |
| 15c | 2.1 | 0 | 0 |
| 15d | 4.2 | 0 | 0 |
| 15e | 0 | 3.0 | 0 |
| 15f | 4.2 | 0 | 0 |
| 15g | 0 | 1.5 | 0 |
| 16a | 0 | 0 | 0 |
| 16b | 22.0 | 0 | 0 |
| 17a | 3.4 | 0 | 0 |
| 17b | 0 | 2.2 | 0 |
| 17c | 2.7 | 0 | 0 |
| 18a | 1.4 | 0 | 0 |
| 18b | 0 | 1.0 | 0 |
| 18c | 2.0 | 0 | 0 |
| 19a | 3.8 | 0 | 0 |
| 19b | 0 | 1.0 | 0 |
| 19c | 0.5 | 0 | 0 |
| 20a | 2.2 | 0 | 0 |
| 20b (Associate degree) | 0 | 6.3 | 0 |
| 20c (Associate degree) | 0 | 8.1 | 0 |
| 20d (Associate degree) | 8.4 | 0 | 0 |
| 20b (Education specialist) | 0 | 6.3 | 0 |
| 20c (Education specialist) | 0 | 11.6 | 0.4 |
| 20d (Education specialist) | 15.5 | 0 | 0 |
| 20b (Ph.D.) | 0 | 6.3 | 0 |
| 20c (Ph.D.) | 0 | 5.0 | 0 |
| 20d (Ph.D.) | 8.6 | 0 | 0 |

Figure VIII-25.--Percent of Private School Teacher (SASS-4B) entries imputed in each stage, continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|---------------------|----------------------|----------------------|-----------------------|
| 21a | 0 | 0 | 0 |
| 21b | 0.9 | 0 | 0 |
| 21c | 0 | 1.3 | 0 |
| 22a | 0 | 0 | 0 |
| 22b | 0 | 3.4 | 0 |
| 22c | 0 | 0 | 0 |
| 23a | 0 | 3.3 | 0 |
| 23b | 0 | 7.6 | 2.4 |
| 23c | 0 | 7.6 | 3.6 |
| 24a | 0 | 1.0 | 0 |
| 24b | 1.3 | 1.7 | 0 |
| 25a | 1.4 | 0 | 0 |
| 25b | 1.7 | 0 | 0 |
| 25c | 0 | 0.7 | 0.1 |
| 26a | 0 | 0.2 | 0 |
| 26b | 0 | 1.8 | 0.1 |
| 26c | 0 | 2.2 | 0 |
| 27 | 2.1 | 0 | 0 |
| 28a | 1.4 | 1.9 | 0 |
| 28a (undergraduate) | 2.9 | 5.1 | 0 |
| 28a (graduate) | 0 | 4.4 | 0 |
| 28b | 3.1 | 1.9 | 0 |
| 28b (undergraduate) | 8.0 | 3.1 | 0 |
| 28b (graduate) | 0 | 3.0 | 0 |
| 28c | 3.0 | 1.9 | 0 |
| 28c (undergraduate) | 1.2 | 4.3 | 0 |
| 28c (graduate) | 0 | 3.8 | 0 |
| 28d | 4.8 | 2.0 | 0 |
| 28d (undergraduate) | 0.7 | 4.3 | 0 |
| 28d (graduate) | 0 | 3.9 | 0 |
| 28e | 5.2 | 2.0 | 0 |
| 28e (undergraduate) | 1.0 | 3.7 | 0 |
| 28e (graduate) | 0 | 3.3 | 0 |
| 28f | 4.9 | 1.9 | 0 |
| 28f (undergraduate) | 2.2 | 4.3 | 0 |
| 28f (graduate) | 0 | 3.9 | 0 |
| 28g | 5.7 | 1.9 | 0 |
| 28g (undergraduate) | 5.3 | 4.6 | 0 |
| 28g (graduate) | 0 | 4.3 | 0 |
| 29 | 0 | 0.2 | 0 |
| 30 | 0 | 0.5 | 0 |
| 31a | 0 | 1.5 | 0 |
| 31a (hours) | 0 | 1.7 | 0 |
| 31b | 0 | 1.9 | 0 |
| 31b (hours) | 0 | 2.3 | 0 |
| 31c | 0 | 3.8 | 0 |
| 31c (hours) | 0 | 4.3 | 0 |
| 31d | 0 | 3.0 | 0 |
| 31d (hours) | 0 | 3.4 | 0.1 |
| 31e | 0 | 3.0 | 0 |
| 31e (hours) | 0 | 3.6 | 0.1 |
| 32a | 0 | 2.6 | 0 |
| 32b | 0 | 2.9 | 0 |
| 32c | 0 | 3.0 | 0 |
| 32d | 0 | 3.1 | 0 |
| 32e | 0 | 3.3 | 0 |

Figure VIII-25.--Percent of Private School Teacher (SASS-4B) entries imputed in each stage¹ continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 33 | 0 | 1.3 | 0 |
| 34 | 0 | 0.6 | 0 |
| 35a | 0 | 0.4 | 0 |
| 35b | 0 | 0.5 | 0 |
| 36 | 0 | 0 | 0 |
| 37 | 0 | 0.5 | 0 |
| 38a | 0 | 1.1 | 0 |
| 38b(1) | 0 | 3.2 | 0 |
| 38b(2) | 0 | 3.9 | 0 |
| 38b(3) | 0 | 4.7 | 0 |
| 38b(4) | 0 | 5.2 | 0 |
| 39 | 26.9 | 0 | 0 |
| 40a(1) | 3.4 | 0 | 0 |
| 40b(1) | 0 | 6.7 | 0 |
| 40a(2) | 4.4 | 0 | 0 |
| 40b(2) | 0 | 6.5 | 0 |
| 40a(3) | 6.5 | 0 | 0 |
| 40b(3) | 0 | 7.6 | 0 |
| 40a(4) | 11.8 | 0 | 0 |
| 40b(4) | 0 | 12.6 | 0 |
| 40a(5) | 2.8 | 0 | 0 |
| 40b(5) | 0 | 3.3 | 0 |
| 40a(6) | 1.3 | 0 | 0 |
| 40b(6) | 0 | 1.5 | 0 |
| 40a(7) | 0.9 | 0 | 0 |
| 40b(7) | 0 | 1.1 | 0 |
| 40a(8) | 0.8 | 0 | 0 |
| 40b(8) | 0 | 0.9 | 0 |
| 40a(9) | 0.8 | 0 | 0 |
| 40b(9) | 0 | 0.8 | 0 |
| 40a(10) | 0.7 | 0 | 0 |
| 40b(10) | 0 | 0.8 | 0 |
| 40a(11) | 0.7 | 0 | 0 |
| 40b(11) | 0 | 0.8 | 0 |
| 40a(12) | 0.7 | 0 | 0 |
| 40b(12) | 0 | 0.7 | 0 |
| 40a(13) | 0.7 | 0 | 0 |
| 40b(13) | 0 | 0.7 | 0 |
| 40a(14) | 0.6 | 0 | 0 |
| 40b(14) | 0 | 0.7 | 0 |
| 40a(15) | 0.6 | 0 | 0 |
| 40b(15) | 0 | 0.7 | 0 |
| 41a | 0 | 5.6 | 0 |
| 41b | 0 | 4.1 | 0 |
| 41c | 0 | 15.3 | 1.3 |
| 42a | 0 | 4.6 | 0.1 |
| 42b(1) | 2.1 | 2.4 | 0 |
| 42b(2) | 1.1 | 2.4 | 0 |
| 43a | 0 | 1.7 | 0 |
| 43b | 0 | 4.8 | 0 |
| 44a | 0 | 1.4 | 0 |
| 44b | 0 | 2.1 | 0 |
| 44c | 0 | 1.8 | 0 |
| 44d | 0 | 1.6 | 0 |
| 44e | 0 | 1.9 | 0 |
| 44f | 0 | 1.4 | 0 |

Figure VIII-25.--Percent of Private School Teacher (SASS-4B) entries imputed in each stage, continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 45a | 0 | 1.2 | 0 |
| 45b | 0 | 1.2 | 0 |
| 45c | 0 | 1.2 | 0 |
| 45d | 0 | 1.2 | 0 |
| 45e | 0 | 1.1 | 0 |
| 45f | 0 | 2.0 | 0 |
| 46a | 0 | 1.8 | 0 |
| 46b | 0 | 1.7 | 0 |
| 46c | 0 | 1.9 | 0 |
| 46d | 0 | 1.9 | 0 |
| 46e | 0 | 1.8 | 0 |
| 46f | 0 | 1.8 | 0 |
| 46g | 0 | 1.8 | 0 |
| 46h | 0 | 1.9 | 0 |
| 46i | 0 | 2.0 | 0 |
| 46j | 0 | 2.2 | 0 |
| 46k | 0 | 1.8 | 0 |
| 46l | 0 | 1.8 | 0 |
| 46m | 0 | 1.8 | 0 |
| 46n | 0 | 1.9 | 0 |
| 46o | 0 | 2.2 | 0 |
| 46p | 0 | 2.1 | 0 |
| 46q | 0 | 1.9 | 0 |
| 46r | 0 | 5.2 | 0 |
| 46s | 0 | 2.2 | 0 |
| 46t | 0 | 1.8 | 0 |
| 46u | 0 | 1.9 | 0 |
| 46v | 0 | 2.1 | 0 |
| 46w | 0 | 2.0 | 0 |
| 46x | 0 | 1.8 | 0 |
| 47a | 0 | 2.7 | 0 |
| 47b | 0 | 2.1 | 0 |
| 47c | 0 | 2.2 | 0 |
| 47d | 0 | 2.2 | 0 |
| 47e | 0 | 2.5 | 0 |
| 47f | 0 | 2.3 | 0 |
| 47g | 0 | 2.2 | 0 |
| 47h | 0 | 2.0 | 0 |
| 47i | 0 | 2.4 | 0 |
| 47j | 0 | 2.2 | 0 |
| 47k | 0 | 2.3 | 0 |
| 47l | 0 | 2.5 | 0 |
| 47m | 0 | 2.2 | 0 |
| 47n | 0 | 2.2 | 0 |
| 47o | 0 | 2.4 | 0 |
| 47p | 0 | 2.1 | 0 |
| 47q | 0 | 2.1 | 0 |
| 47r | 0 | 2.2 | 0 |
| 47s | 0 | 2.1 | 0 |
| 47t | 0 | 3.1 | 0 |
| 47u | 0 | 2.1 | 0 |
| 47v | 0 | 2.2 | 0 |
| 47w | 0 | 2.1 | 0 |
| 47x | 0 | 8.8 | 0 |
| 47y | 0 | 5.7 | 0 |
| 48 | 0 | 2.4 | 0 |
| 49a | 0 | 2.0 | 0 |
| 49b | 0 | 3.7 | 0 |
| 49b (times) | 0 | 13.5 | 0.3 |

Figure VIII-25.--Percent of Private School Teacher (SASS-4B) entries imputed in each stage, continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 50a | 0 | 2.4 | 0 |
| 50b | 0 | 3.5 | 0.5 |
| 50b (times) | 0 | 11.3 | 2.5 |
| 51a | 0.3 | 20.3 | 0.1 |
| 51b | 0.2 | 0.1 | 0 |
| 51c | 0.8 | 24.8 | 0.1 |
| 52 | 0 | 3.1 | 0 |
| 53a(1) | 0 | 3.9 | 0 |
| 53a(1) (amount) | 0 | 5.8 | 0 |
| 53a(2) | 0 | 6.8 | 0 |
| 53a(2) (amount) | 0 | 10.4 | 0 |
| 53a(3) | 0 | 6.8 | 0 |
| 53a(3) (amount) | 0 | 8.2 | 0.1 |
| 53b(1) | 0 | 9.6 | 0 |
| 53b(2) | 0 | 3.6 | 0 |
| 53b(2) (amount) | 0 | 5.4 | 0.1 |
| 53b(3) | 0 | 3.4 | 0 |
| 53b(3) (amount) | 0 | 22.0 | 0.1 |
| 53b(4) | 0 | 2.0 | 0 |
| 53b(5) | 0 | 6.6 | 0 |
| 53b(5) (amount) | 0 | 8.3 | 0.3 |
| 53c | 0 | 6.9 | 0 |
| 54 | 0 | 3.2 | 0 |
| 55 | 0 | 36.0 | 0 |
| 56 | 0 | 0 | 0 |
| 57a | 0 | 3.5 | 0 |
| 57b | 0 | 6.9 | 8.6 |
| 58 | 0 | 9.3 | 0 |
| 59 | 0 | 3.2 | 0 |
| 60 | 0 | 2.7 | 0 |
| 61a | 0 | 3.0 | 0 |
| 61b | 0 | 2.8 | 0.2 |
| 62a | 0 | 3.0 | 0 |
| 62b | 0 | 10.7 | 0.4 |
| 63a | 0.1 | 3.2 | 0 |
| 63b | 0 | 3.4 | 0 |
| 63c | 0 | 4.5 | 0 |

¹The procedures used in each stage of imputation of the Private School Teacher Questionnaire (SASS-4B) are described in section F of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-26.--Percent of Indian School Teacher (SASS-4C) entries imputed in each stage¹

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|----------------------------|----------------------|----------------------|-----------------------|
| 2 | 0 | 18.8 | 12.5 |
| 3a | 0 | 13.3 | 3.3 |
| 3b | 0 | 18.2 | 4.5 |
| 3c | 0 | 13.6 | 4.5 |
| 4 | 0 | 18.2 | 9.1 |
| 6 | 0 | 0.4 | 0 |
| 7 | 0 | 5.4 | 0 |
| 8b | 0 | 22.6 | 0 |
| 8c | 0 | 22.6 | 0 |
| 8e | 0 | 22.6 | 0 |
| 9a | 3.9 | 0.2 | 0 |
| 9b | 0 | 16.5 | 0 |
| 9c | 11.3 | 16.5 | 0 |
| 10a | 9.1 | 4.4 | 0.2 |
| 10b | 13.5 | 4.6 | 0 |
| 11a | 0 | 2.0 | 0 |
| 11b | 0 | 6.0 | 0 |
| 11b (breaks) | 8.3 | 0 | 0 |
| 11c | 0 | 10.7 | 0.6 |
| 11d | 0 | 10.1 | 0 |
| 12 | 0 | 1.8 | 0 |
| 13 | 0.7 | 1.1 | 0 |
| 13 (state) | 5.7 | 0 | 0 |
| 14 | 4.2 | 1.5 | 0 |
| 15a | 0.2 | 0 | 0 |
| 15b | 0 | 2.2 | 0 |
| 15c | 2.4 | 0 | 0 |
| 15d | 6.0 | 0 | 0 |
| 15e | 0 | 3.3 | 0 |
| 15f | 4.5 | 0 | 0 |
| 15g | 0 | 5.3 | 0 |
| 16a | 0 | 0 | 0 |
| 16b | 19.8 | 0 | 0 |
| 17a | 4.2 | 0 | 0 |
| 17b | 0 | 5.3 | 0 |
| 17c | 0 | 0 | 0 |
| 18a | 1.2 | 0 | 0 |
| 18b | 0 | 2.2 | 0 |
| 18c | 2.9 | 0 | 0 |
| 19a | 4.3 | 0 | 0 |
| 19b | 0 | 0 | 0 |
| 19c | 0 | 0 | 0 |
| 20a | 2.8 | 0 | 0 |
| 20b (Associate degree) | 0 | 1.5 | 0 |
| 20c (Associate degree) | 0 | 8.2 | 0 |
| 20d (Associate degree) | 6.1 | 0 | 0 |
| 20b (Education specialist) | 0 | 1.5 | 0 |
| 20c (Education specialist) | 0 | 0 | 0 |
| 20d (Education specialist) | 14.3 | 0 | 0 |
| 20b (Ph.D.) | 0 | 1.5 | 0 |
| 20c (Ph.D.) | 0 | 0 | 0 |
| 20d (Ph.D.) | 0 | 0 | 0 |

Figure VIII-26.--Percent of Indian School Teacher (SASS-4C) entries imputed in each stage¹ continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|---------------------|----------------------|----------------------|-----------------------|
| 21a | 0 | 0 | 0 |
| 21b | 0.7 | 0 | 0 |
| 21c | 0 | 1.9 | 0 |
| 22a | 0 | 0 | 0 |
| 22b | 0 | 4.8 | 0 |
| 22c | 0 | 0 | 0 |
| 23a | 0 | 5.0 | 0 |
| 23b | 0 | 13.5 | 0 |
| 23c | 0 | 16.9 | 0 |
| 24a | 0 | 0.4 | 0 |
| 24b | 0.7 | 1.4 | 0 |
| 25a | 1.6 | 0 | 0 |
| 25b | 2.1 | 0 | 0 |
| 25c | 0 | 1.0 | 0 |
| 26a | 0 | 0.2 | 0 |
| 26b | 0 | 3.5 | 0.7 |
| 26c | 0 | 3.5 | 0 |
| 27 | 2.1 | 0 | 0 |
| 28a | 0.9 | 2.5 | 0 |
| 28a (undergraduate) | 8.7 | 7.8 | 0 |
| 28a (graduate) | 0 | 6.7 | 0 |
| 28b | 3.9 | 2.5 | 0 |
| 28b (undergraduate) | 11.0 | 6.3 | 0 |
| 28b (graduate) | 0 | 6.6 | 0 |
| 28c | 4.3 | 2.5 | 0 |
| 28c (undergraduate) | 5.0 | 7.2 | 0 |
| 28c (graduate) | 0 | 6.2 | 0 |
| 28d | 8.7 | 2.5 | 0 |
| 28d (undergraduate) | 1.9 | 5.1 | 0 |
| 28d (graduate) | 0 | 5.1 | 0 |
| 28e | 7.8 | 2.5 | 0 |
| 28e (undergraduate) | 2.7 | 8.0 | 0 |
| 28e (graduate) | 0 | 7.1 | 0 |
| 28f | 7.3 | 2.7 | 0 |
| 28f (undergraduate) | 6.5 | 6.9 | 0 |
| 28f (graduate) | 0 | 6.5 | 0 |
| 28g | 6.8 | 2.7 | 0 |
| 28g (undergraduate) | 12.6 | 8.3 | 0 |
| 28g (graduate) | 0 | 7.8 | 0 |
| 29 | 0 | 0 | 0 |
| 30 | 0 | 0.7 | 0 |
| 31a | 0 | 1.2 | 0 |
| 31a (hours) | 0 | 0.9 | 0 |
| 31b | 0 | 2.1 | 0 |
| 31b (hours) | 0 | 2.6 | 0 |
| 31c | 0 | 3.7 | 0 |
| 31c (hours) | 0 | 3.6 | 0 |
| 31d | 0 | 3.7 | 0 |
| 31d (hours) | 0 | 3.0 | 0 |
| 31e | 0 | 2.5 | 0 |
| 31e (hours) | 0 | 3.4 | 0 |
| 32a | 0 | 1.5 | 0 |
| 32b | 0 | 1.5 | 0 |
| 32c | 0 | 1.7 | 0 |
| 32d | 0 | 1.7 | 0 |
| 32e | 0 | 2.2 | 0 |

Figure VIII-26.--Percent of Indian School Teacher (SASS-4C) entries imputed in each stage¹ continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 33 | 0 | 1.6 | 0 |
| 34 | 0 | 0.4 | 0 |
| 35a | 0 | 0.7 | 0 |
| 35b | 0 | 0.7 | 0 |
| 36 | 0 | 0 | 0 |
| 37 | 0 | 0.5 | 0 |
| 38a | 0 | 0.6 | 0.3 |
| 38b(1) | 0 | 2.4 | 0.3 |
| 38b(2) | 0 | 3.2 | 0.9 |
| 38b(3) | 0 | 3.8 | 0.6 |
| 38b(4) | 0 | 4.7 | 0.9 |
| 39 | 30.7 | 0 | 0 |
| 40a(1) | 2.6 | 0 | 0 |
| 40b(1) | 0 | 6.3 | 0 |
| 40a(2) | 4.2 | 0 | 0 |
| 40b(2) | 0 | 6.9 | 0 |
| 40a(3) | 10.1 | 0 | 0 |
| 40b(3) | 0 | 11.1 | 0 |
| 40a(4) | 19.6 | 0 | 0 |
| 40b(4) | 0 | 20.1 | 0 |
| 40a(5) | 1.6 | 0 | 0 |
| 40b(5) | 0 | 2.1 | 0 |
| 40a(6) | 0.5 | 0 | 0 |
| 40b(6) | 0 | 1.6 | 0 |
| 40a(7) | 0.5 | 0 | 0 |
| 40b(7) | 0 | 0.5 | 0 |
| 40a(8) | 0.5 | 0 | 0 |
| 40b(8) | 0 | 0.5 | 0 |
| 40a(9) | 0.5 | 0 | 0 |
| 40b(9) | 0 | 0.5 | 0 |
| 40a(10) | 0.5 | 0 | 0 |
| 40b(10) | 0 | 0.5 | 0 |
| 40a(11) | 0.5 | 0 | 0 |
| 40b(11) | 0 | 0.5 | 0 |
| 40a(12) | 0.5 | 0 | 0 |
| 40b(12) | 0 | 0.5 | 0 |
| 40a(13) | 0.5 | 0 | 0 |
| 40b(13) | 0 | 1.1 | 0 |
| 40a(14) | 0.5 | 0 | 0 |
| 40b(14) | 0 | 1.1 | 0 |
| 40a(15) | 0.5 | 0 | 0 |
| 40b(15) | 0 | 0.5 | 0 |
| 41a | 0 | 12.1 | 9.1 |
| 41b | 0 | 6.1 | 6.1 |
| 41c | 0 | 24.2 | 6.1 |
| 42a | 0 | 4.3 | 0.4 |
| 42b(1) | 2.7 | 3.2 | 0.4 |
| 42b(2) | 1.2 | 3.2 | 0.4 |
| 43a | 0 | 3.0 | 0 |
| 43b | 0 | 5.2 | 0 |
| 44a | 0 | 0.7 | 0 |
| 44b | 0 | 0.9 | 0 |
| 44c | 0 | 1.1 | 0 |
| 44d | 0 | 1.1 | 0 |
| 44e | 0 | 0.7 | 0 |
| 44f | 0 | 1.2 | 0 |

Figure VIII-26.--Percent of Indian School Teacher (SASS-4C) entries imputed in each stage¹ continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 45a | 0 | 0.7 | 0 |
| 45b | 0 | 0.7 | 0 |
| 45c | 0 | 0.7 | 0 |
| 45d | 0 | 0.7 | 0 |
| 45e | 0 | 0.7 | 0 |
| 45f | 0 | 1.1 | 0 |
| 46a | 0 | 1.2 | 0 |
| 46b | 0 | 1.6 | 0 |
| 46c | 0 | 1.6 | 0 |
| 46d | 0 | 2.1 | 0 |
| 46e | 0 | 1.2 | 0 |
| 46f | 0 | 1.6 | 0 |
| 46g | 0 | 1.2 | 0 |
| 46h | 0 | 1.6 | 0 |
| 46i | 0 | 2.1 | 0 |
| 46j | 0 | 1.8 | 0 |
| 46k | 0 | 2.3 | 0 |
| 46l | 0 | 1.4 | 0 |
| 46m | 0 | 1.2 | 0 |
| 46n | 0 | 1.8 | 0 |
| 46o | 0 | 2.5 | 0 |
| 46p | 0 | 1.2 | 0 |
| 46q | 0 | 1.6 | 0 |
| 46r | 0 | 1.8 | 0 |
| 46s | 0 | 1.2 | 0 |
| 46t | 0 | 1.4 | 0 |
| 46u | 0 | 1.6 | 0 |
| 46v | 0 | 1.2 | 0 |
| 46w | 0 | 1.2 | 0 |
| 46x | 0 | 1.4 | 0 |
| 47a | 0 | 2.0 | 0 |
| 47b | 0 | 1.1 | 0 |
| 47c | 0 | 1.6 | 0 |
| 47d | 0 | 1.1 | 0 |
| 47e | 0 | 1.6 | 0 |
| 47f | 0 | 1.4 | 0 |
| 47g | 0 | 1.4 | 0 |
| 47h | 0 | 1.4 | 0 |
| 47i | 0 | 2.0 | 0 |
| 47j | 0 | 1.4 | 0 |
| 47k | 0 | 2.1 | 0 |
| 47l | 0 | 1.8 | 0 |
| 47m | 0 | 1.8 | 0 |
| 47n | 0 | 1.2 | 0 |
| 47o | 0 | 1.6 | 0 |
| 47p | 0 | 1.4 | 0 |
| 47q | 0 | 1.4 | 0 |
| 47r | 0 | 1.4 | 0 |
| 47s | 0 | 1.4 | 0 |
| 47t | 0 | 2.0 | 0 |
| 47u | 0 | 1.4 | 0 |
| 47v | 0 | 1.8 | 0 |
| 47w | 0 | 1.6 | 0 |
| 47x | 0 | 3.7 | 0 |
| 47y | 0 | 2.7 | 0 |
| 48 | 0 | 1.1 | 0 |
| 49a | 0 | 1.6 | 0 |
| 49b | 0 | 2.7 | 0 |
| 49b (times) | 0 | 6.0 | 0 |

Figure VIII-26.--Percent of Indian School Teacher (SASS-4C) entries imputed in each stage¹ continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 50a | 0 | 1.8 | 0 |
| 50b | 0 | 2.8 | 0 |
| 50b (times) | 0 | 8.3 | 2.8 |
| 51a | 0.4 | 13.5 | 0 |
| 51b | 0 | 0 | 0 |
| 51c | 0.3 | 17.2 | 0 |
| 52 | 0 | 2.7 | 0 |
| 53a(1) | 0 | 2.7 | 0 |
| 53a(1) (amount) | 0 | 4.4 | 0 |
| 53a(2) | 0 | 5.9 | 0 |
| 53a(2) (amount) | 0 | 7.1 | 0 |
| 53a(3) | 0 | 5.3 | 0 |
| 53a(3) (amount) | 0 | 10.2 | 0 |
| 53b(1) | 0 | 11.7 | 0 |
| 53b(2) | 0 | 1.8 | 0 |
| 53b(2) (amount) | 0 | 2.5 | 0 |
| 53b(3) | 0 | 1.4 | 0 |
| 53b(3) (amount) | 0 | 37.2 | 0 |
| 53b(4) | 0 | 2.7 | 0 |
| 53b(5) | 0 | 5.3 | 0 |
| 53b(5) (amount) | 0 | 7.0 | 0 |
| 54 | 0 | 2.5 | 0 |
| 55 | 0 | 34.7 | 0 |
| 56 | 0 | 0 | 0 |
| 57a | 0 | 3.2 | 0 |
| 57b | 0 | 4.4 | 0 |
| 58 | 0 | 7.1 | 0 |
| 59 | 0 | 1.6 | 0 |
| 60 | 0 | 1.8 | 0 |
| 61a | 0 | 1.8 | 0 |
| 61b | 0 | 1.7 | 0 |
| 62a | 0 | 2.5 | 0 |
| 62b | 0 | 7.9 | 0 |
| 63a | 0 | 1.6 | 0 |
| 63b | 0 | 2.8 | 0 |
| 63c | 0 | 2.3 | 0 |

¹The procedures used in each stage of imputation for the Indian School Teacher Questionnaire (SASS-4C) are described in section F of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-27.--Teacher Questionnaire (SASS-4A/4B/4C) imputation variables

| Variable name | Description | Values |
|---------------------------|---------------------------------------|---|
| STGROUP (SASS-4A only) | Groups of states with similar schools | 1 = Connecticut and Rhode Island 2 = Delaware, District of Columbia, Maryland 3 = Maine, New Hampshire, Vermont 4 = Massachusetts, New York 5 = New Jersey, Pennsylvania 6 = Illinois, Indiana 7 = Iowa, Nebraska 8 = Kansas, Oklahoma 9 = Michigan, Ohio 10 = Minnesota, Missouri, Wisconsin 11 = North Dakota, South Dakota 12 = Alabama, Louisiana 13 = Arkansas, Mississippi, West Virginia 14 = Florida, Texas 15 = Georgia, Virginia 16 = Kentucky, South Carolina 17 = North Carolina, Tennessee 18 = Alaska, Wyoming 19 = Arizona, Nevada, Utah 20 = California, Hawaii 21 = Colorado, Washington 22 = Idaho, Montana 23 = New Mexico, Oregon |
| HIGHDEG | Highest degree received | 1 = Associate or no degree 2 = Bachelor's 3 = Master's or higher |
| AGE | Age of respondent | 1 = Under 30 years old 2 = 30-45 3 = 46-60 4 = 61-94 5 = Unknown |
| TEAEXPER | Years teaching in all schools | 1 = 0-3 years 2 = 4-15 3 = 16-30 4 = 31-70 5 = Unknown |
| TEAFIELD | Teaching assignment field | 1 = Prekindergarten, kindergarten, or general elementary 2 = Special areas other than foreign language, science, vocational education, and special education 3 = Foreign language 4 = Science 5 = Vocational education 6 = Special education 7 = All others |
| FULPTIME | Full-time/part-time status | 1 = Full-time teacher 2 = Part-time teacher 3 = All others |
| TEALEVEL | Instructional level for teacher | 1 = Elementary, prekindergarten and special education 2 = All others |
| GRADELEV | Grade levels taught this year | 1 = Prekindergarten 2 = Grades K-6 3 = Grades K-8 4 = Grades 7-12 5 = Postsecondary 6 = Unknown |

Figure VIII-27.--Teacher Questionnaire (SASS-4A/4B/4C) imputation variablescontinued

| Variable name | Description | Values |
|--------------------------|---|--|
| ENROLMNT | Number of students enrolled in the school | Number of students reported on school record (1-9000) |
| ENR (SASS-4A only) | Enrollment size code for public school | 1 = 1-299 students 2 = 300-599 3 = 600 or more 4 = Unknown |
| ENR (SASS-4B and 4C) | Enrollment size code for private or Indian school | 1 = 1-149 students 2 = 150-399 3 = 400 or more 4 = Unknown |
| URB | Type of community where school is located | 1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown |
| BEGINTEA | Years since beginning first teaching position | 1 = 0-3 years 2 = 4-7 3 = 8-15 4 = 16-24 5 = 25-68 |
| MINEN | Percent minority enrollment at school | 1 = Less than 5.5% are of minority race or ethnic origin 2 = 5.5%-20.4% 3 = 20.5%-50.4% 5 = 50.5%-100% 4 = Unknown |
| AFFILS (SASS-4B only) | Religious affiliation and/or association | 1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Member of conservative Christian school association 6 = Other schools with religious affiliation and/or association membership not included in codes 1-5 7 = Religious schools, unknown affiliation or association 8 = Secular school - regular program 9 = Secular school - special program, vocational, or alternative 10 = Secular - special education 11 = Secular - unknown program 12 = Unknown |
| AFFLG (SASS-4B only) | General affiliation code for school | 1 = Catholic 2 = Other religious affiliation or orientation 3 = Secular 4 = Unknown |
| BIAOP (SASS-4C only) | Type of BIA school | 1 = School is funded and operated by Bureau of Indian Affairs (BIA) 2 = School is funded by BIA but operated by a tribe or other organization |

Figure VIII-28.--Public School Teacher (SASS-4A) matching variables and collapse ordering

| Items ¹ | Matching variables | Order of collapse |
|--|---|---------------------------------------|
| 59 | STGROUP, STATE, TEALEVEL, BEGINTEA | BEGINTEA, STATE |
| 20b, 15b, 15e, 15g, 17b, 18b, 19b, 20c | STGROUP, STATE, TEALEVEL, URB | URB, STATE |
| 2, 3, 4 | STGROUP, STATE, TEALEVEL, URB, ENR | ENR, URB, STATE |
| 6, 7, 8, 11, 9, 10, 12, 13, 14 | STGROUP, STATE, TEALEVEL, AGE, HIGHDEG | HIGHDEG, AGE, STATE |
| 21c, 25c, 26, 29, 28, 30, 31, 32, 33, 34, 35 | STGROUP, STATE, TEALEVEL, HIGHDEG, TEAEXPER | TEAEXPER, HIGHDEG, STATE |
| 22, 23, 24 | STGROUP, STATE, TEALEVEL, AGE, HIGHDEG, TEAEXPER | TEAEXPER, HIGHDEG, STATE |
| 37, 38, 41, 42, | STGROUP, STATE, TEALEVEL, FULPTIME, TEAEXPER | TEAEXPER, FULPTIME, STATE |
| 40b | STGROUP, TEALEVEL | TEALEVEL |
| 43 | STGROUP, STATE, TEALEVEL, URB, FULPTIME, ENR, GRADELEV | GRADELEV, ENR, FULPTIME, STATE |
| 44, 45, 46, 47, 48, 51, 52 | STGROUP, STATE, TEALEVEL, URB, AGE, TEAEXPER | TEAEXPER, AGE, STATE |
| 49, 50 | STGROUP, STATE, TEALEVEL, URB, TEAEXPER, FULPTIME, GRADELEV | GRADELEV, FULPTIME, TEAEXPER, STATE |
| 53, 54, 57, 58, 60 | STGROUP, STATE, TEALEVEL, URB, HIGHDEG, TEAEXPER | TEAEXPER, HIGHDEG, STATE |
| 55, 61, 62 | STGROUP, STATE, TEALEVEL, URB, HIGHDEG, TEAEXPER | TEAEXPER, HIGHDEG, TEALEVEL, STATE |
| 63 | STGROUP, STATE, TEALEVEL, URB, MINEN, TEAFIELD, GRADELEV | GRADELEV, TEAFIELD, MINEN, URB, STATE |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-29.--Private School Teacher (SASS-4B) matching variables and collapse ordering

| Items ¹ | Matching variables | Order of collapse |
|--|---|--------------------------------------|
| 59 | AFFILS, TEALEVEL, BEGINTEA | BEGINTEA, AFFILS |
| 20b, 15b, 15e, 15g, 17b, 18b, 19b, 20c | AFFILS, TEALEVEL, URB | URB, AFFILS |
| 2, 3, 4 | AFFILS, TEALEVEL, URB, ENR | ENR, URB, AFFILS |
| 6, 7, 8, 11, 9, 10, 12, 13, 14 | AFFILS, TEALEVEL, AGE, HIGHDEG | HIGHDEG, AGE, AFFILS |
| 21c, 25c, 26, 29, 28, 30, 31, 32, 33, 34, 35 | AFFILS, TEALEVEL, HIGHDEG, TEAEXPER | TEAEXPER, HIGHDEG, AFFILS |
| 22, 23, 24 | AFFILS, TEALEVEL, AGE, HIGHDEG, TEAEXPER | TEAEXPER, HIGHDEG, AFFILS |
| 37, 38, 41, 42, | AFFILS, TEALEVEL, FULPTIME, TEAEXPER | TEAEXPER, FULPTIME, AFFILS |
| 40b | AFFILS, TEALEVEL | TEALEVEL |
| 43 | AFFILS, TEALEVEL, URB, FULPTIME, ENR, GRADELEV | GRADELEV, ENR, FULPTIME, AFFILS |
| 44, 45, 46, 47, 48, 51, 52 | AFFILS, TEALEVEL, URB, AGE, TEAEXPER | TEAEXPER, AGE, AFFILS |
| 49, 50 | AFFILS, TEALEVEL, URB, TEAEXPER, FULPTIME, GRADELEV | GRADELEV, FULPTIME, TEAEXPER, AFFILS |
| 53, 54, 57, 58, 60 | AFFILS, TEALEVEL, URB, HIGHDEG, TEAEXPER | TEAEXPER, HIGHDEG, AFFILS |
| 55, 61, 62 | AFFILS, TEALEVEL, URB, HIGHDEG, TEAEXPER | TEAEXPER, HIGHDEG, TEALEVEL, AFFILS |
| 63 | AFFILS, TEALEVEL, URB, MINEN, GRADELEV | GRADELEV, MINEN, URB, AFFILS |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-30.--Indian School Teacher (SASS-4C) matching variables and collapse ordering

| Items ¹ | Matching variables | Order of collapse |
|--|---|------------------------------|
| 59 | BIAOP, TEALEVEL, BEGINTEA | BEGINTEA |
| 20b, 15b, 15e, 15g, 17b, 18b, 19b, 20c | BIAOP, TEALEVEL | No collapsing |
| 2, 3, 4 | BIAOP, TEALEVEL, ENR | ENR |
| 6, 7, 8, 11, 9, 10, 12, 13, 14 | BIAOP, TEALEVEL, AGE, HIGHDEG | HIGHDEG, AGE |
| 21c, 25c, 26, 29, 28, 30, 31, 32, 33, 34, 35 | BIAOP, TEALEVEL, HIGHDEG, TEAEXPER | TEAEXPER, HIGHDEG |
| 22, 23, 24 | BIAOP, TEALEVEL, AGE, HIGHDEG, TEAEXPER | TEAEXPER, HIGHDEG |
| 37, 38, 41, 42, | BIAOP, TEALEVEL, FULPTIME, TEAEXPER | TEAEXPER, FULPTIME |
| 40b | BIAOP, TEALEVEL | TEALEVEL |
| 43 | BIAOP, TEALEVEL, FULPTIME, ENR, GRADELEV | GRADELEV, ENR, FULPTIME |
| 44, 45, 46, 47, 48, 51, 52 | BIAOP, TEALEVEL, AGE, TEAEXPER | TEAEXPER, AGE |
| 49, 50 | BIAOP, TEALEVEL, TEAEXPER, FULPTIME, GRADELEV | GRADELEV, FULPTIME, TEAEXPER |
| 53, 54, 57, 58, 60 | BIAOP, TEALEVEL, HIGHDEG, TEAEXPER | TEAEXPER, HIGHDEG |
| 55, 61, 62 | BIAOP, TEALEVEL, HIGHDEG, TEAEXPER | TEAEXPER, HIGHDEG, TEALEVEL |
| 63 | BIAOP, TEALEVEL TEAFIELD, GRADELEV | GRADELEV, TEAFIELD |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-31.--Percent of Public School Student Record (SASS-5) entries imputed in each stage¹

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 4 | 0 | 0 | 0.2 |
| 5 | 2.9 | 0 | 0.4 |
| 6 | 0 | 0 | 0 |
| 7a | 0 | 0.8 | 0 |
| 7b | 0 | 2.4 | 0.2 |
| 7c | 0 | 1.6 | 0.2 |
| 7d | 0 | 2.5 | 0.2 |
| 7e | 0 | 1.8 | 0.1 |
| 8a | 0 | 0.7 | 0 |
| 8b | 0 | 9.1 | 1.4 |
| 9 | 0 | 0.7 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0.3 | 2.9 | 0 |
| 12 | 0 | 0.6 | 0 |
| 13 | 0 | 1.0 | 0 |
| 14 | 0 | 5.9 | 0 |
| 15 | 0 | 2.7 | 0 |
| 16a | 0 | 1.9 | 0 |
| 16b | 0 | 2.8 | 0 |
| 17 | 0 | 2.0 | 0 |
| 18a | 0 | 2.0 | 0 |
| 18b | 0 | 6.1 | 0 |
| 19a | 0 | 1.4 | 0 |
| 19b | 0 | 0 | 8.7 |
| 20 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0.9 |
| 22 | 0 | 0 | 0.8 |
| 23 | 0 | 1.4 | 0 |
| 24 | 0.3 | 0.2 | 0 |
| 25 | 0.4 | 0.3 | 0 |
| 26a | 0 | 2.9 | 0.7 |
| 26b | 0.6 | 0.2 | 0.1 |
| 27 | 0.8 | 0.2 | 0.1 |

¹The procedures used in each stage of imputation for the Student Records Questionnaire (SASS-5) are described in section G of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-32.--Percent of Private School Student Record (SASS-5) entries imputed in each stage¹

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 4 | 0 | 0 | 0.2 |
| 5 | 4.2 | 0 | 0.1 |
| 6 | 0 | 0 | 0 |
| 7a | 0.1 | 1.0 | 0 |
| 7b | 0 | 0 | 0 |
| 7c | 0 | 0 | 0 |
| 7d | 0 | 0 | 0 |
| 7e | 0 | 0 | 0 |
| 8a | 0 | 0.4 | 0 |
| 8b | 0 | 9.1 | 0 |
| 9 | 0 | 0.3 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0.6 | 2.9 | 0 |
| 12 | 0 | 0.2 | 0 |
| 13 | 0 | 0.2 | 0 |
| 14 | 0 | 0.8 | 0 |
| 15 | 0 | 1.2 | 0 |
| 16a | 0 | 1.0 | 0 |
| 16b | 0 | 0 | 0 |
| 17 | 0 | 0.4 | 0 |
| 18a | 0 | 4.8 | 0 |
| 18b | 0 | 7.8 | 0 |
| 19a | 0 | 1.2 | 0 |
| 19b | 0 | 0 | 8.2 |
| 20 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0.4 |
| 22 | 0 | 0 | 0.4 |
| 23 | 0 | 1.8 | 0 |
| 24 | 0.3 | 0 | 0 |
| 25 | 0.2 | 0 | 0 |
| 26a | 0 | 3.7 | 0.5 |
| 26b | 0.4 | 1.0 | 0 |
| 27 | 0.1 | 0.1 | 0 |

¹The procedures used in each stage of imputation for the Student Records Questionnaire (SASS-5) are described in section G of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-33.--Percent of Indian School Student Record (SASS-5) entries imputed in each stage¹

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 4 | 0 | 0 | 0.5 |
| 5 | 4.4 | 0 | 0.8 |
| 6 | 0 | 0 | 0 |
| 7a | 0 | 0.2 | 0 |
| 7b | 0 | 3.7 | 0 |
| 7c | 0 | 1.9 | 0 |
| 7d | 0 | 1.7 | 0 |
| 7e | 0 | 3.9 | 0 |
| 8a | 0 | 0.8 | 0 |
| 8b | 0 | 13.2 | 0 |
| 9 | 0 | 1.3 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0.7 | 7.4 | 0 |
| 12 | 0 | 3.9 | 0 |
| 13 | 0 | 3.4 | 0 |
| 14 | 0 | 4.2 | 0 |
| 15 | 0 | 3.7 | 0 |
| 16a | 0 | 3.4 | 0 |
| 16b | 0 | 6.6 | 0 |
| 17 | 0 | 2.7 | 0 |
| 18a | 0 | 2.4 | 0 |
| 18b | 0 | 7.0 | 0 |
| 19a | 0 | 1.8 | 0 |
| 19b | 0 | 0 | 20.0 |
| 20 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0.3 |
| 22 | 0 | 0 | 0.8 |
| 23 | 0 | 0.5 | 0 |
| 24 | 0.8 | 0.7 | 0 |
| 25 | 1.2 | 0.8 | 0 |
| 26a | 0 | 4.0 | 0 |
| 26b | 1.2 | 0.5 | 0 |
| 27 | 0.5 | 0.3 | 0 |

¹The procedures used in each stage of imputation for the Student Records Questionnaire (SASS-5) are described in section G of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-34.--Student Records Questionnaire (SASS-5) imputation variables

| Variable name | Description | Values |
|--|--|--|
| NLEVEL | Instructional level of school | 1 = Elementary 2 = Combined, more elementary than secondary 3 = Combined, comparable elementary and secondary student counts (or all students are ungraded) 4 = Combined, more secondary than elementary 5 = Secondary |
| URB | Type of community where school is located | 1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown |
| AFFILS (private school students only) | School's religious affiliation and/or association membership | 1 = Catholic, parochial 2 = Catholic, diocesan 3 = Catholic, private 4 = Catholic, unclassified 5 = Member of conservative Christian school association 6 = Other schools with religious affiliation or orientation not included in categories 1-5 7 = Religious schools, unknown affiliation/association 8 = Secular school - regular program 9 = Secular school - special program, vocational or alternative 10 = Secular school - special education 11 = Secular school - unknown program 12 = Unknown |
| AFFLG (private school students only) | General affiliation code | 1 = Catholic 2 = Other religious affiliation or orientation 3 = Secular 4 = Unknown |
| GRLEVEL | Student's grade level | 1 = Any of grades 1-6 2 = Grade 7 or 8 3 = Grade 9 or 10 4 = Grade 11 or 12 |
| INDPER | Percentage of American Indian students in school | 1 = 19.5% or more students are Indian 2 = Less than 19.5% students are Indian 3 = Unknown |
| GROUP | States grouped for Indian school student file | 1 = Arizona 2 = New Mexico 3 = South Dakota 4 = North Dakota 5 = All other states |

Figure VIII-34.--Student Records Questionnaire (SASS-5) imputation variables continued

| Variable name | Description | Values |
|---------------|--|---|
| GPA | Grade point average based on school's grading system | 1 = 0-.9 on 0 to 4.0 scale 0-1.2 on 0 to 5.0 scale 0-24.9 on 0 to 100 scale 2 = 1-1.4 on 0 to 4.0 scale 1.3-1.8 on 0 to 5.0 scale 25-36.9 on 0 to 100 scale 3 = 1.5-1.9 on 0 to 4.0 scale 1.9-2.4 on 0 to 5.0 scale 37-49.9 on 0 to 100 scale 4 = 2.0-2.4 on 0 to 4.0 scale 2.5-3.0 on 0 to 5.0 scale 50-61.9 on 0 to 100 scale 5 = 2.5-2.9 on 0 to 4.0 scale 3.1-3.7 on 0 to 5.0 scale 62-74.9 on 0 to 100 scale 6 = 3.0-3.4 on 0 to 4.0 scale 3.8-4.3 on 0 to 5.0 scale 75-86.9 on 0 to 100 scale 7 = 3.5-3.9 on 0 to 4.0 scale 4.4-4.9 on 0 to 5.0 scale 87-99.9 on 0 to 100 scale 8 = 4.0-5.0 on 0 to 4.0 scale 5.0 on 0 to 5.0 scale 100.0 on 0 to 100 scale 9 = A to E scale A to F scale Other scale 10 = Unknown |

Figure VIII-35.--Public School Students (SASS-5A) matching variables and collapse order

| Items ¹ | Matching variables | Order of collapse |
|--------------------|-------------------------------|-------------------------------|
| 6, 12, 13 | INDPER, URB, GRLEVEL | GRLEVEL, URB, INDPER |
| 7 | INDPER, URB, NLEVEL | NLEVEL, URB, INDPER |
| 8, 18, 26 | INDPER, TYPE, GRLEVEL | GRLEVEL, TYPE, INDPER |
| 9, 11, 14 | INDPER, GRLEVEL, URB | URB, GRLEVEL, INDPER |
| 15, 16, 17, 19 | INDPER, TYPE, GRLEVEL, NLEVEL | NLEVEL, GRLEVEL, TYPE, INDPER |
| 23 | INDPER, GRLEVEL, NLEVEL | NLEVEL, GRLEVEL, INDPER |
| 24, 25, 27 | INDPER, TYPE, GRLEVEL, GPA | GPA, GRLEVEL, TYPE, INDPER |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-36.--Private School Students (SASS-5B) matching variables and collapse order

| Items ¹ | Matching variables | Order of collapse |
|--------------------|---------------------------------------|---------------------------------------|
| 6 | INDPER, URB, GRLEVEL | GRLEVEL, URB, INDPER |
| 7 | INDPER, URB, NLEVEL | NLEVEL, URB, INDPER |
| 8, 26 | INDPER, TYPE, GRLEVEL | GRLEVEL, TYPE, INDPER |
| 9 | INDPER, GRLEVEL, URB | URB, GRLEVEL, INDPER |
| 11, 14 | INDPER, AFFILS, GRLEVEL, URB | URB, GRLEVEL, AFFILS, INDPER |
| 12, 13 | INDPER, AFFILS, URB, GRLEVEL | GRLEVEL, URB, AFFILS, INDPER |
| 15, 16 | INDPER, TYPE, AFFILS, GRLEVEL, NLEVEL | NLEVEL, GRLEVEL, AFFILS, TYPE, INDPER |
| 17, 19 | INDPER, TYPE, GRLEVEL, NLEVEL | NLEVEL, GRLEVEL, TYPE, INDPER |
| 18 | INDPER, TYPE, AFFILS, GRLEVEL | GRLEVEL, AFFILS, TYPE, INDPER |
| 23 | INDPER, AFFILS, GRLEVEL, NLEVEL | NLEVEL, GRLEVEL, AFFILS, INDPER |
| 24, 25 | INDPER, TYPE, GRLEVEL, GPA | GPA, GRLEVEL, TYPE, INDPER |
| 27 | INDPER, TYPE, AFFILS, GRLEVEL, GPA | GPA, GRLEVEL, AFFILS, TYPE, INDPER |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-37.--Indian School Students (SASS-5C) matching variables and collapse order

| Items ¹ | Matching variables | Order of collapse |
|--|---------------------|---------------------|
| 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 26 | GROUP, GRLEVEL | GRLEVEL, GROUP |
| 24, 25, 27 | GROUP, GRLEVEL, GPA | GPA, GRLEVEL, GROUP |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-38.--Percent of Public School Library Media Center (LS-1A) entries imputed in each stage¹

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------------|----------------------|----------------------|-----------------------|
| 1a (any part) | 1.2 | 0 | 0.1 |
| 1b (any part) | 1.8 | 0 | 0.2 |
| 1c (any part) | 0.3 | 0.3 | 0.2 |
| 2a | 4.7 | 0 | 0.1 |
| 2b | 3.6 | 0 | 0.3 |
| 2c | 1.7 | 0 | 0.8 |
| 2d | 5.2 | 0 | 0.2 |
| 3a | 8.8 | 0.1 | 0.8 |
| 3b | 17.9 | 0.1 | 0.8 |
| 3c | 19.2 | 0.1 | 0.8 |
| 4a | 0 | 0.5 | 0 |
| 4b (adult volunteers) | 0 | 8.5 | 0.7 |
| 4b (student volunteers) | 0 | 3.6 | 0.3 |
| 5a (books) | 0.4 | 11.9 | 0 |
| 5b (books) | 0 | 19.1 | 0 |
| 5c (books) | 0.9 | 10.2 | 0 |
| 5a (subscriptions) | 5.1 | 15.7 | 0 |
| 5b (subscriptions) | 14.0 | 17.8 | 0 |
| 5c (subscriptions) | 2.3 | 11.1 | 0 |
| 5a (video materials) | 5.6 | 14.1 | 0.3 |
| 5b (video materials) | 2.1 | 19.7 | 0 |
| 5c (video materials) | 7.5 | 13.6 | 0 |
| 5a (other AV) | 9.1 | 18.8 | 0.5 |
| 5b (other AV) | 0 | 28.1 | 0 |
| 5c (other AV) | 9.9 | 15.2 | 0 |
| 5a (software) | 5.4 | 14.0 | 0.2 |
| 5b (software) | 0.1 | 20.7 | 0 |
| 5c (software) | 6.7 | 11.8 | 0 |
| 5a (CD-ROM) | 12.1 | 8.4 | 0 |
| 5b (CD-ROM) | 10.8 | 12.1 | 0 |
| 5c (CD-ROM) | 14.1 | 9.2 | 0 |
| 6 | 0.1 | 9.1 | 0 |
| 7a | 0 | 7.9 | 0.1 |
| 7b | 1.1 | 10.2 | 0 |
| 7c | 4.8 | 2.6 | 0 |
| 8a(1) | 0 | 1.7 | 0 |
| 8a(2) | 0 | 3.3 | 0 |
| 8b(1) | 0 | 2.9 | 0 |
| 8b(2) | 0 | 4.0 | 0 |
| 8c(1) | 0 | 2.5 | 0 |
| 8c(2) | 0 | 4.6 | 0 |
| 8d(1) | 0 | 2.0 | 0 |
| 8d(2) | 0 | 3.5 | 0 |
| 8e(1) | 0 | 2.0 | 0 |
| 8e(2) | 0 | 2.9 | 0 |
| 8f(1) | 0 | 2.0 | 0 |
| 8f(2) | 0 | 2.8 | 0 |
| 8g(1) | 0 | 2.0 | 0 |
| 8g(2) | 0 | 3.5 | 0 |

Figure VIII-38.--Percent of Public School Library Media Center (LS-1A) entries imputed in each stage, continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 8h(1) | 0 | 2.0 | 0 |
| 8h(2) | 0 | 3.0 | 0 |
| 8i(1) | 0.8 | 1.3 | 0 |
| 8i(2) | 0.8 | 2.3 | 0 |
| 8j(1) | 0 | 2.1 | 0 |
| 8j(2) | 0 | 3.7 | 0 |
| 8k(1) | 0 | 3.2 | 0 |
| 8k(2) | 0 | 4.5 | 0 |
| 8l(1) | 0 | 2.7 | 0 |
| 8l(2) | 0 | 3.4 | 0 |
| 8m(1) | 0 | 2.7 | 0 |
| 8m(2) | 0 | 4.0 | 0 |
| 8n(1) | 0 | 2.3 | 0 |
| 8n(2) | 0 | 3.7 | 0 |
| 9 | 0 | 1.5 | 0 |
| 10a | 0 | 1.4 | 0 |
| 10b | 0 | 1.9 | 0 |
| 10c | 0 | 1.7 | 0 |
| 11a | 1.2 | 1.7 | 0 |
| 11b | 0 | 6.0 | 0 |
| 12a | 0 | 0.7 | 0 |
| 12b | 0 | 0.8 | 0 |
| 12c | 0.1 | 1.2 | 0 |
| 12d | 0.1 | 0.8 | 0 |
| 12e | 0.1 | 0.8 | 0 |
| 12f | 0 | 1.3 | 0 |
| 12g | 0 | 1.5 | 0 |
| 12h | 0 | 0.9 | 0 |
| 12i | 0 | 0.9 | 0 |
| 12j | 0 | 1.4 | 0 |
| 13a | 0 | 3.8 | 0 |
| 13b | 0 | 3.8 | 0 |
| 13c | 0 | 3.8 | 0 |
| 13d | 0 | 3.8 | 0 |
| 14a | 0 | 0.8 | 0 |
| 14b | 0 | 1.3 | 0 |
| 15 | 0 | 1.3 | 0 |
| 16a | 0.1 | 0.9 | 0 |
| 16b | 0 | 1.2 | 0 |
| 17 | 0 | 0.8 | 0 |
| 18 | 0 | 2.3 | 0 |
| 19 | 0 | 0.8 | 0 |
| 20 | 0 | 0.9 | 0 |
| 21a | 0 | 1.2 | 0 |
| 21b | 0 | 1.7 | 0 |
| 22 | 0 | 2.0 | 0 |
| 23 | 0 | 1.0 | 0 |

Figure VIII-38.--Percent of Public School Library Media Center (LS-1A) entries imputed in each stage, continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 24a | 0 | 3.8 | 0 |
| 24b | 0 | 2.8 | 0 |
| 24c | 0 | 5.8 | 0 |
| 24d | 0 | 4.4 | 0 |
| 25 | 37.4 | 5.4 | 0.7 |
| 26 | 0 | 10.9 | 0 |
| 27a | 0 | 1.6 | 0 |
| 27b | 0 | 1.7 | 0 |
| 27c | 0 | 1.7 | 0 |
| 27d | 0 | 1.5 | 0 |
| 27e | 0 | 1.6 | 0 |
| 27f | 0 | 1.3 | 0 |
| 28a | 0 | 2.3 | 0 |
| 28b | 0 | 2.2 | 0 |
| 28c | 0 | 1.4 | 0 |
| 28d | 0 | 2.0 | 0 |

¹The procedures used in each stage of imputation for the Public School Library Media Center Questionnaire (LS-1A) are described in section H of this chapter

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-39.--Percent of Private School Library Media Center (LS-1B) entries imputed in each stage¹

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------------|----------------------|----------------------|-----------------------|
| 1a (any part) | 0.7 | 0 | 0 |
| 1b (any part) | 1.8 | 0 | 0.4 |
| 1c (any part) | 0.7 | 0.2 | 0.3 |
| 1d | 0.1 | 0 | 0 |
| 1e (any part) | 0 | 2.2 | 0.5 |
| 2a | 4.2 | 0.3 | 0.4 |
| 2b | 3.5 | 0.3 | 0.7 |
| 2c | 1.9 | 0.3 | 0.9 |
| 2d | 4.7 | 0.3 | 0.4 |
| 3a | 4.1 | 0.6 | 1.0 |
| 3b | 10.2 | 0.8 | 1.0 |
| 3c | 11.6 | 0.6 | 1.1 |
| 4a | 0 | 0.6 | 0 |
| 4b (adult volunteers) | 0 | 2.6 | 0.2 |
| 4b (student volunteers) | 0 | 5.0 | 0.5 |
| 5a (books) | 1.2 | 11.7 | 1.7 |
| 5b (books) | 0.2 | 17.3 | 5.8 |
| 5c (books) | 2.7 | 11.7 | 2.9 |
| 5a (subscriptions) | 6.0 | 14.5 | 0.3 |
| 5b (subscriptions) | 10.4 | 18.6 | 0.3 |
| 5c (subscriptions) | 5.2 | 13.2 | 0.5 |
| 5a (video materials) | 9.4 | 10.9 | 0.7 |
| 5b (video materials) | 7.4 | 14.3 | 0.5 |
| 5c (video materials) | 12.0 | 12.9 | 0.6 |
| 5a (other AV) | 8.2 | 15.7 | 0.8 |
| 5b (other AV) | 1.4 | 23.4 | 0.3 |
| 5c (other AV) | 9.4 | 14.2 | 0.3 |
| 5a (software) | 3.3 | 10.2 | 0.3 |
| 5b (software) | 0.6 | 13.9 | 0.2 |
| 5c (software) | 4.7 | 8.8 | 0.5 |
| 5a (CD-ROM) | 15.6 | 4.8 | 0.2 |
| 5b (CD-ROM) | 16.0 | 6.9 | 0.2 |
| 5c (CD-ROM) | 16.6 | 6.3 | 0 |
| 6 | 0.1 | 12.2 | 1.5 |
| 7a | 0 | 5.4 | 0.1 |
| 7b | 2.4 | 8.9 | 0.2 |
| 7c | 5.3 | 1.1 | 0.1 |
| 8a(1) | 0 | 2.7 | 0 |
| 8a(2) | 0 | 4.5 | 0 |
| 8b(1) | 0 | 4.5 | 0 |
| 8b(2) | 0 | 5.0 | 0 |
| 8c(1) | 0 | 3.4 | 0 |
| 8c(2) | 0 | 5.7 | 0 |
| 8d(1) | 0 | 3.0 | 0 |
| 8d(2) | 0 | 5.0 | 0 |
| 8e(1) | 0 | 2.8 | 0 |
| 8e(2) | 0 | 5.0 | 0 |
| 8f(1) | 0 | 2.7 | 0 |
| 8f(2) | 0 | 4.7 | 0 |
| 8g(1) | 0 | 3.4 | 0 |
| 8g(2) | 0 | 4.8 | 0 |

Figure VIII-39.--Percent of Private School Library Media Center (LS-1B) entries imputed in each stage,
continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 8h(1) | 0 | 2.6 | 0 |
| 8h(2) | 0 | 3.8 | 0 |
| 8i(1) | 0.4 | 1.7 | 0 |
| 8i(2) | 0.4 | 3.4 | 0 |
| 8j(1) | 0 | 2.8 | 0 |
| 8j(2) | 0 | 5.2 | 0 |
| 8k(1) | 0 | 3.3 | 0 |
| 8k(2) | 0 | 4.9 | 0 |
| 8l(1) | 0 | 3.5 | 0 |
| 8l(2) | 0 | 4.0 | 0 |
| 8m(1) | 0 | 3.9 | 0 |
| 8m(2) | 0 | 4.3 | 0 |
| 8n(1) | 0 | 2.8 | 0 |
| 8n(2) | 0 | 4.3 | 0 |
| 9 | 0 | 1.8 | 0 |
| 10a | 0 | 1.6 | 0 |
| 10b | 0 | 2.8 | 0 |
| 10c | 0 | 2.1 | 0 |
| 11a | 0.6 | 3.7 | 0 |
| 11b | 0 | 6.3 | 0 |
| 12a | 0 | 1.2 | 0 |
| 12b | 0 | 1.5 | 0 |
| 12c | 0.2 | 1.8 | 0 |
| 12d | 0.2 | 1.4 | 0 |
| 12e | 0.2 | 1.2 | 0 |
| 12f | 0.2 | 1.8 | 0 |
| 12g | 0.2 | 2.1 | 0 |
| 12h | 0.1 | 1.6 | 0 |
| 12i | 0 | 1.9 | 0 |
| 12j | 0.1 | 1.7 | 0 |
| 13a | 0 | 4.1 | 0 |
| 13b | 0 | 4.1 | 0 |
| 13c | 0 | 4.1 | 0 |
| 13d | 0 | 4.1 | 0 |
| 14a | 0 | 1.5 | 0 |
| 14b | 0 | 2.1 | 0 |
| 15 | 0.4 | 2.2 | 0 |
| 16a | 0.1 | 1.4 | 0 |
| 16b | 0 | 1.1 | 0 |
| 17 | 0 | 1.4 | 0 |
| 18 | 0 | 3.0 | 0 |
| 19 | 0 | 1.7 | 0 |
| 20 | 0 | 1.6 | 0 |
| 21a | 0 | 2.0 | 0 |
| 21b | 0 | 2.0 | 0 |
| 22 | 0 | 2.5 | 0 |
| 23 | 0 | 1.6 | 0 |

Figure VIII-39.--Percent of Private School Library Media Center (LS-1B) entries imputed in each stage,
continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 24a | 0 | 4.4 | 0 |
| 24b | 0 | 3.9 | 0 |
| 24c | 0 | 6.8 | 0 |
| 24d | 0 | 5.6 | 0 |
| 25 | 26.5 | 5.3 | 2.2 |
| 26 | 0 | 11.7 | 0 |
| 27a | 0 | 2.4 | 0 |
| 27b | 0 | 1.7 | 0 |
| 27c | 0 | 1.6 | 0 |
| 27d | 0 | 1.3 | 0 |
| 27e | 0 | 1.8 | 0 |
| 27f | 0 | 0.9 | 0 |
| 28a | 0 | 2.8 | 0 |
| 28b | 0 | 2.5 | 0 |
| 28c | 0 | 2.1 | 0 |
| 28d | 0 | 2.5 | 0 |

¹The procedures used in each stage of imputation for the Private School Library Media Center Questionnaire (LS-1B) are described in section H of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-40.--Percent of Indian School Library Media Center (LS-1C)
entries imputed in each stage¹

| Item ² | Stage 1 (Percent) | Clerical ³ (Percent) |
|-------------------------|----------------------|------------------------------------|
| 1a (any part) | 1.6 | 0.8 |
| 1b (any part) | 0 | 1.6 |
| 1c (any part) | 0 | 0.8 |
| 2a | 6.3 | 0.8 |
| 2b | 6.3 | 0.8 |
| 2c | 2.4 | 3.1 |
| 2d | 8.7 | 0.8 |
| 3a | 6.3 | 3.1 |
| 3b | 8.7 | 3.1 |
| 3c | 11.8 | 3.1 |
| 4a | 0 | 0.8 |
| 4b (adult volunteers) | 0 | 20.0 |
| 4b (student volunteers) | 0 | 0 |
| 5a (books) | 0.8 | 11.8 |
| 5b (books) | 0 | 19.7 |
| 5c (books) | 3.9 | 11.8 |
| 5a (subscriptions) | 8.7 | 7.9 |
| 5b (subscriptions) | 9.4 | 13.4 |
| 5c (subscriptions) | 1.6 | 13.4 |
| 5a (video materials) | 7.1 | 11.0 |
| 5b (video materials) | 0.8 | 18.1 |
| 5c (video materials) | 4.7 | 10.2 |
| 5a (other AV) | 9.4 | 11.8 |
| 5b (other AV) | 0.8 | 22.0 |
| 5c (other AV) | 7.9 | 10.2 |
| 5a (software) | 7.1 | 6.3 |
| 5b (software) | 0 | 15.7 |
| 5c (software) | 4.7 | 5.5 |
| 5a (CD-ROM) | 14.2 | 1.6 |
| 5b (CD-ROM) | 12.6 | 3.9 |
| 5c (CD-ROM) | 13.4 | 1.6 |
| 6 | 0 | 9.4 |
| 7a | 0 | 6.3 |
| 7b | 0 | 6.3 |
| 7c | 6.3 | 0.8 |
| 8a(1) | 0 | 3.9 |
| 8a(2) | 0 | 7.9 |
| 8b(1) | 0 | 3.9 |
| 8b(2) | 0 | 6.3 |
| 8c(1) | 0 | 2.4 |
| 8c(2) | 0 | 7.1 |
| 8d(1) | 0 | 3.9 |
| 8d(2) | 0 | 6.3 |
| 8e(1) | 0 | 4.7 |
| 8e(2) | 0 | 4.7 |
| 8f(1) | 0 | 4.7 |
| 8f(2) | 0 | 5.5 |
| 8g(1) | 0 | 5.5 |
| 8g(2) | 0 | 2.4 |

Figure VIII-40.--Percent of Indian School Library Media Center (LS-1C)
entries imputed in each stage¹, continued

| Item ² | Stage 1 (Percent) | Clerical ³ (Percent) |
|-------------------|----------------------|------------------------------------|
| 8h(1) | 0 | 3.9 |
| 8h(2) | 0 | 2.4 |
| 8i(1) | 0 | 1.6 |
| 8i(2) | 0 | 3.9 |
| 8j(1) | 0 | 1.6 |
| 8j(2) | 0 | 5.5 |
| 8k(1) | 0 | 4.7 |
| 8k(2) | 0 | 8.7 |
| 8l(1) | 0 | 2.4 |
| 8l(2) | 0 | 3.1 |
| 8m(1) | 0 | 3.9 |
| 8m(2) | 0 | 3.9 |
| 8n(1) | 0 | 3.1 |
| 8n(2) | 0 | 2.4 |
| 9 | 0 | 1.6 |
| 10a | 0 | 0.8 |
| 10b | 0 | 4.1 |
| 10c | 0 | 3.1 |
| 11a | 1.6 | 0.8 |
| 11b | 0 | 8.1 |
| 12a | 0 | 0.8 |
| 12b | 0 | 1.6 |
| 12c | 0.8 | 1.6 |
| 12d | 0.8 | 0.8 |
| 12e | 1.6 | 0 |
| 12f | 0.8 | 0.8 |
| 12g | 0.8 | 0 |
| 12h | 0.8 | 0 |
| 12i | 0 | 0.8 |
| 12j | 1.6 | 0.8 |
| 13a | 0 | 0.8 |
| 13b | 0 | 1.6 |
| 13c | 0 | 2.4 |
| 13d | 0 | 0.8 |
| 14a | 0 | 0 |
| 14b | 0 | 0 |
| 15 | 0 | 0.8 |
| 16a | 0.8 | 0.8 |
| 16b | 0 | 0 |
| 17 | 0 | 0.8 |
| 18 | 0 | 5.5 |
| 19 | 0 | 2.4 |
| 20 | 0 | 2.4 |
| 21a | 0 | 0 |
| 21b | 0 | 1.6 |
| 22 | 0 | 1.0 |
| 23 | 0 | 1.6 |

Figure VIII-40.--Percent of Indian School Library Media Center (LS-1C) entries imputed in each stage¹, continued

| Item ² | Stage 1 (Percent) | Clerical ³ (Percent) |
|-------------------|----------------------|------------------------------------|
| 24a | 0 | 1.6 |
| 24b | 0 | 1.6 |
| 24c | 0 | 3.9 |
| 24d | 0 | 3.1 |
| 25 | 33.1 | 5.5 |
| 26 | 0 | 7.9 |
| 27a | 0 | 0 |
| 27b | 0 | 0.8 |
| 27c | 0 | 0 |
| 27d | 0 | 0 |
| 27e | 0 | 0 |
| 27f | 0 | 0 |
| 28a | 0 | 0 |
| 28b | 0 | 0 |
| 28c | 0 | 1.6 |
| 28d | 0 | 0.8 |

¹The procedures used in each stage of imputation for the Indian School Library Media Center Questionnaire (LS-1C) are described in section H of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

³For the Indian School Library Media Center Questionnaire (LS-1C), the clerical imputation included procedures similar to those in stage 2 for other questionnaires, i.e., entries from the record for a similar library were used to impute missing values.

Figure VIII-41.--Library Media Center Questionnaire (LS-
1A/1B/1C) items¹ imputed by using other data on
record

| Imputed item | Source items |
|--------------|---------------|
| 1a | 1b, 2 |
| 1b | 1a |
| 2 | 1a, 1b |
| 3 | 2 |
| 5 | 6, 11, 12, 27 |
| 6 | 5 |
| 7 | 11, 12, 27 |
| 11 | 7, 12 |
| 12 | 11 |
| 15 | 13 |
| 16 | 13 |
| 27 | 5 |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-42.--Public School Library Media Center (LS-1A) imputation variables

| Variable name | Description | Values |
|---------------|---|--|
| ENR | Enrollment size code for school | 1 = 1-299 students 2 = 300-599 3 = 600 or more 4 = Unknown |
| LEVEL | Instructional level of school | 1 = Elementary 2 = Combined or ungraded 3 = Secondary |
| URB | Type of community where school is located | 1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown |
| TYPE | Type of school | 1 = Regular 2 = Special education 3 = Vocational education 4 = Alternative 5 = Unknown |
| BKCLSZ | Library book collection size | 1 = 1-5,000 books 2 = 5,001-10,000 3 = 10,001-15,000 4 = 15,001-20,000 5 = More than 20,000 6 = Unknown |

Figure VIII-43.--Public School Library Media Center (LS-1A) matching variables and collapse ordering

| Items ¹ | Matching variables | Order of collapse |
|---------------------|--------------------|--------------------|
| 11, 12 | ENR, BKCLSZ, LEVEL | LEVEL, BKCLSZ, ENR |
| 5(1) | ENR, LEVEL, TYPE | TYPE, LEVEL, ENR |
| 5(2)-5(6), 6, 7 | ENR, BKCLSZ, LEVEL | LEVEL, BKCLSZ, ENR |
| 1c, 2, 3, 4, 10, 14 | ENR, LEVEL, BKCLSZ | BKCLSZ, LEVEL, ENR |
| 17 | LEVEL, BKCLSZ, ENR | ENR, BKCLSZ, LEVEL |
| 18, 19, 20 | BKCLSZ, ENR, LEVEL | LEVEL, ENR, BKCLSZ |
| 21, 22, 23, 24, 25 | ENR, LEVEL, BKCLSZ | BKCLSZ, LEVEL, ENR |
| 26, 27 | BKCLSZ, ENR, LEVEL | LEVEL, ENR, BKCLSZ |
| 9, 13, 15 | ENR, LEVEL, URB | URB, LEVEL, ENR |
| 8, 16, 28 | LEVEL, ENR, TYPE | TYPE, ENR, LEVEL |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-44.--Private School Library Media Center (LS-1B) imputation variables

| Variable name | Description | Values |
|---------------|---|--|
| AFFLG | General affiliation of school | 1 = Catholic 2 = Other religious affiliation 3 = No religious affiliation 4 = Unknown |
| ENR | Enrollment size code for school | 1 = 1-149 students 2 = 150-399 3 = 400 or more 4 = Unknown |
| LEVEL | Instructional level of school | 1 = Elementary 2 = Combined or ungraded 3 = Secondary |
| URB | Type of community where school is located | 1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown |
| BKCLSZ | Library book collection size | 1 = 1-5,000 books 2 = 5,001-10,000 3 = 10,001-15,000 4 = 15,001-20,000 5 = More than 20,000 6 = Unknown |

Figure VIII-45.--Private School Library Media Center (LS-1B) matching variables and collapse ordering

| Items ¹ | Matching variables | Order of collapse |
|--------------------------------|---------------------------|---------------------------|
| 11, 12 | AFFLG, ENR, LEVEL | LEVEL, ENR, AFFLG |
| 5(1) | ENR, LEVEL, AFFLG | AFFLG, LEVEL, ENR |
| 5(2)-5(6), 6, 7, 1c | AFFLG, ENR, BKCLSZ, LEVEL | LEVEL, BKCLSZ, ENR, AFFLG |
| 1d, 1e | AFFLG, ENR, BKCLSZ, LEVEL | LEVEL, BKCLSZ, ENR |
| 2, 3, 4 | AFFLG, ENR, BKCLSZ, LEVEL | LEVEL, BKCLSZ, ENR, AFFLG |
| 10 | ENR, LEVEL, AFFLG | AFFLG, LEVEL, ENR |
| 17, 18, 19, 20, 21, 22, 23, 24 | BKCLSZ, ENR, LEVEL | LEVEL, ENR, BKCLSZ |
| 25 | ENR, LEVEL, BKCLSZ | BKCLSZ, LEVEL, ENR |
| 26, 27 | BKCLSZ, ENR, LEVEL | LEVEL, ENR, BKCLSZ |
| 9, 13, 15h | AFFLG, ENR, LEVEL, URB | URB, LEVEL, ENR, AFFLG |
| 8, 16, 28 | LEVEL, ENR, AFFLG | AFFLG, ENR, LEVEL |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-46.--Percent of Public School Library Media Specialist/Librarian (LS-2A) entries imputed in each stage¹

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|----------------------------|----------------------|----------------------|-----------------------|
| 1 | 0.9 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 0 | 0.4 | 0 |
| 4 | 0 | 0.1 | 0 |
| 5a | 0 | 0.4 | 0 |
| 5b | 0 | 1.0 | 0 |
| 5c | 0 | 0.3 | 0 |
| 6 | 0 | 6.7 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0.1 | 0 |
| 9 | 6.2 | 0.6 | 0 |
| 10a | 0.1 | 0 | 0 |
| 10b | 0 | 4.6 | 0 |
| 11 | 0.9 | 7.0 | 0 |
| 12a | 0.2 | 0 | 0 |
| 12b | 0 | 1.2 | 0 |
| 12c | 1.5 | 0 | 0 |
| 12d | 1.4 | 0 | 0 |
| 12e | 0 | 0.4 | 0 |
| 13a | 0.1 | 0 | 0 |
| 13b | 0.1 | 0.9 | 0 |
| 13c | 0 | 1.9 | 0 |
| 14a | 3.9 | 0 | 0 |
| 14b (Associate degree) | 0.3 | 0 | 0 |
| 14c (Associate degree) | 0 | 6.5 | 0 |
| 14d (Associate degree) | 6.5 | 0 | 0 |
| 14b (Education specialist) | 0.3 | 0 | 1.1 |
| 14c (Education specialist) | 0 | 20.8 | 0 |
| 14d (Education specialist) | 0 | 24.1 | 0.5 |
| 14b (Ph.D.) | 0.3 | 0 | 0 |
| 14c (Ph.D.) | 0 | 21.0 | 0 |
| 14d (Ph.D.) | 0 | 23.7 | 2.6 |
| 15a | 0 | 0.1 | 0 |
| 15b | 0 | 0.5 | 0 |
| 15c | 0 | 0.4 | 0 |
| 16a | 0 | 0.8 | 0 |
| 16b | 0 | 0.3 | 0 |
| 16c | 0 | 0.8 | 0 |
| 17a | 0 | 0 | 0 |
| 17b | 0 | 1.0 | 0 |
| 17c | 0 | 2.0 | 0 |

Figure VIII-46.--Percent of Public School Library Media Specialist/Librarian (LS-2A) entries imputed in each stage¹, continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 18a | 0 | 0.7 | 0 |
| 18b(1) | 14.9 | 2.0 | 0 |
| 18b(2) | 5.5 | 2.0 | 0.1 |
| 18b(3) | 11.1 | 2.0 | 0.1 |
| 18b(4) | 21.6 | 2.0 | 0.1 |
| 18b(5) | 23.6 | 2.0 | 0.1 |
| 18b(6) | 34.6 | 2.0 | 0.1 |
| 18b(7) | 35.4 | 2.0 | 0.1 |
| 18b(8) | 36.7 | 2.0 | 0.1 |
| 18b(9) | 36.1 | 2.0 | 0.1 |
| 18b(10) | 29.6 | 2.0 | 0.1 |
| 19 | 0 | 1.7 | 0 |
| 20 | 0 | 3.1 | 0 |
| 21a | 0 | 0.5 | 0 |
| 421b | 0 | 0.4 | 0 |
| 21c | 0 | 1.5 | 0 |
| 21d | 0 | 1.1 | 0 |
| 21e | 0 | 1.1 | 0 |
| 21f | 0 | 0.6 | 0 |
| 21g | 0 | 0.7 | 0 |
| 21h | 0 | 0.6 | 0 |
| 21i | 0 | 0.5 | 0 |
| 21j | 0 | 0.7 | 0 |
| 21k | 0 | 0.5 | 0 |
| 21l | 0 | 1.5 | 0 |
| 21m | 0 | 0.7 | 0 |
| 21n | 0 | 0.5 | 0 |
| 21o | 0 | 0.5 | 0 |
| 21p | 0 | 0.8 | 0 |
| 21q | 0 | 1.3 | 0 |
| 21r | 0 | 1.2 | 0 |
| 21s | 0 | 0.7 | 0 |
| 21t | 0 | 0.7 | 0 |
| 21u | 0 | 0.7 | 0 |
| 21v | 0 | 1.8 | 0 |
| 21w | 0 | 0.5 | 0 |
| 21x | 0 | 0.6 | 0 |
| 21y | 0 | 0.5 | 0 |
| 21z | 0 | 0.6 | 0 |
| 22a | 0 | 0.5 | 0 |
| 22b | 0 | 0.8 | 0 |
| 22c | 0 | 1.0 | 0 |
| 22d | 0 | 0.4 | 0 |
| 22e | 0 | 0.7 | 0 |
| 22f | 0 | 1.4 | 0 |
| 22g | 0 | 0.7 | 0 |
| 22h | 0 | 0.8 | 0 |
| 23a | 0 | 0.8 | 0 |
| 23b | 0 | 4.5 | 0 |
| 24 | 0 | 1.5 | 0 |
| 25 | 0 | 1.0 | 0 |

Figure VIII-46.--Percent of Public School Library Media Specialist/Librarian (LS-2A) entries imputed in each stage¹, continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 26a(1) | 4.1 | 1.3 | 0.2 |
| 26a(1) (Amount) | 0 | 9.9 | 0.3 |
| 26a(2) | 2.3 | 1.5 | 0 |
| 26a(2) (Amount) | 0 | 2.7 | 0 |
| 26a(3) | 2.5 | 1.6 | 0.1 |
| 26a(3) (Amount) | 0 | 4.0 | 0 |
| 26a(4) | 2.2 | 1.7 | 0.1 |
| 26a(4) (Amount) | 0 | 3.5 | 1.8 |
| 26a(5) | 2.6 | 1.7 | 0.1 |
| 26a(5) (Amount) | 0 | 4.7 | 0.5 |
| 26b(1) | 0 | 7.1 | 1.0 |
| 26b(2) | 0.7 | 2.4 | 0 |
| 26b(2) (Amount) | 0 | 5.3 | 0.2 |
| 26b(3) | 4.8 | 1.9 | 0.1 |
| 26b(3) (Amount) | 0 | 16.0 | 1.0 |
| 26b(4) | 0 | 3.4 | 0 |
| 26b(5) | 1.3 | 3.4 | 0 |
| 26b(5) (Amount) | 0 | 5.3 | 0.2 |
| 26c | 2.9 | 8.9 | 0.9 |
| 27 | 0 | 1.4 | 0 |
| 28 | 1.9 | 7.4 | 0.2 |
| 29 | 0 | 1.0 | 0 |
| 30 | 0 | 2.1 | 0 |
| 31 | 0 | 3.0 | 0 |
| 32 | 1.8 | 0 | 0 |
| 33 | 0 | 1.7 | 0 |
| 34 | 1.8 | 0.3 | 0 |
| 35 | 0 | 0.3 | 0 |
| 36 | 0 | 2.0 | 0 |
| 36 (Persons) | 0 | 4.4 | 0 |

¹The procedures used in each stage of imputation for the Public School Library Media Specialist/Librarian Questionnaire (LS-2A) are described in section I of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-47.--Percent of Private School Library Media Specialist/Librarian (LS-2B) entries imputed in each stage¹

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|----------------------------|----------------------|----------------------|-----------------------|
| 1 | 1.0 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 0 | 0.7 | 0 |
| 4 | 0 | 0.3 | 0 |
| 5a | 0 | 0 | 0 |
| 5b | 0 | 0.5 | 0 |
| 5c | 0 | 0 | 0 |
| 6 | 0 | 3.2 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0.3 | 0 |
| 9 | 1.1 | 2.2 | 0 |
| 10a | 0 | 0 | 0.4 |
| 10b | 0 | 2.7 | 0 |
| 11 | 1.2 | 5.8 | 0 |
| 12a | 0.8 | 0 | 0 |
| 12b | 0 | 1.9 | 0 |
| 12c | 2.1 | 0 | 0 |
| 12d | 1.9 | 0 | 0 |
| 12e | 0 | 2.1 | 0 |
| 13a | 0.1 | 0 | 0 |
| 13b | 0 | 0.6 | 0 |
| 13c | 0 | 1.4 | 0 |
| 14a | 5.2 | 0 | 0 |
| 14b (Associate degree) | 0.6 | 0 | 0 |
| 14c (Associate degree) | 0 | 4.1 | 0 |
| 14d (Associate degree) | 6.2 | 0 | 0 |
| 14b (Education specialist) | 0.6 | 0 | 0 |
| 14c (Education specialist) | 0 | 26.9 | 0 |
| 14d (Education specialist) | 0 | 23.9 | 6.0 |
| 14b (Ph.D.) | 0.6 | 0 | 0 |
| 14c (Ph.D.) | 0 | 22.7 | 4.5 |
| 14d (Ph.D.) | 0 | 18.2 | 9.1 |
| 15a | 0 | 0.1 | 0 |
| 15b | 0 | 0.3 | 0 |
| 15c | 0 | 0.5 | 0 |
| 16a | 0 | 1.2 | 0 |
| 16b | 0 | 0.8 | 0 |
| 16c | 0 | 1.0 | 0 |
| 17a | 0 | 0 | 0 |
| 17b | 0 | 1.1 | 0 |
| 17c | 0 | 3.4 | 0 |

Figure VIII-47.--Percent of Private School Library Media Specialist/Librarian (LS-2B) entries imputed in each stage,¹ continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 18a | 0 | 0.7 | 0 |
| 18b(1) | 22.8 | 2.8 | 0 |
| 18b(2) | 9.2 | 2.8 | 0 |
| 18b(3) | 16.9 | 2.8 | 0 |
| 18b(4) | 24.9 | 2.8 | 0 |
| 18b(5) | 24.0 | 2.8 | 0 |
| 18b(6) | 42.3 | 2.8 | 0 |
| 18b(7) | 45.4 | 2.8 | 0 |
| 18b(8) | 46.8 | 2.8 | 0 |
| 18b(9) | 46.4 | 2.8 | 0 |
| 18b(10) | 35.8 | 2.8 | 0 |
| 19 | 0 | 1.7 | 0 |
| 20 | 0 | 3.1 | 0 |
| 21a | 0 | 1.0 | 0 |
| 21b | 0 | 0.5 | 0 |
| 21c | 0 | 2.4 | 0 |
| 21d | 0 | 2.5 | 0 |
| 21e | 0 | 1.7 | 0 |
| 21f | 0 | 0.9 | 0 |
| 21g | 0 | 1.0 | 0 |
| 21h | 0 | 0.8 | 0 |
| 21i | 0 | 0.8 | 0 |
| 21j | 0 | 1.2 | 0 |
| 21k | 0 | 0.9 | 0 |
| 21l | 0 | 2.3 | 0 |
| 21m | 0 | 0.8 | 0 |
| 21n | 0 | 0.8 | 0 |
| 21o | 0 | 0.9 | 0 |
| 21p | 0 | 1.0 | 0 |
| 21q | 0 | 2.5 | 0 |
| 21r | 0 | 1.3 | 0 |
| 21s | 0 | 1.2 | 0 |
| 21t | 0 | 1.4 | 0 |
| 21u | 0 | 1.1 | 0 |
| 21v | 0 | 3.3 | 0 |
| 21w | 0 | 0.7 | 0 |
| 21x | 0 | 1.3 | 0 |
| 21y | 0 | 0.9 | 0 |
| 21z | 0 | 1.2 | 0 |
| 22a | 0 | 1.2 | 0 |
| 22b | 0 | 5.7 | 0 |
| 22c | 0 | 1.2 | 0 |
| 22d | 0 | 0.8 | 0 |
| 22e | 0 | 3.4 | 0 |
| 22f | 0 | 2.9 | 0 |
| 22g | 0 | 1.0 | 0 |
| 22h | 0 | 1.3 | 0 |
| 23a | 0 | 0.9 | 0 |
| 23b | 0 | 16.3 | 0 |
| 24 | 0 | 4.2 | 0 |
| 25 | 0 | 3.5 | 0 |

Figure VIII-47.--Percent of Private School Library Media Specialist/Librarian (LS-2B) entries imputed in each stage,¹ continued

| Item ² | Stage 1 (Percent) | Stage 2 (Percent) | Clerical (Percent) |
|-------------------|----------------------|----------------------|-----------------------|
| 26a(1) | 3.6 | 2.9 | 0.1 |
| 26a(1) (Amount) | 0 | 11.2 | 0 |
| 26a(2) | 2.5 | 3.1 | 0.1 |
| 26a(2) (Amount) | 0 | 2.6 | 0 |
| 26a(3) | 2.7 | 3.2 | 0.1 |
| 26a(3) (Amount) | 0 | 10.6 | 0 |
| 26a(4) | 2.2 | 3.1 | 0 |
| 26a(4) (Amount) | 0 | 13.6 | 4.5 |
| 26a(5) | 2.5 | 3.6 | 0.1 |
| 26a(5) (Amount) | 0 | 8.4 | 0 |
| 26b(1) | 0 | 12.6 | 1.1 |
| 26b(2) | 0.4 | 3.2 | 0.1 |
| 26b(2) (Amount) | 0 | 11.4 | 0 |
| 26b(3) | 4.1 | 3.2 | 0 |
| 26b(3) (Amount) | 0 | 16.2 | 1.6 |
| 26b(4) | 0 | 4.9 | 0 |
| 26b(5) | 0.7 | 4.6 | 0 |
| 26b(5) (Amount) | 0 | 6.8 | 0 |
| 26c | 2.4 | 14.1 | 0.3 |
| 26d | 6.3 | 27.9 | 1.2 |
| 27 | 0 | 2.2 | 0 |
| 28 | 0.9 | 13.3 | 0.3 |
| 29 | 0 | 0.6 | 0 |
| 30 | 0 | 1.6 | 0 |
| 31 | 0 | 3.3 | 0 |
| 32 | 1.5 | 0 | 0 |
| 33 | 0 | 1.0 | 0 |
| 34 | 2.2 | 0.2 | 0 |
| 35 | 0 | 0.6 | 0 |
| 36 | 0 | 2.4 | 0 |
| 36 (Persons) | 0 | 13.2 | 0 |

¹The procedures used in each stage of imputation for the Private School Library Media Specialist/Librarian Questionnaire (LS-2B) are described in section I of this chapter.

²The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-48.--Percent of Indian School Library Media Specialist/Librarian
(LS-2C) entries imputed in each stage²

| Item ³ | Stage 1 (Percent) | Clerical (Percent) |
|----------------------------|----------------------|-----------------------|
| 1 | 0 | 0 |
| 2 | 0 | 0 |
| 3 | 0 | 0 |
| 4 | 0 | 0 |
| 5a | 0 | 0 |
| 5b | 6.7 | 0 |
| 5c | 0 | 0 |
| 6 | 0 | 6.3 |
| 7 | 0 | 0 |
| 8 | 0 | 0 |
| 9 | 0 | 4.1 |
| 10a | 0 | 0 |
| 10b | 0 | 6.3 |
| 11 | 2.0 | 12.2 |
| 12a | 0 | 0 |
| 12b | 0 | 1.1 |
| 12c | 0 | 0 |
| 12d | 1.1 | 1.1 |
| 12e | 0 | 0 |
| 13a | 0 | 0 |
| 13b | 0 | 2.3 |
| 13c | 0 | 2.3 |
| 14a | 2.0 | 0 |
| 14b (Associate degree) | 0 | 0 |
| 14c (Associate degree) | 0 | 23.1 |
| 14d (Associate degree) | 15.4 | 0 |
| 14b (Education specialist) | 0 | 0 |
| 14c (Education specialist) | 0 | 16.7 |
| 14d (Education specialist) | 0 | 16.7 |
| 14b (Ph.D.) | 0 | 0 |
| 14c (Ph.D.) | 0 | 0 |
| 14d (Ph.D.) | 0 | 0 |
| 15a | 0 | 0 |
| 15b | 0 | 0 |
| 15c | 0 | 0 |
| 16a | 0 | 1.0 |
| 16b | 0 | 0 |
| 16c | 0 | 0 |
| 17a | 0 | 0 |
| 17b | 0 | 1.3 |
| 17c | 0 | 5.2 |

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Figure VIII-48.--Percent of Indian School¹Library Media Specialist/Librarian
(LS-2C) entries imputed in each stage², continued

| Item ³ | Stage 1 (Percent) | Clerical (Percent) |
|-------------------|----------------------|-----------------------|
| 18a | 0 | 1.0 |
| 18b(1) | 11.3 | 2.8 |
| 18b(2) | 9.9 | 2.8 |
| 18b(3) | 19.7 | 2.8 |
| 18b(4) | 29.6 | 1.4 |
| 18b(5) | 15.5 | 2.8 |
| 18b(6) | 38.0 | 2.8 |
| 18b(7) | 40.8 | 2.8 |
| 18b(8) | 39.4 | 2.8 |
| 18b(9) | 40.8 | 2.8 |
| 18b(10) | 35.2 | 2.8 |
| 19 | 0 | 1.0 |
| 20 | 0 | 2.0 |
| 21a | 0 | 0 |
| 21b | 0 | 0 |
| 21c | 0 | 1.0 |
| 21d | 0 | 0 |
| 21e | 0 | 3.1 |
| 21f | 0 | 1.0 |
| 21g | 0 | 1.0 |
| 21h | 0 | 0 |
| 21i | 0 | 0 |
| 21j | 0 | 0 |
| 21k | 0 | 0 |
| 21l | 0 | 7.1 |
| 21m | 0 | 0 |
| 21n | 0 | 0 |
| 21o | 0 | 0 |
| 21p | 0 | 1.0 |
| 21q | 0 | 0 |
| 21r | 0 | 1.0 |
| 21s | 0 | 0 |
| 21t | 0 | 1.0 |
| 21u | 0 | 0 |
| 21v | 0 | 7.1 |
| 21w | 0 | 0 |
| 21x | 0 | 1.0 |
| 21y | 0 | 1.0 |
| 21z | 0 | 1.0 |
| 22a | 0 | 1.0 |
| 22b | 0 | 1.0 |
| 22c | 0 | 2.0 |
| 22d | 0 | 1.0 |
| 22e | 0 | 3.1 |
| 22f | 0 | 2.0 |
| 22g | 0 | 1.0 |
| 22h | 0 | 2.0 |
| 23a | 0 | 0 |
| 23b | 0 | 1.4 |
| 24 | 0 | 1.0 |
| 25 | 0 | 2.0 |

Figure VIII-48.--Percent of Indian School¹Library Media Specialist/Librarian
(LS-2C) entries imputed in each stage², continued

| Item ³ | Stage 1 (Percent) | Clerical (Percent) |
|-------------------|----------------------|-----------------------|
| 26a(1) | 4.1 | 1.0 |
| 26a(1) (Amount) | 0 | 5.9 |
| 26a(2) | 2.0 | 0 |
| 26a(2) (Amount) | 0 | 0 |
| 26a(3) | 2.0 | 0 |
| 26a(3) (Amount) | 0 | 0 |
| 26a(4) | 2.0 | 0 |
| 26a(4) (Amount) | 0 | 0 |
| 26a(5) | 3.1 | 1.0 |
| 26a(5) (Amount) | 0 | 0 |
| 26b(1) | 0 | 2.0 |
| 26b(2) | 0 | 0 |
| 26b(2) (Amount) | 0 | 0 |
| 26b(3) | 6.1 | 3.1 |
| 26b(3) (Amount) | 0 | 0 |
| 26b(4) | 0 | 0 |
| 26b(5) | 0 | 2.0 |
| 26b(5) (Amount) | 0 | 0 |
| 26c | 1.0 | 4.1 |
| 27 | 0 | 1.0 |
| 28 | 6.1 | 6.1 |
| 29 | 0 | 0 |
| 30 | 0 | 3.1 |
| 31 | 0 | 3.1 |
| 32 | 0 | 0 |
| 33 | 0 | 0 |
| 34 | 0 | 0 |
| 35 | 0 | 0 |
| 36 | 0 | 0 |
| 36 (Persons) | 0 | 7.7 |

¹Within this chapter, "Indian school" refers to schools selected to receive the SASS-3C school questionnaire; i.e., schools funded by the Bureau of Indian Affairs (BIA) that were not operated by a local education agency (LEA). These schools may be operated by the BIA, a tribe, or a private contractor.

²The procedures used in each stage of imputation for the Indian School Library Media Specialist/Librarian Questionnaire (LS-2C) are described in section H of this chapter.

³The wording for these questionnaire items can be found in Appendix F. Items not listed in this table were not imputed.

Figure VIII-49.--Library Media Specialist/Librarian Questionnaire
(LS-2A/2B/2C) items¹ imputed by using other
data on record

| Imputed item | Source items |
|-----------------------|----------------------|
| 1 | 2, 3, 5 |
| 5 | 1 |
| 10 | 7, 11, 12 |
| 11 | 7, 10, 12 |
| 12a | 13a, 14b, 11, 12, 27 |
| 12c | 32 |
| 13a | 14b |
| 14b(associate degree) | 32 |
| 17a | 12a |
| 28 | 26, 33 |
| 32 | 12c, 14d |
| 34 | 35 |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-50.--Public School Library Media Specialist/Librarian (LS-2A) imputation variables

| Variable name | Description | Values |
|---------------|---|--|
| ENR | Enrollment size code for school | 1 = 1-299 students 2 = 300-599 3 = 600 or more 4 = Unknown |
| LEVEL | Instructional level of school | 1 = Elementary 2 = Combined or ungraded 3 = Secondary |
| URB | Type of community where school is located | 1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown |
| BKCLSZ | Library book collection size | 1 = 1-5,000 books 2 = 5,001-10,000 3 = 10,001-15,000 4 = 15,001-20,000 5 = More than 20,000 6 = Unknown |
| MINEN | Percent minority enrollment at school | 1 = 0-5.4% are of minority race or ethnic origin 2 = 5.5-20.4% 3 = 20.5-50.4% 5 = 50.5-100% 4 = Unknown |
| AGE | Respondent's age category | 1 = Less than 30 years old 2 = 30-45 3 = 46-60 4 = More than 60 |
| LIBEXP | Years as a librarian in all schools | 1 = 1-3 years 2 = 4-15 3 = 16-30 4 = More than 30 5 = Unknown |
| HIGHDEG | Highest degree earned by respondent | 1 = Associate degree or no degree 2 = Bachelor's degree 3 = Master's degree or higher |
| FUL-PART | Full-time/part-time status | 1 = Full-time librarian at this school 2 = Part-time librarian at this school 3 = Unknown |

Figure VIII-51.--Public School Library Media Specialist/Librarian (LS-2A) matching variables and collapse ordering

| Items ¹ | Matching variables | Order of collapse |
|--------------------|--|---------------------------------------|
| 3, 5, 1, 4, 6 | ENR, LEVEL, BKCLSZ, URB | URB, BKCLSZ, LEVEL, ENR |
| 19 | LEVEL, ENR, BKCLSZ, URB | URB, BKCLSZ, ENR, LEVEL |
| 8, 10, 11 | AGE, LIBEXP, HIGHDEG | HIGHDEG, LIBEXP, AGE |
| 9, 12b, 12e, 13b | LEVEL, AGE, LIBEXP, URB | URB, LIBEXP, AGE, LEVEL |
| 13c, 14d | AGE, LIBEXP, LEVEL, URB | URB, LEVEL, LIBEXP, AGE |
| 14c, 21, 22 | LEVEL, AGE, LIBEXP, URB | URB, LIBEXP, AGE, LEVEL |
| 23 | AGE, LIBEXP, LEVEL, URB | URB, LEVEL, LIBEXP, AGE |
| 29 | LEVEL, AGE, LIBEXP, URB | URB, LIBEXP, AGE, LEVEL, |
| 17c | LIBEXP, AGE, HIGHDEG, LEVEL | LEVEL, HIGHDEG, AGE, LIBEXP |
| 33, 34, 35, 36, 15 | AGE, HIGHDEG, LIBEXP, LEVEL | LEVEL, LIBEXP, HIGHDEG, AGE |
| 16, 17b | HIGHDEG, LEVEL, LIBEXP, AGE | AGE, LIBEXP, LEVEL, HIGHDEG |
| 18, 20 | LEVEL, FUL-PART, HIGHDEG | HIGHDEG, FUL-PART, LEVEL |
| 24, 25, 26, 28, 27 | STATE, HIGHDEG, LEVEL, LIBEXP, FUL-PART, URB | URB, FUL-PART, LIBEXP, LEVEL, HIGHDEG |
| 30, 31 | STATE, MINEN, URB, LIBEXP | LIBEXP, URB, MINEN |

¹The wording for these questionnaire items can be found in Appendix F.

Figure VIII-52.--Private School Library Media Specialist/Librarian (LS-2B) imputation variables

| Variable name | Description | Values |
|---------------|---|--|
| AFFLG | General affiliation of school | 1 = Catholic 2 = Other religious affiliation 3 = No religious affiliation 4 = Unknown |
| ENR | Enrollment size code for school | 1 = 1-149 students 2 = 150-399 3 = 400 or more 4 = Unknown |
| LEVEL | Instructional level of school | 1 = Elementary 2 = Combined or ungraded 3 = Secondary |
| URB | Type of community where school is located | 1 = Large central city of SMSA 2 = Medium city of SMSA 3 = Urban fringe of a large city 4 = Urban fringe of a medium city 5 = Large town, not in SMSA 6 = Small town, not in SMSA 7 = Rural 8 = Unknown |
| BKCLSZ | Library book collection size | 1 = 1-5,000 books 2 = 5,001-10,000 3 = 10,001-15,000 4 = 15,001-20,000 5 = More than 20,000 6 = Unknown |
| MINEN | Percent minority enrollment at school | 1 = 0-5.4% are of minority race or ethnic origin 2 = 5.5-20.4% 3 = 20.5-50.4% 5 = 50.5-100% 4 = Unknown |
| AGE | Respondent's age category | 1 = Less than 30 years old 2 = 30-45 3 = 46-60 4 = More than 60 |
| LIBEXP | Years as a librarian in all schools | 1 = 1-3 years 2 = 4-15 3 = 16-30 4 = More than 30 5 = Unknown |
| HIGHDEG | Highest degree earned by respondent | 1 = Associate degree or no degree 2 = Bachelor's degree 3 = Master's degree or higher |
| FUL-PART | Full-time/part-time status | 1 = Full-time librarian at this school 2 = Part-time librarian at this school 3 = Unknown |

Figure VIII-53.--Private School Library Media Specialist (LS-2B) matching variables and collapse ordering

| Items ¹ | Matching variables | Order of collapse |
|-------------------------|--|-------------------------------------|
| 3, 5, 1, 4, 6 | AFFLG, ENR, LEVEL, BKCLSZ | BKCLSZ, LEVEL, ENR |
| 19 | AFFLG, LEVEL, ENR, BKCLSZ | BKCLSZ, ENR, LEVEL |
| 8, 10, 11 | AFFLG, AGE, LIBEXP, HIGHDEG | HIGHDEG, LIBEXP, AGE |
| 9, 12b, 12e, 13b | AFFLG, LEVEL, AGE, LIBEXP | LIBEXP, AGE, LEVEL |
| 13c, 14d | AFFLG, AGE, LIBEXP, LEVEL | LEVEL, LIBEXP, AGE |
| 14c, 21, 22, 29 | AFFLG, LEVEL, AGE, LIBEXP | LIBEXP, AGE, LEVEL |
| 23 | AFFLG, AGE, LIBEXP, LEVEL | LEVEL, LIBEXP, AGE |
| 17c, 33, 34, 35, 36, 15 | AFFLG, AGE, HIGHDEG, LEVEL | LEVEL, HIGHDEG, AGE |
| 16, 17b | AFFLG, HIGHDEG, LEVEL, AGE | AGE, LEVEL, HIGHDEG |
| 18, 20 | AFFLG, LEVEL, FUL-PART, HIGHDEG | HIGHDEG, FUL-PART, LEVEL |
| 24, 25, 26 | AFFLG, ENR, HIGHDEG, LIBEXP, FUL-PART, URB | URB, FUL-PART, LIBEXP, HIGHDEG, ENR |
| 30, 31 | AFFLG, MINEN, URB, LIBEXP | LIBEXP, URB, MINEN |

¹The wording for these questionnaire items can be found in Appendix F.

IX. Weighting

IX. Weighting

This section describes the weighting processes for the different SASS samples. The general purpose of the weighting is to produce estimates from the SASS sample data. That process includes adjustment for nonresponse using respondents' data, and adjustment of the sample totals to the frame totals to reduce sampling variability. For each component of SASS, the formula for the weight will be presented, along with a brief description of each component of the weight. When computations are done within cells, such as nonresponse adjustments, the cells will be described. Sometimes a cell did not have enough data to produce a reliable estimate; in such cases, cells were collapsed. The least important variables were always collapsed first. The collapsing criteria are also described.

First, the school weight will be described. Since the public and private school weights have the same structure, they will be presented together. They differ only in the definition of the cells used to compute the nonresponse adjustment factor and the first-stage ratio adjustment factor, a factor used to adjust for deficiencies in the sample selected from the frame. These cells will be described separately within the school weight section. Since the public and private administrator weights are similar to the school weights, they will be described next. In the fourth section, the public teacher demand and shortage weights will be described. The fifth describes how LEA basic weights were computed. In the sixth weighting section, the teacher weights will be described. Since the public and private school teacher weights have the same structure, they will be presented together. They differ only in the definition of the cells used to compute the various weighting factors. These cells will be described separately within the teacher weight section.

The seventh section describes the public and private school library weighting, while the eighth section describes the public and private school librarian weighting. The final section describes the student weighting.

A. School Weight (SASS Questionnaire Forms 3A, 3B, and 3C)

The final weight for the public and private school data is:

(Basic Weight) X (Sampling Adjustment Factor) X (Noninterview Adjustment Factor) X (First-Stage Ratio Adjustment Factor) X (Second-Stage Ratio Adjustment Factor)¹⁸

where:

Basic Weight is the inverse of the probability of selection of the school.

Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the school's probability of selection, such as a merger or duplication (e.g., a junior high school and a senior high school merge to become a junior/senior high school).

¹⁸Private schools only.

Noninterview Adjustment Factor is an adjustment that accounts for total school nonresponse. It is the weighted (basic weight x sampling adjustment factor) ratio of the total eligible in-scope schools to the total responding in-scope schools within cells.

First-Stage Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. For public schools, it is equal to the ratio of the total number of SASS frame noncertainty schools to the weighted sample estimate of the total number of non-certainty schools within each cell in the frame. For private schools, the adjustment is the same, except for the area frame. For the area frame, all schools in the non-certainty PSUs were in sample and we did not have universe counts for all non-certainty PSUs. These schools had a factor equal to 1. Certainty schools were excluded from the numerator and denominator of this factor and also had their factor set equal to 1.

Second-Stage Ratio Adjustment Factor (for private schools only) is a factor that adjusts sample estimates based on an older sampling frame to current independent control counts. It is the ratio of the weighted 1994 PSS estimates of schools to the weighted 1994 SASS sample estimate of schools within each cell. This adjustment applies to private schools but not to public. The analogous adjustment for public, to the CCD, has yielded unsatisfactory results due to recurring definitional and other differences between CCD and SASS. A report describing these discrepancies in complete detail is forthcoming from NCES.

For private schools, the original SASS sampling frames covered 26,463 schools. However, an estimated 2,676 of these schools (10.1%) were found to be out-of-scope when selected for sample. In addition, 2,306 schools were picked up as births in the 1994 PSS updating operations, which generally happened too late to be included in the 1994 SASS sampling frame. Due to these differences in the sampling frames, and in order to achieve more agreement in the estimates between 1994 PSS and 1994 SASS, the decision was made to ratio adjust. Caution should be exercised in looking at estimates of change. Previous SASS estimates reflect schools that remained on the frame. By adjusting for births, some change estimates may be misleading.

B. School Weighting Adjustment Cells

School noninterview and first and second-stage ratio adjustments are computed within cells. The schools are classified into cells based on sample frame data for the noninterview and first stage ratio adjustments. For the second stage ratio adjustment, private schools are classified into cells using questionnaire data.

1. Public and BIA School Adjustment Cells

For public schools, (except BIA and Native American schools) the noninterview adjustment cells were: state by school grade level by enrollment size class by urbanicity. If the factor was less than or equal to 1.5 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment size class first, urbanicity second, and grade level third).

For BIA elementary schools, the noninterview adjustment cells were grade level by enrollment size class; while BIA secondary and combined schools' cells were by grade level. Cells for Native American elementary schools were grade level by state (8 levels) by enrollment size class; while secondary school cells were grade level by state (8 levels). If the factor was less than or equal to 2.0 and there were at least 10 schools in the cell, no collapsing was done. Otherwise, cells were collapsed in the same sequence as in other public schools. These collapsing criteria differ from the criteria used for public schools due to the smaller number of BIA schools and the selection with certainty. These conditions made collapsing less desirable.

The first-stage ratio adjustment cells for public schools (except BIA and Native American Indian schools) were state by grade level by urbanicity; and for Native American Indian schools, they were state (8 groups) by grade level and school enrollment for Native American Indian elementary schools while Native American Indian secondary and combined schools were by grade level. There was no first-stage ratio adjustment for BIA schools because they were all certainty schools. If the factor was between 0.667 and 1.5 and there were at least 15 (10 for Native American Indian Schools) noncertainty schools in the cell, no collapsing was done. Otherwise, cells were collapsed by the following rules: For public schools except Native American, urbanicity first and grade level second. For Native American Indian, enrollment first, grade level second, and state third.

2. Private School Adjustment Cells

For private list frame schools, the noninterview adjustment cells were: 19 associations by school grade level by enrollment. The Catholic and All Else associations additionally used urbanicity to define the cells. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. If collapsing was done, enrollment was collapsed first, urbanicity second (for Catholic and All Else associations), grade level third and association last. The first-stage ratio adjustment cells were the same as the noninterview adjustment cells. If the factor was between 0.667 and 1.5 and there were at least 15 noncertainty schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment first, urbanicity second for Catholic and All Else associations, grade level third, and association last).

For private area frame schools, the noninterview adjustment cells were: affiliation (Catholic, other religious, and nonsectarian) by grade level by enrollment size class. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was necessary. If collapsing was necessary, the enrollment size class was collapsed first, grade level was second, and affiliation was collapsed last. There was no first-stage ratio adjustment for area frame schools since, within frame, they were all selected with certainty.

Second-stage ratio adjustment factor cells (list and area) were defined by 19 associations by grade level. Catholic and All Else Associations additionally used enrollment. If the factor was between 0.667 and 1.5 and there were at least 15 schools in the cell, no collapsing was done. Otherwise cells were collapsed (enrollment, grade level, association).

C. Administrator Weight (SASS Questionnaire Forms 2A and 2B and 2C)

The public and private administrator weighting was done the same way as the school questionnaire weighting described above. Since the respondents for each of the administrator surveys and the corresponding school surveys could be different, the weighting process was done separately for each questionnaire. The sum of the administrator weights may not equal the sum of the school weights because some schools do not have administrators.

D. Teacher Demand and Shortage for Public School Districts (SASS Questionnaire Form 1A)

The final weight for the public school district data is:

(Basic Weight) X (Sampling Adjustment Factor) X (LEA Noninterview Factor) X (Frame Ratio Adjustment Factor)

where:

Basic Weight is the inverse of the probability of selection of the LEA. Note that LEAs were not selected directly, so the computation of this probability is rather complex. See section E of this chapter for more details.

Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the LEA's probability of selection, such as a merger, split or duplication. For example, if two LEAs consolidated into one, the consolidated LEA's basic weight should reflect the two chances of selection.

Noninterview Adjustment Factor is an adjustment that accounts for total LEA nonresponse. It is the weighted (basic weight x sampling adjustment factor) ratio of total eligible in-scope LEAs to the total responding in-scope LEAs, computed within cells.

Frame Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. It is the ratio of the total number of noncertainty LEAs in the frame to the weighted sample estimate of the total number of noncertainty LEAs in the frame, computed within cells. Certainty LEAs were assigned a factor of 1.

Noninterview and frame ratio adjustments are computed within cells. The noninterview adjustment cells were: state by LEA enrollment size class by metro status (central city of MSA, outside central city of MSA, outside MSA) for LEAs with schools, and metro status only for LEAs without schools. If the factor was less than 1.5 and there were at least 10 LEAs in the cell, no collapsing was done. Otherwise, cells were collapsed (LEA enrollment size class first and metro status second).

The frame adjustment cells were the same as the noninterview adjustment cells. If the factor was between 0.667 and 1.5 and there were at least 10 noncertainty LEAs in the cell, no

collapsing was done. Otherwise, cells were collapsed: LEA enrollment size class first and metro status second.

After reviewing the estimates, it was discovered that frame ratio adjustment collapsing had a large impact on the estimates in California, Pennsylvania, and Maine. In California, the enrollment size categories were altered. In Pennsylvania, the collapsing criteria was altered to 2.0 and 0.5. In Maine, the collapsing criteria were relaxed to allow a minimum of 5 cases. These changes considerably eased the impact collapsing had on the final estimates.

E. LEA Basic Weights

Given the complexity of the sampling scheme, the calculation of the LEA basic weights is not straightforward. There are three situations that need discussion: LEAs with schools; LEAs without schools; and LEAs in Delaware, Nevada and West Virginia which are all certainty LEAs.

1. LEAs with Schools

The LEA sample was not selected directly through an LEA frame. Instead, the LEAs were selected through the school (i.e., the LEAs associated with the school sample comprised the LEA sample). The basic weight, therefore, is more complicated than normal.

Since schools were stratified by grade level (elementary, secondary, and combined), the probability of selection for LEA k , ($P_k(\text{Sel})$) can be written as follows:

$$P_k(\text{Sel}) = 1/[1 - P_k(\text{Nam}, \text{El})][1 - P_k(\text{Nam}, \text{Sec})][1 - P_k(\text{Nam}, \text{Com})][1 - P_k(\text{Pub}, \text{El})][1 - P_k(\text{Pub}, \text{Sec})][1 - P_k(\text{Pub}, \text{Com})]$$

where:

| | |
|-------------------------------|---|
| $P_k(\text{Nam}, \text{El})$ | is the probability of selecting LEA k in elementary schools which are classified as Native American schools. This equals the sum of the school selection probabilities for the schools which are Native American, elementary, and in LEA k . If the sum is greater than one, then $P_k(\text{Nam}, \text{El})$ is set equal to one. |
| $P_k(\text{Nam}, \text{Sec})$ | is the probability of selecting LEA k in secondary schools which are classified as Native American schools. This equals the sum of the school selection probabilities for the schools which are Native American, secondary, and in LEA k . If the sum is greater than one, then $P_k(\text{Nam}, \text{Sec})$ is set equal to one. |
| $P_k(\text{Nam}, \text{Com})$ | is the probability of selecting LEA k in combined schools which are classified as Native American schools. This equals the sum of the school selection probabilities for the schools which are Native American combined, and in LEA k . If the sum is greater than one, $P_k(\text{Nam}, \text{Com})$ is set equal to one. |

| | |
|-------------------------------|---|
| $P_k(\text{Pub}, \text{El})$ | is the probability of selecting LEA k in elementary schools which are not Native American. This equals the sum of the school selection probabilities for the schools which are not Native American, are elementary and in LEA k. If the sum is greater than one, then $P_k(\text{Pub}, \text{El})$ is set equal to one. |
| $P_k(\text{Pub}, \text{Sec})$ | is the probability of selecting LEA k in secondary schools which are not Native American. This equals the sum of the school selection probabilities for the schools which are not Native American, are secondary and in LEA k. If the sum is greater than one, then $P_k(\text{Pub}, \text{Sec})$ is set equal to one. |
| $P_k(\text{Pub}, \text{Com})$ | is the probability of selecting LEA k in combined schools which are not Native American. This equals the sum of the school selection probabilities for the schools which are not Native American, are combined and in LEA k. If the sum is greater than one, then $P_k(\text{Pub}, \text{Com})$ is set equal to one. |

2. LEAs Without Schools

The basic weight for LEAs that have no associated schools was 6, since these LEAs were selected with equal probability at a rate of 1 in 6.

3. LEA Basic Weights for Delaware, Nevada and West Virginia

The basic weight is 1 for all LEAs in Delaware, Nevada and West Virginia since all LEAs in these three states were guaranteed being selected for sample.

F. Teacher Weights (SASS Questionnaire Forms 4A and 4B and 4C)

The final weight for public and private school teachers is:

(Basic Weight) X (School Sampling Adjustment Factor) X (School Nonresponse Adjustment Factor) X (Teacher-Within-School Noninterview Adjustment Factor) X (Frame Ratio Adjustment Factor) X (Teacher Adjustment Factor)

where:

Basic Weight is the inverse of the probability of selection of the teacher.

School Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the school's probability of selection, such as a merger, split or duplication. We adjusted the school weight to reflect the splits and mergers we were aware of just prior to teacher sampling. Therefore, the sampling adjustment factors for schools and teachers are not the same.

School Nonresponse Adjustment Factor is an adjustment that accounts for schools that did not have teachers selected because teacher lists were not provided by the school. It is the weighted (school basic weight x school sampling adjustment factor) ratio of total eligible in-scope schools to the total in-scope schools providing teacher lists, computed within cells.

Teacher-within-school noninterview adjustment factor is an adjustment that accounts for sampled teachers that did not respond to the survey. It is the weighted (product of all previously defined components) ratio of the total eligible teachers to the total eligible responding teachers computed within cells.

Frame Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals of number of teachers. For the set of noncertainty schools, the factor is the ratio of the frame estimate of the total number of teachers to the weighted (all previously defined components) sample estimate of the total number of teachers. These factors are computed within cells. The sample estimate uses the frame count of the number of teachers in the school. For public schools, the 1991–1992 CCD was used as the frame and the teacher counts were in terms of FTEs. For private schools, the 1991–92 PSS was used as the frame and teacher counts were in terms of headcounts.

For teachers from certainty schools, the factor is 1.

Teacher Adjustment Factor is a factor that adjusts the inconsistency between the estimated number of teachers from the SASS school data files and the SASS teacher sample files. It is the ratio of the weighted number of teachers from the school data file for a cell to the weighted number of teachers on the teacher data file for a cell. The weight is the product of all previously defined components. This factor ensures that teacher aggregates from the school file (after imputation) will agree with the corresponding teacher estimates from the teacher file.

The school nonresponse adjustments, the teacher within-school noninterview adjustments, the frame ratio adjustments, and the teacher adjustments are computed within cells. The cells for the frame ratio adjustments are the same as those used in the school weight except for BIA schools where no frame ratio adjustment was done for the teacher weight because no teacher data existed on the BIA school sample frame. The cells for the frame adjustments are described in the school weight section.

1. Public and BIA Adjustment Cells

For public schools, the school listing form nonresponse adjustment cells were the same as those used for the school noninterview adjustment cells in the school weight except that enrollment size classes were replaced by teacher size classes for Native American schools and other public schools. The collapsing criteria were also the same as those used in the school noninterview adjustment in the school weight.

The teacher within-school noninterview adjustment cells were: state by field of teaching by teacher strata (new, experienced, bilingual, Asian, American Indian) by school

urbanicity (only for experienced teachers). If the factor was less than 1.5 and there were at least 15 teachers in the cell, no collapsing was done. Otherwise, cells were collapsed (urbanicity first, teacher strata second, and field of teaching third).

The teacher adjustment cells were grade level by enrollment by ~~teacher~~ full-time part-time status. Teacher adjustment cells were defined using data from the school and teacher questionnaires for the numerator and denominator respectively.

2. Private Adjustment Cells

Private List Frame Adjustment Cells

For private list frame schools, the school nonresponse adjustment cells were the same as those used for the school noninterview adjustment cells in the school weight, except enrollment size classes were replaced by teacher size classes in defining the cells. The collapsing criteria were the same as those used in the school noninterview adjustment in the school weight.

The teacher within-school noninterview adjustment cells were: association membership (19 levels) by field of teaching by experience level (new/experienced). Urbanicity was additionally used to define cells in the Catholic and All Else associations. If the factor was less than 1.5 and there were at least 15 teachers in the cell, no collapsing was done. If collapsing occurred, urbanicity was collapsed first (for Catholic and All Else associations), teaching experience was collapsed second, field of teaching was collapsed third, and association was collapsed last.

The teacher adjustment cells were: affiliation by grade level by the teacher full-time/part-time status. The list and area frame teachers were combined for this adjustment. Teacher adjustment cells were defined using data from the school and teacher questionnaires for the numerator and denominator respectively.

Private Area Frame Adjustment Cells

For private schools found on the area frame, the school noninterview adjustment cells were: affiliation (three levels) by grade level by number of teachers. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. If collapsing occurred, teacher size class was collapsed first, grade level was collapsed second, and affiliation was collapsed last.

The teacher within-school noninterview adjustment cells were: affiliation (three levels) by field of teaching by teaching experience (new/experienced). If the factor was less than 1.5 and there was at least 15 teachers in the cell, no collapsing was done. If collapsing was done, teaching experience was collapsed first, field of teaching was collapsed second, and affiliation was collapsed last.

The teacher adjustment cells were affiliation by grade level by teacher full-time/part-time status. List and area frame teachers were combined in one table.

G. School Library Weights (Questionnaire Forms LS-1A, LS-1B and LS-1C)

SASS school library data is used to estimate the characteristics of schools with libraries as a proportion of total schools. Thus, library sample schools that report having a library are ratio adjusted to total SASS sample schools that report having a library. Library sample schools that report not having a library are similarly adjusted to study the characteristics of such schools. Due to reporting inconsistencies between the library survey and the school survey, library survey data is not adjusted directly to schools reporting to have libraries.

The final weight for the public and private school library data is:

(School Basic Weight) X (Library Subsampling Factor) X (Sampling Adjustment Factor)
X (Library Type A Noninterview Adjustment Factor) X (Library Type B Noninterview
Adjustment Factor) X (First-Stage Ratio Adjustment Factor) X (Second- Stage Ratio
Adjustment Factor)

where:

School Basic Weight is the inverse of the probability of selection from the school sample file.

Library Subsampling Factor is an adjustment that accounts for the second stage of sampling for the library sample, which is the subsampling of school libraries from the SASS sample schools.

Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affect the school's probability of selection, such as splits, mergers or duplication. This is the same factor as applied to the SASS school sample.

Type A Noninterview Adjustment Factor is an adjustment that accounts for library nonrespondents that did not report whether or not they had a library (generally refusals or unable to contact). It is the weighted (basic weight x subsample factor x sampling adjustment factor) ratio of the total of schools with and without libraries plus schools which did not report whether or not they had a library to the total of schools with and without libraries. Schools without libraries are ratio adjusted in order to study the characteristics of such schools.

Type B Noninterview Adjustment Factor is an adjustment that accounts for school nonrespondents that reported having a library. It is the weighted (basic weight x subsample factor x sampling adjustment factor) ratio of the total eligible in-scope libraries (schools with libraries interviewed plus not interviewed) to the total interviewed schools with libraries.

First-stage Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. The adjustment is equal to the ratio of the total number of noncertainty schools in the 1994 SASS school frame that were eligible for the library survey to the weighted (basic weight x subsample factor x sampling adjustment factor)

library sample estimate of the total number of noncertainty schools (schools not selected with certainty in both the initial SASS school sampling and library subsampling) eligible for the library survey within each cell. Certainty schools were excluded from the numerator and denominator and their adjustment factor was set equal to 1.

Second-Stage Ratio Adjustment Factor is a factor that adjusts the sample estimates based on the library sample to estimates based on the complete SASS school sample. The second-stage ratio adjustment factor is done separately for schools with libraries and schools without libraries.

Schools with Libraries: The adjustment is equal to the ratio of the final weighted count of interviewed schools (from the school sample file) that report having a library to the weighted sample estimate (using all previous steps in the library weighting) of the total number of interviewed or out-of-scope libraries when the school questionnaire indicates that it has a library within each cell.

Schools without Libraries: The adjustment is equal to the ratio of the final weighted count of interviewed schools (from the school sample file) that report not having a library to the weighted sample estimate (using all previous steps in the library weighting) of the total number of interviewed or out-of-scope libraries when the school questionnaire indicates that it does not have a library within each cell.

After the adjustments were applied to public school libraries, it was found that the second-stage factors for schools without libraries were exceedingly large for some states, even after maximum collapsing. For this reason, for the public weighting, cells for schools with and without libraries were combined.

1. Public and BIA School Library Adjustment Cells

For public schools except BIA schools, the Type A and Type B noninterview adjustment cells were state by grade level by enrollment by urbanicity. If the factor was less than or equal to 1.5 and there were at least 10 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment first urbanicity second, and grade level third).

For BIA elementary schools, the Type A and Type B noninterview adjustment cells were grade level by enrollment size class; while BIA secondary and combined schools cells were by grade level. If the factor was less than or equal to 2.0 and there were at least 10 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment size class first, grade level second).

The first-stage ratio adjustment cells were state by grade level by urbanicity. If the factor was between 0.667 and 1.5 and there were at least 15 noncertainty schools in the cell, no collapsing was done. Otherwise, cells were collapsed (urbanicity first and grade level second).

The second-stage adjustment cells were state by grade level by school enrollment. Cells were defined based on questionnaire data. If the factor was between 0.667 and 1.5 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (school enrollment first and grade level second).

2. Private School Library Adjustment Cells

Library noninterview and frame ratio adjustments are computed within cells.

For private school libraries from the list frame, the noninterview adjustment cells (for both Type A and B) were: 3 recoded affiliations by grade level by recoded urbanicity by enrollment size class. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment first, urbanicity second, grade level third, recoded affiliation last).

For private school libraries from the area frame, the noninterview adjustment cells (for both Types A and B) were grade level. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed across grade level.

The first-stage ratio adjustments cells for private school libraries from the list frame and area frame are the same as the noninterview adjustments cells. If the factor was between .667 and 1.5 and there were at least 15 libraries in the cell no collapsing was done. Otherwise, collapsing was done (enrollment, recoded urbanicity, grade level, recoded affiliation - list frame and grade level - area frame).

For private school libraries from the list frame, the second-stage ratio adjustment cells were: 3 recoded affiliations by grade level by enrollment size class. Cells were defined based on questionnaire data. If the factor was between .667 and 1.5 and there were at least 15 libraries in the cell (school questionnaire indicates there is or is not a library), no collapsing was done. Otherwise, cells were collapsed (enrollment, grade level, recoded affiliation).

For private school libraries from the area frame, the second-stage ratio adjustment cells were grade level. Cells were defined based on questionnaire data. If the factor was between .667 and 1.5 and there were at least 15 libraries in the cell (school questionnaire indicates there is or is not a library or library questionnaire indicates there is or is not a library), no collapsing was done. Otherwise, cells were collapsed across grade level.

H. School Librarian Weights (Questionnaire Forms LS-2A, LS-2B and LS-2C)

SASS school librarian data is used to estimate the characteristics of schools with librarians as a proportion of total schools. Thus, library sample schools that report having a librarian are ratio adjusted to total SASS sample schools that report having a librarian. Library sample schools that report not having a librarian are similarly adjusted to study the characteristics of such schools. Due to reporting inconsistencies between the librarian survey and the school survey, librarian survey data is not adjusted directly to schools reporting to have librarians.

The final weight for the public and private school librarian data is:

(School Basic Weight) X (Library Subsampling Factor) X (Sampling Adjustment Factor)
X (Librarian Type A Noninterview Adjustment Factor) X (Librarian Type B Noninterview
Adjustment Factor) (Librarian Type C Noninterview Adjustment Factor) X (First-Stage
Ratio Adjustment Factor) X (Second-Stage Ratio Adjustment Factor)

where:

School Basic Weight is the inverse of the probability of selection from the school sample file.

Library Subsampling Factor is an adjustment that accounts for the second stage of sampling for the library sample, which is the subsampling of school libraries/librarians from the SASS sample schools.

Sampling Adjustment Factor is an adjustment that accounts for unusual circumstances that affects the school's probability of selection, such as splits, mergers or duplication. This is the same factor as applied to the SASS school sample.

Type A Noninterview Adjustment Factor is an adjustment that accounts for library nonrespondents that did not report whether or not they had a library (generally refusals or unable to contact) and the librarian was a refusal or unable to contact. It is the weighted (basic weight x subsample factor x sampling adjustment factor) ratio of the total of schools with and without libraries plus schools which did not report whether or not they had a library and the librarian was a refusal or unable to contact, to the total of schools with and without libraries.

Type B Noninterview Adjustment Factor is an adjustment that accounts for librarian nonrespondents (refusal and unable to contact) from schools that reported having a library. It is the weighted (basic weight x subsample factor x sampling adjustment factor) ratio of the total eligible in-scope libraries (schools with libraries interviewed plus not interviewed) to the total eligible in-scope libraries where librarian status is known.

Type C Noninterview Adjustment Factor is an adjustment that accounts for librarian nonrespondents where librarian status is known. It is the weighted (basic weight x subsample factor x sampling adjustment factor) ratio of the total in-scope schools for which both library and librarian status are known to the in-scope schools for which both library and librarian status are known and the librarian was interviewed.

First-stage Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. Librarian records contain the exact same factors as their associated library records. The adjustment is equal to the ratio of the total number of noncertainty schools in the 1994 SASS school frame that were eligible for the library survey to the weighted (basic weight x subsample factor x sampling adjustment factor) library sample estimate of the total number of noncertainty schools (schools not selected with certainty in both the initial SASS school sampling and library subsampling) eligible for the library

survey within each cell. Certainty schools were excluded from the numerator and denominator and their adjustment factor was set equal to 1.

Second-Stage Ratio Adjustment Factor is a factor that adjusts the sample estimates based on the library sample to estimates based on the complete SASS school sample. The second-stage ratio adjustment factor is done separately for schools with librarians and schools without librarians.

Schools with Librarians: The adjustment is equal to the ratio of the final weighted count of interviewed schools (from the school sample file) that report having a librarian to the weighted sample estimate (using all previous steps in the librarian weighting) of the total number of interviewed or out-of-scope librarians when the school questionnaire indicates that it has a librarian. Factors are computed within each cell.

Schools without Librarians: The adjustment is equal to the ratio of the final weighted count of interviewed schools (from the school sample file) that report not having a librarian to the weighted sample estimate (using all previous steps in the librarian weighting) of the total number of interviewed or out-of-scope librarians when the school questionnaire indicates that it does not have a librarian. Factors are computed within each cell.

After the adjustments were applied to public school librarians, it was found that the second-stage factors for schools without librarians were exceedingly large for some states, even after maximum collapsing. For this reason, for the public weighting, cells for schools with and without librarians were combined.

1. Public and BIA School Librarian Adjustment Cells

For public schools, except BIA schools, the Type A and Type B noninterview adjustment cells were state by grade level by enrollment by urbanicity. If the factor was less than or equal to 1.5 and there were at least 10 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment first, urbanicity second, and grade level third).

For BIA elementary schools, the Type A, Type B, and Type C noninterview adjustment cells were grade level by enrollment size class; while BIA secondary and combined schools' cells were by grade level. If the factor was less than or equal to 2.0 and there were at least 10 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment size class first, grade level second).

The first-stage ratio adjustment cells were state by grade level by urbanicity. If the factor was between 0.667 and 1.5 and there were at least 15 noncertainty schools in the cell, no collapsing was done. Otherwise, cells were collapsed (urbanicity first and grade level second).

The second-stage adjustment cells were state by grade level by school enrollment. Cells were defined based on questionnaire data. If the factor was between 0.667 and 1.5 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (school enrollment first and grade level second).

2. Private School Librarian Adjustment Cells

Librarian noninterview and frame ratio adjustments are computed within cells.

For private school librarians from the list frame, the noninterview adjustment cells (for Type A, B, and C) were: 3 recoded affiliations by grade level by recoded urbanicity by enrollment size class. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed (enrollment first, urbanicity second, grade level third, recoded affiliation last).

For private school librarians from the area frame, the noninterview adjustment cells (for both Types A, B, and C) were grade level. If the factor was less than 2.0 and there were at least 15 schools in the cell, no collapsing was done. Otherwise, cells were collapsed across grade level.

The first-stage ratio adjustments cells for private school librarians from the list frame and area frame are the same as the noninterview adjustments cells. If the factor was between .667 and 1.5 and there were at least 15 libraries in the cell no collapsing was done. Otherwise, collapsing was done (enrollment, recoded urbanicity, grade level, recoded affiliation - list frame and grade level - area frame).

For private school librarians from the list frame, the second-stage ratio adjustment cells were: 3 recoded affiliations by grade level by enrollment size class. Cells were defined based on questionnaire data. If the factor was between .667 and 1.5 and there were at least 15 librarians in the cell (school questionnaire indicates there is or is not a librarian), no collapsing was done. Otherwise, cells were collapsed (enrollment, grade level, recoded affiliation).

For private school librarians from the area frame, the second-stage ratio adjustment cells were grade level. Cells were defined based on questionnaire data. If the factor was between .667 and 1.5 and there were at least 15 librarians in the cell (school questionnaire indicates there is or is not a librarian), no collapsing was done. Otherwise, cells were collapsed across grade level.

I. Student Weighting

The final weight for students from private and public schools is:

(Basic weight) X (School Nonresponse Adjustment Factor) (Misclassified Teacher Adjustment Factor) X (First-Stage Ratio Adjustment Factor) X (Student Noninterview Adjustment Factor) X (Student Adjustment Factor)

where:

Basic Weight is the inverse of the student's probability of selection conditioned on the specific set of sample teachers selected for the student sample at the school. The sum of the students' conditional probabilities at the school are adjusted to the school's enrollment. This is done to approximate the student's probability of selection across all possible teacher samples at the school, a quantity which we cannot calculate given the types of information that we collect about each selected student. Attempts at collecting a student's complete class schedule, which would allow us to compute an unconditional probability of selection, proved impractical when tested. The student-within-school inverse of the probability of selection is adjusted for the school-level inverse of the probability of selection. The basic weight is expressed below. See Appendix 3 for a description of how this basic weight was derived.

$$W_{ki} = \frac{1}{P_{ki}} \times \frac{\text{school enrollment}}{\sum_{i=1}^6 \frac{1}{P_{ki}}} \times \text{school basic weight} \times \text{school student subsampling factor}$$

where:

The student's probability of selection is the sum of the probabilities of selecting the student from the teachers (of the three sample teachers at the school) that teach the student.

$$P_{ki} = \sum_{j=1}^3 P_{kji}$$

where:

P_{kji} = 0 if the j^{th} teacher does not teach student i , or equal to the result of one of the two equations defined below, depending upon whether the teacher is departmental or self-contained. The definitions for the variables used to calculate the probability (P_{kji}) for students with departmental teachers are defined as follows:

N_{kji} = the total number of times, within school k , that student i has teacher j each week.

L_{kj} = the total number of periods the sample teacher teaches an eligible class at the sample school per week.

TP_{kj} = the teacher probability of selection for the student sample adjusted for teachers erroneously classified as not teaching regularly scheduled classes.

S_{kj} = size (enrollment) of the sample class period

The probability of selecting the i^{th} student from the j^{th} teacher at a school k was dependent upon the probability of selecting the sample class period from the total class periods at school k (if the teacher is classified as departmental), the probability of selecting the teacher from school k , and the probability of selecting the student from the teacher's sample class period.

For students selected from departmental teachers, the formula below was used.

$$P_{kji} = \frac{N_{kji}}{L_{kj}} * \frac{2}{S_{kj}} * TP_{kj}$$

where:

The variables are as defined above.

For students from self-contained teachers, the formula below was used.

$$P_{kji} = \left[\frac{2}{S_{kj}} \right] * TP_{kj}$$

where:

The variables are as defined above. If any components of the student-within school weighting were not collected from the school, they were imputed.

Students selected multiple times were left in sample each time they were selected. Their basic weights were subsequently averaged across each of their sample records.

School Nonresponse Adjustment Factor is an adjustment that accounts for schools that did not have students selected because the school did not participate in either the teacher or student sampling procedures. It is the weighted (school basic weight x school sampling adjustment factor x school's student subsampling factor) ratio of total eligible in-scope schools to the total in-scope schools with sample students, computed within cells.

First-stage Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals of the number of students. For the set of noncertainty schools, the factor is the ratio of the frame estimate of the total number of students to the weighted (all previously defined components) sample estimate of the total number of students. These factors are computed within cells. The sample estimate uses the frame count of the number of teachers in the school. For public schools, the 1991–92 CCD was used as the frame and for private schools, the 1991–92 PSS was used as the frame.

For the set of certainty schools, the factor is 1.

Misclassified Teacher Adjustment Factor is an adjustment that accounts for sampled teachers reported to not be teaching regularly scheduled classes during student sampling, but later reported to be teaching in the teacher survey.

Student Noninterview Adjustment Factor is an adjustment that accounts for sampled students whose schools did not return questionnaires at all or returned incomplete questionnaires. It is the weighted (product of all previously defined components) ratio of the total eligible students to the total eligible responding students computed within cells.

Student Adjustment Factor is a factor that adjusts the inconsistency between the estimated number of students from the SASS school data files and the SASS student sample files. It is the ratio of weighted number of students from the school data file for a cell to the weighted number of students on the student data file for a cell. The weight is the product of all previously defined components. This factor ensures that student aggregates from the school file (after imputation) will agree with the corresponding student estimates from the student file.

The school nonresponse adjustments, the misclassified teacher adjustments, the student noninterview adjustments, the first-stage ratio adjustments, and the student adjustments are computed within cells. The cells for the first-stage ratio adjustments are the same as those used in the school weight except that public schools in Alaska and those in all other states used the same cells but were processed separately.

1. Public and BIA Student Adjustment Cells

For public schools, the school nonresponse adjustment cells were the same as those used for the school noninterview adjustment cells in the school weight. The collapsing criteria were also the same as those used in the school noninterview adjustment in the school weight.

The misclassified teacher adjustment cells were: teacher subject by region for regular public schools, teacher subject by state for Native American schools, and just teacher subject for BIA schools. If collapsing occurred, teacher subject collapsed.

The student noninterview adjustment cells were: state by grade level by school enrollment by teacher departmental/self-contained status. If the factor was less than 1.5 and there were at least 15 students in the cell, no collapsing was done. If collapsing occurred, cells were collapsed by teacher status first, enrollment second, then grade level and finally state.

The student adjustment cells were grade level by enrollment by race/ethnicity. If collapsing occurred, cells were collapsed by race/ethnicity first, enrollment second, and finally grade level. Cells were defined using questionnaire data.

After reviewing the final-weighted estimates for public schools by race, it was determined that collapsing across race had caused problems with the estimates, resulting in considerable bias. Collapsing criteria for factor range were relaxed to 3.0 and 0.3. The weights for American Indian students from regular public schools were also truncated at 18,000, and the weight redistributed to other American Indian students from regular public schools. This last modification was done in an attempt to reduce the variance of American Indian student estimates. As a further refinement, the order of collapsing was altered to collapse across enrollment size first, then grade level, and finally race.

2. Private Student Adjustment Cells

For private schools, the school nonresponse adjustment cells were the same as those used for the school noninterview adjustment cells in the school weight, and the collapsing criteria were also the same.

The misclassified teacher adjustment cells were: teacher subject by major affiliation (Catholic, other religious, nonsectarian). If collapsing occurred, teacher subject collapsed first, then major affiliation.

The student noninterview adjustment cells were: affiliation by enrollment by teacher departmental/self-contained status. If the factor was less than 1.5 and there were at least 15 students in the cell, no collapsing was done. If collapsing occurred, cells were collapsed by teacher status first, enrollment second, then grade level.

The student adjustment cells were: affiliation by grade level by race/ethnicity. If collapsing occurred, cells were collapsed by race/ethnicity first, grade level next, and finally affiliation. Cells were defined using questionnaire data.

X. Variance Estimation

X. Variance Estimation

A. Replication

Each SASS public use file includes a set of replicate weights designed to produce variance estimates. A replication technique was used because software to produce such variance estimates is relatively common.¹⁹

Software which produces variance estimation from replicate weights is available from:

WESTAT, Inc.
1650 Research Blvd.
Rockville, MD 20850

Attention: Maide Montes
(301) 738-3662

WESTAT has a PC based replication program, WesVarPC. WesVarPC is available on the World Wide Web. The URL for WESTAT, Inc. is <http://www.westat.com>. There is a link on WESTAT home page to the WesVarPC home page. WesVarPC version 2.1, along with the documentation, is available for download at no charge.

The previous SASS surveys have used the variance procedure known as balanced half sample replication (BHR). A fundamental problem with BHR is that it assumes sampling is done with replacement. Hence, BHR cannot reflect the increase in precision due to sampling a large proportion of a finite population. For most surveys, where the sampling rates are small, the increase in precision will be small and can safely be ignored. However, with the SASS, the public surveys (school, administrator, TDS, teacher, library and librarian) are designed for reliable state estimates. This necessarily implies large sampling rates, which can lead to large variance overestimates with BHR. Likewise, the private surveys (school, administrator and teacher) are designed to produce detailed private association estimates, which also imply large sampling rates, and variance overestimation with BHR.

To overcome this problem a bootstrap variance estimator has been implemented for the 1993–94 SASS. The bootstrap variance reflects the increase in precision due to large sampling rates.

The bootstrap variances can be computed with any replication software package that supports BHR. In the software package specify that BHR variance estimates are to be computed and use the replicate weights (REPWGT1-REPWGT48) provided on the SASS files. The

¹⁹Wolter, K. M. (1985). Introduction to Variance Estimation. New York: Springer-Verlag.

replicate weights reflect all components of variance introduced by the adjustments to the weights (i.e., sample nonresponse adjustment). For more information about the replicate weights, see the 1993-94 SASS Sample Design and Estimation report²⁰.

B. Generalized Variance Functions and Design Effects

When replication software is not available crude variance approximations can be made using Generalized Variance Functions (GVF) or Design Effects (DEFF). GVF models the variance using the estimate of interest, while DEFF requires the computation of a simple random sample variance estimate. For the 1990–91 SASS Survey GVF and Design Effects have been computed for all components, except the public TDS survey. These GVF and design effects can be used for the respective 1993–94 SASS component.^{21,22}

²⁰Abramson, R., Cole, C., Jackson, B., Parmer, R., and Kaufman, S. (1996) 1993-94 Schools and Staffing Survey: Sample Design and Estimation U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, NCES 96-089. Washington, D.C.: National Center for Education Statistics.

²¹See Salvucci, S., Weng, S., Design Effects and Generalized Variance Functions for the 1990–91 Schools and Staffing Survey, Volume 1, NCES 95-342-I, for more information.

²²See Holt, A., Salvucci, S., Design Effects and Generalized Variance Functions for the 1990–91 Schools and Staffing Survey, Volume 2, NCES 95-342-II, for more information.

XI. Reinterview Program

XI. Reinterview Program

As in the previous administrations of the Schools and Staffing Survey (SASS), the 1993–94 SASS included a reinterview program. Reinterview programs are typically designed to evaluate field work and/or estimate error components, such as simple response variance and response bias, in a survey model²³. The purpose of the SASS reinterview program was to estimate simple response variance; that is, to measure the consistency in response between the original survey and the reinterview (reliability of the data). High inconsistency indicates there is a problem with the design of the question or the nature of the data being collected. It also can often indicate the presence of bias in the data. The SASS reinterview program consisted of administering a subset of questions to a subset of these samples - schools, school administrators, teachers, library media centers, and student records.

A. Content of Reinterview Questionnaires

The library media center reinterview questionnaire (LS-1(R)) collected information on library media center staffing, 1992–93 collection and expenditures, technology, library media center facilities, and scheduling and transactions.

The principal reinterview questionnaire (SASS(R)) collected information on college degrees and experience, and opinions of school decision making.

The school reinterview questionnaire (SASS(R)) collected information on school characteristics, teachers and other staff, programs and services, and school policies.

The teacher reinterview questionnaire (SASS(R)) collected information on current teaching status, teacher training, perceptions and attitudes toward teaching, and incentives and compensation.

The student reinterview questionnaire collected information on whether the student was taught by the selected teacher, the student's race, grade level, services the student receives, and the student's enrollment in a math class.

B. Procedures

The reinterview was designed so that the data collection method was the same as that used in the original interview. For example, if the original interview was completed by mail, reinterview data were also collected by mail. If the original interview was completed by CATI (Computer Assisted Telephone Interview), the reinterview was done by CATI. For both methods of reinterview, the Census Bureau attempted to reinterview the same respondent who completed the original interview. All student record reinterviews were conducted by mail.

²³Forsman, G. and Schreiner, I., "The Design and Analysis of Reinterview: An Overview," in Biemer, P. P., Groves, R. M., Lyberg, L. E., Mathiowetz, N. A., and Sudman, S., editors, *Measurement Errors in Surveys*. (New York: John Wiley & Sons, 1991), 279–301.

The consistency of the interview data will be measured by comparing original survey and reinterview responses and then computing indices of inconsistency (see Forsman and Schreiner, 1991, for a discussion of these indices). For some questions, an agreement rate will be computed. In addition, some questions in the 1993–94 SASS were asked in previous administrations of SASS. For these questions, the results of both years will be compared.

C. Samples and Response Rates

The reinterview sample design for the library, principal, school and teacher interviews was a systematic subsampling resulting in the selection of:

- 1,780 school libraries
- 1,330 school principals
- 1,420 schools
- 1,682 teachers

The reinterview sampling of public and private schools and public and private teachers was proportionate to their respective original samples. From each of these samples, we hoped to obtain 1,000 completed reinterviews. In actuality, we obtained:

- 956 school libraries
- 947 school principals
- 556 schools
- 920 teachers

Since the reinterview samples were selected before the mailout of the survey questionnaires, the samples included losses due to original survey noninterviews.

For the student reinterview sample, a sample of two students was selected from each school that completed an original questionnaire. (This sample was not preselected. Instead, it was selected on a flow basis as the original questionnaires were completed.) We hoped to obtain 1,000 completed reinterview cases. In actuality we obtained 1,243 complete reinterviews.

D. Results

Results of the 1993–94 SASS reinterview programs will be presented in a later report.

XII. Reviewing the Quality of SASS Data

XII. Reviewing the Quality of SASS Data

NCES program staff have the responsibility of ensuring that a dataset is acceptable for public release. Before microdata files are released to the public, staff in the Education Surveys Program of the Surveys and Cooperative Systems Group review the microdata for errors associated with the edit, imputation, and weighting programs. Frequency counts, bivariate, and multivariate tables were reviewed, and when possible comparisons were made to external sources such as the Common Core of Data (for public districts, schools, and teachers) and the Private School Survey (for private schools and teachers).

Unit nonresponse: Response rates were calculated at the state or association level for all SASS components (see Tables VI-1 through VI-17). Nonresponding districts, schools, principals, and teachers are being studied in greater detail to identify patterns of nonresponse (see Chapter VI, "Survey Response Rates")²⁴.

Item nonresponse: The extent of item nonresponse for each SASS questionnaire was determined. Items with high nonresponse rates were identified and reported (see Tables VI-18 through VI-26, also in Chapter VI). When an item (or a series of questionnaire items) has a high nonresponse rate, that item is thoroughly examined and may be redesigned before the next collection of SASS. For example, items pertaining to the type of academic degree received by principals or by teachers, as were asked in the first round of SASS (1987–88) were considerably reworked before being administered again in 1990–91. Reinterview research²⁵ demonstrated that there was a high rate of inconsistency of the respondent's reinterviewed answer with the previous response, and that the inconsistency was related to confusion over the "mark all that apply" response categories; the reworked items, separating out the various types of degrees, had a much lower rate of inconsistency.

Edits: The validity of the skip patterns in the questionnaire was established for each SASS questionnaire during the processing of the data; that is, Bureau of the Census analysts verified that each item in the questionnaire had the number of responses it should have if skip instructions were followed correctly. Quality checks on the edit specifications were performed and resulted in some corrections (which were treated as a form of imputation).

Reasonableness of data: Univariate, bivariate, and multivariate tabulations of key survey variables were obtained and compared to estimates from other data sources such as the previous SASS survey, the Common Core of Data, and the Private School Survey. Tabulations were reviewed to determine whether the basic relationships observed were within reasonable bounds, allowing for elements of change (such as random fluctuations in variance, or a trend such as overall population growth in a state).

²⁴ Scheuren, F., Monaco, D., Zhang, F., Ikosi, G., Chang, M., and Gruber, K. (1996) An Exploratory Analysis of the Response Rates in the 1990–91 Schools and Staffing Survey. NCES Technical Report, NCES 94–338. Washington, D.C. This report examines unit nonresponse thoroughly. A forthcoming report on unit nonresponse in 1993–94 SASS is scheduled to be released in early 1997.

²⁵ Bushery, J., Royce, D., and Kasprzyk, D. (1994). "The Schools and Staffing Survey: How Reinterview Measures Data Quality," published in U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, Working Paper Series No. 94–01, July 1994. Schools and Staffing Survey: Papers Presented at Meetings of the American Statistical Association. Washington, D.C.: NCES.

Frequency counts: Unweighted record counts for every variable were examined from the restricted-use file. Variables with out-of-range values or inconsistent values were identified and values with these characteristics were corrected (see Appendix E).

Unweighted record counts: Unweighted record counts are released with each microdata file so that users can determine whether the correct number of records has been identified. The weighted record counts are to provide data users with selected final national estimates for comparison (see Appendix E).

Replicate weights: The review of the SASS replicate weights consisted of reviewing the distribution of these weights. The following was done:

- (1) For each replicate, the weights were totaled. Each replicate total, as well as the average of these numbers was checked against the full-sample estimate. The standard error of the replicate totals was computed and checked for reasonableness.
- (2) A check was performed to verify that 95 percent of the replicate weights were contained in an appropriately computed 95 percent confidence interval. This was done with both the basic replicate weights and the final replicate weights.

External data checks: One way to verify the external validity of SASS data is to make comparisons to the survey universe, or frame, from which the sample is drawn. For public school districts, schools, principals, and teachers, the external file is the Common Core of Data, an annual administrative census of all public school districts and schools in the United States and its territories. The corresponding frame for private schools, principals, and teachers is the Private School Survey. The Private School Survey is conducted every two years and was coincident with SASS in 1993–94. The sampling frame is generally drawn about two years prior to the field collection of SASS data.

Direct comparison can be made between the estimated count of the survey unit, such as school districts or schools, with the corresponding CCD or PSS count. Such comparisons are usually made between SASS and the sampling frame year of the universe.

Another type of external file comparison is between the survey estimate of a characteristic of districts or schools, such as enrollment, with the CCD or PSS estimate. Those comparisons are usually made to the concurrent year, as the data collected in the field for one year is only valid to the same year of the universe. The number of students attending school or the number of teachers employed are subject to more year-to-year change than the number of schools or districts.

A. School District Unit Count Comparison (SASS 1A)

Comparisons of the number of public school districts by state were made to the 1991–92 Public Education Agency Universe of the Common Core of Data (CCD), which served as the sampling frame for the 1993–94 SASS, as well as to the concurrent Public Education Agency Universe (1993–94). The criterion for eligibility in SASS is that the district must operate schools and/or hire or employ teachers as of the year of the data collection. All other districts were defined as out-of-scope. Because not all districts in each state were considered to be in-scope for

SASS (i.e., supervisory unions and some other administrative districts that do not operate schools nor hire teachers were ineligible), two comparisons were made, one to the total number of districts for the state and one to the number of regular districts in the state. Depending upon the number of ineligible districts in each particular state, the SASS estimates are either closer to the total or to the regular number of districts in CCD. Estimates of teachers and students were compared with the 1993–94 CCD, because that was the same year in which SASS data were collected and would represent an independent estimate of the same conditions. The CCD estimates are independent from SASS, as SASS collects its data directly from school districts in sample, and CCD is collected from the state education agencies.

Table XII-1 and Table XII-2 show comparisons in counts of public school districts by state between published data from the frame year CCD (total number of districts and number of regular school districts) and the adjusted frame developed by the sampling statisticians at the Bureau of the Census in preparation for SASS data collection. These are two different measures of “fit” between the weighted count from SASS and the frame count of districts. Table XII-2 uses the sampling frame version of CCD, which is between the total number of districts and the number of regular districts.

Although the SASS count of districts is generally closer to CCD when the adjusted sampling frame is compared, there are two states where the adjusted sample seems to make little or no difference: Minnesota and Nebraska. Minnesota has a large number of administrative districts, a certain proportion of which hire teachers. Thus, the adjusted sample number of districts is 18 higher than the number of regular districts published by CCD. However, the SASS sample underestimates regular, adjusted sample and the total number of districts by a minimum of 12 percent and a maximum of 26 percent. As the sample for districts is dependent upon the sample selected for schools (that is, schools are the main unit of analysis and districts associated with the sampled schools), there may be a number of administrative districts that are not being represented very well in the overall Minnesota district sample. Administrative districts included in the frame that do not operate schools are supposed to be sampled at a 10 percent rate, but the particular sample selected in a given year may have fewer than average in-scope districts (those that hire teachers), which would keep the estimated number of districts lower. Minnesota’s district survey response rate is more than 4 percentage points below the U.S. average, so there may also be an adverse effect from nonresponding public school districts within the state. The nonresponse adjustment factor may not compensate adequately for other public school districts that the nonresponding district was supposed to represent (that is, all districts except those with a weight of 1 are representing other districts not sampled).

Nebraska is a state that has a large number of administrative districts that do not operate schools, so that the valid comparison is to the number of regular public school districts. The adjusted sampling frame count is only 6 districts more than the number of regular districts. In 1990–91 SASS, there was only a 6 percent difference between the estimated number of districts and the number of regular districts in CCD. This time, there was a difference of almost 17 percent. Nebraska also has a higher than average out-of-scope rate, which reduces the number of eligible districts from the selected sample. The number of districts that closed may be increasing, since Nebraska has a very large number of one-school districts. There may have been additional closings between the sampling year and the year of data collection that could not be adjusted for during the course of sample weighting.

Table XII-1.-- Estimated number of public school districts in SASS by State compared with total and regular districts in 1991-92 Public Education Agency Universe (Common Core of Data)

| State | CCD total districts | CCD regular districts | SASS districts | SASS as a percent of CCD total districts | SASS as a percent of CCD regular districts |
|----------------------|------------------------|--------------------------|-------------------|--|--|
| 50 States and D.C. | 16,661 | 15,173 | 14,998 | 90.02% | 98.85% |
| Alabama | 133 | 129 | 130 | 97.74% | 100.78% |
| Alaska | 56 | 56 | 56 | 100.00% | 100.00% |
| Arizona | 247 | 229 | 219 | 88.66% | 95.63% |
| Arkansas | 347 | 325 | 311 | 89.63% | 95.69% |
| California | 1,070 | 1,005 | 1,062 | 99.25% | 105.67% |
| Colorado | 196 | 176 | 183 | 93.37% | 103.98% |
| Connecticut | 179 | 166 | 177 | 98.88% | 106.63% |
| Delaware | 22 | 19 | 19 | 86.36% | 100.00% |
| District of Columbia | 1 | 1 | 1 | 100.00% | 100.00% |
| Florida | 74 | 69 | 72 | 97.30% | 104.35% |
| Georgia | 183 | 183 | 183 | 100.00% | 100.00% |
| Hawaii | 1 | 1 | 1 | 100.00% | 100.00% |
| Idaho | 114 | 114 | 114 | 100.00% | 100.00% |
| Illinois | 1,020 | 942 | 933 | 91.47% | 99.04% |
| Indiana | 319 | 296 | 310 | 97.18% | 104.73% |
| Iowa | 469 | 435 | 399 | 85.07% | 91.72% |
| Kansas | 304 | 304 | 303 | 99.67% | 99.67% |
| Kentucky | 255 | 176 | 174 | 68.24% | 98.86% |
| Louisiana | 83 | 66 | 71 | 85.54% | 107.58% |
| Maine | 326 | 283 | 236 | 72.39% | 83.39% |
| Maryland | 24 | 24 | 24 | 100.00% | 100.00% |
| Massachusetts | 439 | 352 | 349 | 79.50% | 99.15% |
| Michigan | 622 | 561 | 608 | 97.75% | 108.38% |
| Minnesota | 517 | 434 | 383 | 74.08% | 88.25% |
| Mississippi | 171 | 150 | 154 | 90.06% | 102.67% |
| Missouri | 544 | 543 | 541 | 99.45% | 99.63% |
| Montana | 621 | 539 | 523 | 84.22% | 97.03% |
| Nebraska | 895 | 777 | 650 | 72.63% | 83.66% |
| Nevada | 18 | 17 | 18 | 100.00% | 105.88% |
| New Hampshire | 239 | 174 | 163 | 68.20% | 93.68% |
| New Jersey | 620 | 608 | 591 | 95.32% | 97.20% |
| New Mexico | 96 | 88 | 95 | 98.96% | 107.95% |
| New York | 758 | 717 | 724 | 95.51% | 100.98% |
| North Carolina | 135 | 133 | 123 | 91.11% | 92.48% |
| North Dakota | 325 | 276 | 257 | 79.08% | 93.12% |
| Ohio | 791 | 613 | 661 | 83.57% | 107.83% |
| Oklahoma | 593 | 593 | 564 | 95.11% | 95.11% |
| Oregon | 308 | 296 | 280 | 90.91% | 94.59% |
| Pennsylvania | 611 | 503 | 593 | 97.05% | 117.89% |
| Rhode Island | 38 | 37 | 37 | 97.37% | 100.00% |
| South Carolina | 95 | 95 | 94 | 98.95% | 98.95% |
| South Dakota | 227 | 189 | 176 | 77.53% | 93.12% |
| Tennessee | 140 | 140 | 139 | 99.29% | 99.29% |
| Texas | 1,051 | 1,051 | 1,048 | 99.71% | 99.71% |
| Utah | 47 | 40 | 40 | 85.11% | 100.00% |
| Vermont | 339 | 279 | 237 | 69.91% | 84.95% |
| Virginia | 161 | 141 | 143 | 88.82% | 101.42% |
| Washington | 296 | 296 | 296 | 100.00% | 100.00% |
| West Virginia | 55 | 55 | 55 | 100.00% | 100.00% |
| Wisconsin | 428 | 428 | 428 | 100.00% | 100.00% |
| Wyoming | 58 | 49 | 50 | 86.21% | 102.04% |

NOTE: Districts which do not operate schools nor hire teachers are out-of-scope for SASS, although such districts may appear on the CCD frame.

These districts, denoted "districts without schools," have been subtracted from the state's weighted estimate of districts whenever those districts were inadvertently retained on the SASS file with a final weight. However, out of 20 unweighted districts without schools on the SASS file with a final weight, 5 are valid. The rest have been subtracted from the state's weighted count.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Directory of Public Elementary and Secondary Education Agencies, 1991-92," NCES 93-329, Table 1; and Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table XII-2.-- Estimated number of public school districts in SASS by State compared with Census-adjusted number of districts in the Public Education Agency Universe (Common Core of Data) for 1991-92

| State | CCD districts (adjusted) | SASS districts | SASS as a percent of CCD |
|----------------------|-----------------------------|----------------|-----------------------------|
| 50 States and D.C. | 15,472 | 14,998 | 96.94% |
| Alabama | 130 | 130 | 100.00% |
| Alaska | 56 | 56 | 100.00% |
| Arizona | 222 | 219 | 98.65% |
| Arkansas | 325 | 311 | 95.69% |
| California | 1,067 | 1,062 | 99.53% |
| Colorado | 183 | 183 | 100.00% |
| Connecticut | 178 | 177 | 99.44% |
| Delaware | 19 | 19 | 100.00% |
| District of Columbia | 1 | 1 | 100.00% |
| Florida | 72 | 72 | 100.00% |
| Georgia | 183 | 183 | 100.00% |
| Hawaii | 1 | 1 | 100.00% |
| Idaho | 114 | 114 | 100.00% |
| Illinois | 1,011 | 933 | 92.28% |
| Indiana | 311 | 310 | 99.68% |
| Iowa | 425 | 399 | 93.88% |
| Kansas | 304 | 303 | 99.67% |
| Kentucky | 176 | 174 | 98.86% |
| Louisiana | 74 | 71 | 95.95% |
| Maine | 238 | 236 | 99.16% |
| Maryland | 24 | 24 | 100.00% |
| Massachusetts | 358 | 349 | 97.49% |
| Michigan | 615 | 608 | 98.86% |
| Minnesota | 462 | 383 | 82.90% |
| Mississippi | 163 | 154 | 94.48% |
| Missouri | 541 | 541 | 100.00% |
| Montana | 533 | 523 | 98.12% |
| Nebraska | 771 | 650 | 84.31% |
| Nevada | 18 | 18 | 100.00% |
| New Hampshire | 163 | 163 | 100.00% |
| New Jersey | 590 | 591 | 100.17% |
| New Mexico | 94 | 95 | 101.06% |
| New York | 727 | 724 | 99.59% |
| North Carolina | 135 | 123 | 91.11% |
| North Dakota | 277 | 257 | 92.78% |
| Ohio | 661 | 661 | 100.00% |
| Oklahoma | 578 | 564 | 97.58% |
| Oregon | 295 | 280 | 94.92% |
| Pennsylvania | 600 | 593 | 98.83% |
| Rhode Island | 38 | 37 | 97.37% |
| South Carolina | 95 | 94 | 98.95% |
| South Dakota | 176 | 176 | 100.00% |
| Tennessee | 139 | 139 | 100.00% |
| Texas | 1,050 | 1,048 | 99.81% |
| Utah | 40 | 40 | 100.00% |
| Vermont | 251 | 237 | 94.42% |
| Virginia | 155 | 143 | 92.26% |
| Washington | 296 | 296 | 100.00% |
| West Virginia | 55 | 55 | 100.00% |
| Wisconsin | 428 | 428 | 100.00% |
| Wyoming | 54 | 50 | 92.59% |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, (Teacher Demand and Shortage Questionnaire), and sampling frame data for the Public Education Agency Universe, 1991-92, provided by Demographic Statistical Methods Division, Bureau of the Census.

B. School District Analytic Count Comparison (SASS 1A)

Comparative counts of the number of FTE teachers per state, between CCD's State Nonfiscal Survey data²⁶ and SASS Teacher Demand and Shortage file data, both for school year 1993–94, are detailed in Table XII-3. The CCD counts are collected at the state level for all districts within each state. Thus, data from the sampling frame but for the same year of collection serves as an independent reference point for SASS.

The SASS estimate of the number of FTE teachers was less than 1 percent lower overall than CCD's. In the following 11 states, the SASS estimate was at least 5 percent higher: Alaska, Arizona, Arkansas, Florida, Kentucky, Maine, Montana, Pennsylvania, Tennessee, Utah, and Wisconsin. Alaska and Pennsylvania's estimates were 10 percent higher. There are several possibilities for these discrepancies, such as a consistent pattern of the individual districts in these states reporting their data to SASS in headcounts rather than FTEs, or that sampled districts in these states are consistently reporting teachers covered by another district, and thus overreporting the number of teachers. The latter situation could arise for itinerant teachers, or where teachers may be "lent out" to other districts.

SASS' estimate of the number of teachers in Colorado, Illinois, Nebraska, and Oregon are all less than 90 percent of CCD's number of teachers in the same year. There was district nonresponse in major districts for Colorado and Nebraska, which may have contributed to a lower estimate of teachers for those states (the noninterview adjustment would not be large enough to offset the loss of a more accurate number from a major district). Illinois did not have district survey nonresponse in its largest district, but the district response rate for Illinois was 88%, about 5 percentage points lower than the national average. Oregon had higher than average district survey response rate (96% vs. 93%), so that nonresponse probably did not contribute to the low estimate.

²⁶Johnson, F. (May 1995). "Public School Student, Staff, and Graduate Counts by State, School Year 1993–94." Statistics in Brief, May 1995. Table 3. U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, NCES 95–213. Washington, D.C.: Government Printing Office.

Table XII-3.-- Estimated number of FTE teachers in SASS by state compared with 1993-94 Common Core of Data

| State | FTE teachers CCD | FTE teachers SASS | SASS as a percent of CCD |
|----------------------|---------------------|----------------------|-----------------------------|
| 50 States and D.C. | 2,505,074 | 2,501,112 | 99.84% |
| Alabama | 43,002 | 44,468 | 103.41% |
| Alaska | 7,193 | 7,886 | 109.63% |
| Arizona | 37,493 | 39,334 | 104.91% |
| Arkansas | 26,014 | 27,771 | 106.75% |
| California | 221,779 | 215,044 | 96.96% |
| Colorado | 33,661 | 29,004 | 86.16% |
| Connecticut | 34,526 | 35,142 | 101.78% |
| Delaware | 6,380 | 6,555 | 102.74% |
| District of Columbia | 6,056 | 6,056 | 100.00% |
| Florida | 110,653 | 116,299 | 105.10% |
| Georgia | 75,602 | 74,405 | 98.42% |
| Hawaii | 10,111 | 10,300 | 101.86% |
| Idaho | 12,007 | 12,130 | 101.03% |
| Illinois | 110,874 | 89,862 | 81.05% |
| Indiana | 55,107 | 56,469 | 102.47% |
| Iowa | 31,616 | 32,120 | 101.59% |
| Kansas | 30,283 | 29,345 | 96.90% |
| Kentucky | 37,324 | 40,285 | 107.93% |
| Louisiana | 46,913 | 46,398 | 98.90% |
| Maine | 15,344 | 16,384 | 106.78% |
| Maryland | 44,171 | 43,627 | 98.77% |
| Massachusetts | 58,766 | 59,665 | 101.53% |
| Michigan | 80,267 | 80,674 | 100.51% |
| Minnesota | 46,956 | 42,271 | 90.02% |
| Mississippi | 28,376 | 29,321 | 103.33% |
| Missouri | 54,543 | 55,093 | 101.01% |
| Montana | 9,950 | 10,866 | 109.20% |
| Nebraska | 19,552 | 16,721 | 85.52% |
| Nevada | 12,579 | 12,177 | 96.80% |
| New Hampshire | 11,972 | 11,821 | 98.74% |
| New Jersey | 84,564 | 84,436 | 99.85% |
| New Mexico | 18,404 | 18,013 | 97.88% |
| New York | 179,413 | 181,499 | 101.16% |
| North Carolina | 69,421 | 66,259 | 95.44% |
| North Dakota | 7,755 | 8,100 | 104.46% |
| Ohio | 107,444 | 107,609 | 100.15% |
| Oklahoma | 39,031 | 39,269 | 100.61% |
| Oregon | 26,488 | 23,209 | 87.62% |
| Pennsylvania | 101,301 | 111,711 | 110.28% |
| Rhode Island | 9,823 | 10,329 | 105.15% |
| South Carolina | 38,620 | 39,363 | 101.92% |
| South Dakota | 9,557 | 9,343 | 97.76% |
| Tennessee | 46,066 | 48,148 | 104.52% |
| Texas | 224,830 | 231,393 | 102.92% |
| Utah | 19,053 | 20,320 | 106.65% |
| Vermont | 8,102 | 7,641 | 94.30% |
| Virginia | 70,220 | 65,637 | 93.47% |
| Washington | 45,524 | 47,036 | 103.32% |
| West Virginia | 21,029 | 20,718 | 98.52% |
| Wisconsin | 52,822 | 56,887 | 107.70% |
| Wyoming | 6,537 | 6,701 | 102.51% |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire). U.S. Department of Education, National Center for Education Statistics, "Public Student, Staff, and Graduate Counts by State, School Year 1993-94," (State Nonfiscal Survey, Common Core of Data), May 1995, NCES 95-213.

C. Public School Unit Count Comparison (SASS 3A)

Comparisons of the number of public schools in SASS were made to the number of schools from the Public School Universe file²⁷ in 1991–92 CCD, the year in which SASS drew its sample of schools. The number of public schools by state in SASS is about 2 percent lower, nationally, than in CCD (Table XII-4).

Only 2 states have an estimated number of public schools for SASS that is below 90 percent of CCD's number of public schools: the District of Columbia and Nebraska. Data from the 1993–94 CCD²⁸ for the District of Columbia and Nebraska show a decline in the number of public schools reported to CCD, from 178 to 173 for D.C. and 1,453 to 1,406 for Nebraska. These two areas are undergoing long-term closure of public schools and consolidation, due to having a number of schools that serve a small and declining size of population (in Nebraska, small rural schools; in D.C., owing to a decline in the school-age population). Schools in the SASS sample that are found to have closed become out-of-scope and are not included in the SASS estimate.

There were four states in the SASS estimate whose number of schools were between 90 and 95 percent of CCD's: Illinois, North Dakota, Virginia, and West Virginia. North Dakota, Virginia, and West Virginia also show a decline in the number of CCD schools for 1993–94, and are probably undergoing a similar consolidation of small, rural public schools. The CCD number of schools in 1993–94 for North Dakota is 601 (vs. 616); for Virginia, 1,744 (vs. 1,800); and for West Virginia, 870 (vs. 970). Illinois had no decline in the number of schools between 1991–92 and 1993–94, but its school response rate was 3 percentage points lower than the national average.

There are only 4 states in which SASS estimates are higher than for CCD, and all are within 1 percent of CCD: Georgia, Louisiana, Tennessee, and Wisconsin. The 1993–94 CCD number of schools in Georgia increased from 1,721 to 1,755; in Louisiana, from 1,445 to 1,459; and in Wisconsin increased from 1,999 to 2,032. The SASS school count may reflect some growth in the number of public schools since the frame year, but also may just be coincidentally higher than CCD's school count. Tennessee's number of schools in 1993–94 CCD declined slightly (from 1,512 to 1,496), and the SASS figure of 1,522 appears to be a slight anomaly and is probably within normal sampling variability.

²⁷Only the figures from the modified sampling file are presented; some CCD schools are out-of-scope for SASS, such as schools that have prekindergarten and kindergarten levels only, or schools with only basic education adults, or vocational schools whose students are all postsecondary. These figures were supplied by the Bureau of the Census, Demographic Statistical Methods Division.

²⁸Hoffman, L. (September 1995). "Overview of Public Elementary and Secondary Schools and Districts: 1993–94." Statistics in Brief, September 1995 Table 1. U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, NCES 95–799. Washington, D.C.: Government Printing Office.

Table XII-4.-- Estimated number of public schools in SASS by state compared with 1991-92 Common Core of Data

| State | CCD number of schools | SASS number of schools | SASS as a percent of CCD |
|----------------------|--------------------------|---------------------------|-----------------------------|
| 50 States and D.C. | 82,772 | 80,740 | 97.55% |
| Alabama | 1,287 | 1,274 | 98.97% |
| Alaska | 490 | 478 | 97.58% |
| Arizona | 1,072 | 1,057 | 98.60% |
| Arkansas | 1,092 | 1,084 | 99.26% |
| California | 7,549 | 7,319 | 96.95% |
| Colorado | 1,350 | 1,329 | 98.42% |
| Connecticut | 975 | 964 | 98.86% |
| Delaware | 172 | 169 | 98.38% |
| District of Columbia | 178 | 160 | 89.75% |
| Florida | 2,460 | 2,348 | 95.43% |
| Georgia | 1,721 | 1,723 | 100.13% |
| Hawaii | 236 | 234 | 99.33% |
| Idaho | 583 | 573 | 98.21% |
| Illinois | 4,095 | 3,884 | 94.86% |
| Indiana | 1,891 | 1,869 | 98.82% |
| Iowa | 1,552 | 1,518 | 97.78% |
| Kansas | 1,458 | 1,450 | 99.46% |
| Kentucky | 1,384 | 1,327 | 95.91% |
| Louisiana | 1,445 | 1,446 | 100.09% |
| Maine | 730 | 721 | 98.80% |
| Maryland | 1,199 | 1,185 | 98.86% |
| Massachusetts | 1,731 | 1,689 | 97.56% |
| Michigan | 3,295 | 3,159 | 95.88% |
| Minnesota | 1,584 | 1,492 | 94.20% |
| Mississippi | 965 | 957 | 99.20% |
| Missouri | 2,081 | 2,082 | 100.07% |
| Montana | 900 | 890 | 98.94% |
| Nebraska | 1,453 | 1,296 | 89.21% |
| Nevada | 370 | 365 | 98.67% |
| New Hampshire | 445 | 445 | 100.00% |
| New Jersey | 2,258 | 2,195 | 97.21% |
| New Mexico | 672 | 663 | 98.61% |
| New York | 3,942 | 3,904 | 99.03% |
| North Carolina | 1,943 | 1,927 | 99.20% |
| North Dakota | 616 | 582 | 94.45% |
| Ohio | 3,746 | 3,636 | 97.07% |
| Oklahoma | 1,809 | 1,763 | 97.48% |
| Oregon | 1,190 | 1,184 | 99.51% |
| Pennsylvania | 3,235 | 3,128 | 96.71% |
| Rhode Island | 307 | 295 | 96.08% |
| South Carolina | 1,096 | 1,081 | 98.63% |
| South Dakota | 670 | 661 | 98.73% |
| Tennessee | 1,512 | 1,522 | 100.65% |
| Texas | 5,972 | 5,890 | 98.62% |
| Utah | 704 | 674 | 95.78% |
| Vermont | 336 | 318 | 94.71% |
| Virginia | 1,800 | 1,698 | 94.35% |
| Washington | 1,835 | 1,806 | 98.44% |
| West Virginia | 970 | 898 | 92.61% |
| Wisconsin | 1,999 | 2,014 | 100.74% |
| Wyoming | 417 | 411 | 98.53% |

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public School Universe Survey, 1991-92," as adapted by Statistical Methods Division, for sampling purposes, and "Schools and Staffing Survey, 1993-94," (Public School Questionnaire).

D. Public School Student Count Comparison (SASS 3A)

Comparisons of the number of public school students in SASS were made to the concurrent year from CCD's State Nonfiscal Survey²⁹. Two comparisons were made, one to the CCD total number of students, and also to the CCD K–12 student count. The latter is the better comparison for SASS, as the SASS definition of students excludes prekindergarten (e.g., students in grades K–12 for schools that offer a 1st grade as well as kindergarten). While there are a few public schools included in CCD's definition of K–12 that might not be eligible for SASS, in general most public kindergarten students would be eligible to be counted as a student for SASS, and therefore it does not make sense to exclude kindergartners from the student counts when making the comparison to CCD.

Overall, the SASS student count is almost 6 percent lower than CCD's total students, and just over 3 percent lower than CCD's K–12 student count (Table XII-5). There are slightly more than half a million prekindergarten students included in CCD (556,918), and excluding them brings the SASS student count into the same degree of "fit" as the SASS number of schools (about 2.5 to just over 3 percent difference). However, excluding the prekindergarten students enlarges the amount of difference in those states for which SASS is higher than the CCD count, but in most cases it is only about a percentage point or two higher.

There are seven states in which the SASS public school student count is more than 8 percent lower than CCD's (8 percent is used as a cutoff point since there seems to be a natural break in the range, those less than 92 percent of CCD and those 92 percent and above, with very few at 92 percent): California, Massachusetts, Minnesota, Nebraska, Rhode Island, Vermont, and Virginia. Four of these had lower-than-average school response rates (California, Nebraska, Rhode Island, and Virginia), while the other three had higher than average school survey response rates. There is no easy explanation for Massachusetts, Minnesota, and Vermont's school student counts in SASS to be so much lower than CCD's.

Five states have a SASS student count that is 5 percent or higher than CCD's: Kentucky, Mississippi, Missouri, Montana, and Wisconsin. Missouri, Montana and Wisconsin were among the states in 1990–91 SASS that had difficulty identifying schools by the CCD grade range definition, and consequently, tended to report enrollment for grades that were considered to be "out of scope" for the sampled unit. (See the 1990–91 SASS Data File User's Manual, Chapter VII – Edit Procedures, Section F, Post-Processing Edit.) Although corrective steps were taken prior to the 1993–94 SASS mailout, such as making the expected name and grade range of the school more prominently displayed on the form, with instructions to call if there was more than a one-grade difference in the range, it is possible that some of the same problem persisted. (It should be noted that Kentucky, Missouri, Montana, and Wisconsin also had higher FTE teacher counts on the district file than CCD in 1993–94, but the differences were all less than 10 percent.) Some research has been done on this problem, but it appears that the steps taken may not have entirely corrected the situation. It is not clear whether the same type of error occurred this time in Kentucky and Mississippi as well, either.

²⁹Johnson, F. (May 1995). "Public School Student, Staff, and Graduate Counts by State, School Year 1993–94." Statistics in Brief, May 1995. Table 1. U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, NCES 95–213. Washington: Government Printing Office.

Table XII-5.-- Estimated number of public school students in SASS by state compared with 1993-94
Common Core of Data

| State | CCD Students 1993-94 | CCD Students less PK | SASS students | SASS as a percent of CCD | SASS as a percentage of adjusted CCD |
|----------------------|-------------------------|-------------------------|------------------|-----------------------------|---|
| 50 States and D.C. | 43,476,268 | 42,919,350 | 41,621,660 | 95.73% | 96.98% |
| Alabama | 734,469 | 726,024 | 745,963 | 101.56% | 102.75% |
| Alaska | 125,948 | 123,161 | 127,130 | 100.94% | 103.22% |
| Arizona | 709,453 | 706,289 | 685,519 | 96.63% | 97.06% |
| Arkansas | 444,271 | 443,023 | 460,286 | 103.60% | 103.90% |
| California | 5,328,558 | 5,267,277 | 4,804,574 | 90.17% | 91.22% |
| Colorado | 625,062 | 617,813 | 616,434 | 98.62% | 99.78% |
| Connecticut | 496,298 | 490,082 | 472,718 | 95.25% | 96.46% |
| Delaware | 105,547 | 104,982 | 107,701 | 102.04% | 102.59% |
| District of Columbia | 80,678 | 75,462 | 75,948 | 94.14% | 100.64% |
| Florida | 2,040,763 | 2,005,970 | 1,888,762 | 92.55% | 94.16% |
| Georgia | 1,235,304 | 1,229,770 | 1,194,072 | 96.66% | 97.10% |
| Hawaii | 180,430 | 179,878 | 173,041 | 95.90% | 96.20% |
| Idaho | 236,774 | 235,385 | 218,179 | 92.15% | 92.69% |
| Illinois | 1,893,078 | 1,850,719 | 1,747,678 | 92.32% | 94.43% |
| Indiana | 965,599 | 961,628 | 972,991 | 100.77% | 101.18% |
| Iowa | 498,519 | 493,089 | 484,443 | 97.18% | 98.25% |
| Kansas | 457,614 | 455,182 | 431,981 | 94.40% | 94.90% |
| Kentucky | 655,265 | 639,533 | 693,316 | 105.81% | 108.41% |
| Louisiana | 800,560 | 787,703 | 791,318 | 98.85% | 100.46% |
| Maine | 216,995 | 215,959 | 207,975 | 95.84% | 96.30% |
| Maryland | 772,638 | 754,654 | 753,706 | 97.55% | 99.87% |
| Massachusetts | 877,726 | 864,548 | 776,415 | 88.46% | 89.81% |
| Michigan | 1,599,377 | 1,587,673 | 1,491,699 | 93.27% | 93.96% |
| Minnesota | 810,233 | 803,577 | 705,021 | 87.01% | 87.74% |
| Mississippi | 505,907 | 503,710 | 531,874 | 105.13% | 105.59% |
| Missouri | 875,639 | 852,042 | 938,836 | 107.22% | 110.19% |
| Montana | 163,009 | 162,526 | 175,611 | 107.73% | 108.05% |
| Nebraska | 285,097 | 281,520 | 248,016 | 86.99% | 88.10% |
| Nevada | 235,800 | 234,563 | 231,088 | 98.00% | 98.52% |
| New Hampshire | 185,360 | 184,068 | 174,563 | 94.17% | 94.84% |
| New Jersey | 1,151,307 | 1,142,082 | 1,097,841 | 95.36% | 96.13% |
| New Mexico | 322,292 | 320,359 | 323,001 | 100.22% | 100.82% |
| New York | 2,733,813 | 2,702,126 | 2,593,562 | 94.87% | 95.98% |
| North Carolina | 1,133,231 | 1,124,762 | 1,090,802 | 96.26% | 96.98% |
| North Dakota | 119,127 | 118,512 | 115,635 | 97.07% | 97.57% |
| Ohio | 1,807,319 | 1,790,109 | 1,816,266 | 100.50% | 101.46% |
| Oklahoma | 604,076 | 598,620 | 579,583 | 95.95% | 96.82% |
| Oregon | 516,611 | 515,774 | 478,877 | 92.70% | 92.85% |
| Pennsylvania | 1,744,082 | 1,739,901 | 1,805,243 | 103.51% | 103.76% |
| Rhode Island | 145,676 | 145,211 | 124,230 | 85.28% | 85.55% |
| South Carolina | 643,859 | 636,452 | 630,309 | 97.90% | 99.03% |
| South Dakota | 142,825 | 142,213 | 139,525 | 97.69% | 98.11% |
| Tennessee | 866,991 | 857,015 | 840,505 | 96.95% | 98.07% |
| Texas | 3,608,262 | 3,487,816 | 3,342,778 | 92.64% | 95.84% |
| Utah | 471,365 | 468,675 | 454,114 | 96.34% | 96.89% |
| Vermont | 102,755 | 100,731 | 91,787 | 89.33% | 91.12% |
| Virginia | 1,045,471 | 1,042,285 | 958,091 | 91.64% | 91.92% |
| Washington | 915,952 | 910,865 | 913,048 | 99.68% | 100.24% |
| West Virginia | 314,383 | 310,402 | 316,190 | 100.57% | 101.86% |
| Wisconsin | 844,001 | 826,731 | 880,935 | 104.38% | 106.56% |
| Wyoming | 100,899 | 100,899 | 102,484 | 101.57% | 101.57% |

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public School Student, Staff, and Graduate Counts by State, School Year 1993-94," May 1995, NCES 95-213 (CCD); and Schools and Staffing, 1993-94 (Public School Questionnaire).

E. Private School Unit Comparison (SASS 3B)

Comparisons of the number of private schools in SASS were made to the sampling year of the Private School Survey (PSS 1991–92), as well as to the concurrent year of PSS. The weighted estimate of SASS private schools was controlled to the estimates of the number of private schools in 1993–94 PSS school total, but otherwise, the weighted estimate of SASS private schools was allowed to vary. Tables XII-6 and XII-7 display the comparisons by private school typology, to the sampling year PSS (XII-6) and to the concurrent year PSS (XII-7). It is coincidental that PSS was in the field at the same time as SASS.

The number of private schools in SASS for 1993–94 reflects not only the frame year schools, but also list frame updates and an area search for schools that are not represented on the list frame (such as unaffiliated nonsectarian or religious schools). It is thus not surprising that the SASS estimate in 1993–94 is slightly (less than 4/10ths of a percent) higher than the PSS total for 1991–92 (Table XII-6). There was a net loss in the number of Catholic schools between 1991–92 and 1993–94, and gains in the number of Other Religious and Nonsectarian schools.

By construction, the total number of private schools in SASS 1993–94 matches the overall total in PSS 1993–94, although there is sampling variability for private schools for subsets of PSS, such as by typology (Table XII-7). The SASS estimate for one typology category, Nonsectarian Special Emphasis, is less than 90 percent of PSS in the same year. The response rate for this type of private school was about 2 percentage points lower than the overall average. Response rates for the other two types within the Nonsectarian category were higher than average: Regular emphasis about 3.5 percentage points higher than average, and Special education 10 percentage points higher than the average. This differing amount of nonresponse affects the final weighted estimates, and at least part of the differences between SASS' and PSS' number of private nonsectarian schools is due to the varying response rates. It is also possible that it is difficult to distinguish easily between regular emphasis (general academic) nonsectarian schools, and special emphasis (such as science) nonsectarian schools, and that there may be some errors in classifying these schools in SASS or PSS or both.

Table XII-6.-- Estimated number of private schools in SASS by typology compared with number of private schools in 1992-93 Private School Survey

| Private school type | PSS 1991-92 | | SASS 1993-94 | | SASS as a percent of PSS |
|------------------------|-------------|---------|--------------|---------|--------------------------|
| | Number | Percent | Number | Percent | |
| All private schools | 25,998 | 100.00% | 26,093 | 100.00% | 100.37% |
| Catholic | 8,889 | 34.19% | 8,358 | 32.03% | 94.03% |
| Parochial | 5,485 | 21.10% | 5,332 | 20.43% | 97.21% |
| Diocesan | 2,502 | 9.62% | 2,133 | 8.18% | 85.27% |
| Private Order | 901 | 3.47% | 893 | 3.42% | 99.07% |
| Other Religious | 11,760 | 45.23% | 12,232 | 46.88% | 104.01% |
| Conservative Christian | 4,291 | 16.51% | 4,524 | 17.34% | 105.42% |
| Affiliated | 3,950 | 15.19% | 3,881 | 14.88% | 98.26% |
| Unaffiliated | 3,519 | 13.54% | 3,827 | 14.67% | 108.75% |
| Non-sectarian | 5,349 | 20.57% | 5,503 | 21.09% | 102.89% |
| Regular program | 2,376 | 9.14% | 2,342 | 8.97% | 98.56% |
| Special emphasis | 1,810 | 6.96% | 1,809 | 6.93% | 99.94% |
| Special education | 1,163 | 4.47% | 1,353 | 5.18% | 116.32% |

SOURCE: National Center for Education Statistics, Schools and Staffing Survey (Private School Questionnaire) and "Private School Universe Survey, 1991-92" E.D. TABS, NCES 94-350, Table 1.

Table XII-7.-- Estimated number of private schools in SASS by typology compared with number of private schools in 1993-94 Private School Survey

| Private school type | PSS 1993-94 | | SASS 1993-94 | | SASS as a percent of PSS |
|------------------------|-------------|---------|--------------|---------|--------------------------|
| | Number | Percent | Number | Percent | |
| All private schools | 26,093 | 100.00% | 26,093 | 100.00% | 100.00% |
| Catholic | 8,331 | 31.93% | 8,358 | 32.03% | 100.32% |
| Parochial | 5,127 | 19.65% | 5,332 | 20.43% | 104.00% |
| Diocesan | 2,371 | 9.09% | 2,133 | 8.18% | 89.98% |
| Private Order | 833 | 3.19% | 893 | 3.42% | 107.15% |
| Other Religious | 12,222 | 46.84% | 12,232 | 46.88% | 100.08% |
| Conservative Christian | 4,530 | 17.36% | 4,524 | 17.34% | 99.86% |
| Affiliated | 3,640 | 13.95% | 3,881 | 14.88% | 106.63% |
| Unaffiliated | 4,051 | 15.53% | 3,827 | 14.67% | 94.46% |
| Non-sectarian | 5,541 | 21.24% | 5,503 | 21.09% | 99.32% |
| Regular program | 2,198 | 8.42% | 2,342 | 8.97% | 106.54% |
| Special emphasis | 2,106 | 8.07% | 1,809 | 6.93% | 85.90% |
| Special education | 1,237 | 4.74% | 1,353 | 5.18% | 109.36% |

SOURCE: National Center for Education Statistics, Schools and Staffing Survey (Private School Questionnaire) and "Private School Universe Survey, 1993-94" E.D. TABS, NCES 96-143, Table 1.

F. Private FTE Teacher Comparison (SASS 3B)

Private schools in SASS report the number of teachers in full-time equivalents (FTEs), in order to maintain comparability with the public school district FTE teacher counts. The number of teachers collected on the Private School Survey, the sampling frame, is collected in part-time and full-time headcounts that are converted to FTE counts. Thus, the comparison between the frame data and the sampled data can be made using the same type of count; what usually makes the comparison less straightforward is the fact that the PSS is collected only every other year. The 1991–92 PSS served as the sampling frame for the 1993–94 SASS, although this one time only, there are PSS data for 1993–94.

The number of private FTE teachers in SASS (Table XII-8) is about 2.5% lower overall than in the 1993–94 PSS. The range of the SASS estimates of FTE teachers by typology is between slightly more than 12% below PSS to about 13.5% above. While the overall number of private schools in SASS is controlled to the PSS total, this is not true of the number of FTE teachers. There are several factors that contribute to differences between the SASS estimates and the current year PSS estimates. Schools that closed between the sampling year of 1991–92 and 1993–94 would tend to lower the FTE estimate in SASS relative to the 1993–94 PSS, at least to the extent that there are differences in the number of FTE teachers between schools that closed and schools which remain open; similarly, growth in the number of schools would be reflected in the current PSS and to a lesser extent in SASS (due to the list frame updates and area search). Both of these factors would tend towards a lower number of FTE teachers in SASS than PSS.

A higher estimate of FTE teachers in SASS by private school type could result from one or more factors: that the overall count of private schools in SASS is controlled to 1993–94 PSS, but not within each type of private school, so that the number of schools by typology category may be higher in SASS than in PSS (differences in how the area frame is handled may contribute to this effect); or that in SASS, the private schools may be reporting in total head counts rather than FTEs. The comparison of the private school FTE teacher counts does mirror, to some degree, the unit count comparison (see section E above, and Table XII-7) - that is, the same pattern of underestimates and overestimates is seen - but the degree of difference is higher in the teacher counts.

Table XII-8.-- Estimated number of FTE teachers in SASS Private School
Questionnaire file by type of school compared with 1993-94
Private School Survey

| Private school type | PSS FTE teachers | SASS FTE teachers | SASS as a percent of PSS |
|------------------------|---------------------|----------------------|-----------------------------|
| All private schools | 339,267 | 330,839 | 97.52% |
| Catholic | 143,214 | 132,240 | 92.34% |
| Parochial | 75,839 | 68,105 | 89.80% |
| Diocesan | 42,239 | 41,174 | 97.48% |
| Private order | 25,136 | 22,961 | 91.35% |
| Other religious | 117,397 | 120,254 | 102.43% |
| Conservative Christian | 42,178 | 44,841 | 106.31% |
| Affiliated | 46,511 | 42,839 | 92.11% |
| Unaffiliated | 28,708 | 32,574 | 113.47% |
| Non-sectarian | 78,655 | 78,345 | 99.61% |
| Regular | 48,539 | 49,533 | 102.05% |
| Special emphasis | 16,552 | 14,548 | 87.89% |
| Special education | 13,564 | 14,264 | 105.16% |

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Private School Universe Survey, 1993-94" E.D. Tabs, NCES 95-143, Table 1; and "Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1993-94," E.D. Tabs, NCES 95-191, Table 2.

G. Public School Teacher FTE Comparison (SASS 4A)

The comparison between the number of teachers in the SASS Public School Teacher questionnaire data and the State Nonfiscal Survey is an approximation, as the data for the Public School Teacher questionnaire are reported in head counts, not full-time equivalents (FTEs). As an external file check, this one is only to spot gross errors. There are several reasons why the number of teachers, in FTE counts, from the Teacher file would differ from CCD's State Nonfiscal Survey counts. The CCD counts are statewide official tallies of teachers, reported from a central agency, and unduplicated to account for teachers in multiple districts or schools. The Teacher questionnaire depends in part upon the cooperation of the schools to provide a list of all teachers (about 5 percent of schools in sample refuse to provide a list, accounting for some of the overall lower counts) and also takes into account factors that apply to individual teachers and not to teaching positions (i.e., if a teacher is out on maternity leave or has taken another job in some other school when sampled, the questionnaire is declared out-of-scope, since the designated teacher is not available; however, from the state's point of view, there is still a teaching position at the sampled school). When the public school in sample is declared out-of-scope, such as for merging with another school that is not in sample, the teachers that were selected for sample are also out-of-scope. While such factors affect relatively small proportions of the sampled cases, there may be a cumulative effect on the overall count of teachers in some states. The factor for approximating the ratio of full to part-time teachers is one standard proportion, and does not account for state variations in actual practice.

The SASS teacher estimate of the number of FTE teachers (Table XII-9) was slightly more than 2 percent lower overall than CCD's. In the following 11 states, the SASS teacher estimate was at least 5 percent higher than CCD's (allowing for rounding up to the nearest whole percent): Alaska, Arkansas, Delaware, Hawaii, Iowa, Kentucky, Missouri, Montana, Pennsylvania, Wisconsin, and Wyoming. Seven of these were also at least 5 percent higher than CCD in the District analytic count comparison. Considering that the data from SASS were collected at two different levels (district and individual school teachers), it seems remarkably consistent that, at least in 6 states, there is an overestimate of FTE teachers relative to CCD. These 6 states are Alaska, Arkansas, Kentucky, Montana, Pennsylvania, and Wisconsin. Several of these states were problematic in the 1990–91 SASS, resulting in the post-processing edit; however, in 1993–94, there were no egregious errors in the teacher or student counts. There does appear to be some type of systematic error, or perhaps there is a difference in definition of teachers between SASS and CCD that is not well understood.

Table XII-9.-- Estimated number of FTE teachers in SASS Public Teacher Questionnaire file
by state compared with 1993-94 State Nonfiscal Survey, Common Core of Data

| State | FTE teachers CCD | FTE teachers SASS | SASS as a percent of CCD |
|----------------------|---------------------|----------------------|-----------------------------|
| 50 States and D.C. | 2,505,074 | 2,452,057 | 97.88% |
| Alabama | 43,002 | 43,660 | 101.53% |
| Alaska | 7,193 | 7,806 | 108.52% |
| Arizona | 37,493 | 35,779 | 95.43% |
| Arkansas | 26,014 | 29,698 | 114.16% |
| California | 221,779 | 203,711 | 91.85% |
| Colorado | 33,661 | 33,809 | 100.44% |
| Connecticut | 34,526 | 33,438 | 96.85% |
| Delaware | 6,380 | 6,841 | 107.23% |
| District of Columbia | 6,056 | 5,149 | 85.02% |
| Florida | 110,653 | 104,225 | 94.19% |
| Georgia | 75,602 | 72,763 | 96.24% |
| Hawaii | 10,111 | 10,609 | 104.93% |
| Idaho | 12,007 | 11,467 | 95.50% |
| Illinois | 110,874 | 106,172 | 95.76% |
| Indiana | 55,107 | 55,170 | 100.11% |
| Iowa | 31,616 | 33,159 | 104.88% |
| Kansas | 30,283 | 28,629 | 94.54% |
| Kentucky | 37,324 | 40,002 | 107.18% |
| Louisiana | 46,913 | 47,649 | 101.57% |
| Maine | 15,344 | 14,478 | 94.36% |
| Maryland | 44,171 | 41,152 | 93.17% |
| Massachusetts | 58,766 | 53,407 | 90.88% |
| Michigan | 80,267 | 79,388 | 98.90% |
| Minnesota | 46,956 | 41,081 | 87.49% |
| Mississippi | 28,376 | 29,172 | 102.81% |
| Missouri | 54,543 | 59,577 | 109.23% |
| Montana | 9,950 | 12,106 | 121.67% |
| Nebraska | 19,552 | 18,870 | 96.51% |
| Nevada | 12,579 | 12,444 | 98.93% |
| New Hampshire | 11,972 | 11,331 | 94.65% |
| New Jersey | 84,564 | 80,459 | 95.15% |
| New Mexico | 18,404 | 18,742 | 101.84% |
| New York | 179,413 | 171,571 | 95.63% |
| North Carolina | 69,421 | 68,437 | 98.58% |
| North Dakota | 7,755 | 7,564 | 97.54% |
| Ohio | 107,444 | 106,832 | 99.43% |
| Oklahoma | 39,031 | 40,699 | 104.27% |
| Oregon | 26,488 | 23,871 | 90.12% |
| Pennsylvania | 101,301 | 108,074 | 106.69% |
| Rhode Island | 9,823 | 8,565 | 87.19% |
| South Carolina | 38,620 | 38,599 | 99.95% |
| South Dakota | 9,557 | 9,931 | 103.91% |
| Tennessee | 46,066 | 46,081 | 100.03% |
| Texas | 224,830 | 219,133 | 97.47% |
| Utah | 19,053 | 19,038 | 99.92% |
| Vermont | 8,102 | 6,692 | 82.60% |
| Virginia | 70,220 | 62,374 | 88.83% |
| Washington | 45,524 | 45,906 | 100.84% |
| West Virginia | 21,029 | 20,251 | 96.30% |
| Wisconsin | 52,822 | 59,437 | 112.52% |
| Wyoming | 6,537 | 7,059 | 107.99% |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Public School Teacher Questionnaire). U.S. Department of Education, National Center for Education Statistics, "Public Student, Staff, and Graduate Counts by State, School Year 1993-94," (State Nonfiscal Survey, Common Core of Data), May 1995, NCES 95-213.

XIII. Cautions Concerning the Measurement of Change Estimates Using
1987–88 and 1993–94 SASS

XIII. Cautions Concerning the Measurement of Change Estimates Using 1987-88 and 1993-94 SASS

Care must be taken estimating 1987-88 to 1993-94 change in a SASS data element, because some of the measured change may not be attributable to a change in the education system (like a 3% drop in enrollment). Some of the change may be due to changes in the design. Below are design changes that might partially contribute to difficulties in measuring change.

Changing the sampling frame from QED to CCD Beginning with the 1990-91 SASS, the sampling frame for public schools was changed. This is a concern because the definition of a school is different between the two frames. 1987-88 SASS (QED) defines a school as a physical location, while 1993-94 SASS (CCD) defines a school as an administrative unit with a principal. In states which have multiple administrative units in one physical location, the estimated number of schools could increase. This increase is at least partially caused from the definition difference.

It is possible to collapse the 1993-94 SASS data to the QED school as it was defined in the 1987-88 SASS; thereby eliminating this concern. However, these estimates may no longer be consistent with CCD estimates.

To the extent that the coverage between CCD and QED are different, then part of the change in school related estimates can be attributable to this coverage difference.

Adjusting the estimated number of teachers from the teacher file to the estimated number of teachers from the school file. This was done, beginning with 1991 SASS, to make estimates from the two files more consistent. Since this was not done in the 1987-88 survey, some of the distributional difference between the 1987-88 and 1993-94 teacher files may be partially attributable to this adjustment. In the public 1987-88 files, the teacher counts on the teacher file are smaller than the counts on the school file. In the 1993-94 files, the teacher file counts are increased to equalize the estimates between the teacher and school files. This increase is not a change in the educational system, but a bias correction between the files.

Missing data on the administrator and teacher files are imputed All data files are adjusted for complete refusals. However, for the 1987-88 administrator and teacher files, missing data elements within responding units are not imputed. Hence, estimates of totals use a value of zero for all missing data elements (i.e., 1987-88 totals are understates whenever there are missing data). Beginning with 1990-91 and again for 1993-1994 SASS, estimates of totals use imputed values for missing data elements. Therefore, some of the measured change between the 1987-88 and 1993-94 totals is inflated to correct for a bias in the 1987-88 estimates. This inflation is not due to a change in the educational system. A forthcoming CD-Rom will include imputed data for the 1987-88 administrator and teacher files.

Change estimates for ratios and averages are also inflated/deflated to correct for a possible bias in the 1987-88 estimates. However, the magnitude and direction of the bias is unknown and dependent on the variable of interest.

Questionnaire and Conceptual Differences. Care must also be observed in the interpretation of change estimates between 1988 and 1994 since specific questions are not always worded the same from the first SASS survey to subsequent surveys.³⁰ Both major and minor changes in wording of specific items occur; the ordering of items may be different and concepts can be different.

As an example, in both the 1987–88 and 1990–91 SASS, the question, "Which best describes the community in which the school is located?" was asked of the respondent to the school survey. The SASS reinterview program in both 1988 and 1991 determined the responses to this item were highly subjective and exhibited moderate response variance. As a result of this finding, the 1990–91 and 1993–94 SASS microdata files contain an "urbanity" code (LOCALE) developed by Johnson (1989).³¹ This code is believed to be a more accurate description of the community than the self-reports on SASS. This methodology assigns "type of locale codes" based on the school mailing address matched to Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census code defining urban and rural areas. This rigorously defined locale code on the 1991 and 1994 SASS files is conceptually different from the self-report of community type found on the 1987–88 SASS files.

Rewording a question or moving a question to another part of the questionnaire can affect the size of the estimates. This "change" occurs because the context for responding to the question has changed, and the question now may measure something different than it did originally. An example of items changing between the 1987–88 SASS and the 1990–91 SASS is the question about student participation in a vocational or technical program. In the 1987–88 SASS, the number of students participating in a vocational program was asked in a series along with student participation in various programs, such as in remedial reading or math programs. There was no restriction on the students' grade levels included in the 1987–88 number of vocational program students. However, in the 1990–91 SASS, the vocational program participation item was restricted to schools with grades 10 through 12. The vocational program question in 1990–91 is part of a sequence of items on enrollment of the school's students in the academic, vocational, or general high school curriculum. The two estimates, from 1987–88 and 1990–91, are not strictly comparable and do not measure the same group of vocational students.

Another change in the administrator and teacher questionnaires from the 1987–88 SASS was in the layout of college major field codes. In both years, the college major field codes were grouped into either Education or General majors. The 1987–88 version put the General major codes at the top of the list (Administrators) or at the left-hand side of the page (Teachers). This meant that the first major encountered for a math teacher would be "Mathematics" rather than "Mathematics education." Because more teachers (and many administrators) major in education with a specialization in an academic field than in the general field, the order was switched in 1990–91. This has resulted in more mathematics teachers, for example, reporting a mathematics

³⁰ See SASS: 1990-91 Data File User's Manual, Volume I, Appendix B for a crosswalk of the changes between the 1988 and 1991 questionnaires.

³¹ Johnson, F. (1989), Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe, National Center for Education Statistics Technical Report, Data Series: SP-CCD-87188-7.4, CS 89-194.

education major in 1990–91 than in 1987–88. Such a change could be due in large part to teachers noticing "Mathematics education" first, rather than "Mathematics," and to a lesser extent, the real changes between two survey years.

Calculating the Standard Error for a Cross-Year Comparison When analyzing the change between two survey collections, such as between 1987–88 and 1993–94, the following statistics should be computed:

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

where P1 and P2 are the estimates to be compared and se1 and se2 are the standard errors for time 1 and time 2, respectively. This formula is valid only for independent estimates.

XIV. Confidentiality Protection Measures

XIV. Confidentiality Protection Measures

The 1993–94 Schools and Staffing Survey data are released in accordance with the provisions of the General Education Provisions Act (GEPA) [20-USC 1221e-1] and the Carl D. Perkins Vocational Education Act.

Under Public Law 100-297, the National Center for Education Statistics is responsible for protecting the confidentiality of individual respondents and releases data (tapes and CD-Roms) for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 have been fully implemented, procedures for disclosure avoidance were used in preparing public-use data for release. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protections.

The data are made available in an abridged form to researchers and the general public. Identification elements on these public-use tapes and CD-Roms are coded or deleted to protect the confidentiality of survey participants. Researchers who meet a set of qualifications described in Section B may purchase restricted-use data containing identification codes that facilitate linkage between surveys for statistical research purposes.

A. Public-Use Files

The public-use data include Census region and state codes. Census region is defined in the codebooks; all region codes are based upon physical location of the school. State codes, however, were scrambled so as to prevent their use for state-level data. These codes may be used to link the various datasets. This allows the Teacher Demand and Shortage file to be linked with the Public School, Administrator, and Teacher files without State identification.

The Teacher Demand and Shortage File for public schools was separated into two parts: demand and shortage data and district policy information. The demand and shortage data are contained on a separate file which is unlinked and unmasked. The district policy information was attached to school records and, thus, allows linkage with school, principal, and teacher information.

The private school nine-category typology is based on methodological work completed at the National Center for Education Statistics³². Each of the three primary divisions (Catholic, Other Religious and Non-sectarian) are subdivided into three additional

³²McMillen, M. and Benson, P. (1991), *Diversity of Private Schools*, National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, Washington, DC, Technical Report (NCES 92-082).

groups: Catholic into Parochial, Diocesan, and Private Order; Other Religious into Conservative Christian, Affiliated with a national denomination or other religious school association, and Unaffiliated; and Non-sectarian into Regular program, Special emphasis, and Special Education. Information on the rationale for the development of the typology can be found in the technical report entitled *Diversity of Private Schools*. Original affiliation identifiers were removed and each school was recoded according to the typology.

On the School, Administrator, and Teacher files, continuous variables that would permit disclosure of school, teacher, or administrator identity have been collapsed into categories and top- and bottom-coded. On the School file, for example, enrollment, number of teachers, community type, percent minority enrollment, and school level were coded. On the Administrator and Teacher files, income and age were coded.

Some categorical variables that were a disclosure problem have been recoded into new categories. The new categories are defined for the appropriate source codes on the tape record layouts. A few items have been deleted from the files altogether because of disclosure problems. For example, the school names and addresses have been deleted from the file to protect the identity of individual schools.

B. Restricted-Use Files

As discussed in the previous section, some elements of the public-use data are coded or deleted to protect the confidentiality of individual administrators or teachers. School, administrator, and teacher files may be linked within SASS but individual's data such as specific salary or race are not on the public-use file. State analyses are only possible with restricted data. Researchers who can demonstrate a need for more detailed information may request access to restricted-use tapes containing identification codes that facilitate linkage between surveys for statistical research purposes.

Researchers requesting access to the restricted-use tapes must obtain a license to use these data by providing the following information:

- The title of the survey(s) to which access is desired.
 - A detailed discussion of the statistical research project which necessitates accessing the NCES survey.
 - The name and title of the most senior official having the authority to bind the organization to the provisions of the license agreement.
 - The name and title of the principal project officer who will oversee the daily operations.
 - The number, names(s), and title(s) of professional and technical staff who will be accessing the survey data base.
-

- The estimated loan period necessary for accessing the NCES survey data base.
- The desired computer media format and conversion (e.g., 9-track tape, CD ROM and ASCII, EBCDIC).

Return all of the above information to:

Statistical Standard and Services Group
NCES/OERI
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

After reviewing the information, the Associate Commissioner for Statistical Standards and Methodology will inform the requester whether a license to use the restricted data is approved.

Researchers and/or institutions ~~that~~ violate the agreement are subject to a fine of not more than \$250,000 (under 18 U.S.C. 3559 and 3571) or imprisonment for not more than five years, or both.

C. File Linkage

When each school was selected for the Public and Private School Survey samples, its principal was also selected for the Principal Survey and a sample of teachers at that school was selected for the Teacher Survey. For public schools, the school district, or local education agency (LEA), with jurisdiction over the sample school was selected for the Teacher Demand and Shortage Survey.

On the restricted-use files, each school can be linked to the records for its principal and sample teachers by SCHCNTL (school control number) which was added to each appropriate record. The records for school districts on the Teacher Demand and Shortage Survey file can be linked to the public schools, principals, and teachers using the variable LEACNTL (school district control number) which was added to each appropriate record.

Each school can be linked to the public-use file records for its principal and sample teachers by SCHCNTL. However, the records for school districts on the Teacher Demand and Shortage Survey file cannot be linked to the public schools, principals, or teachers because the variable SCHCNTL has been changed to protect the confidentiality of individual schools, principals, and teachers.

D. Treatment of BIA Schools

Data on BIA schools, principals, and teachers were not included on public-use data because the risk of identifying an individual school was too high (the universe of BIA schools was sampled). Instead, the data are released on a separate restricted-use file. This file can be merged with the other restricted-use tape by licensed users for analysis purposes, if desired.

E. Treatment of the Student File

The Student File will be a restricted-use file only. This file can be merged with the other restricted-use tape by licensed users for analysis purposes, if desired.

XV. Created Variables

XV. Created Variables

A. Variables Added to the Datafile

Several analysis variables were added to both restricted-use datafiles and public-use datafiles (unless otherwise noted) for data users' convenience:

1. School control number (SCHCNTL) - Principal, Teacher, and School files

The School control number (SCHCNTL) is on the School file and is added to the Principal and Teacher files. The SCHCNTL is used to link a Principal with their School or Teachers with their School. Note: SCHCNTL is unique on the School and Principal files. However, there will be many teachers in one school with the same SCHCNTL on the Teacher file.

2. School District control number (LEACNTL) Public Restricted-Use files (Principal, Teacher, and School)

The School District control number (LEACNTL) is on the School District file and is added to the Public School, Principal, and Teacher files. The LEACNTL is used to link a Public Schools, Principals, and Teachers with their School District. Note: LEACNTL is unique on the District file. However, there will be many schools, principals, and teachers in one school district with the same LEACNTL.

3. School level (SCHLEVEL) - Principal, Teacher, and School files

School level is defined as elementary, secondary, or combined, where a combined school has some elementary and also some secondary grades. The following definition of school level was used to determine a consistent school level, and replaces the self-assigned school level:

1. Elementary if the school has only grades below 8th grade;
2. Secondary if the school has grades between 7th and 12th;
3. Combined if the school has any other combination of grades.

Two examples of a combined school level are 4–8 and 5–12. Secondary schools can have any combination of grades between 7th and 12th grade.

4. Type of private school (TYPOLOGY) - Principal, Teacher, and School files

There is a wide diversity among private schools, between types of religiously-oriented schools, Non-sectarian and special-purpose schools. NCES has adopted a nine-level grouping of private schools that reflects this diversity³³.

1. Catholic, Parochial;
2. Catholic, Diocesan;
3. Catholic, Private order;
4. Other religious, Conservative Christian;
5. Other religious, denomination-affiliated;
6. Other religious, unaffiliated;
7. Non-sectarian, regular program;
8. Non-sectarian, special emphasis program;
9. Non-sectarian, special education program.

5. 3-Level Affiliation (AFFIL) - Private Principal, Teacher, and School files

The nine Typology levels are also consolidated into the three ~~non~~ affiliation categories traditionally reported by NCES: Catholic, other Religious, and Non-sectarian. Typology levels 1–3 are the Catholic affiliations, 4–6 are Other religious affiliations, and 7–9 are Non-sectarian affiliations.

1. Catholic;
2. Other religious;
3. Non-sectarian.

6. Community type (LOCALE) - Principal, Teacher, and School files

The community type in which the school operates is based upon the Census definition of community size and its relation to urbanized or rural places³⁴. SASS collected a self-reported variable, but it was subject to misclassification, because respondents tended to report the size of the immediate area without regard to its urban, suburban, or rural status. The self-reported community type has been replaced by one

³³ McMillen, M. and Benson, P. (1991) Diversity of Private Schools National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, Washington, DC, Technical Report 9NCES .

³⁴ Johnson, F. (1989), Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe National Center for Education Statistics Technical Report, Data Series: SP-CCD-87188-7.4, CS 89-194.

determined from the ZIP code of the school, and matched to the Census community size for that ZIP code. For the 1990-91 and 1993-94 SASS, LOCALE is derived for the public schools by matching to the LOCALE code on the Common Core of Data School file, and is derived for the private schools by copying the algorithm from CCD and applying it to the ZIP codes of private schools.

1. Large city - central city of a standardized metropolitan area having a population greater than or equal to 400,000 or a population density greater than or equal to 6,000 people per square mile.
 2. Mid-size city - central city of a standardized metropolitan area having a population less than 400,000 and a population density less than 6,000 people per square mile.
 3. Urban fringe of large city - place within a metropolitan area of a large city and defined as urban by Census (i.e., within same county).
 4. Urban fringe of mid-size city - place within a metropolitan area of a mid-size city and defined as urban.
 5. Large town - a town not inside a metropolitan area, with a population greater than or equal to 25,000.
 6. Small town - a town not within a metropolitan area and with a population less than 25,000 but greater than 2,500.
 7. Rural - a place with fewer than 2,500 people or a place designated as rural by Census.
-
7. School's Urbanicity (URBANIC) - Principal, Teacher, and School files

This variable is a recoding of LOCALE:

1. Central city;
2. Urban fringe or Large town;
3. Rural/Small town.

The 7 LOCALE levels are consolidated into 3 major Urbanicity categories reported by NCES: Central City, Urban Fringe, and Rural. LOCALE levels 1 and 2 are central city, 3–5 are urban fringe, and 6 and 7 are rural designations. This categorization conforms to Bureau of Census' geographic definitions of urbanicity (and OMB's list of Metropolitan Statistical Areas).

8. State abbreviation (STATABB) - Principal, Teacher, and School files

This is the abbreviation of the state in which a school is physically located. This may not be the same as the abbreviation in the mailing address.

9. Size of School District (LEASIZE) - Public Principal, Teacher, and School files

This is computed by doing a sum of the number of students in the School District (LEA). The number is then categorized:

- 1 = None
- 2 = 1-999
- 3 = 1,000 - 9,999
- 4 = 10,000 - 990,000

10. Number of minority teachers (NMINTCH) - Principal, Teacher, and School files

This variable is computed from the SASS teacher race/ethnicity counts. The sum of teachers of all racial/ethnic groups other than White is calculated.

11. Percent minority teachers (PMINTCH) - Principal, Teacher, and School files

This variable is computed from the SASS teacher race/ethnicity counts. The sum of teachers of all racial/ethnic groups other than White is calculated as a percentage of teachers of all race/ethnicity groups.

12. Number of minority enrollment (NMINENR) - Principal, Teacher, and School files

This variable is computed from the SASS student race/ethnicity counts. The sum of students of all racial/ethnic groups other than White is calculated.

13. Percent minority enrollment(PMINENR) Restricted-Use files
(Principal, Teacher, and School)

This variable is computed from the SASS student race/ethnicity counts. The sum of students of all racial/ethnic groups other than White is calculated as a percentage of students of all race/ethnicity groups.

Percent minority enrollment (PMINENR) Public-Use files(Principal, Teacher, and School)

The Restricted-Use values were categorized for the Public-Use files as follows:

1. 0 - 4 percent;
2. 5 - 19 percent;
3. 20 - 49 percent;
4. 50 - 100 percent.

14. BIA flag (BIA) - Principal and School files

This variable indicates whether a school is a Bureau of Indian Affairs (BIA) school. The Principal at a BIA school is also flagged as BIA.

15. School enrollment (ENRK12UG) Restricted-Use files(Principal and Teacher)

This is variable S0255 on the School file and was placed on the School Principal and Teachers' records.

School enrollment (ENRK12UG) Public-Use files(Principal and Teacher)

The Restricted-Use values were categorized for the Public-Use files as follows:

1. 1 - 149;
2. 150 - 299;
3. 300 - 499;
4. 500 - 749;
5. 750 - 1499;
6. 1500 or greater.

16. Race-ethnicity (RACE_ETH) - Principal and Teacher files

This variable was created by using questions 28a and 29 on the Principal Questionnaire and questions 57a and 58 on the Teacher Questionnaire.

17. Age (AGE) - Restricted-Use files(Principal and Teacher)

This variable was created by using question 30 on the Principal Questionnaire and question 59 on the Teacher Questionnaire and subtracting the 'Year of Birth' from 1994.

Age (AGE) - Public-Use files(Principal and Teacher)

The Restricted-Use values were categorized for the Public-Use files as follows:

1. Age under 30;
2. 30 - 39;
3. 40 - 49;
4. 50 and above.

18. Highest degree earned (HIDEG) - Principal and Teacher files

The highest degree earned is a recoding of the various academic degrees received variables into:

0. No degree;
1. Less than or equal to a Bachelor's degree;
2. Master's degree;
3. Above a Master's degree.

19. School's program type (PGMTYPE) - Principal and Teacher files

This is the type of the Principal or Teachers' School.

1. Regular elementary or secondary;
2. Montessori (Private only);
3. Elementary or secondary with a Special Program Emphasis;
4. Special Education - primarily serves students with disabilities;
5. Vocational/Technical;
6. Alternative - offers a curriculum designed to provide alternative or nontraditional education.

20. School's tuition (TUITIN) - Private Principal and Teacher files

This is the highest ANNUAL tuition charged by the Principal or Teachers' School for a full-time student. This variable was created using question 19c from the Private School Questionnaire.

21. Continuing FTE Teachers (CONFTE) - District and Private School files

This variable is created by subtracting the Newly Hired FTE Teachers from the Total FTE Teachers. This reflects the number of teachers who stayed in the teaching profession at the Public School District or Private School being questioned.

22. Teaching experience (TCHEXPER) - Principal file only

This variable is created by adding number of years experience as a teacher before becoming a Principal and number of years experience as a teacher after becoming a Principal. This variable was created using question 11a and 11b on the Principal Questionnaire.

23. Principal experience (PRNEXPER) - Principal file only

This variable is created by adding experience as a principal at this school and experience as a principal in another school.

24. Teaching experience (TOTEXPER) - Teacher file only

This variable is created by adding a teacher's years of experience as a full-time and/or part-time teacher for both Public and Private schools.

25. Teaching Level (LEVEL) - Teacher file only

The Elementary/Secondary algorithm was developed for the 1990–91 SASS Teacher file to assist in assigning the grade LEVEL which the teacher was teaching. During analysis, a misassignment of the teachers' level was found using the 1990–91 algorithm. At the end of the algorithm, if a teacher had not met one of the conditions, the teacher was assigned 'LEVEL=2'. This caused many elementary school teachers to be assigned as secondary. This find initiated the rethinking of the algorithm and expanding the code prior to the 1993–94 SASS. When this "NEW" algorithm was applied to the 1990–91 data, the 11,888 public school teachers and 1,671 private school teachers were properly assigned a LEVEL that correctly reflected their teaching assignment.

The "NEW" algorithm assigns LEVEL as follows:

1. Elementary- An elementary teacher was one who, when asked for 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 10th through 12th grade; 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.

If teacher teaches some classes at both levels:

- 6th grade or lower and 7th grade or higher, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or
- Departmentalized classes and majority of classes are elementary; or
- Elementary Enrichment teacher; or
- Teaches grades 1 through 6 and was designated as an elementary teacher on the list of teachers provided by the school.
- Teaches more grades 1 through 6 than grades 7 through 12; or
- Teaches equal number of grades 1 through 6 as grades 7 through 12 and was designated as an elementary teacher on the list of teachers provided by the school.

If teacher meets none of the above criteria:

- Elementary Enrichment teacher; or
- Main assignment is kindergarten or general elementary; or
- Self-contained class and teaches Special Education; or

2. Secondary- A secondary teacher was one who, when asked for 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
- 9th grade or higher, and no "ungraded", or prekindergarten through 5th grade; 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 was not categorized above as either elementary or secondary.

If teacher teaches some classes at both levels:

- 5th through 9th grade and no "ungraded" or 1st through 4th grade; or
- Has all 7th through 12th grade classes; or
- Has more 7th through 12th grade classes than 1st through 6th grade classes; or
- Has equal classes 1st through 6th grade and 7th through 12th grade classes, and was designated as a secondary teacher on the list of teachers provided by the school.

26. Urbanicity Codes for School Districts - Restricted-use file only (TDS)

As LOCALE codes have not been developed for districts, several other geographic identifiers are included on the restricted-use file only for research purposes. These identifiers are:

- a. State and County FIPS code (STCNTY) The standardized FIPS code for a county, combined with the FIPS code for the State. This five-digit code
-

can be looked up in the FIPS publication cited in the User's Notes (see Section XVI).

b. CMSA code (CMSA)- This four-digit code identifies the specific metropolitan statistical area as defined by OMB and can also be looked up in another FIPS guide. MSAs are areas with at least 50,000 people or with more than one city with population totaling at least 50,000. There is no code for non-MSA districts.

c. Metropolitan status code (METRO)- This is a categorical variable, assigned to every district relative to its metropolitan status:

1. Urban area, primarily inside central city;
2. Urban area, primarily outside central city;
3. Non-urban area.

This variable is on the Common Core of Data file and assigned by NCES.

27. Total number of teachers (TOTTEACH) - Public-Use file only School)

This variable is created by adding the total number of full-time and part-time teachers' on the Public School file (questions 16g and 17g on the Public School Questionnaire) and by renaming Total Teachers (question 23 on the Private School Questionnaire) on the Private School file. The number is then categorized for the Public-Use files as follows:

Public:

1. 0 to less than 25
2. 25 to less than 35
3. 35 to less than 45
4. 45 or greater

Private:

1. 0 to less than 5
2. 5 to less than 10
3. 10 to less than 15
4. 15 or greater

B. Analysis Variables Used in NCES Publications

1. School size - Public-use School file

This variable is a categorization of the total enrollment for a school:

1. 1 - 149 students;
 2. 150 - 499 students;
 3. 500 - 749 students;
 4. 750 students or greater.
-

2. New Teacher or Experienced Teacher (TNEWID) - Public-use and Restricted-use Teacher files

"New" teachers are defined as having taught for 3 years or less, either in the public or private schools. This variable is defined prior to obtaining the teacher data, by the school's principal. It can be found among the sampling variables towards the end of the Teacher file codebook.

XVI. User Notes

XVI. User Notes

Subsetting a File

Each component within SASS is a distinct record on the datafile: districts, public principals, private principals, public schools, private schools, public teachers, and private teachers. The codebooks for each component cover both the public and private records; in addition, on the restricted-use school file and to a lesser extent, on the public-use file, the district records are combined with the school records. In order to do an analysis on any one component without extraneous “noise” from other components, the programmer or researcher has to subset the file by the variable SURVEY. For example, using the Statistical Analysis System (SAS) language, the following commands would be necessary in the DATA step to retain data for public teachers only:

| | |
|------------------------------|---|
| * PC-SAS version * | |
| INFILE 'c:\mydata\tchpgm.sas | * read in stored output file from CD-ROM; |
| DATA TEACHERS; | * start of analysis program; |
| IF SURVEY=4; | * keeps only public school teachers; |

Using the SASS:1993–94 CD-ROM

The 1993–94 SASS data are being distributed primarily on CD-ROM. 9-Track IBM tapes may be ordered on an as-needed basis. The SASS CD-ROM has an Electronic Codebook which enables the user to look up variables and obtain descriptions and simple unweighted frequency counts for all variables. The SASS:1993–94 Electronic Codebook and Public-Use Data (or its restricted-use version) is DOS-viewable but is not designed for viewing in Windows. It is best to load in the data and use the CD-ROM outside of the Windows environment altogether, as Windows requires a certain amount of memory even when it runs in the background. There may also be conflicts in memory management when attempting to view the SASS CD-ROM within Windows. A Windows version of the SASS data will be available in a future SASS CD-ROM product, a compendium of all of the SASS and TFS data collections.

Detailed “Help” files are available on the CD-ROM as text files. These may be viewed onscreen or printed out for reference. There is information about the use of the Menu functions within the Electronic Codebook (ECB), and examples of how to subset the data and output a datafile for analysis. Troubleshooting tips for installing the programs and data onto your PC’s hard drive are also included in text files. One of the most basic tips to remember is: always have the SASS CD-ROM in its drive, because even analysis output files will refer back to the data stored on the CD-ROM. Your program will not work if the necessary data aren’t available!

How to Get Names of Colleges and Universities from the IPEDS College Codes

In the 1993–94 Schools and Staffing Survey, principals and teachers were asked to provide the name of their undergraduate college or university. Those college and university names (reported in the Principal Questionnaire in item 6a, variable A095 or Teacher Questionnaire in item 15a, variable T0175) were clerically transcribed to the numbering scheme that is used in the Integrated Postsecondary Education Data System³⁵, which maintains a directory of colleges and universities. The IPEDS college codes are one of the first variables on any IPEDS dataset; the college codes are the UNITIDs (unit identification codes).

The IPEDS Directory (printed version) of 2- and 4-year colleges and universities is out of print for 1993–94; however, the directory for 1994–95 should be available. Another means of obtaining the college codes is by downloading any of the IPEDS datasets (Institutional Characteristics, or IC, is recommended) from the Internet, and stripping off the first 56 characters only. The UNITID (first 6 characters) is the unique college code, and the remaining 50 characters are for the name of the college or university (names are left-justified and fill up only as many characters as needed).

To download the Institutional Characteristics file: (Internet users)

Gopher users access the Office of Educational Research and Improvement's gopher server (OERI gopher) at the following address:

`gopher://gopher.ed.gov`

(Among All the Gophers in the World, the OERI Gopher is listed under District of Columbia gophers; or use your local server's URL dialog box to type in the address.)

To navigate through the OERI gopher's menu:

From the first menu, select 7 - Educational Research, Improvement, and Statistics (OERI & NCES).

From the next menu, select 3 - National Center for Education Statistics.

From the next menu, select 5 - NCES Data.

From the next menu, select 2 - Postsecondary Education data.

From the next menu, select 3 - Integrated Postsecondary Education Data System (IPEDS).

From the next menu, select Institutional Characteristics 1993–94.

Note that the IC datafile is a zipped, binary file. Read the "About .." file before downloading.

³⁵ Broyles, S. and Fernandez, R. (1995) Directory of Postsecondary Institutions: Volume I: 2- & 4-year Institutions, U.S. Department of Education, Washington, DC (NCES 96-033-I).

Download the entire, zipped IC file to your hard drive. (Be sure to check that you have sufficient space for the entire unzipped dataset before downloading. Even though most of the datafile will be eliminated, you must have the capability to store the entire datafile temporarily.)

Use the PKUNZIP.EXE utility to expand the zipped file back to its original size. (If you do not have the program PKUNZIP.EXE, that is also available from the OERI Gopher.) Note that there are layout files as well as data files.).

World Wide Web users (Mosaic, Netscape, etc.) access the NCES Home Page:

<http://www.ed.gov/NCES>

and follow the menu to NCES databases; then proceed as per the gopher instructions to choose the Institutional Characteristics 1993–94 file and download it.

Code for Accessing IPEDS ‘Institutional Characteristics’ (IC) Data File

Statistical Analysis System (SAS)/PC code:

DATA IPEDS:

INFILE ‘C:\IPEDS\IC93.DAT’ LRECL=56 PAD MISSOVER;

INPUT @1 UNITID \$6.

@7 INSTNM \$50.;

RUN;

SPSS (Statistical Package for the Social Sciences)/PC code:

DATA LIST FILE = ‘C:\IPEDS\IC93.DAT’ /

UNITID 1-6

INSTNM 7-56

SAVE OUTFILE = ‘C:\IPEDS\IC93’ / COMPRESSED.

These programs will strip off the first 56 characters; that will be all that is retained for analysis. The file can then be printed out or imported into a database program and searched for particular codes or names.

A Caution about Merging Files

When merging SASS 1993–94 files, such as school and teacher, the researcher must realize that the individual files do not contain the same number of cases. There is one principal selected for every school in sample, and there are multiple teachers selected for every school in sample (generally a minimum of 3, but the exact number depends upon the size of the school). Differences in response rates for each component result in unequal sample (unweighted) cases between the two files. This is most easily confirmed by checking the unweighted frequencies that are listed in the codebooks for each component. Individual principals, schools, and teachers may have declined to participate in SASS, or

there may be respondent teachers in a school that refused to participate. Thus, when merging two SASS files together, such as the teacher and school, disproportionality may occur when clusters of teachers who work at schools that did not complete school questionnaires are eliminated from further analysis because of missing school data. The same may be said about the principal and school files, as the principal questionnaire had a higher response rate than the school questionnaire. Restricted file users should also note that there are public schools with no corresponding district (LEA) record. These districts refused to participate.

FIPS codes

FIPS stands for Federal Information Processing Standards. FIPS publications are produced by the U.S. Department of Commerce's National Institute of Standards and Technology (NIST). These codes standardize numeric codes for geographic areas. The detailed names of counties and corresponding codes are published in FIPS Publication 6-4, "Counties and Equivalent Entities of the United States, Its Possessions, and Associated Areas," while the names and codes for the Metropolitan Statistical Areas are included in FIPS Publication 8-5, "Metropolitan Statistical Areas (including CMSAs, PMSAs, and NECMAs)." Copies of FIPS Publications 6-4 and 8-5 are available for sale by the National Technical Information Service (NTIS), U.S. Department of Commerce, Springfield, VA. Write or call the NTIS Computer Products Office at (703) 487-4650 for cost and ordering information. When ordering, refer to Federal Information Processing Standards Publication 6-4 (FIPSPUB6-4) or Federal Information Processing Standards Publication 8-5 (FIPSPUB8-5) and its title.

Calculation of Average Years of Teaching Experience

Items 9 and 10 on the Teacher Questionnaire ask about the years of full- and part-time teaching experience that the teacher has in both public and private schools. Public school teachers are skipped out of the questions on private school experience if they've never taught in private schools; similarly, private school teachers are skipped out of the questions about public school teaching experience if they've never taught in public schools. As a result of this skip pattern, public school teachers who have never taught in private schools will have a value of "missing" on the file for the variables FTPVT and PTPVT; private school teachers who have never taught in public schools will have a value of "missing" on the file for the variables FTPUB and PTPUB.

To calculate the average number of years that all public school teachers have taught in private schools, or the average number of years that all private school teachers have taught in public schools, you should recode these missing values to zeros. Otherwise, the average that you calculate will reflect the average number of years that public school teachers have taught in private schools only for those public school teachers who have ever taught in private schools or the average number of years that private school teachers have taught in public schools only for those private school teachers who have ever taught in public schools.

This recoding will not be necessary if you are interested in the total years of teaching experience in both sectors because the missing values will be treated as zeros in the sum (FTPUB + FTPVT) or (PTPUB + PTPVT) or (FTPUB + PTPUB + FTPVT + PTPVT).

Created Variables

Chapter XV has complete definitions for variables that are derived from the questionnaire variables. These created variables are on the file to aid in analysis of the data.

Merging SASS With CCD and PSS Data

The SASS data can be merged with the CCD (public) and PSS (private) universe files. To merge with CCD, use the CCDIDSCH variable on the SASS Public School file and the NCESSCH variable on the CCD file. To merge with PSS, use APIN on both the SASS Private School file and the PSS file.

APPENDICES

Appendix A. Definitions

The following terms are defined as they apply to SASS.

Common Core of Data (CCD). The Common Core of Data (CCD) is a group of surveys that collect public elementary and secondary education data from the fifty states, the District of Columbia and the U.S. territories (American Samoa, Guam, Puerto Rico, Virgin Islands, Northern Marianas). Information about staff and students in public schools is collected annually at the school, district, and state levels. Revenue and expenditure data are also collected at the state level.

Census region. The four Census regions are:

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

FIPS. FIPS stands for Federal Information Processing Standards and refers to a variety of codes for standardized reference. FIPS county and state codes are codes developed by the National Institute for Standards and Technology (NIST) as numeric identifiers for each county and state in the United States; state codes are listed in the codebooks, while the county codes may be looked up in NIST publications. See the User's Notes section for further information.

Full-time equivalent (FTE). Full-time equivalent (FTE) quantifies LEA and school staff positions in proportion to a full-time position. For example, if a full-time teacher works 35 hours per week in LEA X, then a teacher who works 21 hours would have an FTE of 0.6 in that LEA.

Imputation. Imputation is the creation of values for items that should been answered by respondents but were not. Values may have been imputed by (1) using information from other items on the same data record (i.e., internal imputation), (2) extracting data from a related component of the Schools and Staffing Survey (e.g., using data from an LEA record to impute missing values to the record for a school operated by the LEA), (3) extracting data from the sample file (information about the sample case from the Common Core of Data or the Private School Survey, collected in the 1991-92 school year), or (4) extracting data from the record for a sample case with similar characteristics (donor-based imputation or the "hot deck" method of imputing for item nonresponse).

Librarian. A librarian is a school staff member whose main responsibility is taking care of the library.

Library media center. A library media center is an organized collection of printed, audiovisual, or computer resources that (a) is administered as a unit, (b) is located in a designated place or places, and (c) makes resources and services available to students, teachers and administrators.

Library media specialist. A library media specialist is a teacher who is state-certified in the field of library media.

Local education agency (LEA). An LEA, or public school district, is a government agency that employs elementary or secondary teachers and is administratively responsible for providing public elementary or secondary instruction and educational support services. Included are education agencies that do not operate schools but employ teachers, e.g., regional cooperatives that employ special education teachers who teach in schools in more than one school district.

Private School Survey (PSS). The Private School Survey (PSS) is a biennial survey designed to collect data from all private schools in the fifty states and the District of Columbia. It is the universe from which the sample for the private school component of SASS is selected.

School, alternative. Alternative schools serve students whose needs cannot be met in a regular, special education, or vocational school. They provide nontraditional education and may serve as an adjunct to a regular school. They fall outside of the categories of regular, special education, and vocational education, although they may provide similar services or curriculum. Some examples of alternative schools are those for potential drop-outs, residential treatment centers for substance abuse (if they provide elementary or secondary education), and schools for chronic truants.

School, BIA. BIA schools are schools that are funded by the Bureau of Indian Affairs, U.S. Department of Interior. These schools may be operated by the BIA, a tribe, a private contractor, or a local education agency (or school district).

School, combined. A school is combined if it has sixth grade (or any lower grade) and ninth grade (or any higher grade); for example, schools with grades K-12, 6-12, 6-9, or 1-12 are classified as combined schools. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

School, elementary. A school is elementary if it has no grade higher than eighth and at least one of grades 1 through 6; for example, schools with grades K-6, 1-3, or 6-8 are classified as elementary schools.

School, Indian. An Indian school is a school funded by the Bureau of Indian Affairs (BIA) that is not operated by an LEA. An Indian school may be operated by the BIA, a tribe, or a private contractor.

School, Native American. Native American schools are public schools where 19.5 percent or more of the students are American Indian or Alaska Native, as reported in the 1991-92 CCD. This classification was used in stratifying the SASS public school sample in order to improve estimates of the Native American student population.

School, private. A private school is a school that is not supported primarily by public funds (i.e., it is not a public school). It must provide instruction for one of more of grades 1 through 12 (or comparable ungraded levels), have one or more teachers and be located in a building that is not used primarily as a private home. Organizations or institutions that provide support for home schooling but do not offer classroom instruction for students are not included.

School, public. A public school is an institution that provides educational services for at least one of grades 1 through 12 (or comparable ungraded levels), has one or more teachers, is located in one or more buildings, and is supported primarily by public funds. State schools (e.g., schools for the deaf or the blind), schools in juvenile detention centers, and schools located on military bases and operated by the Department of Defense are included.

School, secondary. A school is secondary if it has no grade less than seventh and at least one of grades 7 through 12; for example, schools with grades 9-12, 7-8, 10-12, or 7-9 are classified as secondary schools.

School, special education. Special education schools provide educational services to students with special physical or mental needs, i.e., students with mental handicaps (such as mental retardation or autism), physical handicaps (such as hearing-impairment), or learning disabilities (such as dyslexia).

School, vocational. Vocational schools primarily serve students who are being trained for semi-skilled or technical occupations.

Typology, private school. Private schools were assigned to one of three major categories and, within each major category, one of three subcategories. The categories and subcategories are:

- 1) Catholic - parochial, diocesan, and private; 2) other religious - affiliated with a conservative Christian school association, affiliated with a national denomination, and unaffiliated; and 3) nonsectarian - regular, special program emphasis, and special education.¹

¹See M. McMillen and P. Benson, Diversity of Private Schools, Technical Report, NCES 92-082 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1991).

Teacher. A teacher is any full-time or part-time school staff member who teaches one or more regularly scheduled classes in any of grades K-12 (or comparable ungraded levels).²In addition to regular full-time teachers, the following types of teachers are also included: (1) itinerant teachers, (2) long-term substitutes who fill the role of a regular teacher on a long-term basis, and (3) administrators, counselors, librarians, and other professional or support staff who teach any regularly scheduled classes, (4) other part-time teachers. Short-term substitute teachers and student teachers are not included.

Teacher, itinerant. An itinerant teacher teaches at more than one school, e.g., a music teacher who teaches three days per week at one school and two days per week at another.

Teachers, newly hired. Newly hired teachers are teachers who were newly hired by the LEA (public) or school (private and Indian) for the 1993-94 school year. They include teachers returning from unpaid leave of absence of one school year or more, but not substitute teachers.

Ungraded students. Ungraded students are those who are not assigned to a particular grade level (kindergarten, first grade, second grade, etc.); for example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to "primary" and "intermediate" levels instead of specific grades.

²This definition differs from the one used for previous administrations of SASS. In the 1987-88 and the 1990-91 surveys, a teacher was defined as a school staff member whose primary assignment was teaching in any of grades K-12. School staff whose primary assignment was something other than teaching were excluded, even if they taught some regularly scheduled classes.

Appendix B. Crosswalk among items in the 1987-88, 1990-91, and 1993-94 SASS

NOTE: If there is a blank in the variable name for 1987-88, 1990-91, that particular item did not have an equivalent item in 1993-94. Variables are listed in 1993-94 item order. See page 5 for variables not found on the 1993-94 form, but asked in one or more previous data collections.

| Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A) | | |
|---|--------------------------|--|
| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
| | * | D0050 |
| | | D0055 |
| | | D0060 |
| | | D0065 |
| * | EXISTS | D0070 |
| | | D0080 |
| | | D0115 |
| | NOWUG | D0120 |
| | | D0125 |
| DSC015 | NOWKG | D0130 |
| | | D0135 |
| DSC017 | NOW1_6 | D0140, D0150, D0160, D0170, D0180, D0190 |
| | | D0145 |
| | | D0155 |
| | | D0165 |
| | | D0175 |
| | | D0185 |
| | | D0195 |
| DSC019 | NOW7_12 | D0200, D0210, D0220, D0230, D0240, D0250 |
| | | D0205 |
| | | D0215 |
| | | D0225 |
| | | D0235 |
| | | D0245 |
| | | D0255 |
| DSC149 | AMINDIST | D0405 |
| DSC150 | ASIADIST | D0410 |
| DSC151 | HISPDIST | D0415 |
| DSC152 | BLKDIST | D0420 |
| DSC153 | WHTDIST | D0425 |
| | | D0465 |
| | | D0480 |
| | TUGNOW | D0995 |
| DSC025 | TKGNOW | D1000 |
| DSC027, DSC029 | T1_6NOW, T7_12NOW | D1005 |

*Telephone noninterview reason items were recorded for some but not all potential respondents. Available only on internal research data file.

Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| DSC047 | TTOTK_12 | D1010 |
| DSC052 | CERTIFY | D1015 |
| | | D1025 |
| DSC048 | VACANCY | D1030 |
| DSC049 | ABOLSHD | D1035 |
| | | D1040 |
| DSC053 | NEWHIRES | D1045, D1050 |
| DSC054 | NEWCERTS | D1055 |
| | | D1065 |
| | LAIDOFF | D1070 |
| DSC154 | TCHAMIND | D1075 |
| DSC155 | TCHASIAN | D1080 |
| DSC156 | TCHISPNC | D1085 |
| DSC157 | TCHBLACK | D1090 |
| DSC158 | TCHWHITE | D1095 |
| DSC116 | FULLCERT | D1225 |
| DSC117 | EMERCERT | D1230 |
| DSC118 | TEACHED | D1235 |
| DSC119 | MAJORFLD | D1240 |
| DSC121 | STABASIC | D1245 |
| DSC122 | STASUBJ | D1250 |
| DSC120 | DISTEST | D1255 |
| DSC123 | NTEPASS | D1260, D1265 |
| | TOTLIBRY | D1270 |
| | VACNTLIB | D1275 |
| | ABOLSHLB | D1280 |
| | | D1285 |
| | | D1505 |
| | | D1510 |
| | | D1515 |
| | | D1520 |
| | | D1525 |
| | | D1530 |
| | | D1535 |
| | | D1540 |
| | | D1545 |
| | | D1550 |
| | | D1555 |
| | | D1595 |
| DSC144 | | D1600 |
| DSC146 | | D1605, D1610 |
| | | D1625 |
| | | D1630 |
| | | D1645 |
| DSC147 | | D1650 |

| Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A) | | |
|---|--------------------------|--------------------------|
| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
| DSC148* | | D1655, D1660 |
| *88 asks for how many students were eligible and 94 ask for how many applicants were approved. | | |
| | | D1675 |
| | | D1680 |
| | | D1695 |
| | | D1700 |
| | | D1705 |
| | | D1710 |
| | | D1715 |
| | | D1720 |
| | | D1725 |
| | | D1730 |
| | | D1735 |
| | | D1740 |
| | | D1760 |
| DSC132 | YRSENGL | D1765 |
| DSC134 | YRSMATH, YRSCOMP | D1770, D1775 |
| DSC136 | YRSSOC | D1780 |
| DSC138 | YRSSCI | D1785 |
| DSC140 | YRSLANG | D1790 |
| DSC143 | YRS3_4 | D1795 |
| | | D1800 |
| | | D1805 |
| | | D1810 |
| | | D1815 |
| | | D1845 |
| | | D1850 |
| | | D1855 |
| | | D1860 |
| DSC080, DSC081* | LNGTHYR | D2080 |
| *88 asks for days or months | | |
| | | D2085 |
| | | D2090 |
| | SALSCHED | D2095 |
| DSC082 | MINBACH | D2100 |
| DSC083 | MINMASTR | D2105 |
| | | D2110 |
| DSC084 | MAXMASTR | D2115 |
| | HIGHSAL | D2120 |
| | MINSALRY | D2125 |
| | MAXSALRY | D2130 |
| DSC124 | RETIREMT | D2140 |
| | INCREDIT | D2145 |
| | INPURCH | D2150 |
| | OUTCREDIT | D2155 |
| | OUTPURCH | D2160 |

| Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A) | | |
|--|--------------------------------|---|
| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
| DSC090* *88 includes to recruit or retain teachers to teach in less desirable locations OR in the fields of shortage. | INCENTIV | D2190 |
| DSC091 | INCNTCSH | D2195 |
| DSC092 | INCNTSTP | D2200 |
| DSC093 | INCNTINC | D2205 |
| DSC090* *88 includes to recruit or retain teachers to teach in less desirable locations OR in the fields of shortage. | SHORTAGE | D2210 |
| DSC095 | SHORTCSH | D2215 |
| DSC096 | SHORTSTP | D2220 |
| DSC097 | SHORTINC | D2225 |
| DSC099 | SHRTSPEC | D2230 |
| DSC100 | SHRTMATH | D2235 |
| DSC101 | SHRTCOMP | D2240 |
| DSC102 | SHRTPHYS | D2245 |
| DSC103 | SHRTBIO | D2250 |
| DSC104 | SHRTESOL | D2255 |
| DSC105 | SHRTLANG | D2260 |
| | SHRTVOC | D2265 |
| DSC106* (other - specify) | SHRTOTHR* (other - specify) | D2270* (none of the above) D2275 D2280 D2285 D2290 D2295 |
| DSC107 | RETRAINING | D2300 |
| DSC108 | RESPECL | D2305 |
| DSC109 | REMATH | D2310 |
| DSC110 | RECOMP | D2315 |
| DSC111 | REPHYS | D2320 |
| DSC112 | REBIO | D2325 |
| DSC113 | RESOL | D2330 |
| DSC114 | RELANG | D2335 |
| | REVOTEC | D2340 |
| DSC115* (other - specify) | REOTHER* (other - specify) | D2345* (none of the above) D2350 D2355 D2360 D2365 |
| | ADMINRGM | |
| | SRVHRS | |
| | SRVYMINs | |

Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|---------------------------------------|--------------------------|
| Items collected in 1987-88 and/or 1990-91, but not 1993-94 | | |
| DSC011 | EMPTYTCH | |
| DSC012 | LASTPK | |
| DSC013 | NOWPK | |
| DSC021 | NOWTOT | |
| | *Includes ungraded & postsecondary | |
| DSC014 | LASTKG | |
| DSC016 | LAST1_6 | |
| DSC018 | LAST7_12 | |
| DSC020 | | |
| DSC021 | | |
| DSC022 | TPKLAST | |
| DSC023 | TPKNOW | |
| DSC024 | TKGLAST | |
| DSC026 | T1_6LAST | |
| DSC028 | T7_12LST | |
| DSC031 | TTOTNOW | |
| DSC030 | TTOTLAST* | |
| | *Includes ungraded & postsecondary | |
| DSC032 | | |
| DSC033 | | |
| DSC034 | | |
| DSC035 | | |
| DSC036 | | |
| DSC037 | | |
| DSC038 | | |
| DSC039 | | |
| DSC040 | | |
| DSC041 | | |
| DSC042 | | |
| DSC043 | | |
| DSC044 | | |
| DSC045 | | |
| DSC046 | | |
| DSC050 | | |
| DSC055 | | |
| DSC056 | | |
| DSC057 | | |
| DSC058 | | |
| DSC059 | | |
| DSC060 | | |
| DSC061 | | |
| DSC062 | | |
| DSC063 | | |
| DSC064 | | |
| DSC065 | | |

Teacher Demand and Shortage Questionnaire for Public School Districts (SASS 1A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|--------------------------|--------------------------|
| DSC066 | | |
| DSC067 | | |
| DSC068 | | |
| DSC069 | | |
| DSC051 | APPROVED | |
| | LIBK_6 | |
| | LIBK7_12 | |
| DSC070 | MEDICAL | |
| DSC071 | DENTAL | |
| DSC072 | LIFE | |
| DSC073 | PENSION | |
| DSC074 | HOUSING | |
| DSC075 | MEALS | |
| DSC076 | TRANSPT | |
| DSC078 | TUITION | |
| DSC079 | | |
| DSC085 | | |
| DSC086 | MERITPAY | |
| DSC087 | MERITCS | |
| DSC088 | MERITSTP | |
| DSC089 | MERITINC | |
| DSC094 | | |
| DSC098 | | |
| DSC125 | | |
| DSC126 | | |
| DSC127 | | |
| DSC128 | | |
| DSC129 | | |
| DSC130* | ENROLHS | |
| *88 asks respondent to mark the box if grades 10-12 are not served; 91 has yes and no boxes | | |
| DSC131 | | |
| DSC133 | | |
| DSC135 | | |
| DSC137 | | |
| DSC139 | | |
| DSC141 | | |
| DSC142 | | |
| DSC145 | | |
| DSC147 | | |
| DSC148 | | |
| DSC159 | | |

NOTE: If there is a blank in the variable name for 1987-88, 1990-91, or 1993-94, that particular item was not asked in that year.

Public School Principal Questionnaire (SASS 2A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---|--------------------------|--------------------------|
| ASC011* *Only asks if there are no administrators | ASC001 | A055 |
| ASC015 | ASC012 | A060 |
| ASC016 | ASC013 | A065 |
| ASC017 | ASC014 | A070 |
| | ASC015 | A075, A085 |
| | ASC016 | A080, A090 |
| | | A095 |
| | | A100 |
| | | A105 |
| ASC018 | | A110 |
| ASC019 | | A115 |
| ASC020 | | A120 |
| ASC021 | ASC017 | A125 |
| ASC022 | ASC018 | A130 |
| ASC023 | ASC019 | A135 |
| ASC024 | | A140 |
| ASC025 | | A145 |
| ASC026 | | A150 |
| | ASC020 | A155 |
| ASC012 | ASC021 | A160 |
| ASC013 | ASC022 | A165 |
| ASC014 | ASC023 | A170 |
| ASC027 | ASC024 | A175 |
| ASC028 | ASC025 | A180 |
| ASC029 | ASC026 | A185 |
| ASC030, ASC033 | ASC027 | A190 |
| ASC031, ASC034 | ASC028 | A195 |
| ASC032, ASC035 | ASC029 | A200 |
| ASC039 | ASC030 | A205 |
| | ASC031 | A210 |
| ASC041 | ASC033 | A215 |
| | | A220 |
| | | A225 |
| ASC045 | ASC034 | A230, A240 |
| | | A235 |
| | | A245 |
| ASC046 | ASC035 | A250 |
| | | A255 |
| ASC047 | ASC036 | A260 |
| | | A265 |
| | | A270 |
| | | A275 |
| ASC048 | ASC037 | A280 |
| | | A285 |
| ASC049 | ASC038 | A290 |

Public School Principal Questionnaire (SASS 2A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| | | A295 |
| | ASC039 | A300 |
| | | A305 |
| | ASPIRING | A310 |
| | TRAININD | A315 |
| | ASC011 | A320 |
| ASC051 | ASC044 | A325 |
| ASC052 | ASC045 | A330 |
| | | A335 |
| | | A340 |
| | | A345 |
| | | A350 |
| | | A355 |
| | | A360 |
| | | A365 |
| | | A370 |
| | | A375 |
| | | A380 |
| | | A385 |
| | | A390 |
| | | A395 |
| | | A400 |
| | | A405 |
| | | A410 |
| | | A415 |
| | | A420 |
| | | A425 |
| | | A430 |
| | | A435 |
| | | A440 |
| ASC056 | ASC049 | A445 |
| ASC057 | ASC050 | A450 |
| ASC058 | ASC051 | A455 |
| ASC059 | ASC052 | A460 |
| | | A465 |
| | | A470 |
| | | A475 |
| | ASC053 | A480 |
| | | A485 |
| | | A490 |
| ASC060 | ASC055 | A495 |
| ASC061 | ASC056 | A500 |
| ASC066 | ASC061 | A505 |
| ASC067 | ASC062 | A510 |
| ASC068 | ASC063 | A515 |
| ASC070 | ASC065 | A520 |
| ASC062 | ASC057 | A525 |
| ASC063 | ASC058 | A530 |
| ASC069 | ASC064 | A535 |
| ASC065 | ASC060 | A540 |

Public School Principal Questionnaire (SASS 2A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|--------------------------|--------------------------|
| ASC071 | ASC066 | A550 |
| ASC087 | ASC068 | A555 |
| ASC088 | ASC069 | A560 |
| ASC089 | ASC067 | A565 |
| ASC090 | ASC070 | A570 |
| ASC091 | ASC073 | A575 |
| ASC092 | ASC074 | A580 |
| ASC093 | ASC075 | A585 |
| ASC094 | ASC076 | A590 |
| ASC095 | ASC077 | A595 |
| ASC096 | ASC078 | A600 |
| ASC097 | ASC079 | A605 |
| ASC099 | ASC082 | A610 |
| | ASC080 | A615 |
| | ASC071 | A620 |
| | ASC072 | A625 |
| | ASC083 | A630 |
| | ASC084 | A635 |
| | ASC085 | A635 |
| | ASC086 | A640 |
| | ASC087 | A645 |
| | | A650 |
| | | A655 |
| | | A660 |
| | | A665 |
| | | A670 |
| | | A675 |
| | SEACURRC | A680 |
| ASC102* | | A685 |
| *Combines school district & governing board | | |
| ASC102* | BRDCURRC | A690 |
| *Combines school district & governing board | | |
| ASC103 | PRNCURRC | A695 |
| ASC104 | TEACURRC | A700 |
| | | A705 |
| | LIBCURRC | A710 |
| | PARCURRC | A715 |
| | | A720 |
| | | A725 |
| ASC105* | | |
| *Combines school district & governing board | | |
| ASC105* | BRDHIRNG | A730 |
| *Combines school district & governing board | | |
| ASC106 | PRNHIRNG | A735 |
| ASC107 | TEAHIRNG | A740 |
| | PARHIRNG | A745 |
| | SEADISPL | A750 |

Public School Principal Questionnaire (SASS 2A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|--------------------------|--------------------------|
| ASC108* | | A755 |
| *Combines school district & governing board | | |
| ASC108* | BRDDISPL | A760 |
| *Combines school district & governing board | | |
| ASC109 | PRNDISPL | A765 |
| ASC110 | TEADISPL | A770 |
| | PARDISPL | A775 |
| | | A780 |
| | | A785 |
| | | A790 |
| | | A795 |
| | | A800 |
| | | A805 |
| | | A810 |
| | | A815 |
| | | A820 |
| | | A825 |
| | | A830 |
| | | A835 |
| | | A840 |
| | | A845 |
| | | A850 |
| | | A855 |
| | | A860 |
| | | A865 |
| | | A870 |
| | ASC115 | A875 |
| | ASC116 | A880 |
| | ASC117 | A885 |
| ASC072 | ASC121 | A890 |
| ASC073 | ASC122 | A895 |
| | ASC123 | A900 |
| ASC074 | ASC124 | A905 |
| ASC075 | ASC125 | A910 |
| | | A915 |
| | | A920 |
| ASC036 | | |
| ASC040 | | |
| ASC042 | | |
| ASC043 | | |
| ASC044 | | |
| ASC050 | ASC040 | |
| ASC053 | ASC046 | |
| ASC054 | ASC047 | |
| ASC055 | ASC048 | |
| | ASC054 | |
| ASC064 | ASC059 | |
| ASC076 | | |

Public School Principal Questionnaire (S&S 2A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| ASC077 | | |
| ASC078 | | |
| ASC079 | | |
| ASC080 | | |
| ASC081 | | |
| ASC082 | | |
| ASC083 | | |
| ASC084 | | |
| ASC085 | | |
| ASC086 | | |
| ASC098 | ASC081 | |
| ASC100 | | |
| ASC101 | | |
| ASC111 | | |
| ASC112 | | |
| ASC113 | | |
| ASC114 | | |
| ASC115 | | |
| ASC116 | | |
| ASC117 | | |
| ASC118 | | |
| ASC119 | | |
| ASC120 | | |

NOTE: If there is a blank in the variable name for 1987-88, 1990-91, or 1993-94, that particular item was not asked in that year.

Private School Principal Questionnaire(SASS 2B)

| 1987-88 Variable name | 1990-91 Variable name | 1993 -94 Variable name |
|---|--------------------------|---------------------------|
| ASC011* *Only asks if there are no administrators | ASC001 | A055 |
| ASC015 | ASC012 | A060 |
| ASC016 | ASC013 | A065 |
| ASC017 | ASC014 | A070 |
| | ASC015 | A075, A085 |
| | ASC016 | A080, A090 |
| | | A095 |
| | | A100 |
| | | A105 |
| ASC018 | | A110 |
| ASC019 | | A115 |
| ASC020 | | A120 |
| ASC021 | ASC017 | A125 |
| ASC022 | ASC018 | A130 |
| ASC023 | ASC019 | A135 |
| ASC024 | | A140 |
| ASC025 | | A145 |
| ASC026 | | A150 |
| | ASC020 | A155 |
| ASC012 | ASC021 | A160 |
| ASC013 | ASC022 | A165 |
| ASC014 | ASC023 | A170 |
| ASC027 | ASC024 | A175 |
| ASC028 | ASC025 | A180 |
| ASC029 | ASC026 | A185 |
| ASC030, ASC033 | ASC027 | A190 |
| ASC031, ASC034 | ASC028 | A195 |
| ASC032, ASC035 | ASC029 | A200 |
| ASC039 | ASC030 | A205 |
| | ASC031 | A210 |
| ASC041 | ASC033 | A215 |
| | | A220 |
| | | A225 |
| ASC045 | ASC034 | A230, A240 |
| | | A235 |
| | | A245 |
| ASC046 | ASC035 | A250 |
| | | A255 |
| ASC047 | ASC036 | A260 |
| | | A265 |
| | | A270 |
| | | A275 |
| ASC048 | ASC037 | A280 |
| | | A285 |
| ASC049 | ASC038 | A290 |

Private School Principal Questionnaire (SASS 2B)

| 1987-88 Variable name | 1990-91 Variable name | 1993 -94 Variable name |
|--------------------------|--------------------------|---------------------------|
| | | A295 |
| | ASC039 | A300 |
| | | A305 |
| | ASPIRING | A310 |
| | ASC011 | A320 |
| ASC051 | ASC044 | A325 |
| ASC052 | ASC045 | A330 |
| | | A335 |
| | | A340 |
| | | A345 |
| | | A350 |
| | | A355 |
| | | A360 |
| | | A365 |
| | | A370 |
| | | A375 |
| | | A380 |
| | | A385 |
| | | A390 |
| | | A395 |
| | | A400 |
| | | A405 |
| | | A410 |
| | | A415 |
| | | A420 |
| | | A425 |
| | | A430 |
| | | A435 |
| | | A440 |
| ASC056 | ASC049 | A445 |
| ASC057 | ASC050 | A450 |
| ASC058 | ASC051 | A455 |
| ASC059 | ASC052 | A460 |
| | | A465 |
| | | A470 |
| | | A475 |
| | ASC053 | A480 |
| | | A485 |
| | | A490 |
| ASC060 | ASC055 | A495 |
| ASC061 | ASC056 | A500 |
| ASC066 | ASC061 | A505 |
| ASC067 | ASC062 | A510 |
| ASC068 | ASC063 | A515 |
| ASC070 | ASC065 | A520 |
| ASC062 | ASC057 | A525 |
| ASC063 | ASC058 | A530 |
| ASC069 | ASC064 | A535 |
| ASC065 | ASC060 | A540 |
| ASC064 | ASC059 | A545 |

Private School Principal Questionnaire(SASS 2B)

| 1987-88 Variable name | 1990-91 Variable name | 1993 -94 Variable name |
|--------------------------|--------------------------|---------------------------|
| | | A550 |
| ASC071 | ASC066 | A555 |
| ASC087 | ASC068 | A560 |
| ASC088 | ASC069 | A565 |
| ASC089 | ASC067 | A570 |
| ASC090 | ASC070 | A575 |
| ASC091 | ASC073 | A580 |
| ASC092 | ASC074 | A585 |
| ASC093 | ASC075 | A590 |
| ASC094 | ASC076 | A595 |
| ASC095 | ASC077 | A600 |
| ASC096 | ASC078 | A605 |
| ASC097 | ASC079 | A610 |
| ASC099 | ASC082 | A615 |
| | ASC080 | A620 |
| | ASC071 | A625 |
| | ASC072 | A630 |
| | ASC083 | A635 |
| | ASC084 | A640 |
| | ASC085 | A645 |
| | ASC086 | A650 |
| | ASC087 | A655 |
| | | A660 |
| | | A665 |
| | | A670 |
| | | A675 |
| ASC102 | BRDCURRC | A690 |
| ASC103 | PRNCURRC | A695 |
| ASC104 | TEACURRC | A700 |
| | | A705 |
| | LIBCURRC | A710 |
| | PARCURRC | A715 |
| ASC105 | BRDHIRNG | A730 |
| ASC106 | PRNHIRNG | A735 |
| ASC107 | TEAHIRNG | A740 |
| | PARHIRNG | A745 |
| ASC108 | BRDDISPL | A760 |
| ASC109 | PRNDISPL | A765 |
| ASC110 | TEADISPL | A770 |
| | PARDISPL | A775 |
| | | A790 |
| | | A795 |
| | | A800 |
| | | A805 |
| | | A810 |
| | | A825 |
| | | A830 |
| | | A835 |
| | | A840 |
| | | A855 |

Private School Principal Questionnaire (SASS 2B)

| 1987-88 Variable name | 1990-91 Variable name | 1993 -94 Variable name |
|--------------------------|--------------------------|---------------------------|
| | | A860 |
| | | A865 |
| | | A870 |
| | ASC115 | A875 |
| | ASC116 | A880 |
| | ASC117 | A885 |
| ASC072 | ASC121 | A890 |
| ASC073 | ASC122 | A895 |
| | ASC123 | A900 |
| ASC074 | ASC124 | A905 |
| ASC075 | ASC125 | A910 |
| | | A915 |
| | | A920 |
| ASC036 | | |
| ASC040 | | |
| ASC042 | | |
| ASC043 | | |
| ASC044 | | |
| ASC050 | ASC040 | |
| ASC053 | ASC046 | |
| ASC054 | ASC047 | |
| ASC055 | ASC048 | |
| | ASC054 | |
| ASC076 | | |
| ASC077 | | |
| ASC078 | | |
| ASC079 | | |
| ASC080 | | |
| ASC081 | | |
| ASC082 | | |
| ASC083 | | |
| ASC084 | | |
| ASC085 | | |
| ASC086 | | |
| ASC098 | ASC081 | |
| ASC100 | | |
| ASC101 | | |
| ASC111 | | |
| ASC112 | | |
| ASC113 | | |
| ASC114 | | |
| ASC115 | | |
| ASC116 | | |
| ASC117 | | |
| ASC118 | | |
| ASC119 | | |
| ASC120 | | |

NOTE: If there is a blank in the variable name for 1987-88, 1990-91, or 1993-94, that particular item was not asked in that year.

Public School Questionnaire(SASS 3A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| | | S0055 |
| | | S0060 |
| | OPERATE | S0070 |
| | | S0075 |
| | | S0080 |
| | | S0100 |
| | | S0105 |
| | | S0110 |
| SSC132 | OFFERUG | S0115 |
| SSC133 | NUMBRUG | S0120 |
| SSC102 | OFFERKG | S0125 |
| SSC103 | NUMBRKG | S0130 |
| SSC104 | OFFER1 | S0135 |
| SSC105 | NUMBR1 | S0140 |
| SSC106 | OFFER2 | S0145 |
| SSC107 | NUMBR2 | S0150 |
| SSC108 | OFFER3 | S0155 |
| SSC109 | NUMBR3 | S0160 |
| SSC110 | OFFER4 | S0165 |
| SSC111 | NUMBR4 | S0170 |
| SSC112 | OFFER5 | S0175 |
| SSC113 | NUMBR5 | S0180 |
| SSC114 | OFFER6 | S0185 |
| SSC115 | NUMBR6 | S0190 |
| SSC116 | OFFER7 | S0195 |
| SSC117 | NUMBR7 | S0200 |
| SSC118 | OFFER8 | S0205 |
| SSC119 | NUMBR8 | S0210 |
| SSC120 | OFFER9 | S0215 |
| SSC121 | NUMBR9 | S0220 |
| SSC122 | OFFER10 | S0225 |
| SSC123 | NUMBR10 | S0230 |
| SSC124 | OFFER11 | S0235 |
| SSC125 | NUMBR11 | S0240 |
| SSC126 | OFFER12 | S0245 |
| SSC127 | NUMBR12 | S0250 |
| | ENRK12UG | S0255 |
| SSC052 | AMINDSTU | S0405 |
| SSC053 | ASIANSTU | S0410 |
| SSC054 | HISPNSTU | S0415 |
| SSC055 | BLACKSTU | S0420 |
| SSC056 | WHITESTU | S0425 |
| SSC016* | PCTMALE | S0455 |

*Question in 88 and 91
ask for percent and in
94 ask for number

Public School Questionnaire (SASS 3A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---|--------------------------|--------------------------|
| SSC051* *Question asks for percent in 88 and number in 91 and 94. | ABSNTST | S0460 |
| SSC049* *88 refers to students in the highest grade. 91 and 94 refers to students in the school. | NUMHOURS | S0470 |
| SSC050* *88 refers to students in the highest grade. 91 and 94 refers to students in the school. | NUMMTE | S0475 |
| SSC099* *Response options differ. | ADMITREQ | S0700 |
| SSC091 | ADMITEST | S0705 |
| SSC092 | ACHVTEST | S0710 |
| SSC093 | RECORDS | S0715 |
| SSC094 | SPECIAL | S0720 |
| SSC095 | TALENT | S0725 |
| SSC096 | INTRVIEW | S0730 |
| SSC097 | RECMNDS | S0735 |
| SSC098 | | S0750 |
| | MOSTIMP | S0755 |
| SSC014* *Response options differ. | PGMTYPE | S0760 |
| | | S0770 |
| SSC156* *Includes both principals and assistant principals. Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | PTHEADS | S0815 |
| | PTASSIST | S0820 |
| SSC162* *Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | PTPROSTF | S0830, S0845 |
| SSC160* *Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | PTGUIDES, PTVTCOUN | S0835 |

Public School Questionnaire(SASS 3A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---|--------------------------|--------------------------|
| SSC161* *Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | PTLIBRNS | S0840 |
| SSC157* *Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | | S0850 |
| SSC165* *Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | PTMEDIA PTAIDES | S0855 S0860 |
| SSC166* *Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | PTALLOTH | S0865, S0870 |
| SSC156* *Includes both principals and assistant principals. Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | FTHEADS FTASSIST | S0875 S0880 |
| SSC162* *Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | FTPROSTF | S0890, S0905 |
| SSC160* *Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | FTGUIDES, FTVTCOUN | S0895 |
| SSC161* *Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | FTLIBRNS | S0900 |

Public School Questionnaire (SASS 3A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|--------------------------|--------------------------|
| SSC157* *Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | | S0910 |
| SSC165* *Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | FTMEDIA FTAIDES | S0915 S0920 |
| SSC166* *Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | FTALLOTH | S0925, S0930 |
| SSC057 | AMINDTCH | S0965 |
| SSC058 | ASIAN TCH | S0970 |
| SSC059 | HISPNTCH | S0975 |
| SSC060 | BLACKTCH | S0980 |
| SSC061 | WHITETCH | S0985 |
| | ABSNTCH | S0990 |
| | VACNCY | S1100 |
| | | S1105 |
| | LESSQUAL | S1110 |
| | CANCEL | S1115 |
| | EXPANDSZ | S1120 |
| | ADD SCTN | S1125 |
| | REASSIGN | S1130 |
| | | S1135 |
| | SUBTEACH | S1140 |
| | | S1145 |
| | GENLVAC | S1150 |
| | SPECLVAC | S1155 |
| | ENGLVAC | S1160 |
| | MATHVAC | S1165 |
| | PHYSVAC | S1170 |
| | BIOSVAC | S1175 |
| | ESOLVAC | S1180 |
| | FORGNVAC | S1185 |
| | | S1190 |
| | | S1195 |
| | | S1200 |
| | | S1205 |
| | | S1210 |
| | | S1215 |
| | | S1290 |

Public School Questionnaire (SASS 3A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| | | S1295 |
| | | S1300 |
| | | S1305 |
| | | S1310 |
| | | S1315 |
| | | S1320 |
| | | S1325 |
| | | S1330 |
| | | S1335 |
| | | S1340 |
| | | S1345 |
| | | S1350 |
| | | S1355 |
| SSC066 | READPGM | S1360 |
| SSC067 | READNUM | S1365 |
| SSC068 | MATHPGM | S1370 |
| SSC069 | MATHNUM | S1375 |
| SSC070 | SPECLPGM | S1380 |
| SSC071 | SPCLNUM | S1385 |
| SSC072 | GIFTDPGM | S1390 |
| SSC073 | GIFTDNUM | S1395 |
| SSC078 | AFTERPGM | S1400 |
| SSC079 | AFTERNUM | S1405 |
| SSC064 | ESOLPGM | S1410 |
| SSC065 | ESOLNUM | S1415 |
| SSC062 | BILNGPGM | S1420 |
| SSC063 | BILNGNUM | S1425 |
| SSC076 | DIAGNPGM | S1430 |
| | | S1435 |
| | OWNLIBRY | S1440 |
| | | S1445 |
| | | S1450 |
| | | S1455 |
| | | S1460 |
| | | S1465 |
| | | S1470 |
| | | S1475 |
| | | S1480 |
| | | S1485 |
| | KGOFFER | S1490 |
| | KGLENDAY | S1495 |
| | KGNUMDAY | S1500 |
| | | S1505 |
| | | S1510 |
| | | S1515 |
| | | S1520 |
| | | S1525 |
| | | S1530 |
| | | S1535 |
| | | S1540 |

Public School Questionnaire (SASS 3A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---|--------------------------|--------------------------|
| | | S1545 |
| | | S1550 |
| | | S1555 |
| | | S1565 |
| | | S1570 |
| | | S1575 |
| | | S1580 |
| | | S1585 |
| | | S1590 |
| SSC081 | CHPTRONE | S1600 |
| SSC083* | ONESVPK | S1605 |
| *In 88 this variable included both PK and K-12. | | |
| SSC083* | ONESVK12 | S1610 |
| *In 88 this variable included both PK and K-12. | | |
| | ONETEACH | S1625, S1630 |
| SSC087 | NOLUNCH | S1645 |
| SSC084 | FREELUNCH | S1650 |
| SSC085* | | S1655, S1660 |
| *88 asks how many students are eligible, 94 asks how many applicants were approved. | | |
| SSC086* | LUNCHPK | S1675 |
| *In 88 this variable included both PK and K-12. | | |
| SSC086* | LUNCHK12 | S1680 |
| *In 88 this variable included both PK and K-12. | | |
| SSC137 | TWELFTH | S1745 |
| | | S1750 |
| | VOCTECH | S1755 |
| | | S1820 |
| SSC139 | ENROL12 | S1825 |
| SSC140 | GRADNUM | S1830, S1835 |
| SSC141* | GRADAPLY | S1840 |
| *Question asks for percent in 88 and number in 91 and 94 | | |
| | | S1865 |
| | | S1870 |
| | | S1875 |
| | | S1880 |
| | | S1885 |
| | | S1890 |
| | | S1895 |

Public School Questionnaire (SASS 3A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| | | S1900 |
| | | S1905 |
| | | S1910 |
| | | S1915 |
| | | S1920 |
| | | S1925 |
| | | S1930 |
| | | S1935 |
| | | S1940 |
| | | S1945 |
| | | S1950 |
| | | S1955 |
| | | S1960 |
| | | S1965 |
| | | S1970 |
| | | S1975 |
| | | S1980 |
| | | S1985 |
| | | S1990 |
| | | S1995 |
| | | S2000 |
| | | S2005 |
| | | S2010 |
| | | S2015 |
| | | S2020 |
| | | S2025 |
| | | S2030 |
| | | S2035 |
| | | S2040 |
| | | S2045 |
| | | S2050 |
| | | S2055 |
| | | S2060 |
| | | S2065 |
| | | S2070 |
| | | S2075 |
| | | S2355 |
| | | S2360 |
| | | S2365 |
| SSC010 | | |
| SSC011 | THISYEAR | |
| SSC012 | LASTYEAR | |
| SSC013 | SCHLEVEL | |
| SSC015 | | |
| SSC018 | | |
| SSC048 | NUMDAYS | |
| SSC074 | | |
| SSC075 | | |
| SSC077 | DIAGNNUM | |
| SSC088 | | |

Public School Questionnaire (SASS 3A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|--|--------------------------|
| SSC089 | | |
| SSC090 | | |
| SSC100 | OFFERPK | |
| SSC101 | NUMBRPK | |
| SSC128, SSC130 | OFFERPS | |
| SSC129, SSC131 | NUMBRPS | |
| SSC134 | | |
| SSC135 | | |
| SSC136 | | |
| SSC138* | COLLPREP | |
| *Question asks for percent in 88 and number in 91. | PREPNUM | |
| SSC142 | | |
| SSC143 | | |
| SSC144 | | |
| SSC145 | | |
| SSC146 | | |
| SSC147 | | |
| SSC148 | FULTEACH | |
| SSC149 | PARTEACH | |
| SSC150 | TOTTEACH | |
| SSC151* | LESS3EXP | |
| *Question asks for percent in 88 and number in 91. | | |
| SSC152* | LESS10EX | |
| *Question asks for percent in 88 and number in 91. | | |
| SSC153* | LESS21EX | |
| *Question asks for percent in 88 and number in 91. | | |
| SSC154* | MOREXP21 | |
| *Question asks for percent in 88 and number in 91. | | |
| SSC155 | | |
| SSC167 | VOLNTSVC | |
| SSC168 | VOLNTNUM | |
| SSC169 | | |
| SSC170 | | |
| SSC171 | LFTTOTAL | |
| | PRTEACH | |
| | VOTECVAC* | |
| | *Just one category in 1991. In 94, fields listed separately. | |

Public School Questionnaire (SASS 3A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| SSC172 | | |
| SSC173 | | |
| SSC174 | | |
| SSC175 | | |
| SSC176 | | |
| SSC177 | | |
| SSC178 | | |
| SSC179 | | |
| SSC180 | | |
| SSC181 | | |
| SSC182 | | |
| SSC183 | | |
| SSC184 | | |
| SSC185 | | |
| SSC186 | | |
| SSC187 | | |
| SSC188 | | |
| SSC189 | | |
| SSC190 | | |
| SSC191 | | |
| SSC192 | | |
| SSC193 | | |
| SSC194 | | |
| SSC195 | | |
| SSC196 | | |
| SSC197 | | |
| SSC198 | | |
| SSC199 | | |
| SSC200 | | |
| SSC201 | | |
| SSC202 | | |
| SSC203 | | |
| SSC204 | | |
| SSC205 | | |
| SSC206 | | |
| SSC207 | | |
| SSC208 | | |
| SSC209 | | |
| SSC210 | | |
| SSC211 | | |
| SSC212 | | |
| SSC213 | | |
| SSC214 | | |
| SSC215 | | |
| SSC216 | | |
| SSC217 | | |
| SSC218 | | |
| SSC219 | | |
| SSC220 | | |
| SSC221 | | |

Public School Questionnaire (SASS 3A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| SSC222 | | |
| SSC223 | | |
| SSC224 | | |
| SSC225 | | |
| SSC226 | | |
| SSC227 | | |
| SSC228 | | |
| SSC229 | | |
| SSC230 | | |
| SSC231 | | |
| SSC232 | | |
| SSC233 | | |
| SSC234 | | |
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| SSC247 | | |
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| SSC257 | | |
| SSC258 | | |
| SSC259 | | |
| SSC260 | | |
| SSC261 | | |
| SSC262 | | |
| SSC263 | | |
| SSC264 | | |
| SSC265 | | |
| SSC266 | | |
| SSC267 | | |
| SSC268 | | |
| SSC269 | | |
| SSC270 | | |
| SSC271 | | |

Public School Questionnaire (SASS 3A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| SSC272 | | |
| SSC273 | | |
| SSC274 | | |
| SSC275 | | |
| SSC276 | | |
| SSC277 | | |
| SSC278 | | |
| SSC279 | | |
| SSC280 | | |
| SSC281 | | |
| SSC282 | | |
| SSC283 | | |
| SSC284 | | |
| SSC285 | | |
| SSC286 | | |
| SSC287 | | |
| SSC288 | | |
| SSC289 | | |
| SSC290 | | |
| SSC291 | | |
| SSC292 | | |
| SSC293 | | |
| SSC294 | | |
| SSC295 | | |
| SSC296 | | |
| SSC297 | | |
| SSC298 | | |
| SSC299 | | |

NOTE: If there is a blank in the variable name for 1987-88, 1990-91, or 1993-94, that particular item was not asked in that year.

Private School Questionnaire(SASS 3B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---|--------------------------|--------------------------|
| | | S0055 |
| | | S0060 |
| | OPERATE | S0070 |
| | | S0075 |
| | | S0080 |
| | | S0100 |
| SSC132 | OFFERUG | S0115 |
| SSC133 | NUMBRUG | S0120 |
| SSC102 | OFFERKG | S0125 |
| SSC103 | NUMBRKG | S0130 |
| SSC104 | OFFER1 | S0135 |
| SSC105 | NUMBR1 | S0140 |
| SSC106 | OFFER2 | S0145 |
| SSC107 | NUMBR2 | S0150 |
| SSC108 | OFFER3 | S0155 |
| SSC109 | NUMBR3 | S0160 |
| SSC110 | OFFER4 | S0165 |
| SSC111 | NUMBR4 | S0170 |
| SSC112 | OFFER5 | S0175 |
| SSC113 | NUMBR5 | S0180 |
| SSC114 | OFFER6 | S0185 |
| SSC115 | NUMBR6 | S0190 |
| SSC116 | OFFER7 | S0195 |
| SSC117 | NUMBR7 | S0200 |
| SSC118 | OFFER8 | S0205 |
| SSC119 | NUMBR8 | S0210 |
| SSC120 | OFFER9 | S0215 |
| SSC121 | NUMBR9 | S0220 |
| SSC122 | OFFER10 | S0225 |
| SSC123 | NUMBR10 | S0230 |
| SSC124 | OFFER11 | S0235 |
| SSC125 | NUMBR11 | S0240 |
| SSC126 | OFFER12 | S0245 |
| SSC127 | NUMBR12 | S0250 |
| | ENRK12UG | S0255 |
| SSC052 | AMINDSTU | S0405 |
| SSC053 | ASIANSTU | S0410 |
| SSC054 | HISPNSTU | S0415 |
| SSC055 | BLACKSTU | S0420 |
| SSC056 | WHITESTU | S0425 |
| SSC015 | COEDSCHL | S0450 |
| SSC016* | PCTMALE | S0455 |
| *Question in 88 and 91 ask for percent and in 94 ask for number. | | |

Private School Questionnaire(SASS 3B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---|--------------------------|--------------------------|
| SSC051* *Question asks for percent in 88 and number in 91 and 94. | ABSNTST | S0460 |
| SSC048* *88 refers to students in the highest grade. 91 and 94 refers to students in this school. | NUMDAYS | S0465 |
| SSC049* *88 refers to students in the highest grade. 91 and 94 refers to students in this school. | NUMHOURS | S0470 |
| SSC050* *88 refers to students in the highest grade. 91 and 94 refers to students in this school. | NUMMTE | S0475 |
| SSC020* *88 combines orientation, purpose, or affiliation; and religious denomination. | AFFILPUR | S0485 |
| SSC020* *88 combines orientation, purpose, or affiliation; and religious denomination. | RELIGDEN | S0490 |
| SSC021* *Response options differ. | AFFILIAT | S0495 |
| SSC022 | CATHTYPE | S0500 |
| SSC023 | ACE | S0505 |
| | ASN | S0510 |
| SSC040 | NCACS | S0515 |
| SSC024 | AACS | S0520 |
| SSC025 | AMONTSRI | S0525 |
| | OTHMTSRI | S0530 |
| SSC026 | ACSI | S0535 |
| SSC027 | MLTRYSCH | S0540 |
| | BILNGSCH | S0545 |
| | CBE | S0550 |
| | OTHBILNG | S0555 |
| SSC029 | CSI | S0560 |
| | CEC | S0565 |
| SSC037 | NAPEC | S0570 |
| | OTHXPCHL | S0575 |
| | | S0580 |
| | ECEA | S0585 |
| | OTHECE | S0590 |
| | ECIS | S0595 |
| | OTHINTL | S0600 |

Private School Questionnaire(SASS 3B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|--------------------------|--------------------------|
| SSC031 | FRIENDS | S0605 |
| SSC032 | SVNTHDAY | S0610 |
| SSC035 | EPISCPLS | S0615 |
| SSC036 | NAIS | S0620 |
| SSC042 | NIPSA | S0625 |
| | OTHINDPV | S0630 |
| | LABSCHLS | S0635 |
| SSC038 | NCEA | S0640 |
| SSC033 | JESUITS | S0645 |
| SSC039 | NCNE | S0650 |
| SSC041 | NFCS | S0655 |
| SSC043 | HBREWDAY | S0660 |
| SSC045 | SCHECHTR | S0665 |
| | OTHJEWSH | S0670 |
| SSC044 | ORALRBTS | S0675 |
| | OTHCHRST | S0680 |
| | OTHRELIG | S0685 |
| | NONRELIG | S0690 |
| SSC047 | NONE2 | S0695 |
| SSC099* | ADMITREQ | S0700 |
| *Resonse options differ. | | |
| SSC091 | ADMITEST | S0705 |
| SSC092 | ACHVTEST | S0710 |
| SSC093 | RECORDS | S0715 |
| SSC094 | SPECIAL | S0720 |
| SSC095 | TALENT | S0725 |
| SSC096 | INTRVIEW | S0730 |
| SSC097 | RECMNDS | S0735 |
| | RELIGAFF | S0740 |
| SSC098 | | S0750 |
| | MOSTIMP | S0755 |
| SSC014* | PGMTYPE | S0760 |
| *Response options differ. | | |
| | | S0765 |
| SSC019 | FAMLYRES | S0775 |
| | | S0780 |
| | ALLBOARD | S0785 |
| SSC017* | BOARDNUM | S0790 |
| *Quesiton asks for percent in 88 and number in 91 and 94 | | |
| SSC088 | CHARGETU | S0795 |
| SSC089 | DISCOUNT | S0800 |
| SSC090 | TUITIN | S0805 |
| | | S0810 |

Private School Questionnaire (SASS 3B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|--------------------------|--------------------------|
| SSC156* | PTHEADS | S0815 |
| *Includes both principals and assistant principals. Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94. | PTASSIST | S0820 |
| SSC162* | PTPROSTF | S0825 S0830, S0845 |
| Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94. | | |
| SSC160* | PTGUIDES, PTVTCOUN | S0835 |
| Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94. | | |
| SSC161* | PTLIBRNS | S0840 |
| Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94. | | |
| SSC165* | PTMEDIA PTAIDES | S0855 S0860 |
| Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94. | | |
| SSC166* | PTALLOTH | S0865, S0870 |
| Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94. | | |
| SSC156* | FTHEADS | S0875 |
| *Includes both principals and assistant principals. Question asks for FTE's in 88 and asks full and part time staff separately in 91 and 94. | FTASSIST | S0880 |
| SSC162* | FTPROSTF | S0885 S0890, S0905 |
| Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94. | | |
| SSC160* | FTGUIDES, FTVTCOUN | S0895 |
| Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94. | | |
| SSC161* | FTLIBRNS | S0900 |
| Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94. | | |
| | FTMEDIA | S0915 |

Private School Questionnaire (SASS 3B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|--------------------------|--|
| SSC165* Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94. | FTAIDES | S0920 |
| SSC166* Question asks for FTE's in 88 and ask full and part time staff separately in 91 and 94. | FTALLOTH | S0925, S0930 |
| SSC174 | FULTEACH | S0935 S0940 S0945 S0950 S0955 S0960 |
| SSC057 | TOTTEACH | S0965 |
| SSC058 | AMINDTCH | S0970 |
| SSC059 | ASIAN TCH | S0975 |
| SSC060 | HISPNTCH | S0980 |
| SSC061 | BLACKTCH | S0985 |
| | WHITETCH | S0990 |
| | ABSNTCH | S0995 |
| | TUGNOW | S1000 |
| | TKGNOW | S1005 |
| | T1_6NOW, T7_12NOW | S1010 |
| | TTOTK_12 | S1015 |
| | CERTIFY | S1020 |
| | VACANCY | S1030 |
| | ABOLISHD | S1035 |
| SSC173* *88 refers to headcounts and 91 and 94 refer to FTE's. | NEWHIRES | S1045, S1050 |
| | NEWCERTS | S1055 S1060 |
| | LAIDOFF | S1070 |
| | VACNCY | S1100 S1105 S1110 S1115 S1120 S1125 S1130 S1135 S1140 S1145 S1150 S1155 S1160 S1165 S1170 S1175 |
| | LESSQUAL | |
| | CANCEL | |
| | EXPANDSZ | |
| | ADD SCTN | |
| | REASSIGN | |
| | SUBTEACH | |
| | GENLVAC | |
| | SPECLVAC | |
| | ENGLVAC | |
| | MATHVAC | |
| | PHYSVAC | |
| | BIOSVAC | |

Private School Questionnaire (SASS 3B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| | ESOLVAC | S1180 |
| | FORGNVAC | S1185 |
| | | S1190 |
| | | S1195 |
| | | S1200 |
| | | S1205 |
| | | S1210 |
| | | S1215 |
| | PVTCERT | S1220 |
| | FULLCERT | S1225 |
| | EMERCERT | S1230 |
| | TEACHED | S1235 |
| | MAJORFLD | S1240 |
| | STABASIC | S1245 |
| | STASUBJ | S1250 |
| | DISTEST | S1255 |
| | NTEPASS | S1260, S1265 |
| | | S1290 |
| | | S1295 |
| | | S1300 |
| | | S1305 |
| | | S1310 |
| | | S1315 |
| | | S1320 |
| | | S1325 |
| | | S1330 |
| | | S1335 |
| | | S1340 |
| | | S1345 |
| | | S1350 |
| | | S1355 |
| SSC066 | READPGM | S1360 |
| SSC067 | READNUM | S1365 |
| SSC068 | MATHPGM | S1370 |
| SSC069 | MATHNUM | S1375 |
| SSC070 | SPECLPGM | S1380 |
| SSC071 | SPCLNUM | S1385 |
| SSC072 | GIFTDPGM | S1390 |
| SSC073 | GIFTDNUM | S1395 |
| SSC078 | AFTERPGM | S1400 |
| SSC079 | AFTERNUM | S1405 |
| SSC064 | ESOLPGM | S1410 |
| SSC065 | ESOLNUM | S1415 |
| SSC062 | BILNGPGM | S1420 |
| SSC063 | BILNGNUM | S1425 |
| SSC076 | DIAGNPGM | S1430 |
| | | S1435 |
| | OWNLIBRY | S1440 |
| | | S1445 |

Private School Questionnaire (SASS 3B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|--------------------------|--------------------------|
| | | S1450 |
| | | S1455 |
| | | S1460 |
| | | S1465 |
| | | S1470 |
| | | S1475 |
| | | S1480 |
| | | S1485 |
| | KG OFFER | S1490 |
| | KGLENDAY | S1495 |
| | KGNUMDAY | S1500 |
| | | S1505 |
| | | S1510 |
| | | S1515 |
| | | S1520 |
| | | S1525 |
| | | S1530 |
| | | S1535 |
| | | S1540 |
| | | S1545 |
| | | S1550 |
| | | S1555 |
| | | S1565 |
| | | S1570 |
| | | S1575 |
| | | S1580 |
| | | S1585 |
| | | S1590 |
| | CHPTRONE | S1600 |
| SSC083* | ONESVPK | S1605 |
| *In 88 this variable included both PK and K-12 | | |
| SSC083* | ONESVK12 | S1610 |
| *In 88 this variable included both PK and K-12 | | |
| | ONETEACH | S1625, S1630 |
| SSC087 | | S1645 |
| SSC084 | | S1650 |
| SSC085* | | S1655, S1660 |
| *88 asks how many students are eligible and 94 asks how many applicants were approved. | | |
| SSC086 | | S1675, S1680 |
| SSC137 | TWELFTH | S1745 |
| | | S1750 |
| | VOC TECH | S1755 |
| | | S1760 |
| | YRSENGL | S1765 |
| | YRSMATH | S1770 |
| | YRSCOMP | S1775 |

Private School Questionnaire (SASS 3B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|--------------------------|--------------------------|
| | YRSSOC | S1780 |
| | YRSSCI | S1785 |
| | YRSLANG | S1790 |
| | YRS3_4 | S1795 |
| | | S1800 |
| | | S1805 |
| | | S1810 |
| | | S1815 |
| | | S1820 |
| SSC139 | ENROL12 | S1825 |
| SSC140 | GRADNUM | S1830, S1835 |
| SSC141* | GRADAPLY | S1840 |
| *Question asks for percent in 88 and number in 91 and 94 | | |
| | | S1845 |
| | | S1850 |
| | | S1855 |
| | | S1860 |
| | | S1865 |
| | | S1870 |
| | | S1875 |
| | | S1880 |
| | | S1885 |
| | | S1890 |
| | | S1895 |
| | | S1900 |
| | | S1905 |
| | | S1910 |
| | | S1915 |
| | | S1920 |
| | | S1925 |
| | | S1930 |
| | | S1935 |
| | | S1940 |
| | | S1945 |
| | | S1950 |
| | | S1955 |
| | | S1960 |
| | | S1965 |
| | | S1970 |
| | | S1975 |
| | LNGTHYR | S2080 |
| | SALSCHED | S2095 |
| | MINBACH | S2100 |
| | MINMASTR | S2105 |
| | | S2110 |
| | MAXMASTR | S2115 |
| | HIGHSAL | S2120 |
| | MINSALRY | S2125 |

Private School Questionnaire (SASS 3B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| | MAXSALRY | S2130 |
| | UNPAID, SERVICE | S2135 |
| | RETIREMT | S2140 |
| | CREDITCH | S2165 |
| | SAMEORG | S2170 |
| | ROLLOVER | S2175 |
| | PURCHASE | S2180 |
| | OTHERCRD | S2185 |
| | SHORTAGE | S2210 |
| | SHORTCSH | S2215 |
| | SHORTSTP | S2220 |
| | SHORTINC | S2225 |
| | SHRTSPEC | S2230 |
| | SHRTMATH | S2235 |
| | SHRTCOMP | S2240 |
| | SHRTPHYS | S2245 |
| | SHRTBIO | S2250 |
| | SHRTESOL | S2255 |
| | SHRTLANG | S2260 |
| | SHRTVOC | S2265 |
| | | S2270 |
| | | S2275 |
| | | S2280 |
| | | S2285 |
| | | S2290 |
| | | S2295 |
| | RETRAINING | S2300 |
| | RESPECL | S2305 |
| | REMATH | S2310 |
| | RECOMP | S2315 |
| | REPHYS | S2320 |
| | REBIO | S2325 |
| | RESOL | S2330 |
| | RELANG | S2335 |
| | REVOTEC | S2340 |
| | | S2345 |
| | ADMINPGM | S2350 |
| | SRVHRS | S2355 |
| | SRVYMIN | S2360 |
| | | S2365 |
| SSC010 | | |
| SSC011 | LASTYEAR | |
| SSC012 | | |
| SSC013 | SCHLEVEL | |
| SSC018 | AREASIZE | |
| SSC028 | | |
| SSC030 | | |
| SSC034 | | |
| SSC046 | | |
| SSC074 | | |

Private School Questionnaire (SASS 3B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|--------------------------|--------------------------|
| SSC075 | | |
| SSC077 | DIAGNNUM | |
| SSC080 | | |
| SSC082 | | |
| SSC099 | | |
| | LIBRYALL | |
| SSC100 | OFFERPK | |
| SSC101 | NUMBRPK | |
| SSC128, SSC130 | OFFERPS | |
| SSC129, SSC131 | NUMBRPS | |
| SSC134 | TOTENRLL | |
| SSC135 | | |
| SSC136 | | |
| SSC138 | | |
| SSC142 | | |
| SSC143 | | |
| SSC144 | | |
| SSC145 | | |
| SSC146 | | |
| SSC147 | | |
| SSC148 | | |
| SSC149 | | |
| SSC150 | | |
| SSC151* | LESS3EXP | |
| *Question asks for percent in 88 and number in 91. | | |
| SSC152* | LESS10EX | |
| *Question asks for percent in 88 and number in 91. | | |
| SSC153* | LESS21EX | |
| *Question asks for percent in 88 and number in 91. | | |
| SSC154* | MOREXP21 | |
| *Question asks for percent in 88 and number in 91. | | |
| SSC155 | AFTERBAC | |
| SSC156 | | |
| SSC157 | | |
| SSC158 | | |
| SSC159 | | |
| SSC163 | | |
| SSC164 | | |
| SSC167 | VOLNTSVC | |
| SSC168 | VOLNTNUM | |
| SSC169 | | |
| SSC170 | | |

Private School Questionnaire (SASS 3B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| SSC171 | | |
| SSC172 | | |
| SSC176 | | |
| SSC177 | | |
| SSC178 | | |
| SSC179 | | |
| SSC180 | | |
| SSC181 | | |
| SSC182 | | |
| SSC183 | | |
| SSC184 | | |
| SSC185 | | |
| SSC186 | | |
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| SSC215 | | |
| SSC216 | | |
| SSC217 | | |
| SSC218 | | |
| SSC219 | | |
| SSC220 | | |
| SSC221 | | |
| SSC222 | | |
| SSC223 | | |

Private School Questionnaire (SASS 3B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| SSC224 | | |
| SSC225 | | |
| SSC226 | | |
| SSC227 | | |
| SSC228 | | |
| SSC229 | | |
| SSC230 | | |
| SSC231 | | |
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| SSC258 | | |
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| SSC262 | | |
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| SSC265 | | |
| SSC266 | | |
| SSC267 | | |
| SSC268 | | |
| SSC269 | | |
| SSC270 | | |
| SSC271 | | |
| SSC272 | | |
| SSC273 | | |

Private School Questionnaire (SASS 3B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| SSC274 | | |
| SSC275 | | |
| SSC276 | | |
| SSC277 | | |
| SSC278 | | |
| SSC279 | | |
| SSC280 | | |
| SSC281 | | |
| SSC282 | | |
| SSC283 | | |
| SSC284 | | |
| SSC285 | | |
| SSC286 | | |
| SSC287 | | |
| SSC288 | | |
| SSC289 | | |
| SSC290 | | |
| SSC291 | | |
| SSC292 | | |
| SSC293 | | |
| SSC294 | | |
| SSC295 | | |
| SSC296 | | |
| SSC297 | | |
| SSC298 | | |
| SSC299 | | |

NOTE: If there is a blank in the variable name for 1987-88, 1990-91, or 1993-94, that particular item was not asked in that year.

Public School Teacher Questionnaire(SASS 4A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|---|--------------------------|
| TSC010* | TSC001 | T0015 |
| * Response options differ | TSC011 | T0020 |
| | | T0025 |
| TSC012 | TSC012 | T0030 |
| | TSC013 | T0035 |
| TSC014* | TSC014 | T0040 |
| *Response options differ | | |
| TSC013* | TSC015 | T0045 |
| *Response options differ | | |
| TSC015* | TSC016 | T0050 |
| *Response options differ. | | |
| TSC016* | TSC017 | T0055 |
| *Only includes full-time in 88 and both full-time and part- time in 91 and 94. | | |
| TSC032* | TSC018 | T0060 |
| *Options 1 and 2 from 88 crosswalk with options 6 and 7 from 94. | | |
| TSC035* | TSC019 | T0065 |
| *Response options differ. | | |
| TSC036 | TSC020 | T0070 |
| TSC037 | TSC021 | T0075 |
| TSC038 | TSC022 | T0080 |
| | TSC028 | T0090 |
| TSC025 | FTPVT | T0095 |
| TSC026 | PTPVT | T0100 |
| TSC023 | FTPUB | T0105 |
| TSC024 | PTPUB | T0110 |
| TSC027 | TSC033 | T0115, T0120 |
| TSC028 | TSC034 | T0125 |
| TSC029 | TSC035 | T0130 |
| | TSC036 | T0135 |
| TSC030 | TSC037 | T0140 |
| TSC031 | TSC038 | T0145 |
| TSC032* | TSC039* | T0150 |
| *Options 4 and 5 from 88 crosswalk. | *In 91, options collapsed into one question. In 88 and 94, options were grouped into 3 questions. | |
| TSC033 | | T0155 |
| TSC034* | TSC039* | T0160 |
| *Response options differ. | *In 91, options collapsed into one question. In 88 and 94, options were grouped into 3 questions. | |
| | | T0165 |
| TSC043 | TSC040 | T0170 |

Public School Teacher Questionnaire(SASS 4A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---------------------------|---|--------------------------|
| TSC044 | TSC041 | T0175 |
| TSC046 | TSC042 | T0180 |
| | TSC043* | T0185, T0195 |
| | *Second major or a minor field of study combined in 91. Listed separately in 94. | |
| TSC045 | TSC044* | T0190, T0200 |
| | *Second major or a minor field of study combined in 88 and 91. Listed separately in 94. | |
| TSC072 | | T0205 |
| TSC074 | | T0210 |
| | | T0215 |
| TSC047 | | T0220 |
| TSC048 | | T0225 |
| TSC050 | | T0230 |
| TSC051 | TSC045 | T0235 |
| TSC052 | TSC046 | T0240 |
| TSC054 | TSC047 | T0245 |
| TSC055 | | T0250 |
| TSC056 | | T0255 |
| TSC058 | | T0260 |
| | TSC048 | T0265 |
| TSC039 | TSC049 | T0270 |
| TSC040 | TSC050 | T0275 |
| TSC042 | TSC051 | T0280 |
| TSC059 | TSC052 | T0285 |
| TSC060 | TSC053 | T0290 |
| TSC062 | TSC054 | T0295 |
| TSC063, TSC067 | TSC055 | T0300 |
| TSC064, TSC068 | TSC056 | T0305 |
| TSC066, TSC070 | TSC057 | T0310 |
| TSC075 | TSC058 | T0315 |
| TSC076 | TSC059 | T0320 |
| TSC077 | TSC060 | T0325 |
| TSC078 | TSC061 | T0330 |
| TSC131 | TSC101 | T0335 |
| TSC132* | TSC102* | T0340 |
| *Response options differ. | *Response options differ. | |
| TSC133 | TSC103 | T0345 |
| TSC134 | TSC104 | T0350 |
| TSC135* | TSC105* | T0355 |
| *Response options differ. | *Response options differ. | |
| TSC136 | TSC106 | T0360 |
| | | T0365 |
| | | T0370 |
| | | T0375 |
| | | T0380 |
| | | T0385 |
| | | T0390 |

Public School Teacher Questionnaire (SASS 4A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|--------------------------|--------------------------|
| TSC079 | TSC069 | T0395 |
| TSC080 | TSC070 | T0400 |
| TSC081 | TSC071 | T0405 |
| TSC082 | TSC072 | T0410 |
| TSC083 | TSC073 | T0415 |
| TSC084 | TSC074 | T0420 |
| | | T0425 |
| | | T0430 |
| | TSC077 | T0435 |
| TSC100, TSC101* | TSC078 | T0440 |
| *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | | |
| TSC102, TSC103* | TSC079 | T0445 |
| *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | | |
| | TSC080 | T0450 |
| TSC104, TSC105* | TSC081 | T0455 |
| *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | | |
| TSC106, TSC107* | TSC082 | T0460 |
| *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | | |
| | TSC083 | T0465 |
| TSC108, TSC109* | TSC084 | T0470 |
| *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | | |
| TSC110, TSC111* | TSC085 | T0475 |
| *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | | |
| | TSC086 | T0480 |
| TSC112, TSC113* | TSC087 | T0485 |
| *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | | |

Public School Teacher Questionnaire(SASS 4A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---|--------------------------|--|
| TSC114, TSC115* *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | TSC088 | T0490 |
| TSC116, TSC117* *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | TSC089 TSC090 | T0495 T0500 |
| TSC118, TSC119* *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | TSC091 | T0505 |
| TSC120, TSC121* *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | TSC092 TSC093 | T0510 T0515 |
| TSC122, TSC123* *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | TSC094 | T0520 |
| TSC124, TSC125* *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | TSC095 TSC096 | T0525 T0530 |
| TSC126, TSC127* *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | TSC097 | T0535 |
| TSC099 | | T0540 T0545 T0550 T0555 T0560 T0565 T0570 T0575 T0580 T0585 T0590 T0595 |

Public School Teacher Questionnaire(SASS 4A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---------------------------|--------------------------|--------------------------|
| | | T0600 |
| | | T0605 |
| | | T0610 |
| | | T0615 |
| | | T0620 |
| | | T0625 |
| | | T0630 |
| | | T0635 |
| | | T0640 |
| | | T0645 |
| | | T0650 |
| | | T0655 |
| | | T0660 |
| | | T0665 |
| | | T0670 |
| | | T0675 |
| | | T0680 |
| | | T0685 |
| | | T0690 |
| | | T0695 |
| | TSC110 | T0700 |
| | TSC111 | T0705 |
| TSC156 | TSC112 | T0710 |
| TSC140 | TSC113 | T0715 |
| TSC141 | TSC114 | T0720 |
| TSC142 | TSC115 | T0725 |
| TSC143 | TSC116 | T0730 |
| TSC144 | TSC117 | T0735 |
| TSC145 | TSC118 | T0740 |
| TSC146 | TSC119 | T0745 |
| TSC147 | TSC120 | T0750 |
| TSC148 | TSC121 | T0755 |
| TSC149 | TSC122 | T0760 |
| TSC150 | TSC123 | T0765 |
| TSC151 | TSC124 | T0770 |
| TSC152 | TSC125 | T0775 |
| TSC153 | TSC126 | T0780 |
| TSC154, TSC155 | TSC127 | T0785 |
| TSC157* | TSC128 | T0790 |
| *Response options differ. | | |
| TSC158 | TSC129 | T0795 |
| TSC159 | TSC130 | T0800 |
| TSC160 | TSC131 | T0805 |
| TSC161 | TSC132 | T0810 |
| TSC162 | TSC133 | T0815 |
| | TSC136 | T0820 |

Public School Teacher Questionnaire(SASS 4A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|---|---|
| TSC166, TSC173, TSC180, TSC187, TSC194, TSC201, TSC208, TSC215, and TSC222* *Allowed for 9 responses in 91. in 88. | TSC137, TSC145, TSC153, TSC161, TSC169, TSC177, TSC185, TSC193, TSC201, and TSC209* *Allowed for 10 responses | T0825, T0835, T0845, T0855, T0865, T0875, T0885, T0895, T0905, T0915, T0925, T0935, T0945, T0955, and T0965* *Allowed for 15 responses in 94. |
| TSC169, TSC176, TSC183, TSC190, TSC197, TSC204, TSC211, TSC218, and TSC225* *Allowed for 9 responses in 91. in 88. | TSC140, TSC148, TSC156, TSC164, TSC172, TSC180, TSC188, TSC196, TSC204, and TSC212* *Allowed for 10 responses | T0830, T0840, T0850, T0860, T0870, T0880, T0890, T0900, T0910, T0920, T0930, T0940, T0950, T0960, and T0970* *Allowed for 15 responses in 94. |
| | TSC217 TSC218 | T0975 T0980 T0985 |
| TSC234 TSC235 TSC236 | TSC219 TSC220 TSC221 | T0990 T0995 T1000 T1005 T1010 |
| TSC275 TSC276 | TSC244 TSC245 | T1015 T1020 T1025 T1030 T1035 |
| TSC278 TSC279 TSC280 TSC281 | TSC247 TSC248 TSC249 TSC250 TSC251 | T1040 T1045 T1050 T1055 T1060 |
| TSC282 TSC283 TSC262 TSC263 TSC264 TSC265 TSC266 TSC267 TSC268 TSC269 | TSC252 TSC253 TSC254 TSC255 TSC256 TSC257 TSC258 TSC259 TSC260 TSC261 | T1065 T1070 T1075 T1080 T1085 T1090 T1095 T1100 T1105 T1110 |

Public School Teacher Questionnaire(SASS 4A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| TSC270 | TSC262 | T1115 |
| TSC271 | TSC263 | T1120 |
| TSC272 | TSC264 | T1125 |
| TSC274 | TSC266 | T1130 |
| | TSC267 | T1135 |
| | TSC268 | T1140 |
| | TSC269 | T1145 |
| | TSC270 | T1150 |
| | TSC271 | T1155 |
| | TSC272 | T1160 |
| | TSC273 | T1165 |
| | TSC274 | T1170 |
| | | T1175 |
| | | T1180 |
| | | T1185 |
| | | T1190 |
| TSC238 | | T1195 |
| TSC239 | | T1200 |
| TSC240 | | T1205 |
| TSC241 | | T1210 |
| TSC242 | TSC226 | T1215 |
| TSC243 | | T1220 |
| TSC244 | | T1225 |
| TSC245 | | T1230 |
| TSC246 | | T1235 |
| TSC247 | | T1240 |
| TSC248 | TSC227 | T1245 |
| TSC249 | | T1250 |
| TSC250 | TSC228 | T1255 |
| TSC251 | | T1260 |
| TSC252 | | T1265 |
| TSC253 | | T1270 |
| TSC254 | | T1275 |
| TSC255 | | T1280 |
| TSC256 | | T1285 |
| TSC257 | | T1290 |
| TSC258 | | T1295 |
| TSC259 | | T1300 |
| TSC260 | | T1305 |
| | TSC234 | T1310 |
| | TSC235 | T1315 |
| TSC261 | TSC236 | T1320 |
| | | T1325 |
| | | T1330 |
| | | T1335 |
| | | T1340 |
| | | T1345 |
| | | T1350 |
| | | T1355 |
| | | T1360 |

Public School Teacher Questionnaire (SASS 4A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------------------|--------------------------|---|
| TSC288 | TSC276 | T1365 T1370 T1375 T1380 T1385 |
| TSC291* *Response options differ. | TSC279 | T1390 |
| TSC304 | TSC286 | T1395 |
| TSC305 | TSC287 | T1400 |
| TSC306 | TSC288 | T1405 |
| TSC307 | TSC289 | T1410 |
| TSC308 | TSC290 | T1415 |
| TSC309 | TSC291 | T1420 |
| | TSC292 | T1425 |
| | TSC293 | T1430 |
| | TSC294 | T1435 |
| | TSC295 | T1440 |
| | TSC296 | T1445 |
| | TSC297 | T1450 |
| | TSC298 | T1455 |
| | TSC299 | T1465 T1470 T1475 T1480 |
| TSC311 | HOUSEXPS | T1485 |
| TSC312 | MEALS | T1490 |
| TSC316 | TRANSPT | T1495 |
| TSC315 | COLLEGE | T1500 |
| TSC314 | CHLDCARE | T1510 |
| TSC317 | NONE | T1515 |
| TSC318 | FAMILYINC | T1520 |
| TSC319 | SEX | T1525 |
| TSC320 | RACE | T1530 |
| | TRIBE | T1535 |
| TSC321 | HISPANIC | T1540 |
| TSC322 | BIRTHYR | T1545 |
| TSC323 | MARITAL | T1550 |
| TSC324 | DEPCHLDN | T1555, T1560 |
| TSC325 | AGEYOUNG | T1565 |
| TSC326 | OTHERDEP | T1570 |
| TSC327 | DEPCOUNT | T1575 T1580 T1585 T1590 |
| TSC328 | TSC319 | T1595 |
| TSC329 | TSC320 | T1600 |
| TSC330 | TSC321 | T1605 |
| | SURVMINS | T1610 |
| TSC017 | | |
| TSC018 | TSC023 | |

Public School Teacher Questionnaire(SASS 4A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---------------------------|---------------------------|--------------------------|
| TSC019 | TSC024 | |
| TSC020 | TSC025 | |
| TSC021 | TSC026 | |
| TSC011 | | |
| TSC022 | TSC027 | |
| TSC041 | | |
| TSC049 | | |
| TSC053 | | |
| TSC057 | | |
| TSC061 | | |
| TSC065 | | |
| TSC069 | | |
| TSC071 | | |
| TSC073 | | |
| TSC085 | | |
| TSC086 | | |
| TSC087 | | |
| TSC088 | | |
| TSC089 | | |
| TSC090 | | |
| TSC091 | | |
| TSC092 | | |
| TSC093 | | |
| TSC094 | | |
| TSC095 | | |
| TSC096 | | |
| TSC097 | | |
| TSC098 | | |
| TSC128 | TSC098 | |
| TSC129 | | |
| TSC130* | TSC100 | |
| *Response options differ. | | |
| TSC137 | | |
| TSC138 | | |
| TSC139 | | |
| TSC163 | TSC134 | |
| TSC164 | TSC135 | |
| TSC165 | | |
| TSC167, TSC174, | TSC138, TSC146, | |
| TSC181, TSC188, | TSC154, TSC162, | |
| TSC195, TSC202, | TSC170, TSC178, | |
| TSC209, TSC216, | TSC186, TSC194, | |
| and TSC223* | TSC202, and TSC210* | |
| *Allowed for 9 responses | *Allowed for 10 responses | |
| in 88. | in 91. | |

Public School Teacher Questionnaire(SASS 4A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---|--|--------------------------|
| TSC168, TSC175, TSC182, TSC189, TSC196, TSC203 TSC210, TSC217, and TSC224* *Allowed for 9 responses in 88. | TSC139, TSC147, TSC155, TSC163, TSC171, TSC179, TSC187, TSC195, TSC203, and TSC211* *Allowed for 10 responses in 91. | |
| TSC170 TSC171, TSC178, TSC185, TSC192, TSC199, TSC206, TSC213, TSC220, and TSC227* *Allowed for 9 responses in 88. | TSC143, TSC151, TSC159, TSC167, TSC175, TSC183, TSC191, TSC199, TSC207, and TSC215* *Allowed for 10 responses in 91. | |
| TSC172, TSC179, TSC186, TSC193, TSC200, TSC207, TSC214, TSC221, and TSC228* *Allowed for 9 responses in 88. See question 27 part g for 88. | TSC144, TSC152, TSC160, TSC168, TSC176, TSC184, TSC192, TSC200, TSC208, and TSC216* *Allowed for 10 responses in 91. See question 32 part i for 91. | |
| TSC177 | | |
| TSC184 | | |
| TSC191 | | |
| TSC198 | | |
| TSC205 | | |
| TSC212 | | |
| TSC219 | | |
| TSC226 | | |
| TSC229 | | |
| TSC230 | | |
| TSC231 | | |
| TSC232 | | |
| TSC233 | | |
| TSC237 | | |
| TSC273 | TSC265 | |
| TSC275 | TSC244 | |
| TSC277 | TSC246 | |
| TSC284 | | |
| TSC285 | | |
| TSC286 | | |
| TSC287 | | |
| TSC289 | TSC277 | |
| TSC290* | TSC278 | |
| *Response options differ | | |
| TSC292 | | |
| TSC293 | TSC280 | |
| TSC294 | | |

Public School Teacher Questionnaire(SASS 4A)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| TSC295 | TSC281 | |
| TSC296 | | |
| TSC297 | TSC282 | |
| TSC298 | | |
| TSC299 | TSC283 | |
| TSC300 | | |
| TSC301 | TSC284 | |
| TSC302 | | |
| TSC303 | TSC285 | |
| TSC310 | TSC300 | |
| TSC313 | TUITION | |

NOTE: If there is a blank in the variable name for 1987-88, 1990-91, or 1993-94, that particular item was not asked in that year.

Private School Teacher Questionnaire(SASS 4B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---|---|--------------------------|
| | TSC001 | T0015 |
| TSC010* | TSC011 | T0020 |
| *Response options differ. | | |
| | | T0025 |
| TSC012 | TSC012 | T0030 |
| | TSC013 | T0035 |
| TSC014* | TSC014 | T0040 |
| *Response options differ. | | |
| TSC013* | TSC015 | T0045 |
| *Response options differ. | | |
| TSC015* | TSC016 | T0050 |
| *Response options differ | | |
| TSC016* | TSC017 | T0055 |
| *Only includes full-time in 88 and both full-time and part-time in 91 and 94. | | |
| TSC032* | TSC018 | T0060 |
| *Options 1 and 2 from 88 crosswalk with options 6 and 7 from 94. | | |
| TSC035 | TSC019 | T0065 |
| TSC036 | TSC020 | T0070 |
| TSC037 | TSC021 | T0075 |
| TSC038 | TSC022 | T0080 |
| | TSC028 | T0090 |
| TSC023 | FTPUB | T0095 |
| TSC024 | PTPUB | T0100 |
| TSC025 | FTPVT | T0105 |
| TSC026 | PTPVT | T0110 |
| TSC027 | TSC033 | T0115, T0120 |
| TSC028 | TSC034 | T0125 |
| TSC029 | TSC035 | T0130 |
| | TSC036 | T0135 |
| TSC030 | TSC037 | T0140 |
| TSC031 | TSC038 | T0145 |
| TSC032* | TSC039* | T0150 |
| *Options 4 and 5 crosswalk from 1988. | *In 91, options collapsed into one question. In 88 and 94, options were grouped into 3 questions. | |
| TSC033 | | T0155 |
| TSC034* | TSC039* | T0160 |
| *Response options differ. | *In 91, options collapsed into one question. In 88 and 94, options were grouped into 3 questions. | |
| | | T0165 |
| TSC043 | TSC040 | T0170 |
| TSC044 | TSC041 | T0175 |

Private School Teacher Questionnaire(SASS 4B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---------------------------|---|--------------------------|
| TSC046 | TSC042 TSC043* *Second major or a minor filed of study combined in 91. Listed separately in 94. | T0180 T0185, T0195 |
| TSC045 | TSC044* *Second major or a minor filed of study combined in 88 and 91. Listed separately in 94. | T0190, T0200 |
| TSC072 | | T0205 |
| TSC074 | | T0210 |
| | | T0215 |
| TSC047 | | T0220 |
| TSC048 | | T0225 |
| TSC050 | | T0230 |
| TSC051 | TSC045 | T0235 |
| TSC052 | TSC046 | T0240 |
| TSC054 | TSC047 | T0245 |
| TSC055 | | T0250 |
| TSC056 | | T0255 |
| TSC058 | | T0260 |
| | TSC048 | T0265 |
| TSC039 | TSC049 | T0270 |
| TSC040 | TSC050 | T0275 |
| TSC042 | TSC051 | T0280 |
| TSC059 | TSC052 | T0285 |
| TSC060 | TSC053 | T0290 |
| TSC062 | TSC054 | T0295 |
| TSC063, TSC067 | TSC055 | T0300 |
| TSC064, TSC068 | TSC056 | T0305 |
| TSC066, TSC070 | TSC057 | T0310 |
| TSC075 | TSC058 | T0315 |
| TSC076 | TSC059 | T0320 |
| TSC077 | TSC060 | T0325 |
| TSC078 | TSC061 | T0330 |
| TSC131 | TSC101 | T0335 |
| TSC132* | TSC102* | T0340 |
| *Response options differ. | *Response options differ. | |
| TSC133 | TSC103 | T0345 |
| TSC134 | TSC104 | T0350 |
| TSC135* | TSC105* | T0355 |
| *Response options differ. | *Response options differ. | |
| TSC136 | TSC106 | T0360 |
| | | T0365 |
| | | T0370 |
| | | T0375 |
| | | T0380 |
| | | T0385 |
| | | T0390 |
| | | T0395 |

Private School Teacher Questionnaire(SASS 4B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|--------------------------|--------------------------|
| TSC079 | TSC069 | T0400 |
| TSC080 | TSC070 | T0405 |
| TSC081 | TSC071 | T0410 |
| TSC082 | TSC072 | T0415 |
| TSC083 | TSC073 | T0420 |
| TSC084 | TSC074 | T0425 |
| | | T0430 |
| | TSC077 | T0435 |
| TSC100, TSC101* | TSC078 | T0440 |
| *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | | |
| TSC102, TSC103* | TSC079 | T0445 |
| *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | | |
| | TSC080 | T0450 |
| TSC104, TSC105* | TSC081 | T0455 |
| *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | | |
| TSC106, TSC107* | TSC082 | T0460 |
| *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | | |
| | TSC083 | T0465 |
| TSC108, TSC109* | TSC084 | T0470 |
| *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | | |
| TSC110, TSC111* | TSC085 | T0475 |
| *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | | |
| | TSC086 | T0480 |
| TSC112, TSC113* | TSC087 | T0485 |
| *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | | |

Private School Teacher Questionnaire (SASS 4B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---|--------------------------|--|
| TSC114, TSC115* *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | TSC088 | T0490 |
| TSC116, TSC117* *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | TSC089 TSC090 | T0495 T0500 |
| TSC118, TSC119* *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | TSC091 | T0505 |
| TSC120, TSC121* *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | TSC092 TSC093 | T0510 T0515 |
| TSC122, TSC123* *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | TSC094 | T0520 |
| TSC124, TSC125* *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | TSC095 TSC096 | T0525 T0530 |
| TSC126, TSC127* *88 asks for number of courses by semester and quarter. 91 and 94 asks for number of courses. | TSC097 | T0535 |
| TSC099 | | T0540 T0545 T0550 T0555 T0560 T0565 T0570 T0575 T0580 T0585 T0590 T0595 |

Private School Teacher Questionnaire(SASS 4B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| | | T0600 |
| | | T0605 |
| | | T0610 |
| | | T0615 |
| | | T0620 |
| | | T0625 |
| | | T0630 |
| | | T0635 |
| | | T0640 |
| | | T0645 |
| | | T0650 |
| | | T0655 |
| | | T0660 |
| | | T0665 |
| | | T0670 |
| | | T0675 |
| | | T0680 |
| | | T0685 |
| | | T0690 |
| | | T0695 |
| | TSC110 | T0700 |
| | TSC111 | T0705 |
| TSC156 | TSC112 | T0710 |
| TSC140 | TSC113 | T0715 |
| TSC141 | TSC114 | T0720 |
| TSC142 | TSC115 | T0725 |
| TSC143 | TSC116 | T0730 |
| TSC144 | TSC117 | T0735 |
| TSC145 | TSC118 | T0740 |
| TSC146 | TSC119 | T0745 |
| TSC147 | TSC120 | T0750 |
| TSC148 | TSC121 | T0755 |
| TSC149 | TSC122 | T0760 |
| TSC150 | TSC123 | T0765 |
| TSC151 | TSC124 | T0770 |
| TSC152 | TSC125 | T0775 |
| TSC153 | TSC126 | T0780 |
| TSC154, TSC155 | TSC127 | T0785 |
| TSC157* | TSC128 | T0790 |
| *Response options differ | | |
| TSC158 | TSC129 | T0795 |
| TSC159 | TSC130 | T0800 |
| TSC160 | TSC131 | T0805 |
| TSC161 | TSC132 | T0810 |
| TSC162 | TSC133 | T0815 |
| | TSC136 | T0820 |

Private School Teacher Questionnaire (SASS 4B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|---|---|
| TSC166, TSC173, TSC180, TSC187, TSC194, TSC201, TSC208, TSC215, and TSC222* *Allowed for 9 responses in 91. in 88. | TSC137, TSC145, TSC153, TSC161, TSC169, TSC177, TSC185, TSC193, TSC201, and TSC209* *Allowed for 10 responses | T0825, T0835, T0845, T0855, T0865, T0875, T0885, T0895, T0905, T0915, T0925, T0935, T0945, T0955, and T0965* *Allowed for 15 responses in 94. |
| TSC169, TSC176, TSC183, TSC190, TSC197, TSC204, TSC211, TSC218, and TSC225* *Allowed for 9 responses in 91. in 88. | TSC140, TSC148, TSC156, TSC164, TSC172, TSC180, TSC188, TSC196, TSC204, and TSC212* *Allowed for 10 responses | T0830, T0840, T0850, T0860, T0870, T0880, T0890, T0900, T0910, T0920, T0930, T0940, T0950, T0960, and T0970* *Allowed for 15 responses in 94. |
| | TSC217 TSC218 | T0975 T0980 T0985 |
| TSC234 TSC235 TSC236 | TSC219 TSC220 TSC221 | T0990 T0995 T1000 T1005 T1010 |
| TSC275 TSC276 | TSC244 TSC245 | T1015 T1020 T1025 T1030 T1035 |
| TSC278 TSC279 TSC280 TSC281 | TSC247 TSC248 TSC249 TSC250 TSC251 | T1040 T1045 T1050 T1055 T1060 |
| TSC282 TSC283 TSC262 TSC263 TSC264 TSC265 TSC266 TSC267 TSC268 TSC269 | TSC252 TSC253 TSC254 TSC255 TSC256 TSC257 TSC258 TSC259 TSC260 TSC261 | T1065 T1070 T1075 T1080 T1085 T1090 T1095 T1100 T1105 T1110 |

Private School Teacher Questionnaire(SASS 4B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| TSC270 | TSC262 | T1115 |
| TSC271 | TSC263 | T1120 |
| TSC272 | TSC264 | T1125 |
| TSC274 | TSC266 | T1130 |
| | TSC267 | T1135 |
| | TSC268 | T1140 |
| | TSC269 | T1145 |
| | TSC270 | T1150 |
| | TSC271 | T1155 |
| | TSC272 | T1160 |
| | TSC273 | T1165 |
| | TSC274 | T1170 |
| | | T1175 |
| | | T1180 |
| | | T1185 |
| | | T1190 |
| TSC238 | | T1195 |
| TSC239 | | T1200 |
| TSC240 | | T1205 |
| TSC241 | | T1210 |
| TSC242 | TSC226 | T1215 |
| TSC243 | | T1220 |
| TSC244 | | T1225 |
| TSC245 | | T1230 |
| TSC246 | | T1235 |
| TSC247 | | T1240 |
| TSC248 | TSC227 | T1245 |
| TSC249 | | T1250 |
| TSC250 | TSC228 | T1255 |
| TSC251 | | T1260 |
| TSC252 | | T1265 |
| TSC253 | | T1270 |
| TSC254 | | T1275 |
| TSC255 | | T1280 |
| TSC256 | | T1285 |
| TSC257 | | T1290 |
| TSC258 | | T1295 |
| TSC259 | | T1300 |
| TSC260 | | T1305 |
| | TSC234 | T1310 |
| | TSC235 | T1315 |
| TSC261 | TSC236 | T1320 |
| | | T1325 |
| | | T1330 |
| | | T1335 |
| | | T1340 |
| | | T1345 |
| | | T1350 |
| | | T1355 |
| | | T1360 |

Private School Teacher Questionnaire(SASS 4B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|---------------------------|---------------------------|--------------------------|
| | | T1365 |
| TSC288 | TSC276 | T1370 |
| | | T1375 |
| | | T1380 |
| TSC291* | TSC279* | T1385 |
| *Response options differ. | *Response options differ. | |
| | TSC286 | T1390 |
| TSC304 | TSC287 | T1395 |
| | TSC288 | T1400 |
| TSC305 | TSC289 | T1405 |
| | TSC290 | T1410 |
| | | |
| TSC306 | TSC291 | T1415 |
| TSC307 | TSC292 | T1420 |
| | TSC293 | T1425 |
| TSC308 | TSC294 | T1430 |
| | TSC295 | T1435 |
| TSC309 | TSC296 | T1440 |
| | TSC297 | T1445 |
| | TSC298 | T1450 |
| | TSC299 | T1455 |
| | CONTR SVC | T1460 |
| | | T1465 |
| | | T1470 |
| | | T1475 |
| | | T1480 |
| TSC311 | HOUSEXPS | T1485 |
| TSC312 | MEALS | T1490 |
| TSC316 | TRANSPT | T1495 |
| TSC315 | COLLEGE | T1500 |
| TSC313 | TUITION | T1505 |
| TSC314 | CHLDCARE | T1510 |
| TSC317 | NONE | T1515 |
| TSC318 | FAMILY INC | T1520 |
| TSC319 | SEX | T1525 |
| TSC320 | RACE | T1530 |
| | TRIBE | T1535 |
| TSC321 | HISPANIC | T1540 |
| TSC322 | BIRTHYR | T1545 |
| TSC323 | MARITAL | T1550 |
| TSC324 | DEPCHLDN | T1555, T1560 |
| TSC325 | AGEYOUNG | T1565 |
| TSC326 | OTHERDEP | T1570 |
| TSC327 | DEPCOUNT | T1575 |
| | | T1580 |
| | | T1585 |
| | | T1590 |
| TSC328 | TSC320 | T1595 |
| TSC329 | TSC321 | T1600 |
| TSC330 | TSC322 | T1605 |

Private School Teacher Questionnaire(SASS 4B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|------------------------------------|-------------------------------------|--------------------------|
| | SURVMINS | T1610 |
| TSC011 | | |
| TSC017 | | |
| TSC018 | TSC023 | |
| TSC019 | TSC024 | |
| TSC020 | TSC025 | |
| TSC021 | TSC026 | |
| TSC022 | TSC027 | |
| TSC041 | | |
| TSC049 | | |
| TSC053 | | |
| TSC057 | | |
| TSC061 | | |
| TSC065 | | |
| TSC069 | | |
| TSC071 | | |
| TSC073 | | |
| TSC085 | | |
| TSC086 | | |
| TSC087 | | |
| TSC088 | | |
| TSC089 | | |
| TSC090 | | |
| TSC091 | | |
| TSC092 | | |
| TSC093 | | |
| TSC094 | | |
| TSC095 | | |
| TSC096 | | |
| TSC097 | | |
| TSC098 | | |
| | TSC076 | |
| TSC128 | TSC098 | |
| TSC129 | | |
| TSC130* | TSC100 | |
| *Response options differ | | |
| TSC137 | | |
| TSC138 | | |
| TSC139 | | |
| | TSC107 | |
| TSC163 | TSC134 | |
| TSC164 | TSC135 | |
| TSC165 | | |
| TSC167, TSC174, | TSC138, TSC146, | |
| TSC181, TSC188, | TSC154, TSC162, | |
| TSC195, TSC202, | TSC170, TSC178, | |
| TSC209, TSC216, | TSC186, TSC194, | |
| and TSC223* | TSC202, and TSC210* | |
| *Allowed for 9 responses in 88. | *Allowed for 10 responses in 91. | |

Private School Teacher Questionnaire (SASS 4B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--|--|--------------------------|
| TSC168, TSC175, TSC182, TSC189, TSC196, TSC203, TSC210, TSC217, and TSC224* *Allowed for 9 responses in 88. | TSC139, TSC147, TSC155, TSC163, TSC171, TSC179, TSC187, TSC195, TSC203, and TSC211* *Allowed for 10 responses in 91. | |
| TSC170 TSC171, TSC178, TSC185, TSC192, TSC199, TSC206, TSC213, TSC220, and TSC227* *Allowed for 9 responses in 88. | TSC143, TSC151, TSC159, TSC167, TSC175, TSC183, TSC191, TSC199, TSC207, and TSC215* *Allowed for 10 responses in 91. | |
| TSC172, TSC179, TSC186, TSC193, TSC200, TSC207, TSC214, TSC221, and TSC228* *Allowed for 9 response in 88. See question 27 part g for 88. | TSC144, TSC152, TSC160, TSC168, TSC176, TSC184, TSC192, TSC200, TSC208, and TSC216* *Allowed for 10 responses in 91. See question 32 part i for 91. | |
| TSC177 TSC184 TSC191 TSC198 TSC205 TSC212 TSC219 TSC226 TSC229 TSC230 TSC231 TSC232 TSC233 TSC237 | | |
| TSC273 TSC277 TSC284 TSC285 TSC286 TSC287 | TSC265 TSC246 | |
| TSC289 TSC290* *Response options differ. | TSC277 TSC278 | |
| TSC292 TSC293 TSC294 TSC295 | TSC280 TSC281 | |

Private School Teacher Questionnaire(SASS 4B)

| 1987-88 Variable name | 1990-91 Variable name | 1993-94 Variable name |
|--------------------------|--------------------------|--------------------------|
| TSC296 | | |
| TSC297 | TSC282 | |
| TSC298 | | |
| TSC299 | TSC283 | |
| TSC300 | | |
| TSC301 | TSC284 | |
| TSC302 | | |
| TSC303 | TSC285 | |
| TSC310 | TSC300 | |

Appendix C. Crosswalk of codes for teachers' major field of study

(for undergraduate and advanced degrees) between SASS: 88, SASS: 90-91, and SASS:93-94

| Education | 1987-88 | 1990-91 and 1993-94 |
|--|---------|------------------------|
| <u>General Education</u> | | |
| Pre-elementary/early childhood education | 52 | 01 |
| Elementary education | 51 | 03 |
| Secondary education | 53 | 04 |
| <u>Subject Area Education</u> | | |
| Agricultural education | 54 | 07 |
| Art education | 55 | 11 |
| Bilingual education | 56 | 13 |
| Business, commerce, and distributive education | 57 | 15 |
| Crosscultural education ¹ | -- | 89 |
| English education | 59 | 22 |
| English as a second language | 58 | 23 |
| Foreign languages education | 60 | 24 |
| Home economics education | 61 | 29 |
| Indian education (Native American) | -- | 88 |
| Industrial arts, vocational and technical, trade and industry education | 62 | 30 |
| Mathematics education | 63 | 34 |
| Music education | 64 | 38 |
| Physical education/health education | 65 | 40 |
| Reading education | 66 | 43 |
| Religious education | -- | 45 |
| Science education | 67 | 46 |
| Social studies/social sciences education | 68 | 48 |
| <u>Special Education</u> | | |
| Special education, general | 70 | 67 |
| Emotionally disturbed | 71 | 68 |
| Mentally retarded | 72 | 69 |
| Speech/language impaired ² | 73 | 70 |
| Deaf and hard-of-hearing ³ | 73 | 71 |
| Visually handicapped ⁴ | 73 | 72 |
| Orthopedically impaired | -- | 73 |

¹--" is used to indicate that this field was not specified in the 1987-88 list of fields.

²In 1987-88 this field was combined with training in the education of the hearing and visually handicapped.

³In 1987-88 this field was combined with training in the education of the speech and visually handicapped.

⁴In 1987-88 this field was combined with training in the education of speech and hearing impaired.

| | 1987-88 | 1990-91 and 1993-94 |
|---|---------|------------------------|
| Mildly handicapped | -- | 74 |
| Severely handicapped | -- | 75 |
| Specific learning disabilities | 74 | 76 |
| Other special education | 75 | 77 |
| <u>Other Education</u> | | |
| Curriculum and instruction | 80 | 78 |
| Educational administration | 81 | 79 |
| Educational psychology | 82 | 80 |
| Counseling and guidance ⁵ | 83 | 81 |
| Other education | 84 | 82 |
| General | | |
| Agriculture and natural resources | 11 | 06 |
| American Indian studies (Native American) | -- | 86 |
| Other area and ethnic studies ⁶ | 13 | 87 |
| Architecture and environmental design | 12 | 08 |
| Art, fine and applied | 19 | 10 |
| Business and management | 15 | 14 |
| Communications and journalism ⁷ | 16 | 16 |
| Computer and information sciences | 17 | 17 |
| Drama, theater | -- | 19 |
| Engineering | 18 | 20 |
| English (literature, letters, speech, classics) | 24 | 21 |
| General studies | -- | 25 |
| Health professions and occupations ⁸ | 21 | 27 |
| Home economics | 22 | 28 |
| Humanities | -- | 85 |
| Law | 23 | 31 |
| Library science | 25 | 32 |
| Mathematics | 26 | 33 |
| Military science | 27 | 35 |
| Multi/interdisciplinary studies | 28 | 36 |
| Music | -- | 37 |
| Philosophy ⁹ | 29 | 39 |
| Psychology | 30 | 41 |

⁵In 1987-88 this field was labelled "Student personnel and counseling."

⁶In 1987-88 this field was labelled "Area and ethnic studies," i.e., it included Native American studies as well as other area and ethnic studies.

⁷In 1987-88 this field was labelled "Communications" only.

⁸In 1987-88 this field was labelled "Health professions" only.

⁹In 1987-88 this field was labelled "Philosophy and religion."

| | 1987-88 | 1990-91 and 1993-94 |
|--|---------|------------------------|
| Public affairs and services | 31 | 42 |
| Religion, theology ¹⁰ | 32 | 44 |
| <u>Foreign languages</u> ¹¹ | | |
| French | 20 | 51 |
| German | 20 | 52 |
| Latin | 20 | 53 |
| Russian | 20 | 54 |
| Spanish | 20 | 55 |
| Other foreign languages | 20 | 56 |
| <u>Natural sciences</u> | | |
| Biology/life science | 14 | 57 |
| Chemistry | 33 | 58 |
| Geology/earth science | 35 | 59 |
| Physics | 34 | 60 |
| Other natural sciences ¹² | 36 | 61 |
| <u>Social Sciences</u> | | |
| Economics | 37 | 62 |
| History | 38 | 63 |
| Political science and government | 39 | 64 |
| Sociology | 40 | 65 |
| Other social sciences | 41 | 66 |
| <u>Other</u> | 42 | 84 |

¹⁰In 1987-88 this field was labelled "Theology."

¹¹In 1987-88 all foreign languages were combined in one field labelled "Foreign languages."

¹²In 1987-88 this field was labelled "Other physical sciences."

Appendix D. SAS Variable List

Teacher Demand and Shortage Survey, Public and Private School Surveys

Physical Name: ZEEWRM.SASS133.YR9394.NCES.SCHOOL.SAS
ZEEWRM.SASS133.YR9394.NCES.SCHOOL.DATA

Alphabetical List of Variables

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| AFFIL | 50 | 3 LEVEL TYPOLOGY |
| APIN | 2032 | PERMANENT ID ASSIGNED BY QED |
| BIA | 1950 | BIA FLAG |
| CCDIDLEA | 1990 | LEA ID CODE (2-FIPST,5-AGENCY) |
| CCDNAME | 1997 | NAME OF LEA |
| CMSA | 43 | CMSA/PMSA/MSA CODE |
| CNTLNUM | 2 | CONTROL NUMBER |
| CONFTE | 1973 | NUMBER OF CONTINUING FTE TEACHERS |
| D0050 | 852 | DISTRICT DOES NOT EMPLOY ANY TEACHERS |
| D0055 | 853 | DIST SERVES ONLY PRE-K AND/OR K STUDENTS |
| D0060 | 854 | DIST SERVES ONLY PS OR ADULT STUDENTS |
| D0065 | 855 | DISTRICT HAS MERGED WITH ANOTHER |
| D0070 | 856 | DISTRICT IS NO LONGER IN OPERATION |
| D0080 | 857 | AGENCY IS NOT A SCHOOL DISTRICT OR LEA |
| D0115 | 858 | GRADE OFFERED - UNGRADED |
| D0120 | 859 | ENROLLMENT - UNGRADED |
| D0125 | 864 | GRADE OFFERED - KINDERGARTEN |
| D0130 | 865 | ENROLLMENT - KINDERGARTEN |
| D0135 | 870 | GRADE OFFERED - 1ST |
| D0140 | 871 | ENROLLMENT - 1ST |
| D0145 | 876 | GRADE OFFERED - 2ND |
| D0150 | 877 | ENROLLMENT - 2ND |
| D0155 | 882 | GRADE OFFERED - 3RD |
| D0160 | 883 | ENROLLMENT - 3RD |
| D0165 | 888 | GRADE OFFERED - 4TH |
| D0170 | 889 | ENROLLMENT - 4TH |
| D0175 | 894 | GRADE OFFERED - 5TH |
| D0180 | 895 | ENROLLMENT - 5TH |
| D0185 | 900 | GRADE OFFERED - 6TH |
| D0190 | 901 | ENROLLMENT - 6TH |
| D0195 | 906 | GRADE OFFERED - 7TH |
| D0200 | 907 | ENROLLMENT - 7TH |
| D0205 | 912 | GRADE OFFERED - 8TH |
| D0210 | 913 | ENROLLMENT - 8TH |
| D0215 | 918 | GRADE OFFERED - 9TH |
| D0220 | 919 | ENROLLMENT - 9TH |
| D0225 | 924 | GRADE OFFERED - 10TH |

| EBCDIC | | |
|----------|----------|--|
| Variable | Position | Label |
| D0230 | 925 | ENROLLMENT - 10TH |
| D0235 | 930 | GRADE OFFERED - 11TH |
| D0240 | 931 | ENROLLMENT - 11TH |
| D0245 | 936 | GRADE OFFERED - 12TH |
| D0250 | 937 | ENROLLMENT - 12TH |
| D0255 | 942 | TOTAL STUDENTS ENROLLED IN DISTRICT |
| D0405 | 948 | # STUDENTS - AM. INDIAN/ALASKAN NATIVE |
| D0410 | 953 | # STUDENTS - ASIAN OR PACIFIC ISLANDER |
| D0415 | 959 | # STUDENTS - HISPANIC |
| D0420 | 965 | # STUDENTS - BLACK, NOT HISPANIC |
| D0425 | 971 | # STUDENTS - WHITE, NOT HISPANIC |
| D0465 | 977 | # DAYS IN SCHOOL YEAR |
| D0480 | 980 | DIST RELEASES STANDARDZD TEST RESULTS |
| D0995 | 981 | FTE TCH FOR UNGRADED |
| D1000 | 987 | FTE TCH FOR KINDERGARTEN |
| D1005 | 993 | FTE TCH FOR GRADES 1-12 |
| D1010 | 1000 | TOTAL FTE TEACHERS |
| D1015 | 1007 | # TCHRS WITH REGULAR/STANDARD STATE CERT |
| D1025 | 1014 | # FTE ITINERANT TEACHERS |
| D1030 | 1020 | # VACANT - NO SUITABLE FTE CANDIDATE |
| D1035 | 1025 | # ABOLISHED - NO SUITABLE FTE CANDIDATE |
| D1040 | 1029 | # ABOLISHED - BUDGET FTE CUTS |
| D1050 | 1034 | # FTE NEWLY HIRED TEACHERS |
| D1055 | 1040 | # NEWLY HIRED FTE TCHRS WITH ST CERT |
| D1065 | 1046 | # NEWLY HIRED FTE TCHRS WITH EMERG CERT |
| D1070 | 1051 | # FTE TEACHERS LAID OFF |
| D1075 | 1056 | # TCHRS - AM. INDIAN OR ALASKAN NATIVE |
| D1080 | 1059 | # TCHRS - ASIAN OR PACIFIC ISLANDER |
| D1085 | 1063 | # TCHRS - HISPANIC, REGARDLESS OF RACE |
| D1090 | 1067 | # TCHRS - BLACK, NOT HISPANIC |
| D1095 | 1072 | # TCHRS - WHITE, NOT HISPANIC |
| D1225 | 1077 | CRITERIA - FULL STANDARD STATE CERT. |
| D1230 | 1078 | CRITERIA - EMERGENCY STATE CERT. |
| D1235 | 1079 | CRITERIA - GRADUATE OF STATE ED. PGM |
| D1240 | 1080 | CRITERIA - COLLEGE MAJOR IN FIELD TAUGHT |
| D1245 | 1081 | CRITERIA - PASS STATE TEST BASIC SKILLS |
| D1250 | 1082 | CRITERIA - PASS STATE TEST SUBJ KNOWLEDG |
| D1255 | 1083 | CRITERIA - PASS LOCAL TEST |
| D1260 | 1084 | CRITERIA - NTE CORE BATTERY |
| D1265 | 1085 | CRITERIA - PASS NTE SPECIALTY AREA |
| D1270 | 1086 | # FTE LIBRARY MEDIA SPECIALISTS |
| D1275 | 1091 | VACANT FTE LIBRARY MEDIA SPECIALISTS |
| D1280 | 1095 | ABOLISHED FTE LIBRARY MEDIA SPECIALIST |
| D1285 | 1098 | # FTE LIBRARY MEDIA SPECIALISTS LAID OFF |
| D1505 | 1102 | NO PGM FOR PRE-KINDERGARTEN CHILDREN |
| D1510 | 1103 | PGM - HEAD START: SCHOOL DISTRICT |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| D1515 | 1104 | PGM - HEAD START: OUTSIDE AGENCY |
| D1520 | 1105 | PGM - DAYCARE: DISTRICT |
| D1525 | 1106 | PGM - DAYCARE: OUTSIDE AGENCY |
| D1530 | 1107 | PGM - CHAPTER 1 PREKINDERGARTEN |
| D1535 | 1108 | PGM - PRE-KINDERGARTEN SPECIAL ED: DIST. |
| D1540 | 1109 | PGM-PRE-KINDERGARTEN SPCL: OUTSIDE AGNCY |
| D1545 | 1110 | PGM - GENERAL PRE-KINDERGARTEN: DISTRICT |
| D1550 | 1111 | PGM-GNRL PRE-KINDERGARTEN: OUTSIDE AGNCY |
| D1555 | 1112 | # PRE-K CHILDREN ENROLLED IN PROGRAMS |
| D1595 | 1117 | # FTE PRE-K TEACHERS |
| D1600 | 1122 | DO STUDENTS RECEIVE CHAPTER 1 SERVICES |
| D1605 | 1123 | PRE-K STUDENTS RECEIVED CHPTR 1 SERVICES |
| D1610 | 1127 | K-12 STUDENTS RECEIVED CHPTR 1 SERVICES |
| D1625 | 1133 | # CHAPTER 1 TEACHERS |
| D1630 | 1138 | # CHAPTER 1 TEACHER AIDES |
| D1645 | 1142 | DIST PARTICIPATE NAT'L SCHOOL LUNCH PGM |
| D1650 | 1143 | ANY STUDENTS ELIGIBLE FOR LUNCH PGM |
| D1655 | 1144 | # PRE-K APPLICANTS APPRVD FOR LUNCH PGM |
| D1660 | 1148 | # K-12 APPLICANTS APPROVED FOR LUNCH PGM |
| D1675 | 1154 | # PK STUDENTS RECEIVD FREE/REDUCED LUNCH |
| D1680 | 1158 | # K-12 STUDNTS RECEIVD FREE/REDUCD LUNCH |
| D1695 | 1164 | DOES DISTRICT HAVE A CHOICE PROGRAM |
| D1700 | 1165 | OFFERED -ENROLLMENT IN MAGNET SCHOOL |
| D1705 | 1166 | # ENROLLED IN MAGNET SCHOOL |
| D1710 | 1172 | OFFERED - ENROLLMENT IN ANY SCHL IN DIST |
| D1715 | 1173 | # ENROLLED IN CHOICE SCHOOL IN DISTRICT |
| D1720 | 1179 | OFFERED - ENROLLMENT IN OTHER DISTRICTS |
| D1725 | 1180 | # ENROLLED IN OTHER DISTRICTS |
| D1730 | 1185 | OFFERED - ENROLLMENT FROM OTHER DISTRICT |
| D1735 | 1186 | # ENROLLED FROM OTHER DISTRICTS |
| D1740 | 1190 | NONE OF ABOVE CHOICE PROGRAMS |
| D1760 | 1191 | DISTRICT GRANTS REGLR HIGH SCHL DIPLOMAS |
| D1765 | 1192 | YRS REQUIRED - ENGLISH/LANGUAGE ARTS |
| D1770 | 1195 | YRS REQUIRED - MATH |
| D1775 | 1198 | YRS REQUIRED - COMPUTER SCIENCE |
| D1780 | 1201 | YRS REQUIRED - SOCIAL SCIENCES |
| D1785 | 1204 | YRS REQRD - PHYSICAL/BIOLOGICAL SCIENCE |
| D1790 | 1207 | YRS REQUIRED - FOREIGN LANGUAGE |
| D1795 | 1210 | IS THIS A 3 OR 4 YEAR PROGRAM |
| D1800 | 1211 | # YRS IN PROGRAM |
| D1805 | 1212 | COMMUNITY SERVICE REQUIREMENT |
| D1810 | 1213 | DOES DISTRICT REQ A # OF HRS OF SERVICE |
| D1815 | 1214 | # HRS REQ FOR COMMUNITY SERVICE |
| D1845 | 1217 | WRITTEN POLICY- GENL STUDENT DISCIPLINE |
| D1850 | 1218 | WRITTEN POLICY- STUDNT ALCOHOL USE/ABUSE |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| D1855 | 1219 | WRITTEN POLICY- STU DRUG USE/ABUSE |
| D1860 | 1220 | WRITTEN POLICY- STU TOBACCO USE/ABUS |
| D2080 | 1221 | LENGTH OF NORMAL CONTRACT YR FOR TCHRS |
| D2085 | 1222 | AGREEMENT WITH TEACHERS' UNION |
| D2090 | 1223 | WHAT TYPE OF AGREEMENT |
| D2095 | 1224 | SALARY SCHEDULE FOR TEACHERS |
| D2100 | 1225 | YRLY TEACHER SALARY- BACH DEG NO EXP |
| D2105 | 1230 | YRLY TEACHER SALARY- MASTER DEG NO EXP |
| D2110 | 1235 | YRLY SALARY- MASTERS DEG + 30 CREDITS |
| D2115 | 1240 | YRLY SALARY- MASTERS DEG & 20 YEARS EXP |
| D2120 | 1245 | YRLY SALARY- HIGHEST STEP SALARY SCHED |
| D2125 | 1250 | RANGE TEACHERS' YEARLY SALARY (LOWEST) |
| D2130 | 1255 | RANGE TRACHERS' YEARLY SALARY (HIGHEST) |
| D2140 | 1260 | TEACHERS COVERED BY RETIREMENT PLAN |
| D2145 | 1261 | CAN IN-STATE MOVERS RECVE RET CREDIT |
| D2150 | 1262 | DO TCHRS HAVE TO PURCHASE THIS CREDIT |
| D2155 | 1263 | TCHRS- MOVE FROM ANOTHER STATE RECV CRDT |
| D2160 | 1264 | DO TCHRS HAVE TO PURCHASE THIS CREDIT |
| D2190 | 1265 | SCHOOL USE INCENTIVES FOR LOCATION |
| D2195 | 1266 | INCENTIVES - CASH BONUS |
| D2200 | 1267 | INCENTIVES - DIFF STEP SALARY SCHED |
| D2205 | 1268 | INCENTIVES - OTHER SALARY INCREASE |
| D2210 | 1269 | USES PAY INCENTIVE FOR SHORTAGE FIELDS |
| D2215 | 1270 | PAY INCENTIVES - CASH BONUS |
| D2220 | 1271 | PAY INCENTIVES - DIFF STEP ON SLRY SCHED |
| D2225 | 1272 | PAY INCENTIVES - OTHER SALARY INCREASE |
| D2230 | 1273 | FLD INCENTIVES - SPECIAL ED |
| D2235 | 1274 | FLD INCENTIVES - MATHEMATICS |
| D2240 | 1275 | FLD INCENTIVES - COMPUTER SCIENCE |
| D2245 | 1276 | FLD INCENTIVES - PHYSICAL SCIENCE |
| D2250 | 1277 | FLD INCENTIVES - BIO/LIFE SCIENCE |
| D2255 | 1278 | FLD INCENTIVES - ESL, ESOL, BILINGUAL |
| D2260 | 1279 | FLD INCENTIVES - FOREIGN LANGUAGES |
| D2265 | 1280 | FLD INCENTIVES - VO-TECH ED |
| D2270 | 1281 | FLD INCENTIVES - NONE OF THE ABOVE |
| D2275 | 1282 | PAY INCENTIVE FOR COMPLETION OF TRAINING |
| D2280 | 1283 | PAY INCENTIVES - CASH BONUS |
| D2285 | 1284 | PAY INCENTIVES - DIFF STEP ON SAL SCHED |
| D2290 | 1285 | PAY INCENTIVES - OTHER SALARY INCREASE |
| D2295 | 1286 | PAY INCENTIVES FOR OTHER PURPOSES |
| D2300 | 1287 | FREE TRAINING AVAILABLE IN SCHOOL DIST. |
| D2305 | 1288 | FREE TRAINING - SPECIAL ED |
| D2310 | 1289 | FREE TRAINING - MATHEMATICS |
| D2315 | 1290 | FREE TRAINING - COMPUTER SCIENCE |
| D2320 | 1291 | FREE TRAINING - PHYSICAL SCIENCES |
| D2325 | 1292 | FREE TRAINING - BIOLOGY/LIFE SCIENC |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| D2330 | 1293 | FREE TRAINING - ESL, ESOL, BILINGUA |
| D2335 | 1294 | FREE TRAINING - FOREIGN LANGUAGES |
| D2340 | 1295 | FREE TRAINING - VO-TECHNICAL EDUCATION |
| D2345 | 1296 | FREE TRAINING - NONE OF THE ABOVE |
| D2350 | 1297 | DIST HAVE TRAINING FOR ADMINISTRATORS |
| D2355 | 1298 | COMPLETED QUESTIONNAIRE (HRS) |
| D2360 | 1300 | COMPLETED QUESTIONNAIRE (MIN) |
| DCTYNM | 2041 | COUNTY NAME |
| DMOS4 | 2072 | SASS PUB. SCH. MEASURE OF SIZE |
| FSMPF1 | 2080 | 1991 SASS SAMPLE FLAG |
| F_D0050 | 2086 | IMPUTATION FLAG FOR D0050 |
| F_D0055 | 2087 | IMPUTATION FLAG FOR D0055 |
| F_D0060 | 2088 | IMPUTATION FLAG FOR D0060 |
| F_D0065 | 2089 | IMPUTATION FLAG FOR D0065 |
| F_D0070 | 2090 | IMPUTATION FLAG FOR D0070 |
| F_D0080 | 2091 | IMPUTATION FLAG FOR D0080 |
| F_D0115 | 2092 | IMPUTATION FLAG FOR D0115 |
| F_D0120 | 2093 | IMPUTATION FLAG FOR D0120 |
| F_D0125 | 2094 | IMPUTATION FLAG FOR D0125 |
| F_D0130 | 2095 | IMPUTATION FLAG FOR D0130 |
| F_D0135 | 2096 | IMPUTATION FLAG FOR D0135 |
| F_D0140 | 2097 | IMPUTATION FLAG FOR D0140 |
| F_D0145 | 2098 | IMPUTATION FLAG FOR D0145 |
| F_D0150 | 2099 | IMPUTATION FLAG FOR D0150 |
| F_D0155 | 2100 | IMPUTATION FLAG FOR D0155 |
| F_D0160 | 2101 | IMPUTATION FLAG FOR D0160 |
| F_D0165 | 2102 | IMPUTATION FLAG FOR D0165 |
| F_D0170 | 2103 | IMPUTATION FLAG FOR D0170 |
| F_D0175 | 2104 | IMPUTATION FLAG FOR D0175 |
| F_D0180 | 2105 | IMPUTATION FLAG FOR D0180 |
| F_D0185 | 2106 | IMPUTATION FLAG FOR D0185 |
| F_D0190 | 2107 | IMPUTATION FLAG FOR D0190 |
| F_D0195 | 2108 | IMPUTATION FLAG FOR D0195 |
| F_D0200 | 2109 | IMPUTATION FLAG FOR D0200 |
| F_D0205 | 2110 | IMPUTATION FLAG FOR D0205 |
| F_D0210 | 2111 | IMPUTATION FLAG FOR D0210 |
| F_D0215 | 2112 | IMPUTATION FLAG FOR D0215 |
| F_D0220 | 2113 | IMPUTATION FLAG FOR D0220 |
| F_D0225 | 2114 | IMPUTATION FLAG FOR D0225 |
| F_D0230 | 2115 | IMPUTATION FLAG FOR D0230 |
| F_D0235 | 2116 | IMPUTATION FLAG FOR D0235 |
| F_D0240 | 2117 | IMPUTATION FLAG FOR D0240 |
| F_D0245 | 2118 | IMPUTATION FLAG FOR D0245 |
| F_D0250 | 2119 | IMPUTATION FLAG FOR D0250 |
| F_D0255 | 2120 | IMPUTATION FLAG FOR D0255 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---------------------------|
| F_D0405 | 2121 | IMPUTATION FLAG FOR D0405 |
| F_D0410 | 2122 | IMPUTATION FLAG FOR D0410 |
| F_D0415 | 2123 | IMPUTATION FLAG FOR D0415 |
| F_D0420 | 2124 | IMPUTATION FLAG FOR D0420 |
| F_D0425 | 2125 | IMPUTATION FLAG FOR D0425 |
| F_D0465 | 2126 | IMPUTATION FLAG FOR D0465 |
| F_D0480 | 2127 | IMPUTATION FLAG FOR D0480 |
| F_D0995 | 2128 | IMPUTATION FLAG FOR D0995 |
| F_D1000 | 2129 | IMPUTATION FLAG FOR D1000 |
| F_D1005 | 2130 | IMPUTATION FLAG FOR D1005 |
| F_D1010 | 2131 | IMPUTATION FLAG FOR D1010 |
| F_D1015 | 2132 | IMPUTATION FLAG FOR D1015 |
| F_D1025 | 2133 | IMPUTATION FLAG FOR D1025 |
| F_D1030 | 2134 | IMPUTATION FLAG FOR D1030 |
| F_D1035 | 2135 | IMPUTATION FLAG FOR D1035 |
| F_D1040 | 2136 | IMPUTATION FLAG FOR D1040 |
| F_D1045 | 2137 | IMPUTATION FLAG FOR D1045 |
| F_D1050 | 2138 | IMPUTATION FLAG FOR D1050 |
| F_D1055 | 2139 | IMPUTATION FLAG FOR D1055 |
| F_D1065 | 2140 | IMPUTATION FLAG FOR D1065 |
| F_D1070 | 2141 | IMPUTATION FLAG FOR D1070 |
| F_D1075 | 2142 | IMPUTATION FLAG FOR D1075 |
| F_D1080 | 2143 | IMPUTATION FLAG FOR D1080 |
| F_D1085 | 2144 | IMPUTATION FLAG FOR D1085 |
| F_D1090 | 2145 | IMPUTATION FLAG FOR D1090 |
| F_D1095 | 2146 | IMPUTATION FLAG FOR D1095 |
| F_D1225 | 2147 | IMPUTATION FLAG FOR D1225 |
| F_D1230 | 2148 | IMPUTATION FLAG FOR D1230 |
| F_D1235 | 2149 | IMPUTATION FLAG FOR D1235 |
| F_D1240 | 2150 | IMPUTATION FLAG FOR D1240 |
| F_D1245 | 2151 | IMPUTATION FLAG FOR D1245 |
| F_D1250 | 2152 | IMPUTATION FLAG FOR D1250 |
| F_D1255 | 2153 | IMPUTATION FLAG FOR D1255 |
| F_D1260 | 2154 | IMPUTATION FLAG FOR D1260 |
| F_D1265 | 2155 | IMPUTATION FLAG FOR D1265 |
| F_D1270 | 2156 | IMPUTATION FLAG FOR D1270 |
| F_D1275 | 2157 | IMPUTATION FLAG FOR D1275 |
| F_D1280 | 2158 | IMPUTATION FLAG FOR D1280 |
| F_D1285 | 2159 | IMPUTATION FLAG FOR D1285 |
| F_D1505 | 2160 | IMPUTATION FLAG FOR D1505 |
| F_D1510 | 2161 | IMPUTATION FLAG FOR D1510 |
| F_D1515 | 2162 | IMPUTATION FLAG FOR D1515 |
| F_D1520 | 2163 | IMPUTATION FLAG FOR D1520 |
| F_D1525 | 2164 | IMPUTATION FLAG FOR D1525 |
| F_D1530 | 2165 | IMPUTATION FLAG FOR D1530 |
| F_D1535 | 2166 | IMPUTATION FLAG FOR D1535 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---------------------------|
| F_D1540 | 2167 | IMPUTATION FLAG FOR D1540 |
| F_D1545 | 2168 | IMPUTATION FLAG FOR D1545 |
| F_D1550 | 2169 | IMPUTATION FLAG FOR D1550 |
| F_D1555 | 2170 | IMPUTATION FLAG FOR D1555 |
| F_D1595 | 2171 | IMPUTATION FLAG FOR D1595 |
| F_D1600 | 2172 | IMPUTATION FLAG FOR D1600 |
| F_D1605 | 2173 | IMPUTATION FLAG FORD1605 |
| F_D1610 | 2174 | IMPUTATION FLAG FOR D1610 |
| F_D1625 | 2175 | IMPUTATION FLAG FOR D1625 |
| F_D1630 | 2176 | IMPUTATION FLAG FOR D1630 |
| F_D1645 | 2177 | IMPUTATION FLAG FOR D1645 |
| F_D1650 | 2178 | IMPUTATION FLAG FOR D1650 |
| F_D1655 | 2179 | IMPUTATION FLAG FOR D1655 |
| F_D1660 | 2180 | IMPUTATION FLAG FOR D1660 |
| F_D1675 | 2181 | IMPUTATION FLAG FOR D1675 |
| F_D1680 | 2182 | IMPUTATION FLAG FOR D1680 |
| F_D1695 | 2183 | IMPUTATION FLAG FOR D1695 |
| F_D1700 | 2184 | IMPUTATION FLAG FOR D1700 |
| F_D1705 | 2185 | IMPUTATION FLAG FOR D1705 |
| F_D1710 | 2186 | IMPUTATION FLAG FOR D1710 |
| F_D1715 | 2187 | IMPUTATION FLAG FOR D1715 |
| F_D1720 | 2188 | IMPUTATION FLAG FOR D1720 |
| F_D1725 | 2189 | IMPUTATION FLAG FOR D1725 |
| F_D1730 | 2190 | IMPUTATION FLAG FOR D1730 |
| F_D1735 | 2191 | IMPUTATION FLAG FOR D1735 |
| F_D1740 | 2192 | IMPUTATION FLAG FOR D1740 |
| F_D1760 | 2193 | IMPUTATION FLAG FOR D1760 |
| F_D1765 | 2194 | IMPUTATION FLAG FOR D1765 |
| F_D1770 | 2195 | IMPUTATION FLAG FOR D1770 |
| F_D1775 | 2196 | IMPUTATION FLAG FOR D1775 |
| F_D1780 | 2197 | IMPUTATION FLAG FOR D1780 |
| F_D1785 | 2198 | IMPUTATION FLAG FOR D1785 |
| F_D1790 | 2199 | IMPUTATION FLAG FOR D1790 |
| F_D1795 | 2200 | IMPUTATION FLAG FOR D1795 |
| F_D1800 | 2201 | IMPUTATION FLAG FOR D1800 |
| F_D1805 | 2202 | IMPUTATION FLAG FOR D1805 |
| F_D1810 | 2203 | IMPUTATION FLAG FOR D1810 |
| F_D1815 | 2204 | IMPUTATION FLAG FOR D1815 |
| F_D1845 | 2205 | IMPUTATION FLAG FOR D1845 |
| F_D1850 | 2206 | IMPUTATION FLAG FOR D1850 |
| F_D1855 | 2207 | IMPUTATION FLAG FOR D1855 |
| F_D1860 | 2208 | IMPUTATION FLAG FOR D1860 |
| F_D2080 | 2209 | IMPUTATION FLAG FOR D2080 |
| F_D2085 | 2210 | IMPUTATION FLAG FOR D2085 |
| F_D2090 | 2211 | IMPUTATION FLAG FOR D2090 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---------------------------|
| F_D2095 | 2212 | IMPUTATION FLAG FOR D2095 |
| F_D2100 | 2213 | IMPUTATION FLAG FOR D2100 |
| F_D2105 | 2214 | IMPUTATION FLAG FOR D2105 |
| F_D2110 | 2215 | IMPUTATION FLAG FOR D2110 |
| F_D2115 | 2216 | IMPUTATION FLAG FOR D2115 |
| F_D2120 | 2217 | IMPUTATION FLAG FOR D2120 |
| F_D2125 | 2218 | IMPUTATION FLAG FOR D2125 |
| F_D2130 | 2219 | IMPUTATION FLAG FOR D2130 |
| F_D2140 | 2220 | IMPUTATION FLAG FOR D2140 |
| F_D2145 | 2221 | IMPUTATION FLAG FOR D2145 |
| F_D2150 | 2222 | IMPUTATION FLAG FOR D2150 |
| F_D2155 | 2223 | IMPUTATION FLAG FOR D2155 |
| F_D2160 | 2224 | IMPUTATION FLAG FOR D2160 |
| F_D2190 | 2225 | IMPUTATION FLAG FOR D2190 |
| F_D2195 | 2226 | IMPUTATION FLAG FOR D2195 |
| F_D2200 | 2227 | IMPUTATION FLAG FOR D2200 |
| F_D2205 | 2228 | IMPUTATION FLAG FOR D2205 |
| F_D2210 | 2229 | IMPUTATION FLAG FOR D2210 |
| F_D2215 | 2230 | IMPUTATION FLAG FOR D2215 |
| F_D2220 | 2231 | IMPUTATION FLAG FOR D2220 |
| F_D2225 | 2232 | IMPUTATION FLAG FOR D2225 |
| F_D2230 | 2233 | IMPUTATION FLAG FOR D2230 |
| F_D2235 | 2234 | IMPUTATION FLAG FOR D2235 |
| F_D2240 | 2235 | IMPUTATION FLAG FOR D2240 |
| F_D2245 | 2236 | IMPUTATION FLAG FOR D2245 |
| F_D2250 | 2237 | IMPUTATION FLAG FORD2250 |
| F_D2255 | 2238 | IMPUTATION FLAG FOR D2255 |
| F_D2260 | 2239 | IMPUTATION FLAG FOR D2260 |
| F_D2265 | 2240 | IMPUTATION FLAG FOR D2265 |
| F_D2270 | 2241 | IMPUTATION FLAG FOR D2270 |
| F_D2275 | 2242 | IMPUTATION FLAG FOR D2275 |
| F_D2280 | 2243 | IMPUTATION FLAG FOR D2280 |
| F_D2285 | 2244 | IMPUTATION FLAG FOR D2285 |
| F_D2290 | 2245 | IMPUTATION FLAG FOR D2290 |
| F_D2295 | 2246 | IMPUTATION FLAG FOR D2295 |
| F_D2300 | 2247 | IMPUTATION FLAG FOR D2300 |
| F_D2305 | 2248 | IMPUTATION FLAG FOR D2305 |
| F_D2310 | 2249 | IMPUTATION FLAG FOR D2310 |
| F_D2315 | 2250 | IMPUTATION FLAG FOR D2315 |
| F_D2320 | 2251 | IMPUTATION FLAG FOR D2320 |
| F_D2325 | 2252 | IMPUTATION FLAG FOR D2325 |
| F_D2330 | 2253 | IMPUTATION FLAG FOR D2330 |
| F_D2335 | 2254 | IMPUTATION FLAG FOR D2335 |
| F_D2340 | 2255 | IMPUTATION FLAG FOR D2340 |
| F_D2345 | 2256 | IMPUTATION FLAG FOR D2345 |
| F_D2350 | 2257 | IMPUTATION FLAG FOR D2350 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---------------------------|
| F_D2355 | 2258 | IMPUTATION FLAG FOR D2355 |
| F_D2360 | 2259 | IMPUTATION FLAG FOR D2360 |
| F_S0055 | 2260 | IMPUTATION FLAG FOR S0055 |
| F_S0060 | 2261 | IMPUTATION FLAG FOR S0060 |
| F_S0070 | 2262 | IMPUTATION FLAG FOR S0070 |
| F_S0075 | 2263 | IMPUTATION FLAG FOR S0075 |
| F_S0080 | 2264 | IMPUTATION FLAG FOR S0080 |
| F_S0115 | 2265 | IMPUTATION FLAG FOR S0115 |
| F_S0120 | 2266 | IMPUTATION FLAG FOR S0120 |
| F_S0125 | 2267 | IMPUTATION FLAG FOR S0125 |
| F_S0130 | 2268 | IMPUTATION FLAG FOR S0130 |
| F_S0135 | 2269 | IMPUTATION FLAG FOR S0135 |
| F_S0140 | 2270 | IMPUTATION FLAG FOR S0140 |
| F_S0145 | 2271 | IMPUTATION FLAG FOR S0145 |
| F_S0150 | 2272 | IMPUTATION FLAG FOR S0150 |
| F_S0155 | 2273 | IMPUTATION FLAG FOR S0155 |
| F_S0160 | 2274 | IMPUTATION FLAG FOR S0160 |
| F_S0165 | 2275 | IMPUTATION FLAG FOR S0165 |
| F_S0170 | 2276 | IMPUTATION FLAG FOR S0170 |
| F_S0175 | 2277 | IMPUTATION FLAG FOR S0175 |
| F_S0180 | 2278 | IMPUTATION FLAG FOR S0180 |
| F_S0185 | 2279 | IMPUTATION FLAG FOR S0185 |
| F_S0190 | 2280 | IMPUTATION FLAG FOR S0190 |
| F_S0195 | 2281 | IMPUTATION FLAG FOR S0195 |
| F_S0200 | 2282 | IMPUTATION FLAG FOR S0200 |
| F_S0205 | 2283 | IMPUTATION FLAG FOR S0205 |
| F_S0210 | 2284 | IMPUTATION FLAG FOR S0210 |
| F_S0215 | 2285 | IMPUTATION FLAG FOR S0215 |
| F_S0220 | 2286 | IMPUTATION FLAG FOR S0220 |
| F_S0225 | 2287 | IMPUTATION FLAG FOR S0225 |
| F_S0230 | 2288 | IMPUTATION FLAG FOR S0230 |
| F_S0235 | 2289 | IMPUTATION FLAG FOR S0235 |
| F_S0240 | 2290 | IMPUTATION FLAG FOR S0240 |
| F_S0245 | 2291 | IMPUTATION FLAG FOR S0245 |
| F_S0250 | 2292 | IMPUTATION FLAG FOR S0250 |
| F_S0255 | 2293 | IMPUTATION FLAG FOR S0255 |
| F_S0405 | 2294 | IMPUTATION FLAG FOR S0405 |
| F_S0410 | 2295 | IMPUTATION FLAG FOR S0410 |
| F_S0415 | 2296 | IMPUTATION FLAG FOR S0415 |
| F_S0420 | 2297 | IMPUTATION FLAG FOR S0420 |
| F_S0425 | 2298 | IMPUTATION FLAG FOR S0425 |
| F_S0450 | 2299 | IMPUTATION FLAG FOR S0450 |
| F_S0455 | 2300 | IMPUTATION FLAG FOR S0455 |
| F_S0460 | 2301 | IMPUTATION FLAG FOR S0460 |
| F_S0465 | 2302 | IMPUTATION FLAG FOR S0465 |

| EBCDIC | | |
|----------|----------|---------------------------|
| Variable | Position | Label |
| F_S0470 | 2303 | IMPUTATION FLAG FOR S0470 |
| F_S0475 | 2304 | IMPUTATION FLAG FOR S0475 |
| F_S0485 | 2305 | IMPUTATION FLAG FOR S0485 |
| F_S0490 | 2306 | IMPUTATION FLAG FOR S0490 |
| F_S0495 | 2307 | IMPUTATION FLAG FOR S0495 |
| F_S0500 | 2308 | IMPUTATION FLAG FOR S0500 |
| F_S0505 | 2309 | IMPUTATION FLAG FOR S0505 |
| F_S0510 | 2310 | IMPUTATION FLAG FOR S0510 |
| F_S0515 | 2311 | IMPUTATION FLAG FOR S0515 |
| F_S0520 | 2312 | IMPUTATION FLAG FOR S0520 |
| F_S0525 | 2313 | IMPUTATION FLAG FOR S0525 |
| F_S0530 | 2314 | IMPUTATION FLAG FOR S0530 |
| F_S0535 | 2315 | IMPUTATION FLAG FOR S0535 |
| F_S0540 | 2316 | IMPUTATION FLAG FOR S0540 |
| F_S0545 | 2317 | IMPUTATION FLAG FOR S0545 |
| F_S0550 | 2318 | IMPUTATION FLAG FOR S0550 |
| F_S0555 | 2319 | IMPUTATION FLAG FOR S0555 |
| F_S0560 | 2320 | IMPUTATION FLAG FOR S0560 |
| F_S0565 | 2321 | IMPUTATION FLAG FOR S0565 |
| F_S0570 | 2322 | IMPUTATION FLAG FOR S0570 |
| F_S0575 | 2323 | IMPUTATION FLAG FOR S0575 |
| F_S0580 | 2324 | IMPUTATION FLAG FOR S0580 |
| F_S0585 | 2325 | IMPUTATION FLAG FOR S0585 |
| F_S0590 | 2326 | IMPUTATION FLAG FOR S0590 |
| F_S0595 | 2327 | IMPUTATION FLAG FOR S0595 |
| F_S0600 | 2328 | IMPUTATION FLAG FOR S0600 |
| F_S0605 | 2329 | IMPUTATION FLAG FOR S0605 |
| F_S0610 | 2330 | IMPUTATION FLAG FOR S0610 |
| F_S0615 | 2331 | IMPUTATION FLAG FOR S0615 |
| F_S0620 | 2332 | IMPUTATION FLAG FOR S0620 |
| F_S0625 | 2333 | IMPUTATION FLAG FOR S0625 |
| F_S0630 | 2334 | IMPUTATION FLAG FOR S0630 |
| F_S0635 | 2335 | IMPUTATION FLAG FOR S0635 |
| F_S0640 | 2336 | IMPUTATION FLAG FOR S0640 |
| F_S0645 | 2337 | IMPUTATION FLAG FOR S0645 |
| F_S0650 | 2338 | IMPUTATION FLAG FOR S0650 |
| F_S0655 | 2339 | IMPUTATION FLAG FOR S0655 |
| F_S0660 | 2340 | IMPUTATION FLAG FOR S0660 |
| F_S0665 | 2341 | IMPUTATION FLAG FOR S0665 |
| F_S0670 | 2342 | IMPUTATION FLAG FOR S0670 |
| F_S0675 | 2343 | IMPUTATION FLAG FOR S0675 |
| F_S0680 | 2344 | IMPUTATION FLAG FOR S0680 |
| F_S0685 | 2345 | IMPUTATION FLAG FOR S0685 |
| F_S0690 | 2346 | IMPUTATION FLAG FOR S0690 |
| F_S0695 | 2347 | IMPUTATION FLAG FOR S0695 |
| F_S0700 | 2348 | IMPUTATION FLAG FOR S0700 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---------------------------|
| F_S0705 | 2349 | IMPUTATION FLAG FOR S0705 |
| F_S0710 | 2350 | IMPUTATION FLAG FOR S0710 |
| F_S0715 | 2351 | IMPUTATION FLAG FOR S0715 |
| F_S0720 | 2352 | IMPUTATION FLAG FOR S0720 |
| F_S0725 | 2353 | IMPUTATION FLAG FOR S0725 |
| F_S0730 | 2354 | IMPUTATION FLAG FOR S0730 |
| F_S0735 | 2355 | IMPUTATION FLAG FOR S0735 |
| F_S0740 | 2356 | IMPUTATION FLAG FOR S0740 |
| F_S0745 | 2357 | IMPUTATION FLAG FOR S0745 |
| F_S0750 | 2358 | IMPUTATION FLAG FOR S0750 |
| F_S0755 | 2359 | IMPUTATION FLAG FOR S0755 |
| F_S0760 | 2360 | IMPUTATION FLAG FOR S0760 |
| F_S0765 | 2361 | IMPUTATION FLAG FOR S0765 |
| F_S0770 | 2362 | IMPUTATION FLAG FOR S0770 |
| F_S0775 | 2363 | IMPUTATION FLAG FOR S0775 |
| F_S0780 | 2364 | IMPUTATION FLAG FOR S0780 |
| F_S0785 | 2365 | IMPUTATION FLAG FOR S0785 |
| F_S0790 | 2366 | IMPUTATION FLAG FOR S0790 |
| F_S0795 | 2367 | IMPUTATION FLAG FOR S0795 |
| F_S0800 | 2368 | IMPUTATION FLAG FOR S0800 |
| F_S0805 | 2369 | IMPUTATION FLAG FOR S0805 |
| F_S0810 | 2370 | IMPUTATION FLAG FOR S0810 |
| F_S0815 | 2371 | IMPUTATION FLAG FOR S0815 |
| F_S0820 | 2372 | IMPUTATION FLAG FOR S0820 |
| F_S0825 | 2373 | IMPUTATION FLAG FOR S0825 |
| F_S0830 | 2374 | IMPUTATION FLAG FOR S0830 |
| F_S0835 | 2375 | IMPUTATION FLAG FOR S0835 |
| F_S0840 | 2376 | IMPUTATION FLAG FOR S0840 |
| F_S0845 | 2377 | IMPUTATION FLAG FOR S0845 |
| F_S0850 | 2378 | IMPUTATION FLAG FOR S0850 |
| F_S0855 | 2379 | IMPUTATION FLAG FOR S0855 |
| F_S0860 | 2380 | IMPUTATION FLAG FOR S0860 |
| F_S0865 | 2381 | IMPUTATION FLAG FOR S0865 |
| F_S0870 | 2382 | IMPUTATION FLAG FOR S0870 |
| F_S0875 | 2383 | IMPUTATION FLAG FOR S0875 |
| F_S0880 | 2384 | IMPUTATION FLAG FOR S0880 |
| F_S0885 | 2385 | IMPUTATION FLAG FOR S0885 |
| F_S0890 | 2386 | IMPUTATION FLAG FOR S0890 |
| F_S0895 | 2387 | IMPUTATION FLAG FOR S0895 |
| F_S0900 | 2388 | IMPUTATION FLAG FOR S0900 |
| F_S0905 | 2389 | IMPUTATION FLAG FOR S0905 |
| F_S0910 | 2390 | IMPUTATION FLAG FOR S0910 |
| F_S0915 | 2391 | IMPUTATION FLAG FOR S0915 |
| F_S0920 | 2392 | IMPUTATION FLAG FOR S0920 |
| F_S0925 | 2393 | IMPUTATION FLAG FOR S0925 |

| EBCDIC | | |
|----------|----------|---------------------------|
| Variable | Position | Label |
| F_S0930 | 2394 | IMPUTATION FLAG FOR S0930 |
| F_S0935 | 2395 | IMPUTATION FLAG FOR S0935 |
| F_S0940 | 2396 | IMPUTATION FLAG FOR S0940 |
| F_S0945 | 2397 | IMPUTATION FLAG FOR S0945 |
| F_S0950 | 2398 | IMPUTATION FLAG FOR S0950 |
| F_S0955 | 2399 | IMPUTATION FLAG FOR S0955 |
| F_S0960 | 2400 | IMPUTATION FLAG FOR S0960 |
| F_S0965 | 2401 | IMPUTATION FLAG FOR S0965 |
| F_S0970 | 2402 | IMPUTATION FLAG FOR S0970 |
| F_S0975 | 2403 | IMPUTATION FLAG FOR S0975 |
| F_S0980 | 2404 | IMPUTATION FLAG FOR S0980 |
| F_S0985 | 2405 | IMPUTATION FLAG FOR S0985 |
| F_S0990 | 2406 | IMPUTATION FLAG FOR S0990 |
| F_S0995 | 2407 | IMPUTATION FLAG FOR S0995 |
| F_S1000 | 2408 | IMPUTATION FLAG FOR S1000 |
| F_S1005 | 2409 | IMPUTATION FLAG FOR S1005 |
| F_S1010 | 2410 | IMPUTATION FLAG FOR S1010 |
| F_S1015 | 2411 | IMPUTATION FLAG FOR S1015 |
| F_S1020 | 2412 | IMPUTATION FLAG FOR S1020 |
| F_S1030 | 2413 | IMPUTATION FLAG FOR S1030 |
| F_S1035 | 2414 | IMPUTATION FLAG FOR S1035 |
| F_S1045 | 2415 | IMPUTATION FLAG FOR S1045 |
| F_S1050 | 2416 | IMPUTATION FLAG FOR S1050 |
| F_S1055 | 2417 | IMPUTATION FLAG FOR S1055 |
| F_S1060 | 2418 | IMPUTATION FLAG FOR S1060 |
| F_S1070 | 2419 | IMPUTATION FLAG FOR S1070 |
| F_S1100 | 2420 | IMPUTATION FLAG FOR S1100 |
| F_S1105 | 2421 | IMPUTATION FLAG FOR S1105 |
| F_S1110 | 2422 | IMPUTATION FLAG FOR S1110 |
| F_S1115 | 2423 | IMPUTATION FLAG FOR S1115 |
| F_S1120 | 2424 | IMPUTATION FLAG FOR S1120 |
| F_S1125 | 2425 | IMPUTATION FLAG FOR S1125 |
| F_S1130 | 2426 | IMPUTATION FLAG FOR S1130 |
| F_S1135 | 2427 | IMPUTATION FLAG FOR S1135 |
| F_S1140 | 2428 | IMPUTATION FLAG FOR S1140 |
| F_S1145 | 2429 | IMPUTATION FLAG FOR S1145 |
| F_S1150 | 2430 | IMPUTATION FLAG FOR S1150 |
| F_S1155 | 2431 | IMPUTATION FLAG FOR S1155 |
| F_S1160 | 2432 | IMPUTATION FLAG FOR S1160 |
| F_S1165 | 2433 | IMPUTATION FLAG FOR S1165 |
| F_S1170 | 2434 | IMPUTATION FLAG FOR S1170 |
| F_S1175 | 2435 | IMPUTATION FLAG FOR S1175 |
| F_S1180 | 2436 | IMPUTATION FLAG FOR S1180 |
| F_S1185 | 2437 | IMPUTATION FLAG FOR S1185 |
| F_S1190 | 2438 | IMPUTATION FLAG FOR S1190 |
| F_S1195 | 2439 | IMPUTATION FLAG FOR S1195 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---------------------------|
| F_S1200 | 2440 | IMPUTATION FLAG FOR S1200 |
| F_S1205 | 2441 | IMPUTATION FLAG FOR S1205 |
| F_S1210 | 2442 | IMPUTATION FLAG FOR S1210 |
| F_S1215 | 2443 | IMPUTATION FLAG FOR S1215 |
| F_S1220 | 2444 | IMPUTATION FLAG FOR S1220 |
| F_S1225 | 2445 | IMPUTATION FLAG FOR S1225 |
| F_S1230 | 2446 | IMPUTATION FLAG FOR S1230 |
| F_S1235 | 2447 | IMPUTATION FLAG FOR S1235 |
| F_S1240 | 2448 | IMPUTATION FLAG FOR S1240 |
| F_S1245 | 2449 | IMPUTATION FLAG FOR S1245 |
| F_S1250 | 2450 | IMPUTATION FLAG FOR S1250 |
| F_S1255 | 2451 | IMPUTATION FLAG FOR S1255 |
| F_S1260 | 2452 | IMPUTATION FLAG FOR S1260 |
| F_S1265 | 2453 | IMPUTATION FLAG FOR S1265 |
| F_S1290 | 2454 | IMPUTATION FLAG FOR S1290 |
| F_S1295 | 2455 | IMPUTATION FLAG FOR S1295 |
| F_S1300 | 2456 | IMPUTATION FLAG FOR S1300 |
| F_S1305 | 2457 | IMPUTATION FLAG FOR S1305 |
| F_S1310 | 2458 | IMPUTATION FLAG FOR S1310 |
| F_S1315 | 2459 | IMPUTATION FLAG FOR S1315 |
| F_S1320 | 2460 | IMPUTATION FLAG FOR S1320 |
| F_S1325 | 2461 | IMPUTATION FLAG FOR S1325 |
| F_S1330 | 2462 | IMPUTATION FLAG FOR S1330 |
| F_S1335 | 2463 | IMPUTATION FLAG FOR S1335 |
| F_S1340 | 2464 | IMPUTATION FLAG FOR S1340 |
| F_S1345 | 2465 | IMPUTATION FLAG FOR S1345 |
| F_S1350 | 2466 | IMPUTATION FLAG FOR S1350 |
| F_S1355 | 2467 | IMPUTATION FLAG FOR S1355 |
| F_S1360 | 2468 | IMPUTATION FLAG FOR S1360 |
| F_S1365 | 2469 | IMPUTATION FLAG FOR S1365 |
| F_S1370 | 2470 | IMPUTATION FLAG FOR S1370 |
| F_S1375 | 2471 | IMPUTATION FLAG FOR S1375 |
| F_S1380 | 2472 | IMPUTATION FLAG FOR S1380 |
| F_S1385 | 2473 | IMPUTATION FLAG FOR S1385 |
| F_S1390 | 2474 | IMPUTATION FLAG FOR S1390 |
| F_S1395 | 2475 | IMPUTATION FLAG FOR S1395 |
| F_S1400 | 2476 | IMPUTATION FLAG FOR S1400 |
| F_S1405 | 2477 | IMPUTATION FLAG FOR S1405 |
| F_S1410 | 2478 | IMPUTATION FLAG FOR S1410 |
| F_S1415 | 2479 | IMPUTATION FLAG FOR S1415 |
| F_S1420 | 2480 | IMPUTATION FLAG FOR S1420 |
| F_S1425 | 2481 | IMPUTATION FLAG FOR S1425 |
| F_S1430 | 2482 | IMPUTATION FLAG FOR S1430 |
| F_S1435 | 2483 | IMPUTATION FLAG FOR S1435 |
| F_S1440 | 2484 | IMPUTATION FLAG FOR S1440 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---------------------------|
| F_S1445 | 2485 | IMPUTATION FLAG FOR S1445 |
| F_S1450 | 2486 | IMPUTATION FLAG FOR S1450 |
| F_S1455 | 2487 | IMPUTATION FLAG FOR S1455 |
| F_S1460 | 2488 | IMPUTATION FLAG FOR S1460 |
| F_S1465 | 2489 | IMPUTATION FLAG FOR S1465 |
| F_S1470 | 2490 | IMPUTATION FLAG FOR S1470 |
| F_S1475 | 2491 | IMPUTATION FLAG FOR S1475 |
| F_S1480 | 2492 | IMPUTATION FLAG FOR S1480 |
| F_S1485 | 2493 | IMPUTATION FLAG FOR S1485 |
| F_S1490 | 2494 | IMPUTATION FLAG FOR S1490 |
| F_S1495 | 2495 | IMPUTATION FLAG FOR S1495 |
| F_S1500 | 2496 | IMPUTATION FLAG FOR S1500 |
| F_S1505 | 2497 | IMPUTATION FLAG FOR S1505 |
| F_S1510 | 2498 | IMPUTATION FLAG FOR S1510 |
| F_S1515 | 2499 | IMPUTATION FLAG FOR S1515 |
| F_S1520 | 2500 | IMPUTATION FLAG FOR S1520 |
| F_S1525 | 2501 | IMPUTATION FLAG FOR S1525 |
| F_S1530 | 2502 | IMPUTATION FLAG FOR S1530 |
| F_S1535 | 2503 | IMPUTATION FLAG FOR S1535 |
| F_S1540 | 2504 | IMPUTATION FLAG FOR S1540 |
| F_S1545 | 2505 | IMPUTATION FLAG FOR S1545 |
| F_S1550 | 2506 | IMPUTATION FLAG FOR S1550 |
| F_S1555 | 2507 | IMPUTATION FLAG FOR S1555 |
| F_S1565 | 2508 | IMPUTATION FLAG FOR S1565 |
| F_S1570 | 2509 | IMPUTATION FLAG FOR S1570 |
| F_S1575 | 2510 | IMPUTATION FLAG FOR S1575 |
| F_S1580 | 2511 | IMPUTATION FLAG FOR S1580 |
| F_S1585 | 2512 | IMPUTATION FLAG FOR S1585 |
| F_S1590 | 2513 | IMPUTATION FLAG FOR S1590 |
| F_S1600 | 2514 | IMPUTATION FLAG FOR S1600 |
| F_S1605 | 2515 | IMPUTATION FLAG FOR S1605 |
| F_S1610 | 2516 | IMPUTATION FLAG FOR S1610 |
| F_S1625 | 2517 | IMPUTATION FLAG FOR S1625 |
| F_S1630 | 2518 | IMPUTATION FLAG FOR S1630 |
| F_S1645 | 2519 | IMPUTATION FLAG FOR S1645 |
| F_S1650 | 2520 | IMPUTATION FLAG FOR S1650 |
| F_S1655 | 2521 | IMPUTATION FLAG FOR S1655 |
| F_S1660 | 2522 | IMPUTATION FLAG FOR S1660 |
| F_S1675 | 2523 | IMPUTATION FLAG FOR S1675 |
| F_S1680 | 2524 | IMPUTATION FLAG FOR S1680 |
| F_S1745 | 2525 | IMPUTATION FLAG FOR S1745 |
| F_S1750 | 2526 | IMPUTATION FLAG FOR S1750 |
| F_S1755 | 2527 | IMPUTATION FLAG FOR S1755 |
| F_S1760 | 2528 | IMPUTATION FLAG FOR S1760 |
| F_S1765 | 2529 | IMPUTATION FLAG FOR S1765 |
| F_S1770 | 2530 | IMPUTATION FLAG FOR S1770 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---------------------------|
| F_S1775 | 2531 | IMPUTATION FLAG FOR S1775 |
| F_S1780 | 2532 | IMPUTATION FLAGFOR S1780 |
| F_S1785 | 2533 | IMPUTATION FLAG FOR S1785 |
| F_S1790 | 2534 | IMPUTATION FLAG FOR S1790 |
| F_S1795 | 2535 | IMPUTATION FLAG FOR S1795 |
| F_S1800 | 2536 | IMPUTATION FLAG FOR S1800 |
| F_S1805 | 2537 | IMPUTATION FLAG FOR S1805 |
| F_S1810 | 2538 | IMPUTATION FLAG FOR S1810 |
| F_S1815 | 2539 | IMPUTATION FLAG FOR S1815 |
| F_S1820 | 2540 | IMPUTATION FLAG FOR S1820 |
| F_S1825 | 2541 | IMPUTATION FLAG FOR S1825 |
| F_S1830 | 2542 | IMPUTATION FLAG FOR S1830 |
| F_S1835 | 2543 | IMPUTATION FLAG FOR S1835 |
| F_S1840 | 2544 | IMPUTATION FLAG FOR S1840 |
| F_S1845 | 2545 | IMPUTATION FLAG FOR S845 |
| F_S1850 | 2546 | IMPUTATION FLAG FOR S1850 |
| F_S1855 | 2547 | IMPUTATION FLAG FOR S1855 |
| F_S1860 | 2548 | IMPUTATION FLAG FOR S1860 |
| F_S1865 | 2549 | IMPUTATION FLAG FOR S1865 |
| F_S1870 | 2550 | IMPUTATION FLAG FOR S1870 |
| F_S1875 | 2551 | IMPUTATION FLAG FOR S1875 |
| F_S1880 | 2552 | IMPUTATION FLAG FOR S1880 |
| F_S1885 | 2553 | IMPUTATION FLAG FOR S1885 |
| F_S1890 | 2554 | IMPUTATION FLAG FOR S1890 |
| F_S1895 | 2555 | IMPUTATION FLAG FOR S1895 |
| F_S1900 | 2556 | IMPUTATION FLAG FOR S1900 |
| F_S1905 | 2557 | IMPUTATION FLAG FOR S1905 |
| F_S1910 | 2558 | IMPUTATION FLAG FOR S1910 |
| F_S1915 | 2559 | IMPUTATION FLAG FOR S1915 |
| F_S1920 | 2560 | IMPUTATION FLAG FOR S1920 |
| F_S1925 | 2561 | IMPUTATION FLAG FOR S1925 |
| F_S1930 | 2562 | IMPUTATION FLAG FOR S1930 |
| F_S1935 | 2563 | IMPUTATION FLAG FOR S1935 |
| F_S1940 | 2564 | IMPUTATION FLAG FOR S1940 |
| F_S1945 | 2565 | IMPUTATION FLAG FOR S1945 |
| F_S1950 | 2566 | IMPUTATION FLAG FOR S1950 |
| F_S1955 | 2567 | IMPUTATION FLAG FOR S1955 |
| F_S1960 | 2568 | IMPUTATION FLAG FOR S1960 |
| F_S1965 | 2569 | IMPUTATION FLAG FOR S1965 |
| F_S1970 | 2570 | IMPUTATION FLAG FOR S1970 |
| F_S1975 | 2571 | IMPUTATION FLAG FOR S1975 |
| F_S1980 | 2572 | IMPUTATION FLAG FOR S1980 |
| F_S1985 | 2573 | IMPUTATION FLAG FOR S1985 |
| F_S1990 | 2574 | IMPUTATION FLAG FOR S1990 |
| F_S1995 | 2575 | IMPUTATION FLAG FOR S1995 |

| Variable | EBCDIC | |
|----------|----------|---------------------------|
| | Position | Label |
| F_S2000 | 2576 | IMPUTATION FLAG FOR S2000 |
| F_S2005 | 2577 | IMPUTATION FLAG FOR S2005 |
| F_S2010 | 2578 | IMPUTATION FLAG FOR S2010 |
| F_S2015 | 2579 | IMPUTATION FLAG FOR S2015 |
| F_S2020 | 2580 | IMPUTATION FLAG FOR S2020 |
| F_S2025 | 2581 | IMPUTATION FLAG FOR S2025 |
| F_S2030 | 2582 | IMPUTATION FLAG FOR S2030 |
| F_S2035 | 2583 | IMPUTATION FLAG FOR S2035 |
| F_S2040 | 2584 | IMPUTATION FLAG FOR S2040 |
| F_S2045 | 2585 | IMPUTATION FLAG FOR S2045 |
| F_S2050 | 2586 | IMPUTATION FLAG FOR S2050 |
| F_S2055 | 2587 | IMPUTATION FLAG FOR S2055 |
| F_S2060 | 2588 | IMPUTATION FLAG FOR S2060 |
| F_S2065 | 2589 | IMPUTATION FLAG FOR S2065 |
| F_S2070 | 2590 | IMPUTATION FLAG FOR S2070 |
| F_S2075 | 2591 | IMPUTATION FLAG FOR S2075 |
| F_S2080 | 2592 | IMPUTATION FLAG FOR S2080 |
| F_S2095 | 2593 | IMPUTATION FLAG FOR S2095 |
| F_S2100 | 2594 | IMPUTATION FLAG FOR S2100 |
| F_S2105 | 2595 | IMPUTATION FLAG FOR S2105 |
| F_S2110 | 2596 | IMPUTATION FLAG FOR S2110 |
| F_S2115 | 2597 | IMPUTATION FLAG FOR S2115 |
| F_S2120 | 2598 | IMPUTATION FLAG FOR S2120 |
| F_S2125 | 2599 | IMPUTATION FLAG FOR S2125 |
| F_S2130 | 2600 | IMPUTATION FLAG FOR S2130 |
| F_S2135 | 2601 | IMPUTATION FLAG FOR S2135 |
| F_S2140 | 2602 | IMPUTATION FLAG FOR S2140 |
| F_S2165 | 2603 | IMPUTATION FLAG FOR S2165 |
| F_S2170 | 2604 | IMPUTATION FLAG FOR S2170 |
| F_S2175 | 2605 | IMPUTATION FLAG FOR S2175 |
| F_S2180 | 2606 | IMPUTATION FLAG FOR S2180 |
| F_S2185 | 2607 | IMPUTATION FLAG FOR S2185 |
| F_S2210 | 2608 | IMPUTATION FLAG FOR S2210 |
| F_S2215 | 2609 | IMPUTATION FLAG FOR S2215 |
| F_S2220 | 2610 | IMPUTATION FLAG FOR S2220 |
| F_S2225 | 2611 | IMPUTATION FLAG FOR S2225 |
| F_S2230 | 2612 | IMPUTATION FLAG FOR S2230 |
| F_S2235 | 2613 | IMPUTATION FLAG FOR S2235 |
| F_S2240 | 2614 | IMPUTATION FLAG FOR S2240 |
| F_S2245 | 2615 | IMPUTATION FLAG FOR S2245 |
| F_S2250 | 2616 | IMPUTATION FLAG FOR S2250 |
| F_S2255 | 2617 | IMPUTATION FLAG FOR S2255 |
| F_S2260 | 2618 | IMPUTATION FLAG FOR S2260 |
| F_S2265 | 2619 | IMPUTATION FLAG FOR S2265 |
| F_S2270 | 2620 | IMPUTATION FLAG FOR S2270 |
| F_S2275 | 2621 | IMPUTATION FLAG FOR S2275 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|----------------------------------|
| F_S2280 | 2622 | IMPUTATION FLAG FOR S2280 |
| F_S2285 | 2623 | IMPUTATION FLAG FOR S2285 |
| F_S2290 | 2624 | IMPUTATION FLAG FOR S2290 |
| F_S2295 | 2625 | IMPUTATION FLAG FOR S2295 |
| F_S2300 | 2626 | IMPUTATION FLAG FOR S2300 |
| F_S2305 | 2627 | IMPUTATION FLAG FOR S2305 |
| F_S2310 | 2628 | IMPUTATION FLAG FOR S2310 |
| F_S2315 | 2629 | IMPUTATION FLAG FOR S2315 |
| F_S2320 | 2630 | IMPUTATION FLAG FOR S2320 |
| F_S2325 | 2631 | IMPUTATION FLAG FOR S2325 |
| F_S2330 | 2632 | IMPUTATION FLAG FOR S2330 |
| F_S2335 | 2633 | IMPUTATION FLAG FOR S2335 |
| F_S2340 | 2634 | IMPUTATION FLAG FOR S2340 |
| F_S2345 | 2635 | IMPUTATION FLAG FOR S2345 |
| F_S2350 | 2636 | IMPUTATION FLAG FOR S2350 |
| F_S2355 | 2637 | IMPUTATION FLAG FOR S2355 |
| F_S2360 | 2638 | IMPUTATION FLAG FOR S2360 |
| LEACNTL | 14 | LEA CONTROL NUMBER |
| LEASIZE | 1953 | LEA SIZE (NUMBER OF STUDENTS) |
| LEAWGT | 52 | FINAL LEA WEIGHT |
| LOCALE | 1954 | LOCALE - CC, URBAN, RURAL |
| METRO | 49 | METRO STATUS RECODE |
| NMINENR | 1967 | NUMBER MINORITY STUDENTS |
| NMINTCH | 1959 | NUMBER MINORITY TEACHERS |
| ORDSEL | 2027 | ORDER OF SELECTION |
| PMINENR | 1964 | PERCENT MINORITY STUDENTS |
| PMINTCH | 1956 | PERCENT MINORITY TEACHERS |
| PSOURCE | 2079 | SOURCE OF PRIVATE SCHOOL |
| PSTRATM | 2081 | 1994 PRIVATE SCHOOL STRATUM CODE |
| REGION | 35 | REGION |
| REPWGT1 | 84 | REPLICATE WEIGHT 1 |
| REPWGT10 | 228 | REPLICATE WEIGHT 10 |
| REPWGT11 | 244 | REPLICATE WEIGHT 11 |
| REPWGT12 | 260 | REPLICATE WEIGHT 12 |
| REPWGT13 | 276 | REPLICATE WEIGHT 13 |
| REPWGT14 | 292 | REPLICATE WEIGHT 14 |
| REPWGT15 | 308 | REPLICATE WEIGHT 15 |
| REPWGT16 | 324 | REPLICATE WEIGHT 16 |
| REPWGT17 | 340 | REPLICATE WEIGHT 17 |
| REPWGT18 | 356 | REPLICATE WEIGHT 18 |
| REPWGT19 | 372 | REPLICATE WEIGHT 19 |
| REPWGT2 | 100 | REPLICATE WEIGHT 2 |
| REPWGT20 | 388 | REPLICATE WEIGHT 20 |
| REPWGT21 | 404 | REPLICATE WEIGHT 21 |
| REPWGT22 | 420 | REPLICATE WEIGHT 22 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| REPWGT23 | 436 | REPLICATE WEIGHT 23 |
| REPWGT24 | 452 | REPLICATE WEIGHT 24 |
| REPWGT25 | 468 | REPLICATE WEIGHT 25 |
| REPWGT26 | 484 | REPLICATE WEIGHT 26 |
| REPWGT27 | 500 | REPLICATE WEIGHT 27 |
| REPWGT28 | 516 | REPLICATE WEIGHT 28 |
| REPWGT29 | 532 | REPLICATE WEIGHT 29 |
| REPWGT3 | 116 | REPLICATE WEIGHT 3 |
| REPWGT30 | 548 | REPLICATE WEIGHT 30 |
| REPWGT31 | 564 | REPLICATE WEIGHT 31 |
| REPWGT32 | 580 | REPLICATE WEIGHT 32 |
| REPWGT33 | 596 | REPLICATE WEIGHT 33 |
| REPWGT34 | 612 | REPLICATE WEIGHT 34 |
| REPWGT35 | 628 | REPLICATE WEIGHT 35 |
| REPWGT36 | 644 | REPLICATE WEIGHT 36 |
| REPWGT37 | 660 | REPLICATE WEIGHT 37 |
| REPWGT38 | 676 | REPLICATE WEIGHT 38 |
| REPWGT39 | 692 | REPLICATE WEIGHT 39 |
| REPWGT4 | 132 | REPLICATE WEIGHT 4 |
| REPWGT40 | 708 | REPLICATE WEIGHT 40 |
| REPWGT41 | 724 | REPLICATE WEIGHT 41 |
| REPWGT42 | 740 | REPLICATE WEIGHT 42 |
| REPWGT43 | 756 | REPLICATE WEIGHT 43 |
| REPWGT44 | 772 | REPLICATE WEIGHT 44 |
| REPWGT45 | 788 | REPLICATE WEIGHT 45 |
| REPWGT46 | 804 | REPLICATE WEIGHT 46 |
| REPWGT47 | 820 | REPLICATE WEIGHT 47 |
| REPWGT48 | 836 | REPLICATE WEIGHT 48 |
| REPWGT5 | 148 | REPLICATE WEIGHT 5 |
| REPWGT6 | 164 | REPLICATE WEIGHT 6 |
| REPWGT7 | 180 | REPLICATE WEIGHT 7 |
| REPWGT8 | 196 | REPLICATE WEIGHT 8 |
| REPWGT9 | 212 | REPLICATE WEIGHT 9 |
| RO | 2030 | REGIONAL OFFICE |
| S0055 | 1302 | SCHOOL TEACHES ONLY PRE-K AND/OR KIND |
| S0060 | 1303 | SCHOOL TEACHES ONLY POSTSEC OR ABOVE |
| S0070 | 1304 | SCHOOL IS NO LONGER IN OPERATION |
| S0075 | 1305 | PUBLIC SCHOOL NOT PRIVATE SCHOOL |
| S0080 | 1306 | INSTITUTION/ORGANIZATION IS NOT A SCHL |
| S0115 | 1307 | GRADE LEVEL - UNGRADED |
| S0120 | 1308 | ENROLLMENT - UNGRADED |
| S0125 | 1312 | GRADE LEVEL - KINDERGARTEN |
| S0130 | 1313 | ENROLLMENT - KINDERGARTEN |
| S0135 | 1316 | GRADE LEVEL - 1ST |
| S0140 | 1317 | ENROLLMENT - 1ST |
| S0145 | 1320 | GRADE LEVEL - 2ND |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---|
| S0150 | 1321 | ENROLLMENT - 2ND |
| S0155 | 1324 | GRADE LEVEL - 3RD |
| S0160 | 1325 | ENROLLMENT - 3RD |
| S0165 | 1328 | GRADES LEVEL - 4TH |
| S0170 | 1329 | ENROLLMENT - 4TH |
| S0175 | 1332 | GRADE LEVEL - 5TH |
| S0180 | 1333 | ENROLLMENT - 5TH |
| S0185 | 1336 | GRADE LEVEL - 6TH |
| S0190 | 1337 | ENROLLMENT - 6TH |
| S0195 | 1340 | GRADE LEVEL - 7TH |
| S0200 | 1341 | ENROLLMENT - 7TH |
| S0205 | 1345 | GRADE LEVEL- 8TH |
| S0210 | 1346 | ENROLLMENT - 8TH |
| S0215 | 1349 | GRADE LEVEL - 9TH |
| S0220 | 1350 | ENROLLMENT - 9TH |
| S0225 | 1354 | GRADE LEVEL - 10TH |
| S0230 | 1355 | ENROLLMENT - 10TH |
| S0235 | 1359 | GRADE LEVEL - 11TH |
| S0240 | 1360 | ENROLLMENT - 11TH |
| S0245 | 1364 | GRADE LEVEL - 12TH |
| S0250 | 1365 | ENROLLMENT 12TH |
| S0255 | 1369 | TOTAL # OF STUDENTS ENROLLED IN SCHOOL |
| S0405 | 1373 | # STUDENTS WERE AMERICAN INDIAN |
| S0410 | 1377 | # STUDENTS WERE ASIAN/PACIFIC ISLANDER |
| S0415 | 1381 | # STUDENTS WERE HISPANIC |
| S0420 | 1385 | # STUDENTS WERE BLACK (NON-HISPANIC) |
| S0425 | 1389 | # STUDENTS WERE WHITE (NON-HISPANIC) |
| S0450 | 1393 | IS THIS SCHOOL COEDUCATIONAL |
| S0455 | 1394 | HOW MANY MALE STUDENTS |
| S0460 | 1398 | # STUDENTS ABSENT ON MOST RECENT DAY |
| S0465 | 1401 | HOW MANY DAYS ARE IN THE SCHOOL YEAR |
| S0470 | 1404 | HOW LONG IS THE SCHL DAY FOR STUDENTS(HRS) |
| S0475 | 1406 | HOW LONG IS THE SCHL DAY FOR STUDENTS(MIN) |
| S0485 | 1408 | DOES SCHOOL HAVE A RELIGIOUS ORIENTATION |
| S0490 | 1409 | SCHL FORMALLY AFFIL. WITH NATIONL REL. DENOM. |
| S0495 | 1410 | WHAT IS SCHOOL'S RELIGIOUS ORIENTATION |
| S0500 | 1412 | WHICH CATEGORY BEST DESCRIBES SCHOOL |
| S0505 | 1413 | ACCELERATED CHRISTIAN EDUCATION |
| S0510 | 1414 | ALTERNATIVE SCHOOL NETWORK |
| S0515 | 1415 | NATIONL COALITION OF ALTERNATIVE COMM SCHOOLS |
| S0520 | 1416 | AMERICAN ASSOC OF CHRISTIAN SCHOOLS |
| S0525 | 1417 | AMERICAN MONTESSORI SOCIETY |
| S0530 | 1418 | OTHER MONTESSORI ASSOCIATION(S) |
| S0535 | 1419 | ASSOC OF CHRISTIAN SCHOOLS INTERNATIONL |
| S0540 | 1420 | ASSOC OF MILITARY COLLEGES/SCHOOLS |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| S0545 | 1421 | BILINGUAL SCHOOL ASSOCIATION |
| S0550 | 1422 | COUNCIL OF BILINGUAL EDUCATION |
| S0555 | 1423 | OTHER ASSOCIATION(S) FOR BILINGUAL ED. |
| S0560 | 1424 | CHRISTIAN SCHOOLS INTERNATIONAL |
| S0565 | 1425 | COUNCIL FOR EXCEPTIONAL CHILDREN |
| S0570 | 1426 | NTNL ASSOC. PRV SCHLS FOR EXCEP CHILDREN |
| S0575 | 1427 | OTHER ASSOC(S) FOR EXCEPTIONL CHILDREN |
| S0580 | 1428 | COUNCIL OF ISLAMIC SCHOOLS - NORTH AM. |
| S0585 | 1429 | EARLY CHILDHOOD EDUCATION ASSOCIATION |
| S0590 | 1430 | OTHER EARLY CHILDHOOD ED ASSOCIATION |
| S0595 | 1431 | EUROPEAN COUNCIL FOR INTRNATNL SCHLS |
| S0600 | 1432 | OTHER ASSOCIATION(S) FOR INTRNTNL SCHLS |
| S0605 | 1433 | FRIENDS COUNCIL ON EDUCATION |
| S0610 | 1434 | GENERAL CONF OF THE SEVENTH DAY ADVNTSTS |
| S0615 | 1435 | NATIONAL ASSOC. OF EPISCOAL SCOOHLS |
| S0620 | 1436 | NATIONAL ASSOC. OF INDEPENDENT SCHOOLS |
| S0625 | 1437 | NATIONAL INDEPENDENT PRIVATE SCHL ASSOC. |
| S0630 | 1438 | OTHER INDEPENDENT SCHOOL ASSOC. |
| S0635 | 1439 | NATIONAL ASSOC. OF LABORATORY SCHOOLS |
| S0640 | 1440 | NATIONAL CATHOLIC EDUCATIONAL ASSOC. |
| S0645 | 1441 | JESUIT SECONDARY EDUCATION ASSOC. |
| S0650 | 1442 | NATNL CENTER FOR NEIGHBORHOOD ENTERPRISE |
| S0655 | 1443 | NATIONAL FEDERATION OF CHURCH SCHOOLS |
| S0660 | 1444 | NATIONAL SOCIETY OF HEBREW DAY SCHOOLS |
| S0665 | 1445 | SOLOMON SCHECHTER DAY SCHOOLS |
| S0670 | 1446 | OTHER JEWISH SCHOOL ASSOCIATION(S) |
| S0675 | 1447 | ORAL ROBERTS EDUCATIONAL FELLOWSHIP |
| S0680 | 1448 | OTHER CHRISTIAN SCHOOL ASSOCIATIONS |
| S0685 | 1449 | OTHER RELIGIOUS SCHOOL ASSOCIATIONS |
| S0690 | 1450 | OTHER NONRELIGIOUS SCHOOL ASSOCIATIONS |
| S0695 | 1451 | NONE OF THE ABOVE ASSOCIATIONS |
| S0700 | 1452 | SCHOOL HAS SPECIAL ADMISSION REQUIREMENT |
| S0705 | 1453 | FOR ADMIT. - USE ADMISSION TEST |
| S0710 | 1454 | FOR ADMIT. - USE STUDENT ACHVMNT TEST |
| S0715 | 1455 | FOR ADMIT. - USE ACADEMIC RECORD |
| S0720 | 1456 | FOR ADMIT. - USE SPECIAL STUDENT NEEDS |
| S0725 | 1457 | FOR ADMIT. - SPECIAL STUDENT APTITUDES |
| S0730 | 1458 | FOR ADMIT. - USE PERSONAL INTERVIEW |
| S0735 | 1459 | FOR ADMIT. - USE RECOMMENDATIONS |
| S0740 | 1460 | FOR ADMIT. - USE RELIGIOUS AFFILIATION |
| S0745 | 1461 | FOR ADMIT. - TRIBAL AFFILIATION |
| S0750 | 1462 | FOR ADMIT. - USE NONE OF ABOVE |
| S0755 | 1463 | MOST IMPORTANT CONSIDERATN FOR ADMISSION |
| S0760 | 1466 | TYPE OF SCHOOL |
| S0765 | 1467 | MAJOR ROLE OF SCHL-SUPPORT HOME SCHLNG |
| S0770 | 1468 | OFFER A MAGNET PROGRAM |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| S0775 | 1469 | SCHOOL LOCATED IN PRIVATE HOME |
| S0780 | 1470 | DO ANY STUDENTS BOARD AT SCHOOL |
| S0785 | 1471 | HOW MANY STUDENTS BOARD AT SCHOOL - ALL |
| S0790 | 1472 | # OF MANY STUDENTS BOARD AT SCHOOL |
| S0795 | 1476 | SCHOOL CHARGE TUITION FOR STUDENTS |
| S0800 | 1477 | POLICY FOR MODIFYING/DISCOUNTING TUITION |
| S0805 | 1478 | HIGHEST ANNUAL TUITION - FULLTIME STDNT |
| S0810 | 1483 | YEAR SCHOOL FOUNDED |
| S0815 | 1487 | # OF PART-TIME PRINCIPALS/SCHOOL HEADS |
| S0820 | 1488 | # OF PART-TIME VICE PRINCIPALS |
| S0825 | 1489 | # OF PART-TIME OTHER MANAGERS |
| S0830 | 1490 | # OF PART-TIME INSTRUCTIONL COORDINATORS |
| S0835 | 1492 | # OF PART-TIME SCHOOL COUNSELORS |
| S0840 | 1494 | # OF PART-TIME LIB MEDIA SPEC./LIBRARIAN |
| S0845 | 1495 | # OF PART-TIME STUDENT SUPPORT SERVICES |
| S0850 | 1497 | # OF PART-TIME - TEACHERS |
| S0855 | 1500 | # OF PART-TIME LIBRARY MEDIA CENTR AIDES |
| S0860 | 1502 | # OF PART-TIME TEACHER AIDES |
| S0865 | 1505 | # OF PART-TIME SECRETARIES/OTHR CLERICAL |
| S0870 | 1507 | # OF PART-TIME OTHER EMPLOYEES |
| S0875 | 1509 | # OF FULL-TIME PRINCIPALS/SCHOOL HEADS |
| S0880 | 1510 | # OF FULL-TIME VICE PRINCIPALS |
| S0885 | 1512 | # OF FULL-TIME OTHER MANAGERS |
| S0890 | 1513 | # OF FULL-TIME INSTRUCTIONAL COORDINATRS |
| S0895 | 1515 | # OF FULL-TIME SCHOOL COUNSELORS |
| S0900 | 1517 | # OF FULL-TIME LIBRARY MEDIA SPECIALISTS |
| S0905 | 1519 | # OF FULL-TIME STUDENT SUPPORT SERVICES |
| S0910 | 1521 | # OF FULL-TIME - TEACHERS |
| S0915 | 1524 | # OF FULL-TIME LIBRARY MEDIA CENTR AIDES |
| S0920 | 1526 | # OF FULL-TIME TEACHER AIDES |
| S0925 | 1529 | # OF FULL-TIME SECRETARIES/OTHR CLERICAL |
| S0930 | 1531 | # OF FULL-TIME OTHER EMPLOYEES |
| S0935 | 1534 | # OF FULL-TIME TEACHERS |
| S0940 | 1537 | TEACH AT LEAST 3/4 TIME BUT LESS THAN FT |
| S0945 | 1539 | TEACH AT LEAST 1/2 TIMEBUT LESS THAN FT |
| S0950 | 1541 | TEACH AT LEAST 1/4 TIME BUT LESS THAN FT |
| S0955 | 1543 | TEACH LESS THAN 3/4 TIME |
| S0960 | 1545 | TOTAL # TEACHERS |
| S0965 | 1548 | # TEACHERS - AM. INDIAN/ALASKAN NATIVE |
| S0970 | 1550 | # TEACHERS - ASIAN OR PACIFIC ISLANDER |
| S0975 | 1553 | # TEACHERS- HISPANIC, REGARDLESS OF RACE |
| S0980 | 1556 | # TEACHERS - BLACK, NOT HISPANIC |
| S0985 | 1559 | # TEACHERS - WHITE, NOT HISPANIC |
| S0990 | 1562 | # TEACHERS ABSENT ON MOST RECENT DAY |
| S0995 | 1564 | # FTE TEACHERS EMPLOYED - UNGRADED |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---|
| S1000 | 1569 | # FTE TEACHERS EMPLOYED - KINDERGARTEN |
| S1005 | 1573 | # FTE TEACHERS EMPLOYED - GRADES 1-12 |
| S1010 | 1578 | TOTAL # FTE TCHRS(FOR LEVELS LISTD ABOVE) |
| S1015 | 1583 | # STATE-CERTIFIED FTE TEACHERS |
| S1020 | 1588 | # FTE TEACHERS |
| S1030 | 1593 | # FTE POSITIONS VACANT OR TEMP FILLED |
| S1035 | 1597 | # FTE POSITIONS ABOLISHED OR WITHDRAWN |
| S1050 | 1600 | # NEWLY HIRED FTE TEACHERS |
| S1055 | 1604 | # FTE TCHRS WITH REG/STANDARD STATE CERT |
| S1060 | 1608 | # FTE TCHRS CERT BY PRIVATE SCHOOL ORG |
| S1070 | 1612 | # FTE TEACHERS LAID OFF |
| S1100 | 1615 | WERE THERE TEACHINGVACANCIES THIS SCHOOL |
| S1105 | 1616 | VAC COVERED - HIRED A FULLY QUAL TCHR |
| S1110 | 1617 | VAC COVERED - LESS THAN FULLY QUAL TCHR |
| S1115 | 1618 | VAC COVERED - CANCELLED COURSE OFFERING |
| S1120 | 1619 | VAC COVERED - EXPANDED SOME CLASSE SIZES |
| S1125 | 1620 | VAC COVERED - ADDED SECTIONS OTHER TCHRS |
| S1130 | 1621 | VAC COVERED - ASSGND TCHR OF OTHR SUBJ |
| S1135 | 1622 | VAC COVRD- ASSGND ADMIN/COUNSELOR TO TCH |
| S1140 | 1623 | VAC COVERED - USED LONG/SHORT-TERM SUB |
| S1145 | 1624 | VAC COVERED - OTHER |
| S1150 | 1625 | HOW DIFF TO FILL VACNCY - GENERL ELMNTRY |
| S1155 | 1626 | HOW DIFF TO FILL VACNCY - SPECL EDUCATN |
| S1160 | 1627 | HOW DIFF TO FILL VACNCY - ENGLISH |
| S1165 | 1628 | HOW DIFF TO FILL VACNCY - MATHEMATICS |
| S1170 | 1629 | HOW DIFF TO FILL VACNCY - PHYSCL SCIENCS |
| S1175 | 1630 | HOW DIFF TO FILL VACNCY - BIO/LIFE SCNCE |
| S1180 | 1631 | HOW DIFF TO FILL VACNCY - ESL/ESOL/BILNG |
| S1185 | 1632 | HOW DIFF TO FILL VACNCY - FOREIGN LANG |
| S1190 | 1633 | HOW DIFF TO FILL VACNCY - MUSIC |
| S1195 | 1634 | HOW DIFF TO FILL VACNCY - BUSINESS |
| S1200 | 1635 | HOW DIFF TO FILL VACNCY - INDUSTRIAL ARTS |
| S1205 | 1636 | HOW DIFF TO FILL VACNCY - HOME ECONOMICS |
| S1210 | 1637 | HOW DIFF TO FILL VACNCY - TRADE/INDUSTRY |
| S1215 | 1638 | HOW DIFF TO FILL VACNCY - AGRICULTURE |
| S1220 | 1639 | CRITERIA - FULL STD CERT BY PRIVATE ORG |
| S1225 | 1640 | CRITERIA - FULL STD STATE CERTIFICATION |
| S1230 | 1641 | CRITERIA - EMER/TEMP STATE CERT. |
| S1235 | 1642 | CRITERIA - GRAD FROM ST-APPRVD TCHR PGM |
| S1240 | 1643 | CRITERIA - COLL. MAJOR/MINOR IN FIELD |
| S1245 | 1644 | CRITERIA - PASS OF ST. BASIC SKILLS TEST |
| S1250 | 1645 | CRITERIA - PASS OF ST TST SUBJ KNOWLEDGE |
| S1255 | 1646 | CRITERIA - PASS OFSCHL TST BASIC SKILLS |
| S1260 | 1647 | CRITERIA - PASS NATL TCHR EXAM-CORE BATT |
| S1265 | 1648 | CRITERIA - PASS NATL TCHR EXAM-PROF AREA |
| S1290 | 1649 | LIMITED ENGLISH PROFICIENT (LEP) STUDNTS |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---|
| S1295 | 1650 | # STUDENTS WERE LIMITED ENGLISH PROF. |
| S1300 | 1654 | DETERMINE LEP - PARENT RECOMMENDATION |
| S1305 | 1655 | DETERMINE LEP - TCHR OBSRVTN/REFERRAL |
| S1310 | 1656 | DETERMINE LEP - HOME LANGUAGE SURVEY |
| S1315 | 1657 | DETERMINE LEP - WRITTEN LANGUAGE EXAM |
| S1320 | 1658 | DETERMINE LEP - ORAL INTERVIEW |
| S1325 | 1659 | DETERMINE LEP - PREVIOUS STDNT RECORD |
| S1330 | 1660 | DETERMINE LEP - ACHIEVEMENT TEST RESULTS |
| S1335 | 1661 | # STDNTS RCVD - TCHG ESL/ESOL |
| S1340 | 1665 | # STDNTS RCVD - MAINTNG STDNT HOME LANG |
| S1345 | 1669 | # STDNTS RCVD - TCHG SUBJ IN HOME LANG |
| S1350 | 1673 | # STDNTS RCVD - LEP INSTRCTN BELOW LEVEL |
| S1355 | 1677 | # LEP ENROLLED IN SPECIAL ED PROGRAMS |
| S1360 | 1680 | AVAIL PRGRM/SRVCS - REMEDIAL READING |
| S1365 | 1681 | # STDNTS PARTICIPATE - REMEDIAL READING |
| S1370 | 1685 | AVAIL PRGRM/SRVCS - REMEDIAL MATH |
| S1375 | 1686 | # STDNTS PARTICIPATE - REMEDIAL MATH |
| S1380 | 1690 | AVAIL PRGRM - STDNTS WITH DISABILITIES |
| S1385 | 1691 | # STDNTS PARTICIPATE - DISABILITY PGMS |
| S1390 | 1695 | AVAIL PRGRM - GIFTED AND TALENTED |
| S1395 | 1696 | # STDNTS PARTICIPATE - GIFTED / TALENTED |
| S1400 | 1700 | AVAIL PRGRM/SRVCS - BEFORE/AFTR DAY CARE |
| S1405 | 1701 | # STDNTS PARTICIPATE - BEF/AFTR DAY CARE |
| S1410 | 1705 | AVAIL PRGRM - ENGLISH AS A SECOND LANG |
| S1415 | 1706 | # STDNTS PARTICIPATE - ENG AS SCND LANG |
| S1420 | 1710 | AVAIL PRGRM - BILINGUAL EDUCATION |
| S1425 | 1711 | # STDNTS PARTICIPATE - BILINGUAL ED. |
| S1430 | 1715 | AVAIL PRGRM/SRVC - DIAG/PRESK SERVICES |
| S1435 | 1716 | AVAIL PRGRM/SRVC - MED HEALTH CARE SERVC |
| S1440 | 1717 | DOES SCHOOL HAVE A LIBRARY MEDIA CENTER |
| S1445 | 1718 | COURSE OFFRD - AM.IND/ALASKA NTV HISTRY |
| S1450 | 1719 | COURSE OFFRD - AM.IND/ALASKA NTV LANG |
| S1455 | 1720 | COURSE OFFRD - AM.IND/ALASKA NTV CULTURE |
| S1460 | 1721 | COURSE OFFRD - AM.IND/ALSK NTV ART/CRAFT |
| S1465 | 1722 | COURSE OFFRD - AM.IND/ALASKA NTV GOVT |
| S1470 | 1723 | COURSE OFFRD - MULTICULT ED W/ NTV EMPH |
| S1475 | 1724 | COURSE OFFRD - SOCIAL STUDIES W/NTV EMPH |
| S1480 | 1725 | COURSE OFFRD - TWO/MORE OF ABOVE IN CURR |
| S1485 | 1726 | COURSE OFFRD - NONE OF THE ABOVE |
| S1490 | 1727 | THIS SCHL OFFERED KINDERGARTEN PROGRAM |
| S1495 | 1728 | HOW LONG IS SCHOOL DAY FOR KIND STDNT |
| S1500 | 1729 | # TIMES/WK KINDERGARTEN STDNT ATTEND |
| S1505 | 1730 | PRE-K PRGM OFFRD - NO PRE-K PRGRMS |
| S1510 | 1731 | PRE-K PRGM OFFRD - HEAD START/THIS SCHL |
| S1515 | 1732 | PRE-K PRGM OFFRD -HEAD START/OUTSD AGENCY |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---|
| S1520 | 1733 | PRE-K PRGM OFFRD - DAY CARE/THIS SCHOOL |
| S1525 | 1734 | PRE-K PRGM OFFRD - DAY CARE/OUTSIDE AGENCY |
| S1530 | 1735 | PRE-K PRGM OFFRD - CHAPTER 1 PRE-K |
| S1535 | 1736 | PRE-K PRGM OFFRD-PRE-K SPCL ED/THIS SCHL |
| S1540 | 1737 | PRE-K PRGM OFF-PRE-K SPCL ED/OUTSIDE AGENCY |
| S1545 | 1738 | PRE-K PRGM OFFRD - GNRL PRE-K/THIS SCHL |
| S1550 | 1739 | PRE-K PRGM OFFRD -GNRL PRE-K/OUTSIDE AGENCY |
| S1555 | 1740 | # PREKINDERGARTEN-AGE CHILDREN ENROLLED |
| S1565 | 1744 | # FULL-TIME PRE-K TEACHERS |
| S1570 | 1746 | # PRE-K TCHRS - AT LEAST 3/4 TIME |
| S1575 | 1748 | # PRE-K TCHRS - AT LEAST 1/2 TIME |
| S1580 | 1750 | # PRE-K TCHRS - AT LEAST 1/4 TIME |
| S1585 | 1751 | # PRE-K TCHRS - LESS THAN 1/4 TIME |
| S1590 | 1753 | TOTAL NUMBER PRE-K TEACHERS |
| S1600 | 1755 | DID ANY STUDENT RECEIVE CHAPTER 1 SVCS |
| S1605 | 1756 | # PRE-K STUDENTS RECEIVED CHAPTER 1 |
| S1610 | 1759 | # KG-12 GRADE STUDENTS RECEIVED CHPT 1 |
| S1625 | 1763 | # CHAPTER 1 TEACHERS |
| S1630 | 1766 | # CHAPTER 1 TEACHER AIDES |
| S1645 | 1769 | DOES SCHL PART. IN NTNL SCHL LUNCH PRGM |
| S1650 | 1770 | ANY STUDENTS ELIGIBLE -NTNL SCHL LUNCH PGM |
| S1655 | 1771 | # PRE-K APPL. APPROVD NTNL SCHL LUNCH PGM |
| S1660 | 1774 | # KG-12 GRD APPL. APPROVD NTNL SCHL LUNCH |
| S1675 | 1778 | # PRE-K STUDENTS RCVD FREE/REDUCED LUNCH |
| S1680 | 1781 | # KG-12 GRD STUDENTS RCVD FREE/REDUCED LUNCH |
| S1745 | 1785 | DOES SCHL PROVIDE 12TH GRADE INSTRUCTION |
| S1750 | 1786 | DOES SCHL OFFR JOB PLACEMENT SRVC/SENIORS |
| S1755 | 1787 | DOES SCHL HAVE TECH-PREP PROGRAM |
| S1760 | 1788 | DOES SCHL GRANT REGULAR HIGH SCHL DIPLOMA |
| S1765 | 1789 | GRADUATION REQUIRES - # YRS ENG/LANG ARTS |
| S1770 | 1792 | GRADUATION REQUIRES - # YRS MATHEMATICS |
| S1775 | 1795 | GRADUATION REQUIRES - # YRS COMPUTER SCIENCE |
| S1780 | 1798 | GRADUATION REQUIRES - # YRS SOCIAL SCIENCE |
| S1785 | 1801 | GRADUATION REQUIRES- # YRS PHYS/BIO SCIENCE |
| S1790 | 1804 | GRADUATION REQUIRES - # YRS FOREIGN LANG |
| S1795 | 1807 | REQUIREMENTS REFLECT A 3-YR OR 4-YR PGM |
| S1800 | 1808 | IF NOT A 3 OR 4 YR PGM - HOW MANY YEARS |
| S1805 | 1809 | SCHL HAVE A COMMUNITY SERVICE REQUIREMENT |
| S1810 | 1810 | REQUIRE A CERTAIN NUMBER HRS COMMUNITY SVC |
| S1815 | 1811 | # HRS REQUIRED OF COMMUNITY SERVICE |
| S1820 | 1814 | ANY STUDENTS ENROLLED IN 12TH GRD LAST YR |
| S1825 | 1815 | # STUDENT ENROLLED IN 12TH GRADE LAST YR |
| S1835 | 1819 | # GRADUATES LAST YEAR |
| S1840 | 1823 | # LAST YR GRADS APPLIED TO 2/4 YR COLLEGE |
| S1845 | 1826 | SCHL POLICY REGARDING - GNRL STUDENT DISCIPLINE |
| S1850 | 1827 | SCHL POLICY REGARDING-STUDENT ALCOHOL USE/ABUS |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| S1855 | 1828 | SCHL POLCY RGRDING - STDNT DRUG USE/ABUS |
| S1860 | 1829 | SCHL PLCY RGRDING-STDNT TOBACCO USE/ABUS |
| S1865 | 1830 | SCHL HAS DRUG/ALC/TOBACCO USE PRVNTN PGM |
| S1870 | 1831 | PGM TCH STDNT - CAUSE/EFFECT ALCOHOL USE |
| S1875 | 1832 | PGM TCH STDNT - CAUSE/EFFECT DRUG USE |
| S1880 | 1833 | PGM TCH STDNT - CAUSE/EFFECT TOBACCO USE |
| S1885 | 1834 | PGM TCH STDNT LAWS RGRDING - ALCOHOL |
| S1890 | 1835 | PGM TCH STDNT LAWS RGRDING - DRUGS |
| S1895 | 1836 | PGM TCH STDNT LAWS RGRDING - TOBACCO |
| S1900 | 1837 | PGM TCH SCHL POLCY- ALCOHOL POSSESSN/USE |
| S1905 | 1838 | PGM TCH SCHL POLCY- DRUG POSSESSION/USE |
| S1910 | 1839 | PGM TCH SCHL POLCY- TOBACCO POSSESSN/USE |
| S1915 | 1840 | PGM TCH SKILLS TO RESIST PEER PRESSURE |
| S1920 | 1841 | PGM HAS PEER COUNSELING |
| S1925 | 1842 | PGM HAS SCHL SRVCS FOR HIGH-RISK STDNTS |
| S1930 | 1843 | PGM HAS STDNT ASSISTANCE PROGRAMS |
| S1935 | 1844 | PGM HAS REFERRALS TO COUNSELING/TREATMNT |
| S1940 | 1845 | PGM HAS STUDENT DRUG-TESTING PROGRAMS |
| S1945 | 1846 | PGM OFFERED IN - HEALTH CURRICULUM |
| S1950 | 1847 | PGM OFFERED IN - SCIENCE CURRICULUM |
| S1955 | 1848 | PGM OFFERED IN - SEPARATE COURSE |
| S1960 | 1849 | PGM OFFERED THROUGHOUT CURRICULUM |
| S1965 | 1850 | PGM OFFERED IN SPECIAL ASSEMBLIES |
| S1970 | 1851 | PGM OFFERED IN OTHER MEANS |
| S1975 | 1852 | SCHL HAVE ALCO/DRUG ABUSE COUNSELING PGM |
| S1980 | 1853 | SCHL HAVE A SPECIAL DECISION-MAKING BODY |
| S1985 | 1854 | SCHL DECISION-MAKING BODY - PRINCIPAL |
| S1990 | 1855 | SCHL DECISION-MAKG BODY - VICE PRINCIPAL |
| S1995 | 1856 | SCHL DCSN-MKG BODY - TCHRS PCKD BY PRIN |
| S2000 | 1857 | SCHL DCSN-MKG BODY - VOLUNTEER TEACHERS |
| S2005 | 1858 | SCHL DCSN-MKG BODY - ELECTED TEACHERS |
| S2010 | 1859 | SCHL DCSN-MKG BODY - DEPARTMENT HEAD |
| S2015 | 1860 | SCHL DCSN-MKG BODY - STUDENTS PICKED |
| S2020 | 1861 | SCHL DCSN-MKG BODY - ELECTED STUDENTS |
| S2025 | 1862 | SCHL DCSN-MKG BODY - SELECTED PARENTS |
| S2030 | 1863 | SCHL DCSN-MKG BODY - VOLUNTEER PARENTS |
| S2035 | 1864 | SCHL DCSN-MKG BODY - ELECTED PARENTS |
| S2040 | 1865 | SCHL DCSN-MKG BODY - OTHR COMMUNITY REPS |
| S2045 | 1866 | SCHL DECISION-MKG BODY - SUPERINTENDENT |
| S2050 | 1867 | SCHL D-M FNCTNS - CONFRS PERSNNL ISSUES |
| S2055 | 1868 | SCHL D-M FNCTNS-CURRIC/STDNT DISCIPLINE |
| S2060 | 1869 | SCHL D-M FNCTNS - SCHOOL RESOURCE ISSUES |
| S2065 | 1870 | SCHL D-M FNCTNS - BUDGET/SPENDING ISSUES |
| S2070 | 1871 | SCHL D-M FNCTNS - PLAN TRANSPORTATN RTES |
| S2075 | 1872 | SCHL D-M FNCTNS - OPERATIONAL ISSUES |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---|
| S2080 | 1873 | # MONTHS IN CONTRACT YEAR FOR TEACHER |
| S2095 | 1874 | IS THERE A SALARY SCHEDULE FOR TEACHERS |
| S2100 | 1875 | YRLY BASE SLRY - BACHELOR/NO EXPERIENCE |
| S2105 | 1880 | YRLY BASE SLRY - MASTER/NO EXPERIENCE |
| S2110 | 1885 | YRLY BASE SLRY - MASTER/PLUS 30 CREDITS |
| S2115 | 1890 | YRLY BASE SLRY - MASTER/20 YRS EXPRIENCE |
| S2120 | 1895 | YRLY BASE SLRY - HIGHEST STEP ON SCHDULE |
| S2125 | 1900 | RANGE OF TCHRS YRLY BASE SLRIES - LOWEST |
| S2130 | 1905 | RANGE OF TCHRS YRLY BASE SLRIES- HIGHEST |
| S2135 | 1910 | TCHERS ARE UNPD/WORK CONTRBUTD SVC BASIS |
| S2140 | 1911 | ARE TEACHERS COVERED BY RETIREMENT PLAN |
| S2165 | 1912 | MOVERS RCV FULL/PARTL CRDT FOR RETIRMENT |
| S2170 | 1913 | RCV RTRMNT CRDT - TRNSFRNG SAME ORG/BODY |
| S2175 | 1914 | RECEIVE RETIREMENT CREDIT -ROLLOVER |
| S2180 | 1915 | RCV RETIREMENT CREDIT - PURCHASE CREDIT |
| S2185 | 1916 | RECEIVE RETIREMENT CREDIT - OTHER |
| S2210 | 1917 | PAY INCNTVS USED TO RECRUIT/RETAIN TCHRS |
| S2215 | 1918 | TYPE OF PAY INCENTIVE - CASH BONUS |
| S2220 | 1919 | TYPE OF PAY INCENTIVE - DIFF SCHEDL STEP |
| S2225 | 1920 | TYPE PAY INCENTIVE- OTHR SALARY INCREASE |
| S2230 | 1921 | INCENTIVES OFFERD IN - SPECIAL ED |
| S2235 | 1922 | INCENTIVES OFFERD IN - MATHEMATICS |
| S2240 | 1923 | INCENTIVES OFFERD IN - COMPUTER SCIENCE |
| S2245 | 1924 | INCENTIVES OFFERD IN - PHYSICAL SCIENCES |
| S2250 | 1925 | INCENTIVES OFFERD IN - BIOL/LIFE SCIENCE |
| S2255 | 1926 | INCENTIVES OFFRD IN- ESL/ESOL/BLNGUAL ED |
| S2260 | 1927 | INCENTIVES OFFERD IN - FOREIGN LANG |
| S2265 | 1928 | INCENTIVES OFFERD IN - VO-TECH EDUCATION |
| S2270 | 1929 | INCENTIVES OFFERD IN - NONE OF THE ABOVE |
| S2275 | 1930 | INCNTVS FOR TCHR COMPLETN TRAIING/COLLEGE |
| S2280 | 1931 | PAY INCENTIVES USED - CASH BONUS |
| S2285 | 1932 | PAY INCENTIVES USED-DIFF STEP SLRY SCHED |
| S2290 | 1933 | PAY INCENTIVES USED- OTHER SLRY INCREASE |
| S2295 | 1934 | PAY INCNTVS USED FOR OTHER PURPOSES |
| S2300 | 1935 | IS FREE TRAINING AVAILABLE IN THIS SCHL |
| S2305 | 1936 | FREE TRAINING PROVIDED IN - SPECIAL ED |
| S2310 | 1937 | FREE TRAINING PROVIDED IN - MATHEMATICS |
| S2315 | 1938 | FREE TRAINING PROVIDED IN - COMPUTER SCI |
| S2320 | 1939 | FREE TRAINING PROVIDED IN - PHYSICAL SCI |
| S2325 | 1940 | FREE TRAINING PROVIDED IN- BIOL/LIFE SCI |
| S2330 | 1941 | FREE TRNING PROVIDD IN- ESL/ESOL/BLNG ED |
| S2335 | 1942 | FREE TRAINING PROVIDED IN - FOREIGN LANG |
| S2340 | 1943 | FREE TRAINING PROVIDED IN - VO-TECH ED |
| S2345 | 1944 | FREE TRAINING PROVIDED IN- NONE OF ABOVE |
| S2350 | 1945 | TRAINING/DEVELPMNT PGM - ASPIRING ADMINS |
| S2355 | 1946 | # HOURS TO COMPLETE THIS QUESTIONNAIRE |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| S2360 | 1947 | # MINUTES TO COMPLETE THIS QUESTIONNAIRE |
| SCHCNTL | 22 | SCHOOL CONTROL NUMBER |
| SCHLEVEL | 1989 | SCHOOL LEVEL |
| SCHWGT | 68 | FINAL SCHOOL WEIGHT |
| SECTOR | 34 | PUBLIC, PRIVATE, INDIAN FLAG |
| SOURCE | 2040 | SOURCE OF PUBLIC SCHOOL |
| STATABB | 1951 | STATE ABBREVIATION |
| STATE | 36 | FIPS STATE CODE |
| STCNTY | 38 | FIPS STATE COUNTY CODE |
| STRATM | 2066 | 1994 SASS PUBLIC SCHOOL STRATUM CODE |
| SURVEY | 1 | SURVEY ID |
| TYPOLGY | 51 | TYPOLGY OF SCHOOL |
| URBANIC | 1955 | 3-LEVEL LOCALE |

Public and Private School Principal Surveys

Physical Name: ZEEWRM.SASS2A2B.YR9394.NCES.ADMIN.SAS
 ZEEWRM.SASS2A2B.YR9394.NCES.ADMIN.DATA

Alphabetical List of Variables

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| A055 | 836 | 2 NO PRINCIPAL OR SCHOOL CLOSED |
| A060 | 837 | 5A DO YOU HAVE A BACHELORS DEGREE |
| A065 | 838 | 5B BACHELORS MAJOR FIELD OF STUDY |
| A070 | 840 | 5C YEAR OF BACHELORS DEGREE |
| A075 | 842 | 5D DO YOU HAVE SECOND MAJOR |
| A080 | 843 | 5E SECOND MAJOR FIELD |
| A085 | 845 | 5F DO YOU HAVE MINOR FIELD OF STUDY |
| A090 | 846 | 5G MINOR FIELD OF STUDY |
| A095 | 848 | 6A BACHELORS DEGREE - COLLEGE |
| A100 | 854 | 6B BACHELORS DEGREE - CITY, STATE |
| A105 | 856 | 6B LOCATED OUTSIDE U.S. |
| A110 | 857 | 7A SECOND BACHELORS DEGREE |
| A115 | 858 | 7B SECOND BACHELORS MAJOR |
| A120 | 860 | 7C YEAR OF SECOND BACHELORS |
| A125 | 862 | 8A MASTERS DEGREE |
| A130 | 863 | 8B MASTERS MAJOR |
| A135 | 865 | 8C YEAR OF MASTERS DEGREE |
| A140 | 867 | 9A SECOND MASTERS |
| A145 | 868 | 9B SECOND MASTERS MAJOR |
| A150 | 870 | 9C YEAR OF SECOND MASTERS |
| A155 | 872 | 10A OTHER DEGREE |
| A160 | 873 | 10B ASSOCIATE DEGREE |
| A165 | 874 | 10C ASSOCIATE MAJOR |
| A170 | 876 | 10D YEAR OF ASSOCIATE DEGREE |
| A175 | 878 | 10B EDUCATION SPECIALIST |
| A180 | 879 | 10C EDUCATION SPECIALIST MAJOR |
| A185 | 881 | 10D YEAR OF EDUCATION SPECIALIST |
| A190 | 883 | 10B DOCTORATE |
| A195 | 884 | 10C DOCTORATE MAJOR |
| A200 | 886 | 10D YEAR OF DOCTORATE |
| A205 | 888 | 11A PRIOR TEACHING EXPERIENCE |
| A210 | 890 | 11B SUBSEQUENT TEACHING EXPERIENCE |
| A215 | 892 | 12 MAIN TEACHING ASSIGNMENT |
| A220 | 894 | 13 CURRENTLY TEACHING |
| A225 | 895 | 14A OTHER POS BEFORE PRINCIPAL |
| A230 | 896 | 14B-1 DEPARTMENT HEAD |
| A235 | 897 | 14B-1 YEARS AS DEPARTMENT HEAD |
| A240 | 899 | 14B-2 CURRICULUM SPEC OR COORDINATOR |
| A245 | 900 | 14B-2 YEARS AS CURRICULUM SPEC OR COORDI |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| A250 | 902 | 14B-3 ASST PRINCPL OR PROG DIR |
| A255 | 903 | 14B-3 YEARS AS ASST PRINCPL OR PROG DIR |
| A260 | 905 | 14B-4 GUIDANCE COUNSELOR |
| A265 | 906 | 14B-4 YEARS AS A GUIDANCE COUSELOR |
| A270 | 908 | 14B-5 LIBRARIAN |
| A275 | 909 | 14B-5 YRS AS LIBRARIAN |
| A280 | 911 | 14B-6 ATHLETIC COACH |
| A285 | 912 | 14B-6 YRS AS ATHLETIC COACH |
| A290 | 914 | 14B-7 CLUB SPONSOR |
| A295 | 915 | 14B-7 YEARS A CLUB SPONSOR |
| A300 | 917 | 14B-8 OTHER POSITIONS |
| A305 | 918 | 14B-8 YEARS AS OTHER POSITIONS |
| A310 | 920 | 15A PARTCPTD IN ASPRNG PRINCIPAL PROG |
| A315 | 921 | 15B TOOK INDIAN ED ADMIN TRNING |
| A320 | 922 | 16 PRINCIPAL/HEAD IN '91 |
| A325 | 923 | 17 YEARS PRINCIPAL THIS SCHOOL |
| A330 | 925 | 17B YEARS AS PRINCIPAL OTHER SCHOOLS |
| A335 | 927 | 18A PRINCIPAL IN OTHER SCHOOLS |
| A340 | 928 | 18B UNGRADED |
| A345 | 929 | 18B PREKINDERGARTEN |
| A350 | 930 | 18B KINDERGARTEN |
| A355 | 931 | 18B 1ST GRADE |
| A360 | 932 | 18B 2ND GRADE |
| A365 | 933 | 18B 3RD GRADE |
| A370 | 934 | 18B 4TH GRADE |
| A375 | 935 | 18B 5TH GRADE |
| A380 | 936 | 18B 6TH GRADE |
| A385 | 937 | 18B 7TH GRADE |
| A390 | 938 | 18B 8TH GRADE |
| A395 | 939 | 18B 9TH GRADE |
| A400 | 940 | 18B 10TH GRADE |
| A405 | 941 | 18B 11TH GRADE |
| A410 | 942 | 18B 12TH GRADE |
| A420 | 943 | 19A NUMBER OF BREAKS IN SERVICE |
| A425 | 945 | 19B BREAKS DUE TO RIF/LAYOFF |
| A430 | 946 | 19B NUMBER OF BREAKS DUE TO RIF/LAYOFF |
| A435 | 947 | 19C LENGTH OF MOST RECENT BREAK |
| A440 | 949 | 19D CONSECUTIVE YEARS AS PRINCIPAL SINCE |
| A445 | 951 | 20 EVALUATION AND SUPERVISION |
| A450 | 952 | 20 MANAGEMENT TECHNIQUES |
| A455 | 953 | 20 ADMIN INTERNSHIP |
| A460 | 954 | 20 NONE OF THE ABOVE |
| A465 | 955 | 21A YEAR TO RETIRE AS PRINCIPAL 19- |
| A470 | 957 | 21A YEAR TO RETIRE AS PRINCIPAL 20- |
| A475 | 959 | 21A ALREADY ELIGIBLE |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| A480 | 960 | 21B PLANS TO REMAIN A PRINCIPAL |
| A485 | 961 | 21C YEAR PLAN TO RETIRE 19- |
| A490 | 963 | 21C YEAR PLAN TO RETIRE 20- |
| A495 | 965 | 22A ANNUAL SALARY |
| A500 | 971 | 22B MONTHS EMPLOYED |
| A505 | 973 | 23 BENEFITS - GEN MEDICAL INS |
| A510 | 974 | 23 BENEFITS - DENTAL INS |
| A515 | 975 | 23 BENEFITS - GROUP LIFE INS |
| A520 | 976 | 23 BENEFITS - PENSION CONTRIB |
| A525 | 977 | 23 BENEFITS - HOUSING |
| A530 | 978 | 23 BENEFITS - MEALS |
| A535 | 979 | 23 BENEFITS - TRANSPOR EXP |
| A540 | 980 | 23 BENEFITS - TUITION/FEES |
| A545 | 981 | 23 BENEFITS - TUTION FOR CHILDREN |
| A550 | 982 | 23 BENEFITS - CHILDCARE |
| A555 | 983 | 23 NONE OF THESE BENEFITS |
| A560 | 984 | 24 STUDENT TARDINESS |
| A565 | 985 | 24 PROBLEM - STUDENT ABSENTEEISM |
| A570 | 986 | 24C PROBLEM - TEACHER ABSENTEEISM |
| A575 | 987 | 24D PROBLEM - STUDENTS CUTTING CLASS |
| A580 | 988 | 24E PROBLEM - PHYS CONFLICTS AMONG STDTS |
| A585 | 989 | 24F PROBLEM - ROBBERY OR THEFT |
| A590 | 990 | 24G PROBLEM - VANDALISM |
| A595 | 991 | 24H PROBLEM - STUDENT PREGNANCY |
| A600 | 992 | 24I PROBLEM - STUDENT USE OF ALCOHOL |
| A605 | 993 | 24J PROBLEM - STUDENT DRUG ABUSE |
| A610 | 994 | 24K PROBLEM - STUDENT WEAPONS |
| A615 | 995 | 24L PROBLEM - VERBAL ABUSE OF TEACHERS |
| A620 | 996 | 24M PROBLEM - STDNT DISRESPECT FOR TCHR |
| A625 | 997 | 24N PROBLEM - STUDENTS DROPPING OUT |
| A630 | 998 | 24O PROBLEM - STUDENT APATHY |
| A635 | 999 | 24P PROBLEM - LACK ACADEMIC CHALLENGE |
| A640 | 1000 | 24Q PROBLEM - LACK PARENTAL INVOLVMNT |
| A645 | 1001 | 24R PROBLEM - PARENTAL ALCOHOLISM |
| A650 | 1002 | 24S PROBLEM - POVERTY |
| A655 | 1003 | 24T PROBLEM - RACIAL TENSION |
| A660 | 1004 | 24U PROBLEM - STDNTS UNPREPARED TO LEARN |
| A665 | 1005 | 24V PROBLEM - POOR NUTRITION |
| A670 | 1006 | 24W PROBLEM - POOR HEALTH |
| A675 | 1007 | 24X PROBLEM - ENGLISH LANGUAGE |
| A680 | 1008 | 25A-1 INFLU CURRCLM - STATE DEPT ED |
| A685 | 1009 | 25A-2 INFLU CURRCLM - SCHOOL DISTRICT |
| A690 | 1010 | 25A-3 INFLU CURRCLM - SCHOOL BOARD |
| A695 | 1011 | 25A-4 INFLU CURRCLM - PRINCIPAL |
| A700 | 1012 | 25A-5 INFLU CURRCLM - TEACHERS |
| A705 | 1013 | 25A-6 INFLU CURRCLM - CURRICULUM SPEC |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| A710 | 1014 | 25A-7 INFLU CURRCLM - LIBRARY |
| A715 | 1015 | 25A-8 INFLU CURRCLM - PARENT ASSN |
| A720 | 1016 | 25B-1 INFLU HIRNG - ST DEPT ED |
| A725 | 1017 | 25B-2 INFLU HIRNG - SCHOOL DISTRICT |
| A730 | 1018 | 25B-3 INFLU HIRNG - SCHOOL BOARD |
| A735 | 1019 | 25B-4 INFLU HIRNG - PRINCIPAL |
| A740 | 1020 | 25B-5 INFLU HIRNG - TEACHERS |
| A745 | 1021 | 25B-6 INFLU HIRNG - PARENT ASSN |
| A750 | 1022 | 25C-1 INFLU DISC POLCY - ST DEPT ED |
| A755 | 1023 | 25C-2 INFLU DISC POLCY - SCHOOL DISTRICT |
| A760 | 1024 | 25C-3 INFLU DISC POLCY - SCHOOL BOARD |
| A765 | 1025 | 25C-4 INFLU DISC POLCY - PRINCIPAL |
| A770 | 1026 | 25C-5 INFLU DISC POLCY - TEACHERS |
| A775 | 1027 | 25C-6 INFLU DISC POLCY - PARENT ASSN |
| A780 | 1028 | 25D-1 INFLU BUDGET - STATE DEPT ED |
| A785 | 1029 | 25D-2 INFLU BUDGET - SCHOOL DISTRICT |
| A790 | 1030 | 25D-3 INFLU BUDGET - SCHOOL BOARD |
| A795 | 1031 | 25D-4 INFLU BUDGET - PRINCIPAL |
| A800 | 1032 | 25D-5 INFLU BUDGET - TEACHERS |
| A805 | 1033 | 25D-6 INFLU BUDGET - LIBRARIANS |
| A810 | 1034 | 25D-7 INFLU BUDGET - PARENT ASSN |
| A815 | 1035 | 25E-1 INFLU IN-SERV - ST DEPT ED |
| A820 | 1036 | 25E-2 INFLU IN-SERV - SCHOOL DISTRICT |
| A825 | 1037 | 25E-3 INFLU IN-SERV - SCHOOL BOARD |
| A830 | 1038 | 25E-4 INFLU IN-SERV - PRINCIPAL |
| A835 | 1039 | 25E-5 INFLU IN-SERV - TEACHERS |
| A840 | 1040 | 25D-6 INFLU IN-SERV - PARENT ASSN |
| A845 | 1041 | 25F-1 INFLU EVAL TCHRS - ST DEPT ED |
| A850 | 1042 | 25F-2 INFLU EVAL TCHRS - SCHOOL DISTRICT |
| A855 | 1043 | 25F-3 INFLU EVAL TCHRS - SCHOOL BOARD |
| A860 | 1044 | 25F-4 INFLU EVAL TCHRS - PRINCIPAL |
| A865 | 1045 | 25F-5 INFLU EVAL TCHRS - TEACHERS |
| A870 | 1046 | 25F-6 INFLU EVAL TCHRS - PARENT ASSN |
| A875 | 1047 | 26 MOST IMPORTANT ED GOAL |
| A880 | 1048 | 26 SECOND MOST IMPORTANT GOAL |
| A885 | 1049 | 26 THIRD MOST IMPORTANT GOAL |
| A890 | 1050 | 27 MALE/FEMALE |
| A895 | 1051 | 28A RACE |
| A900 | 1052 | 28B TRIBAL MEMBERSHIP |
| A905 | 1053 | 29 HISPANIC |
| A910 | 1054 | 30 YEAR OF BIRTH |
| A915 | 1056 | 31 MINUTES TO COMPLETE |
| ADMWGT | 52 | FINAL ADMINISTRATOR WEIGHT |
| AFFIL | 50 | 3 LEVEL TYPOLOGY |
| AGE | 1069 | AGE OF ADMINISTRATOR |

| EBCDIC | | |
|----------|----------|-------------------------------------|
| Variable | Position | Label |
| APIN | 1134 | PERMANENT ID ASSIGNED BY QED |
| BIA | 1075 | BIA FLAG |
| CCDIDLEA | 1097 | LEAID IDENTIFIER |
| CCDNAME | 1104 | NAME OF LEA |
| CMSA | 43 | CMSA/PMSA/MSA CODE |
| CNTLNUM | 2 | CONTROL NUMBER |
| DCTYNM | 1145 | COUNTY NAME |
| DMOS4 | 1176 | 1994 SASS PUB. SCH. MEASURE OF SIZE |
| ENRK12UG | 1077 | TOTAL UG, K-12 SCHOOL ENROLLMENT |
| FSMPF1 | 1187 | 1991 SASS SAMPLE FLAG |
| F_A055 | 1193 | IMPUTATION FLAG FOR A055 |
| F_A060 | 1194 | IMPUTATION FLAG FOR A060 |
| F_A065 | 1195 | IMPUTATION FLAG FOR A065 |
| F_A070 | 1196 | IMPUTATION FLAG FOR A070 |
| F_A075 | 1197 | IMPUTATION FLAG FOR A075 |
| F_A080 | 1198 | IMPUTATION FLAG FOR A080 |
| F_A085 | 1199 | IMPUTATION FLAG FOR A085 |
| F_A090 | 1200 | IMPUTATION FLAG FOR A090 |
| F_A095 | 1201 | IMPUTATION FLAG FOR A095 |
| F_A100 | 1202 | IMPUTATION FLAG FOR A100 |
| F_A105 | 1203 | IMPUTATION FLAG FOR A105 |
| F_A110 | 1204 | IMPUTATION FLAG FOR A110 |
| F_A115 | 1205 | IMPUTATION FLAG FOR A115 |
| F_A120 | 1206 | IMPUTATION FLAG FOR A120 |
| F_A125 | 1207 | IMPUTATION FLAG FOR A125 |
| F_A130 | 1208 | IMPUTATION FLAG FOR A130 |
| F_A135 | 1209 | IMPUTATION FLAG FOR A135 |
| F_A140 | 1210 | IMPUTATION FLAG FOR A140 |
| F_A145 | 1211 | IMPUTATION FLAG FOR A145 |
| F_A150 | 1212 | IMPUTATION FLAG FOR A150 |
| F_A155 | 1213 | IMPUTATION FLAG FOR A155 |
| F_A160 | 1214 | IMPUTATION FLAG FOR A160 |
| F_A165 | 1215 | IMPUTATION FLAG FOR A165 |
| F_A170 | 1216 | IMPUTATION FLAG FOR A170 |
| F_A175 | 1217 | IMPUTATION FLAG FOR A175 |
| F_A180 | 1218 | IMPUTATION FLAG FOR A180 |
| F_A185 | 1219 | IMPUTATION FLAG FOR A185 |
| F_A190 | 1220 | IMPUTATION FLAG FOR A190 |
| F_A195 | 1221 | IMPUTATION FLAG FOR A195 |
| F_A200 | 1222 | IMPUTATION FLAG FOR A200 |
| F_A205 | 1223 | IMPUTATION FLAG FOR A205 |
| F_A210 | 1224 | IMPUTATION FLAG FOR A210 |
| F_A215 | 1225 | IMPUTATION FLAG FOR A215 |
| F_A220 | 1226 | IMPUTATION FLAG FOR A220 |
| F_A225 | 1227 | IMPUTATION FLAG FOR A225 |
| F_A230 | 1228 | IMPUTATION FLAG FOR A230 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--------------------------|
| F_A235 | 1229 | IMPUTATION FLAG FOR A235 |
| F_A240 | 1230 | IMPUTATION FLAG FOR A240 |
| F_A245 | 1231 | IMPUTATION FLAG FOR A245 |
| F_A250 | 1232 | IMPUTATION FLAG FOR A250 |
| F_A255 | 1233 | IMPUTATION FLAG FOR A255 |
| F_A260 | 1234 | IMPUTATION FLAG FOR A260 |
| F_A265 | 1235 | IMPUTATION FLAG FOR A265 |
| F_A270 | 1236 | IMPUTATION FLAG FOR A270 |
| F_A275 | 1237 | IMPUTATION FLAG FOR A275 |
| F_A280 | 1238 | IMPUTATION FLAG FOR A280 |
| F_A285 | 1239 | IMPUTATION FLAG FOR A285 |
| F_A290 | 1240 | IMPUTATION FLAG FOR A290 |
| F_A295 | 1241 | IMPUTATION FLAG FOR A295 |
| F_A300 | 1242 | IMPUTATION FLAG FOR A300 |
| F_A305 | 1243 | IMPUTATION FLAG FOR A305 |
| F_A310 | 1244 | IMPUTATION FLAG FOR A310 |
| F_A315 | 1245 | IMPUTATION FLAG FOR A315 |
| F_A320 | 1246 | IMPUTATION FLAG FOR A320 |
| F_A325 | 1247 | IMPUTATION FLAG FOR A325 |
| F_A330 | 1248 | IMPUTATION FLAG FOR A330 |
| F_A335 | 1249 | IMPUTATION FLAG FOR A335 |
| F_A340 | 1250 | IMPUTATION FLAG FOR A340 |
| F_A345 | 1251 | IMPUTATION FLAG FOR A345 |
| F_A350 | 1252 | IMPUTATION FLAG FOR A350 |
| F_A355 | 1253 | IMPUTATION FLAG FOR A355 |
| F_A360 | 1254 | IMPUTATION FLAG FOR A360 |
| F_A365 | 1255 | IMPUTATION FLAG FOR A365 |
| F_A370 | 1256 | IMPUTATION FLAG FOR A370 |
| F_A375 | 1257 | IMPUTATION FLAG FOR A375 |
| F_A380 | 1258 | IMPUTATION FLAGFOR A380 |
| F_A385 | 1259 | IMPUTATION FLAG FOR A385 |
| F_A390 | 1260 | IMPUTATION FLAG FOR A390 |
| F_A395 | 1261 | IMPUTATION FLAG FOR A395 |
| F_A400 | 1262 | IMPUTATION FLAG FOR A400 |
| F_A405 | 1263 | IMPUTATION FLAG FOR A405 |
| F_A410 | 1264 | IMPUTATION FLAG FOR A410 |
| F_A420 | 1265 | IMPUTATION FLAG FOR A420 |
| F_A425 | 1266 | IMPUTATION FLAG FOR A425 |
| F_A430 | 1267 | IMPUTATION FLAG FOR A430 |
| F_A435 | 1268 | IMPUTATION FLAG FOR A435 |
| F_A440 | 1269 | IMPUTATION FLAG FOR A440 |
| F_A445 | 1270 | IMPUTATION FLAG FOR A445 |
| F_A450 | 1271 | IMPUTATION FLAG FOR A450 |
| F_A455 | 1272 | IMPUTATIONFLAG FOR A455 |
| F_A460 | 1273 | IMPUTATION FLAG FOR A460 |

| EBCDIC | | |
|----------|----------|--------------------------|
| Variable | Position | Label |
| F_A465 | 1274 | IMPUTATION FLAG FOR A465 |
| F_A470 | 1275 | IMPUTATION FLAG FOR A470 |
| F_A475 | 1276 | IMPUTATION FLAG FOR A475 |
| F_A480 | 1277 | IMPUTATION FLAG FOR A480 |
| F_A485 | 1278 | IMPUTATION FLAG FOR A485 |
| F_A490 | 1279 | IMPUTATION FLAG FOR A490 |
| F_A495 | 1280 | IMPUTATION FLAG FOR A495 |
| F_A500 | 1281 | IMPUTATION FLAG FOR A500 |
| F_A505 | 1282 | IMPUTATION FLAG FOR A505 |
| F_A510 | 1283 | IMPUTATION FLAG FOR A510 |
| F_A515 | 1284 | IMPUTATION FLAG FOR A515 |
| F_A520 | 1285 | IMPUTATION FLAG FOR A520 |
| F_A525 | 1286 | IMPUTATION FLAG FOR A525 |
| F_A530 | 1287 | IMPUTATION FLAG FOR A530 |
| F_A535 | 1288 | IMPUTATION FLAG FOR A535 |
| F_A540 | 1289 | IMPUTATION FLAG FOR A540 |
| F_A545 | 1290 | IMPUTATION FLAG FOR A545 |
| F_A550 | 1291 | IMPUTATION FLAG FOR A550 |
| F_A555 | 1292 | IMPUTATION FLAG FOR A555 |
| F_A560 | 1293 | IMPUTATION FLAG FOR A560 |
| F_A565 | 1294 | IMPUTATION FLAG FOR A565 |
| F_A570 | 1295 | IMPUTATION FLAG FOR A570 |
| F_A575 | 1296 | IMPUTATION FLAG FOR A575 |
| F_A580 | 1297 | IMPUTATION FLAG FOR A580 |
| F_A585 | 1298 | IMPUTATION FLAG FOR A585 |
| F_A590 | 1299 | IMPUTATION FLAG FOR A590 |
| F_A595 | 1300 | IMPUTATION FLAG FOR A595 |
| F_A600 | 1301 | IMPUTATION FLAG FOR A600 |
| F_A605 | 1302 | IMPUTATION FLAG FOR A605 |
| F_A610 | 1303 | IMPUTATION FLAG FOR A610 |
| F_A615 | 1304 | IMPUTATION FLAG FOR A615 |
| F_A620 | 1305 | IMPUTATION FLAG FOR A620 |
| F_A625 | 1306 | IMPUTATION FLAG FOR A625 |
| F_A630 | 1307 | IMPUTATION FLAG FOR A630 |
| F_A635 | 1308 | IMPUTATION FLAG FOR A635 |
| F_A640 | 1309 | IMPUTATION FLAG FOR A640 |
| F_A645 | 1310 | IMPUTATION FLAG FOR A645 |
| F_A650 | 1311 | IMPUTATION FLAG FOR A650 |
| F_A655 | 1312 | IMPUTATION FLAG FOR A655 |
| F_A660 | 1313 | IMPUTATION FLAG FOR A660 |
| F_A665 | 1314 | IMPUTATION FLAG FOR A665 |
| F_A670 | 1315 | IMPUTATION FLAG FOR A670 |
| F_A675 | 1316 | IMPUTATION FLAG FOR A675 |
| F_A680 | 1317 | IMPUTATION FLAG FOR A680 |
| F_A685 | 1318 | IMPUTATION FLAG FOR A685 |
| F_A690 | 1319 | IMPUTATION FLAG FOR A690 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--------------------------|
| F_A695 | 1320 | IMPUTATION FLAG FOR A695 |
| F_A700 | 1321 | IMPUTATION FLAG FOR A700 |
| F_A705 | 1322 | IMPUTATION FLAG FOR A705 |
| F_A710 | 1323 | IMPUTATION FLAG FOR A710 |
| F_A715 | 1324 | IMPUTATION FLAG FOR A715 |
| F_A720 | 1325 | IMPUTATION FLAG FOR A720 |
| F_A725 | 1326 | IMPUTATION FLAG FOR A725 |
| F_A730 | 1327 | IMPUTATION FLAG FOR A730 |
| F_A735 | 1328 | IMPUTATION FLAG FOR A735 |
| F_A740 | 1329 | IMPUTATION FLAG FOR A740 |
| F_A745 | 1330 | IMPUTATION FLAG FOR A745 |
| F_A750 | 1331 | IMPUTATION FLAG FOR A750 |
| F_A755 | 1332 | IMPUTATION FLAG FOR A755 |
| F_A760 | 1333 | IMPUTATION FLAG FOR A760 |
| F_A765 | 1334 | IMPUTATION FLAG FOR A765 |
| F_A770 | 1335 | IMPUTATION FLAG FOR A770 |
| F_A775 | 1336 | IMPUTATION FLAG FOR A775 |
| F_A780 | 1337 | IMPUTATION FLAG FOR A780 |
| F_A785 | 1338 | IMPUTATION FLAG FOR A785 |
| F_A790 | 1339 | IMPUTATION FLAG FOR A790 |
| F_A795 | 1340 | IMPUTATION FLAG FOR A795 |
| F_A800 | 1341 | IMPUTATION FLAG FOR A800 |
| F_A805 | 1342 | IMPUTATION FLAG FOR A805 |
| F_A810 | 1343 | IMPUTATION FLAG FOR A810 |
| F_A815 | 1344 | IMPUTATION FLAG FOR A815 |
| F_A820 | 1345 | IMPUTATION FLAG FOR A820 |
| F_A825 | 1346 | IMPUTATION FLAG FOR A825 |
| F_A830 | 1347 | IMPUTATION FLAG FOR A830 |
| F_A835 | 1348 | IMPUTATION FLAG FOR A835 |
| F_A840 | 1349 | IMPUTATION FLAG FOR A840 |
| F_A845 | 1350 | IMPUTATION FLAG FOR A845 |
| F_A850 | 1351 | IMPUTATION FLAG FOR A850 |
| F_A855 | 1352 | IMPUTATION FLAG FOR A855 |
| F_A860 | 1353 | IMPUTATION FLAG FOR A860 |
| F_A865 | 1354 | IMPUTATION FLAG FOR A865 |
| F_A870 | 1355 | IMPUTATION FLAG FOR A870 |
| F_A875 | 1356 | IMPUTATION FLAG FOR A875 |
| F_A880 | 1357 | IMPUTATION FLAG FOR A880 |
| F_A885 | 1358 | IMPUTATION FLAG FOR A885 |
| F_A890 | 1359 | IMPUTATION FLAG FOR A890 |
| F_A895 | 1360 | IMPUTATION FLAG FOR A895 |
| F_A900 | 1361 | IMPUTATION FLAG FOR A900 |
| F_A905 | 1362 | IMPUTATION FLAG FOR A905 |
| F_A910 | 1363 | IMPUTATION FLAG FOR A910 |
| F_A915 | 1364 | IMPUTATION FLAG FOR A915 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|----------------------------------|
| HIDEG | 1067 | HIGHEST DEGREE EARNED |
| LEACNTL | 14 | LEA CONTROL NUMBER |
| LEASIZE | 1094 | LEA SIZE (NUMBER OF STUDENTS) |
| LOCALE | 1095 | LOCALE - CC, URBAN, RURAL |
| METRO | 49 | METRO STATUS RECODE |
| NMINENR | 1090 | NUMBER MINORITY STUDENTS |
| NMINTCH | 1084 | NUMBER MINORITY TEACHERS |
| ORDSEL | 1183 | 1994 SASS ORDER OF SELECTION |
| PGMTYPE | 1059 | 16A TYPE OF SCHOOL |
| PMINENR | 1087 | PERCENT MINORITY ENROLLMENT |
| PMINTCH | 1081 | PERCENT MINORITY TEACHERS |
| PRNEXPER | 1073 | TOTAL PRINCIPAL EXPERIENCE |
| PSOURCE | 1186 | SOURCE OF SCHOOL - PRIVATE |
| PSTRATM | 1188 | 1994 PRIVATE SCHOOL STRATUM CODE |
| RACE_ETH | 1068 | RACE ETHNICITY |
| REGION | 35 | REGION |
| REPWGT1 | 68 | REPLICATE WEIGHT 1 |
| REPWGT10 | 212 | REPLICATE WEIGHT 10 |
| REPWGT11 | 228 | REPLICATE WEIGHT 11 |
| REPWGT12 | 244 | REPLICATE WEIGHT 12 |
| REPWGT13 | 260 | REPLICATE WEIGHT 13 |
| REPWGT14 | 276 | REPLICATE WEIGHT 14 |
| REPWGT15 | 292 | REPLICATE WEIGHT 15 |
| REPWGT16 | 308 | REPLICATE WEIGHT 16 |
| REPWGT17 | 324 | REPLICATE WEIGHT 17 |
| REPWGT18 | 340 | REPLICATE WEIGHT 18 |
| REPWGT19 | 356 | REPLICATE WEIGHT 19 |
| REPWGT2 | 84 | REPLICATE WEIGHT 2 |
| REPWGT20 | 372 | REPLICATE WEIGHT 20 |
| REPWGT21 | 388 | REPLICATE WEIGHT 21 |
| REPWGT22 | 404 | REPLICATE WEIGHT 22 |
| REPWGT23 | 420 | REPLICATE WEIGHT 23 |
| REPWGT24 | 436 | REPLICATE WEIGHT 24 |
| REPWGT25 | 452 | REPLICATE WEIGHT 25 |
| REPWGT26 | 468 | REPLICATE WEIGHT 26 |
| REPWGT27 | 484 | REPLICATE WEIGHT 27 |
| REPWGT28 | 500 | REPLICATE WEIGHT 28 |
| REPWGT29 | 516 | REPLICATE WEIGHT 29 |
| REPWGT3 | 100 | REPLICATE WEIGHT 3 |
| REPWGT30 | 532 | REPLICATE WEIGHT 30 |
| REPWGT31 | 548 | REPLICATE WEIGHT 31 |
| REPWGT32 | 564 | REPLICATE WEIGHT 32 |
| REPWGT33 | 580 | REPLICATE WEIGHT 33 |
| REPWGT34 | 596 | REPLICATE WEIGHT 34 |
| REPWGT35 | 612 | REPLICATE WEIGHT 35 |
| REPWGT36 | 628 | REPLICATE WEIGHT 36 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---|
| REPWGT37 | 644 | REPLICATE WEIGHT 37 |
| REPWGT38 | 660 | REPLICATE WEIGHT 38 |
| REPWGT39 | 676 | REPLICATE WEIGHT 39 |
| REPWGT4 | 116 | REPLICATE WEIGHT 4 |
| REPWGT40 | 692 | REPLICATE WEIGHT 40 |
| REPWGT41 | 708 | REPLICATE WEIGHT 41 |
| REPWGT42 | 724 | REPLICATE WEIGHT 42 |
| REPWGT43 | 740 | REPLICATE WEIGHT 43 |
| REPWGT44 | 756 | REPLICATE WEIGHT 44 |
| REPWGT45 | 772 | REPLICATE WEIGHT 45 |
| REPWGT46 | 788 | REPLICATE WEIGHT 46 |
| REPWGT47 | 804 | REPLICATE WEIGHT 47 |
| REPWGT48 | 820 | REPLICATE WEIGHT 48 |
| REPWGT5 | 132 | REPLICATE WEIGHT 5 |
| REPWGT6 | 148 | REPLICATE WEIGHT 6 |
| REPWGT7 | 164 | REPLICATE WEIGHT 7 |
| REPWGT8 | 180 | REPLICATE WEIGHT 8 |
| REPWGT9 | 196 | REPLICATE WEIGHT 9 |
| RO | 1142 | REGIONAL OFFICE |
| SCHCNTL | 22 | SCHOOL CONTROL NUMBER |
| SCHLEVEL | 1076 | SCHOOL LEVEL |
| SECTOR | 34 | PUBLIC, PRIVATE, INDIAN FLAG |
| SOURCE | 1144 | SOURCE OF SCHOOL - PUBLIC |
| STATABB | 1065 | USPS STATE ABBREVIATION |
| STATE | 36 | FIPS STATE CODE |
| STCNTY | 38 | FIPS STATE COUNTY CODE |
| STRATM | 1170 | 1994 SASS PUBLIC SCHOOL STRATUM CODE |
| SURVEY | 1 | SURVEY ID |
| TCHEXPER | 1071 | TOTAL TEACHING EXPERIENCE |
| TUITIN | 1060 | 19C HIGHEST ANNUAL TUITION - FULETIME S |
| TPOLOGY | 51 | TPOLOGY OF THIS SCHOOL |
| URBANIC | 1096 | 3-LEVEL LOCALE |

Public and Private School Teacher Surveys

Physical Name: ZEEWRM.SASS4A4B.YR9394.NCES.TEACHER.SAS
 ZEEWRM.SASS4A4B.YR9394.NCES.TEACHER.DATA

Alphabetical List of Variables

| Variable | EBCDIC Position | Label |
|----------|--------------------|------------------------------------|
| AFFIL | 40 | 3 LEVEL TYPOLOGY |
| AGE | 1310 | AGE OF TEACHER |
| CNTLNUM | 2 | CONTROL NUMBER |
| ENRK12UG | 1315 | TOTAL UG, K-12 SCHOOL ENROLLMENT |
| FTPUB | 852 | YEARS TEACHING - FULL TIME PUBLIC |
| FTPVT | 848 | YEARS TEACHING - FULL TIME PRIVATE |
| F_FTPUB | 1378 | IMPUTATION FLAG FOR FTPUB |
| F_FTPVT | 1376 | IMPUTATION FLAG FOR FTPVT |
| F_PTPUB | 1379 | IMPUTATION FLAG FOR PTPUB |
| F_PTPVT | 1377 | IMPUTATION FLAG FOR PTPVT |
| F_T0015 | 1361 | IMPUTATION FLAG FOR T0015 |
| F_T0020 | 1362 | IMPUTATION FLAG FOR T0020 |
| F_T0025 | 1363 | IMPUTATION FLAG FOR T0025 |
| F_T0030 | 1364 | IMPUTATION FLAG FOR T0030 |
| F_T0035 | 1365 | IMPUTATION FLAG FOR T0035 |
| F_T0040 | 1366 | IMPUTATION FLAG FOR T0040 |
| F_T0045 | 1367 | IMPUTATION FLAG FOR T0045 |
| F_T0050 | 1368 | IMPUTATION FLAG FOR T0050 |
| F_T0055 | 1369 | IMPUTATION FLAG FOR T0055 |
| F_T0060 | 1370 | IMPUTATION FLAG FOR T0060 |
| F_T0065 | 1371 | IMPUTATION FLAG FOR T0065 |
| F_T0070 | 1372 | IMPUTATION FLAG FOR T0070 |
| F_T0075 | 1373 | IMPUTATION FLAG FOR T0075 |
| F_T0080 | 1374 | IMPUTATION FLAG FOR T0080 |
| F_T0090 | 1375 | IMPUTATION FLAG FOR T0090 |
| F_T0120 | 1380 | IMPUTATION FLAG FOR T0120 |
| F_T0125 | 1381 | IMPUTATION FLAG FOR T0125 |
| F_T0130 | 1382 | IMPUTATION FLAG FOR T0130 |
| F_T0135 | 1383 | IMPUTATION FLAG FOR T0135 |
| F_T0140 | 1384 | IMPUTATION FLAG FOR T0140 |
| F_T0145 | 1385 | IMPUTATION FLAG FOR T0145 |
| F_T0150 | 1386 | IMPUTATION FLAG FOR T0150 |
| F_T0155 | 1387 | IMPUTATION FLAGFOR T0155 |
| F_T0160 | 1388 | IMPUTATION FLAG FOR T0160 |
| F_T0165 | 1389 | IMPUTATION FLAG FOR T0165 |
| F_T0170 | 1390 | IMPUTATION FLAG FOR T0170 |
| F_T0175 | 1391 | IMPUTATION FLAG FOR T0175 |
| F_T0180 | 1392 | IMPUTATION FLAG FOR T0180 |
| F_T0185 | 1393 | IMPUTATION FLAG FOR T0185 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---------------------------|
| F_T0190 | 1394 | IMPUTATION FLAG FOR T0190 |
| F_T0195 | 1395 | IMPUTATION FLAG FOR T0195 |
| F_T0200 | 1396 | IMPUTATION FLAG FOR T0200 |
| F_T0205 | 1397 | IMPUTATION FLAG FOR T0205 |
| F_T0210 | 1398 | IMPUTATION FLAG FOR T0210 |
| F_T0215 | 1399 | IMPUTATION FLAG FOR T0215 |
| F_T0220 | 1400 | IMPUTATION FLAG FOR T0220 |
| F_T0225 | 1401 | IMPUTATION FLAG FOR T0225 |
| F_T0230 | 1402 | IMPUTATION FLAG FOR T0230 |
| F_T0235 | 1403 | IMPUTATION FLAG FOR T0235 |
| F_T0240 | 1404 | IMPUTATION FLAG FOR T0240 |
| F_T0245 | 1405 | IMPUTATION FLAG FOR T0245 |
| F_T0250 | 1406 | IMPUTATION FLAG FOR T0250 |
| F_T0255 | 1407 | IMPUTATION FLAG FOR T0255 |
| F_T0260 | 1408 | IMPUTATION FLAG FOR T0260 |
| F_T0265 | 1409 | IMPUTATION FLAG FOR T0265 |
| F_T0270 | 1410 | IMPUTATION FLAG FOR T0270 |
| F_T0275 | 1411 | IMPUTATION FLAG FOR T0275 |
| F_T0280 | 1412 | IMPUTATION FLAG FOR T0280 |
| F_T0285 | 1413 | IMPUTATION FLAG FOR T0285 |
| F_T0290 | 1414 | IMPUTATION FLAG FOR T0290 |
| F_T0295 | 1415 | IMPUTATION FLAG FOR T0295 |
| F_T0300 | 1416 | IMPUTATION FLAG FOR T0300 |
| F_T0305 | 1417 | IMPUTATION FLAG FOR T0305 |
| F_T0310 | 1418 | IMPUTATION FLAG FOR T0310 |
| F_T0315 | 1419 | IMPUTATION FLAG FOR T0315 |
| F_T0320 | 1420 | IMPUTATION FLAG FOR T0320 |
| F_T0325 | 1421 | IMPUTATION FLAG FOR T0325 |
| F_T0330 | 1422 | IMPUTATION FLAG FOR T0330 |
| F_T0335 | 1423 | IMPUTATION FLAG FOR T0335 |
| F_T0340 | 1424 | IMPUTATION FLAG FOR T0340 |
| F_T0345 | 1425 | IMPUTATION FLAG FOR T0345 |
| F_T0350 | 1426 | IMPUTATION FLAG FOR T0350 |
| F_T0355 | 1427 | IMPUTATION FLAG FOR T0355 |
| F_T0360 | 1428 | IMPUTATION FLAG FOR T0360 |
| F_T0365 | 1429 | IMPUTATION FLAG FOR T0365 |
| F_T0370 | 1430 | IMPUTATION FLAG FOR T0370 |
| F_T0375 | 1431 | IMPUTATION FLAG FOR T0375 |
| F_T0380 | 1432 | IMPUTATION FLAG FOR T0380 |
| F_T0385 | 1433 | IMPUTATION FLAG FOR T0385 |
| F_T0390 | 1434 | IMPUTATION FLAG FOR T0390 |
| F_T0395 | 1435 | IMPUTATION FLAG FOR T0395 |
| F_T0400 | 1436 | IMPUTATION FLAG FOR T0400 |
| F_T0405 | 1437 | IMPUTATION FLAG FOR T0405 |
| F_T0410 | 1438 | IMPUTATION FLAG FOR T0410 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---------------------------|
| F_T0415 | 1439 | IMPUTATION FLAG FOR T0415 |
| F_T0420 | 1440 | IMPUTATION FLAG FOR T0420 |
| F_T0425 | 1441 | IMPUTATION FLAG FOR T0425 |
| F_T0430 | 1442 | IMPUTATION FLAG FOR T0430 |
| F_T0435 | 1443 | IMPUTATION FLAG FOR T0435 |
| F_T0440 | 1444 | IMPUTATION FLAG FOR T0440 |
| F_T0445 | 1445 | IMPUTATION FLAG FOR T0445 |
| F_T0450 | 1446 | IMPUTATION FLAG FOR T0450 |
| F_T0455 | 1447 | IMPUTATION FLAG FOR T0455 |
| F_T0460 | 1448 | IMPUTATION FLAG FOR T0460 |
| F_T0465 | 1449 | IMPUTATION FLAG FOR T0465 |
| F_T0470 | 1450 | IMPUTATION FLAG FOR T0470 |
| F_T0475 | 1451 | IMPUTATION FLAG FOR T0475 |
| F_T0480 | 1452 | IMPUTATION FLAG FOR T0480 |
| F_T0485 | 1453 | IMPUTATION FLAG FOR T0485 |
| F_T0490 | 1454 | IMPUTATION FLAG FOR T0490 |
| F_T0495 | 1455 | IMPUTATION FLAG FOR T0495 |
| F_T0500 | 1456 | IMPUTATION FLAG FOR T0500 |
| F_T0505 | 1457 | IMPUTATION FLAG FOR T0505 |
| F_T0510 | 1458 | IMPUTATION FLAG FOR T0510 |
| F_T0515 | 1459 | IMPUTATION FLAG FOR T0515 |
| F_T0520 | 1460 | IMPUTATION FLAG FOR T0520 |
| F_T0525 | 1461 | IMPUTATION FLAG FOR T0525 |
| F_T0530 | 1462 | IMPUTATION FLAG FOR T0530 |
| F_T0535 | 1463 | IMPUTATION FLAG FOR T0535 |
| F_T0540 | 1464 | IMPUTATION FLAG FOR T0540 |
| F_T0545 | 1465 | IMPUTATION FLAG FOR T0545 |
| F_T0550 | 1466 | IMPUTATION FLAG FOR T0550 |
| F_T0555 | 1467 | IMPUTATION FLAG FOR T0555 |
| F_T0560 | 1468 | IMPUTATION FLAG FOR T0560 |
| F_T0565 | 1469 | IMPUTATION FLAG FOR T0565 |
| F_T0570 | 1470 | IMPUTATION FLAG FOR T0570 |
| F_T0575 | 1471 | IMPUTATION FLAG FOR T0575 |
| F_T0580 | 1472 | IMPUTATION FLAG FOR T0580 |
| F_T0585 | 1473 | IMPUTATION FLAG FOR T0585 |
| F_T0590 | 1474 | IMPUTATION FLAG FOR T0590 |
| F_T0595 | 1475 | IMPUTATION FLAG FOR T0595 |
| F_T0600 | 1476 | IMPUTATION FLAG FOR T0600 |
| F_T0605 | 1477 | IMPUTATION FLAG FOR T0605 |
| F_T0610 | 1478 | IMPUTATION FLAG FOR T0610 |
| F_T0615 | 1479 | IMPUTATION FLAG FOR T0615 |
| F_T0620 | 1480 | IMPUTATION FLAG FOR T0620 |
| F_T0625 | 1481 | IMPUTATION FLAG FOR T0625 |
| F_T0630 | 1482 | IMPUTATION FLAG FOR T0630 |
| F_T0635 | 1483 | IMPUTATION FLAG FOR T0635 |
| F_T0640 | 1484 | IMPUTATION FLAG FOR T0640 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---------------------------|
| F_T0645 | 1485 | IMPUTATION FLAG FOR T0645 |
| F_T0650 | 1486 | IMPUTATION FLAG FOR T0650 |
| F_T0655 | 1487 | IMPUTATION FLAG FOR T0655 |
| F_T0660 | 1488 | IMPUTATION FLAG FOR T0660 |
| F_T0665 | 1489 | IMPUTATION FLAG FOR T0665 |
| F_T0670 | 1490 | IMPUTATION FLAG FOR T0670 |
| F_T0675 | 1491 | IMPUTATION FLAG FOR T0675 |
| F_T0680 | 1492 | IMPUTATION FLAG FOR T0680 |
| F_T0685 | 1493 | IMPUTATION FLAG FOR T0685 |
| F_T0690 | 1494 | IMPUTATION FLAG FOR T0690 |
| F_T0695 | 1495 | IMPUTATION FLAG FOR T0695 |
| F_T0700 | 1496 | IMPUTATION FLAG FOR T0700 |
| F_T0705 | 1497 | IMPUTATION FLAG FOR T0705 |
| F_T0710 | 1498 | IMPUTATION FLAG FOR T0710 |
| F_T0715 | 1499 | IMPUTATION FLAG FOR T0715 |
| F_T0720 | 1500 | IMPUTATION FLAG FOR T0720 |
| F_T0725 | 1501 | IMPUTATION FLAG FOR T0725 |
| F_T0730 | 1502 | IMPUTATION FLAG FOR T0730 |
| F_T0735 | 1503 | IMPUTATION FLAG FOR T0735 |
| F_T0740 | 1504 | IMPUTATION FLAG FOR T0740 |
| F_T0745 | 1505 | IMPUTATION FLAG FOR T0745 |
| F_T0750 | 1506 | IMPUTATION FLAG FOR T0750 |
| F_T0755 | 1507 | IMPUTATION FLAG FOR T0755 |
| F_T0760 | 1508 | IMPUTATION FLAG FOR T0760 |
| F_T0765 | 1509 | IMPUTATION FLAG FOR T0765 |
| F_T0770 | 1510 | IMPUTATION FLAG FOR T0770 |
| F_T0775 | 1511 | IMPUTATION FLAG FOR T0775 |
| F_T0780 | 1512 | IMPUTATION FLAG FOR T0780 |
| F_T0785 | 1513 | IMPUTATION FLAG FOR T0785 |
| F_T0790 | 1514 | IMPUTATION FLAG FOR T0790 |
| F_T0795 | 1515 | IMPUTATION FLAG FOR T0795 |
| F_T0800 | 1516 | IMPUTATION FLAG FOR T0800 |
| F_T0805 | 1517 | IMPUTATION FLAG FOR T0805 |
| F_T0810 | 1518 | IMPUTATION FLAG FOR T0810 |
| F_T0815 | 1519 | IMPUTATION FLAG FOR T0815 |
| F_T0820 | 1520 | IMPUTATION FLAG FOR T0820 |
| F_T0825 | 1521 | IMPUTATION FLAG FOR T0825 |
| F_T0830 | 1522 | IMPUTATION FLAG FOR T0830 |
| F_T0835 | 1523 | IMPUTATION FLAG FOR T0835 |
| F_T0840 | 1524 | IMPUTATION FLAG FOR T0840 |
| F_T0845 | 1525 | IMPUTATION FLAG FOR T0845 |
| F_T0850 | 1526 | IMPUTATION FLAG FOR T0850 |
| F_T0855 | 1527 | IMPUTATION FLAG FOR T0855 |
| F_T0860 | 1528 | IMPUTATION FLAG FOR T0860 |
| F_T0865 | 1529 | IMPUTATION FLAG FOR T0865 |

| EBCDIC | | |
|----------|----------|---------------------------|
| Variable | Position | Label |
| F_T0870 | 1530 | IMPUTATION FLAG FOR T0870 |
| F_T0875 | 1531 | IMPUTATION FLAG FOR T0875 |
| F_T0880 | 1532 | IMPUTATION FLAG FOR T0880 |
| F_T0885 | 1533 | IMPUTATION FLAG FOR T0885 |
| F_T0890 | 1534 | IMPUTATION FLAG FOR T0890 |
| F_T0895 | 1535 | IMPUTATION FLAG FOR T0895 |
| F_T0900 | 1536 | IMPUTATION FLAG FOR T0900 |
| F_T0905 | 1537 | IMPUTATION FLAG FOR T0905 |
| F_T0910 | 1538 | IMPUTATION FLAG FOR T0910 |
| F_T0915 | 1539 | IMPUTATION FLAG FOR T0915 |
| F_T0920 | 1540 | IMPUTATION FLAG FOR T0920 |
| F_T0925 | 1541 | IMPUTATION FLAG FOR T0925 |
| F_T0930 | 1542 | IMPUTATION FLAG FOR T0930 |
| F_T0935 | 1543 | IMPUTATION FLAG FOR T0935 |
| F_T0940 | 1544 | IMPUTATION FLAG FOR T0940 |
| F_T0945 | 1545 | IMPUTATION FLAG FOR T0945 |
| F_T0950 | 1546 | IMPUTATION FLAG FOR T0950 |
| F_T0955 | 1547 | IMPUTATION FLAG FOR T0955 |
| F_T0960 | 1548 | IMPUTATION FLAG FOR T0960 |
| F_T0965 | 1549 | IMPUTATION FLAG FOR T0965 |
| F_T0970 | 1550 | IMPUTATION FLAG FOR T0970 |
| F_T0975 | 1551 | IMPUTATION FLAG FOR T0975 |
| F_T0980 | 1552 | IMPUTATION FLAG FOR T0980 |
| F_T0985 | 1553 | IMPUTATION FLAG FOR T0985 |
| F_T0990 | 1554 | IMPUTATION FLAG FOR T0990 |
| F_T0995 | 1555 | IMPUTATION FLAG FOR T0995 |
| F_T1000 | 1556 | IMPUTATION FLAG FOR T1000 |
| F_T1005 | 1557 | IMPUTATION FLAG FOR T1005 |
| F_T1010 | 1558 | IMPUTATION FLAG FOR T1010 |
| F_T1015 | 1559 | IMPUTATION FLAG FOR T1015 |
| F_T1020 | 1560 | IMPUTATION FLAG FOR T1020 |
| F_T1025 | 1561 | IMPUTATION FLAG FOR T1025 |
| F_T1030 | 1562 | IMPUTATION FLAG FOR T1030 |
| F_T1035 | 1563 | IMPUTATION FLAG FOR T1035 |
| F_T1040 | 1564 | IMPUTATION FLAG FOR T1040 |
| F_T1045 | 1565 | IMPUTATION FLAG FOR T1045 |
| F_T1050 | 1566 | IMPUTATION FLAG FOR T1050 |
| F_T1055 | 1567 | IMPUTATION FLAG FOR T1055 |
| F_T1060 | 1568 | IMPUTATION FLAG FOR T1060 |
| F_T1065 | 1569 | IMPUTATION FLAG FOR T1065 |
| F_T1070 | 1570 | IMPUTATION FLAG FOR T1070 |
| F_T1075 | 1571 | IMPUTATION FLAG FOR T1075 |
| F_T1080 | 1572 | IMPUTATION FLAG FOR T1080 |
| F_T1085 | 1573 | IMPUTATION FLAG FOR T1085 |
| F_T1090 | 1574 | IMPUTATION FLAG FOR T1090 |
| F_T1095 | 1575 | IMPUTATION FLAG FOR T1095 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---------------------------|
| F_T1100 | 1576 | IMPUTATION FLAG FOR T1100 |
| F_T1105 | 1577 | IMPUTATION FLAG FOR T1105 |
| F_T1110 | 1578 | IMPUTATION FLAG FOR T1110 |
| F_T1115 | 1579 | IMPUTATION FLAG FOR T1115 |
| F_T1120 | 1580 | IMPUTATION FLAG FOR T1120 |
| F_T1125 | 1581 | IMPUTATION FLAG FOR T1125 |
| F_T1130 | 1582 | IMPUTATION FLAG FOR T1130 |
| F_T1135 | 1583 | IMPUTATION FLAG FOR T1135 |
| F_T1140 | 1584 | IMPUTATION FLAG FOR T1140 |
| F_T1145 | 1585 | IMPUTATION FLAG FOR T1145 |
| F_T1150 | 1586 | IMPUTATION FLAG FOR T1150 |
| F_T1155 | 1587 | IMPUTATION FLAG FOR T1155 |
| F_T1160 | 1588 | IMPUTATION FLAG FOR T1160 |
| F_T1165 | 1589 | IMPUTATION FLAG FOR T1165 |
| F_T1170 | 1590 | IMPUTATION FLAG FOR T1170 |
| F_T1175 | 1591 | IMPUTATION FLAG FOR T1175 |
| F_T1180 | 1592 | IMPUTATION FLAG FOR T1180 |
| F_T1185 | 1593 | IMPUTATION FLAG FOR T1185 |
| F_T1190 | 1594 | IMPUTATION FLAG FOR T1190 |
| F_T1195 | 1595 | IMPUTATION FLAG FOR T1195 |
| F_T1200 | 1596 | IMPUTATION FLAG FOR T1200 |
| F_T1205 | 1597 | IMPUTATION FLAG FOR T1205 |
| F_T1210 | 1598 | IMPUTATION FLAG FOR T1210 |
| F_T1215 | 1599 | IMPUTATION FLAG FOR T1215 |
| F_T1220 | 1600 | IMPUTATION FLAG FOR T1220 |
| F_T1225 | 1601 | IMPUTATION FLAG FOR T1225 |
| F_T1230 | 1602 | IMPUTATION FLAG FOR T1230 |
| F_T1235 | 1603 | IMPUTATION FLAG FOR T1235 |
| F_T1240 | 1604 | IMPUTATION FLAG FOR T1240 |
| F_T1245 | 1605 | IMPUTATION FLAG FOR T1245 |
| F_T1250 | 1606 | IMPUTATION FLAG FOR T1250 |
| F_T1255 | 1607 | IMPUTATION FLAG FOR T1255 |
| F_T1260 | 1608 | IMPUTATION FLAG FOR T1260 |
| F_T1265 | 1609 | IMPUTATION FLAG FOR T1265 |
| F_T1270 | 1610 | IMPUTATION FLAG FOR T1270 |
| F_T1275 | 1611 | IMPUTATION FLAG FOR T1275 |
| F_T1280 | 1612 | IMPUTATION FLAG FOR T1280 |
| F_T1285 | 1613 | IMPUTATION FLAG FOR T1285 |
| F_T1290 | 1614 | IMPUTATION FLAG FOR T1290 |
| F_T1295 | 1615 | IMPUTATION FLAG FOR T1295 |
| F_T1300 | 1616 | IMPUTATION FLAG FOR T1300 |
| F_T1305 | 1617 | IMPUTATION FLAG FOR T1305 |
| F_T1310 | 1618 | IMPUTATION FLAG FOR T1310 |
| F_T1315 | 1619 | IMPUTATION FLAG FOR T1315 |
| F_T1320 | 1620 | IMPUTATION FLAG FOR T1320 |

| EBCDIC | | |
|----------|----------|---------------------------|
| Variable | Position | Label |
| F_T1325 | 1621 | IMPUTATION FLAG FOR T1325 |
| F_T1330 | 1622 | IMPUTATION FLAG FOR T1330 |
| F_T1335 | 1623 | IMPUTATION FLAG FOR T1335 |
| F_T1340 | 1624 | IMPUTATION FLAG FOR T1340 |
| F_T1345 | 1625 | IMPUTATION FLAG FOR T1345 |
| F_T1350 | 1626 | IMPUTATION FLAG FOR T1350 |
| F_T1355 | 1627 | IMPUTATION FLAG FOR T1355 |
| F_T1360 | 1628 | IMPUTATION FLAG FOR T1360 |
| F_T1365 | 1629 | IMPUTATION FLAG FOR T1365 |
| F_T1370 | 1630 | IMPUTATION FLAG FOR T1370 |
| F_T1375 | 1631 | IMPUTATION FLAG FOR T1375 |
| F_T1380 | 1632 | IMPUTATION FLAG FOR T1380 |
| F_T1385 | 1633 | IMPUTATION FLAG FOR T1385 |
| F_T1390 | 1634 | IMPUTATION FLAG FOR T1390 |
| F_T1395 | 1635 | IMPUTATION FLAG FOR T1395 |
| F_T1400 | 1636 | IMPUTATION FLAG FOR T1400 |
| F_T1405 | 1637 | IMPUTATION FLAG FOR T1405 |
| F_T1410 | 1638 | IMPUTATION FLAG FOR T1410 |
| F_T1415 | 1639 | IMPUTATION FLAG FOR T1415 |
| F_T1420 | 1640 | IMPUTATION FLAG FOR T1420 |
| F_T1425 | 1641 | IMPUTATION FLAG FOR T1425 |
| F_T1430 | 1642 | IMPUTATION FLAG FOR T1430 |
| F_T1435 | 1643 | IMPUTATION FLAG FOR T1435 |
| F_T1440 | 1644 | IMPUTATION FLAG FOR T1440 |
| F_T1445 | 1645 | IMPUTATION FLAG FOR T1445 |
| F_T1450 | 1646 | IMPUTATION FLAG FOR T1450 |
| F_T1455 | 1647 | IMPUTATION FLAG FOR T1455 |
| F_T1460 | 1648 | IMPUTATION FLAG FOR T1460 |
| F_T1465 | 1649 | IMPUTATION FLAG FOR T1465 |
| F_T1470 | 1650 | IMPUTATION FLAG FOR T1470 |
| F_T1475 | 1651 | IMPUTATION FLAG FOR T1475 |
| F_T1480 | 1652 | IMPUTATION FLAG FOR T1480 |
| F_T1485 | 1653 | IMPUTATION FLAG FOR T1485 |
| F_T1490 | 1654 | IMPUTATION FLAG FOR T1490 |
| F_T1495 | 1655 | IMPUTATION FLAG FOR T1495 |
| F_T1500 | 1656 | IMPUTATION FLAG FOR T1500 |
| F_T1505 | 1657 | IMPUTATION FLAG FOR T1505 |
| F_T1510 | 1658 | IMPUTATION FLAG FOR T1510 |
| F_T1515 | 1659 | IMPUTATION FLAG FOR T1515 |
| F_T1520 | 1660 | IMPUTATION FLAG FOR T1520 |
| F_T1525 | 1661 | IMPUTATION FLAG FOR T1525 |
| F_T1530 | 1662 | IMPUTATION FLAG FOR T1530 |
| F_T1535 | 1663 | IMPUTATION FLAG FOR T1535 |
| F_T1540 | 1664 | IMPUTATION FLAG FOR T1540 |
| F_T1545 | 1665 | IMPUTATION FLAG FOR T1545 |
| F_T1550 | 1666 | IMPUTATION FLAG FOR T1550 |

| Variable | EBCDIC Position | Label |
|----------|--------------------|------------------------------------|
| F_T1560 | 1667 | IMPUTATION FLAG FOR T1560 |
| F_T1565 | 1668 | IMPUTATION FLAG FOR T1565 |
| F_T1570 | 1669 | IMPUTATION FLAG FOR T1570 |
| F_T1575 | 1670 | IMPUTATIONFLAG FOR T1575 |
| F_T1580 | 1671 | IMPUTATION FLAG FOR T1580 |
| F_T1585 | 1672 | IMPUTATION FLAG FOR T1585 |
| F_T1590 | 1673 | IMPUTATION FLAG FOR T1590 |
| F_T1610 | 1674 | IMPUTATION FLAG FOR T1610 |
| HIDEG | 1308 | HIGHEST DEGREE EARNED |
| LEACNTL | 16 | LEA CONTROL NUMBER |
| LEASIZE | 1332 | LEA SIZE (NUMBER OF STUDENTS) |
| LEVEL | 1305 | TEACHER LEVEL |
| LOCALE | 1333 | LOCALE - CC, URBAN, RURAL |
| NMINENR | 1328 | NUMBER MINORITY STUDENTS |
| NMINTCH | 1322 | NUMBER MINORITY TEACHERS |
| PGMTYPE | 1299 | TYPE OF SCHOOL |
| PMINENR | 1325 | PERCENT MINORITY STUDENTS |
| PMINTCH | 1319 | PERCENT MINORITYTEACHERS |
| PTPUB | 854 | YEARS TEACHING - PART TIME PUBLIC |
| PTPVT | 850 | YEARS TEACHING - PART TIME PRIVATE |
| RACE_ETH | 1309 | RACE ETHNICITY |
| REGION | 37 | REGION |
| REPWGT1 | 58 | REPLICATE WEIGHT 1 |
| REPWGT10 | 202 | REPLICATE WEIGHT 10 |
| REPWGT11 | 218 | REPLICATE WEIGHT 11 |
| REPWGT12 | 234 | REPLICATE WEIGHT 12 |
| REPWGT13 | 250 | REPLICATE WEIGHT 13 |
| REPWGT14 | 266 | REPLICATE WEIGHT 14 |
| REPWGT15 | 282 | REPLICATE WEIGHT 15 |
| REPWGT16 | 298 | REPLICATE WEIGHT 16 |
| REPWGT17 | 314 | REPLICATE WEIGHT 17 |
| REPWGT18 | 330 | REPLICATE WEIGHT 18 |
| REPWGT19 | 346 | REPLICATE WEIGHT 19 |
| REPWGT2 | 74 | REPLICATE WEIGHT 2 |
| REPWGT20 | 362 | REPLICATE WEIGHT 20 |
| REPWGT21 | 378 | REPLICATE WEIGHT 21 |
| REPWGT22 | 394 | REPLICATE WEIGHT 22 |
| REPWGT23 | 410 | REPLICATE WEIGHT 23 |
| REPWGT24 | 426 | REPLICATE WEIGHT 24 |
| REPWGT25 | 442 | REPLICATE WEIGHT 25 |
| REPWGT26 | 458 | REPLICATE WEIGHT 26 |
| REPWGT27 | 474 | REPLICATE WEIGHT 27 |
| REPWGT28 | 490 | REPLICATE WEIGHT 28 |
| REPWGT29 | 506 | REPLICATE WEIGHT 29 |
| REPWGT3 | 90 | REPLICATE WEIGHT 3 |

| EBCDIC | | |
|----------|----------|--|
| Variable | Position | Label |
| REPWGT30 | 522 | REPLICATE WEIGHT 30 |
| REPWGT31 | 538 | REPLICATE WEIGHT 31 |
| REPWGT32 | 554 | REPLICATE WEIGHT32 |
| REPWGT33 | 570 | REPLICATE WEIGHT 33 |
| REPWGT34 | 586 | REPLICATE WEIGHT 34 |
| REPWGT35 | 602 | REPLICATE WEIGHT 35 |
| REPWGT36 | 618 | REPLICATE WEIGHT 36 |
| REPWGT37 | 634 | REPLICATE WEIGHT 37 |
| REPWGT38 | 650 | REPLICATE WEIGHT 38 |
| REPWGT39 | 666 | REPLICATE WEIGHT 39 |
| REPWGT4 | 106 | REPLICATE WEIGHT 4 |
| REPWGT40 | 682 | REPLICATE WEIGHT 40 |
| REPWGT41 | 698 | REPLICATE WEIGHT 41 |
| REPWGT42 | 714 | REPLICATE WEIGHT 42 |
| REPWGT43 | 730 | REPLICATE WEIGHT 43 |
| REPWGT44 | 746 | REPLICATE WEIGHT 44 |
| REPWGT45 | 762 | REPLICATE WEIGHT 45 |
| REPWGT46 | 778 | REPLICATE WEIGHT 46 |
| REPWGT47 | 794 | REPLICATE WEIGHT 47 |
| REPWGT48 | 810 | REPLICATE WEIGHT 48 |
| REPWGT5 | 122 | REPLICATE WEIGHT 5 |
| REPWGT6 | 138 | REPLICATE WEIGHT 6 |
| REPWGT7 | 154 | REPLICATE WEIGHT 7 |
| REPWGT8 | 170 | REPLICATE WEIGHT 8 |
| REPWGT9 | 186 | REPLICATE WEIGHT 9 |
| SCHCNTL | 24 | SCHOOL CONTROL NUMBER |
| SCHLEVEL | 1314 | SCHOOL LEVEL |
| SECTOR | 36 | PUBLIC, PRIVATE, INDIAN FLAG |
| STATABB | 1306 | USPS STATE ABBREVIATION |
| STATE | 38 | FIPS STATE CODE |
| SURVEY | 1 | SURVEY ID |
| T0015 | 826 | PERSON NAMED ON THE LABEL |
| T0020 | 827 | 1A MAIN ASSIGNMENT AT THIS SCH CLASSIFIE |
| T0025 | 829 | 1B TEACH CLASSES AT THIS SCHOOL |
| T0030 | 830 | 2 FULL/PART-TIME TEACHER AT THIS SCH |
| T0035 | 831 | 3A HAVE OTHER ASSIGNMENT AT THIS SCH |
| T0040 | 832 | 3B WHAT IS OTHER ASSIGNMENT AT THIS SCH |
| T0045 | 833 | 3C FULL-TIME EMPLOYEE AT THIS SCH |
| T0050 | 834 | 4 OTHER MAIN ACTIVITY OUTSIDE THIS SCH |
| T0055 | 835 | 5 YR BEGAN FIRST TEACHING POSITION |
| T0060 | 837 | 6 ACTIVITY YR BEFORE BEGAN TEACHING |
| T0065 | 839 | 7 PREVIOUS POSITIONIN EDUCATION |
| T0070 | 840 | 8B BUSINESS OR INDUSTRY OF PRIOR OCCUP |
| T0075 | 843 | 8C OCCUPATION PRIORTO TEACHING |
| T0080 | 846 | 8E CLASSIFICATION OF PRIOR OCCUPATION |
| T0090 | 847 | 9A EVER TAUGHT IN A PRIVATE SCH |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---|
| T0120 | 856 | 11A BREAKS IN SERVICE OF ONE YR OR MORE |
| T0125 | 858 | 11B ANY BREAK IN SERVICE DUE TO LAY-OFF |
| T0130 | 859 | 11B BREAKS IN SERVICE DUE TO LAY-OFF/RIF |
| T0135 | 860 | 11C HOW LONG MOST RECENT BREAK IN SERVIC |
| T0140 | 862 | 11D CONSECUTIVE YRS TEACHING SINCE BREAK |
| T0145 | 864 | 12 YR BEGAN TEACHING IN THIS SCHOOL |
| T0150 | 866 | 13 ACTIVITY PRIOR TO TCHNG IN THIS SCH |
| T0155 | 867 | 13 TAUGHT IN PRIOR TO CURRENT JOB |
| T0160 | 869 | 13 ACTIVITY PRIOR TO TCHING IN THIS SCH |
| T0165 | 871 | 14 ALSO TAUGHT ANY GRADE K THRU 12 |
| T0170 | 872 | 15A HAVE A BACHELOR'S DEGREE |
| T0175 | 873 | 15B MAJOR FIELD OF STUDY FOR BACHELOR'S |
| T0180 | 875 | 15C YR RECEIVED BACHELOR'S DEGREE |
| T0185 | 877 | 15D HAVE A SECOND MAJOR FIELD OF STUDY |
| T0190 | 878 | 15E SECOND MAJOR FIELD OF STUDY-BACHELOR |
| T0195 | 880 | 15F HAVE A MINOR FIELD OF STUDY |
| T0200 | 881 | 15G MINOR FIELD OF STUDY FOR BACHELOR'S |
| T0205 | 883 | 16A COLL/UNIV WHERE BACHELOR'S DEG EARNED |
| T0210 | 889 | 16B CITY AND STATE OF COLLEGE |
| T0215 | 891 | 16B COLLEGE LOCATED OUTSIDE U.S. |
| T0220 | 892 | 17A HAVE A SECOND BACHELOR'S DEGREE |
| T0225 | 893 | 17B MAJOR FIELD OF STUDY-2ND BACHELOR'S |
| T0230 | 895 | 17C YR RECEIVED SECOND BACHELOR'S DEGREE |
| T0235 | 897 | 18A HAVE A MASTER'S DEGREE |
| T0240 | 898 | 18B MAJOR FIELD OF STUDY-MASTER'S DEGREE |
| T0245 | 900 | 18C YR RECEIVED MASTER'S DEGREE |
| T0250 | 902 | 19A HAVE A SECOND MASTER'S DEGREE |
| T0255 | 903 | 19B MAJOR FIELD OF STUDY-2ND MASTER'S |
| T0260 | 905 | 19C YR RECEIVED SECOND MASTER'S DEGREE |
| T0265 | 907 | 20A HAVE ANY OTHER TYPE OF DEGREE |
| T0270 | 908 | 20B(1) HAVE ASSOCIATE DEGREE |
| T0275 | 909 | 20C(1) MAJOR FIELD OF STUDY-ASSOC DEGREE |
| T0280 | 911 | 20D(1) YR RECEIVED ASSOCIATE DEGREE |
| T0285 | 913 | 20B(2) EDUC SPECIALIST OR PROF DIPLOMA |
| T0290 | 914 | 20C(2) MAJOR FIELD FOR ED. SPEC/PROF DIP |
| T0295 | 916 | 20D(2) YR RECEIVED DEGREE EDUC SPEC/PROF |
| T0300 | 918 | 20B(3) DOCTORATE OR PROFESSIONAL DEGREE |
| T0305 | 919 | 20C(3) MAJOR FIELD OF STUDY-DOC/PROF |
| T0310 | 921 | 20D(3) YR RECEIVED DOCTORATE/PROF DEGR |
| T0315 | 923 | 21A MAIN TEACHING ASSIGNMENT FIELD |
| T0320 | 925 | 21A TWO TEACHING FIELDS EQUALLY DIVIDED |
| T0325 | 926 | 21B TEACH CLASSES IN OTHER FIELDS |
| T0330 | 927 | 21C FIELD TEACH THE SECOND MOST CLASSES |
| T0335 | 929 | 22A ST CERTIFICATE IN MAIN TCHG FIELD |
| T0340 | 930 | 22B TYPE OF CERTIFICATE |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| T0345 | 931 | 22C YR CERTIFIED IN MAIN TCHNG FIELD |
| T0350 | 933 | 23A ST CERTIFICATE IN OTHER TCHNG FLD |
| T0355 | 934 | 23B TYPE OF CERTIFICATE IN OTHER FIELD |
| T0360 | 935 | 23C YR CERTIFIED IN OTHER TCHNG FIELD |
| T0365 | 937 | 24A OTHER REGULAR OR ADVANCED CERTIFICAT |
| T0370 | 938 | 24B(1) TEACHING FIELD OF OTHER CERTIFICA |
| T0375 | 940 | 24B(2) TEACHING FIELD OF OTHER CERTIFCA |
| T0380 | 942 | 24B(3) TEACHING FIELD OF OTHER CERTIFICA |
| T0385 | 944 | 25B(4) TEACHING FIELD OF OTHER CERTIFICA |
| T0390 | 946 | 24B(5) TEACHING FIELD OF OTHER CERTIFICA |
| T0395 | 948 | 24B(6) TEACHING FIELD OF OTHER CERTIFICA |
| T0400 | 950 | 25A FLD BEST QUALIFIED TO TEACH |
| T0405 | 952 | 25B QUALIFIED TO TEACH ANY OTHER FIELD |
| T0410 | 953 | 25C FLD SECOND BEST QUALIFIED TO TEACH |
| T0415 | 955 | 26A CHANGED MAIN TEACHING ASSIGNMENT FIELD |
| T0420 | 956 | 26B PREVIOUS MAIN TEACHNG ASSIGNMENT FIELD |
| T0425 | 958 | 26C CONSECUTIVE YRS TCHNG IN CURRENT FIELD |
| T0430 | 960 | 27 ARE YOU A CHAPTER 1 TEACHER |
| T0435 | 961 | 28A ANY MATHEMATICS COURSES TAKEN |
| T0440 | 962 | 28A NUMBER OF UNDERGRADUATE MATH COURSES |
| T0445 | 964 | 28A NUMBER OF GRADUATE MATH COURSES |
| T0450 | 966 | 28B ANY COMPUTER SCIENCE COURSES TAKEN |
| T0455 | 967 | 28B NUMBER UNDERGRAD COMP SCIENCE COURSES |
| T0460 | 969 | 28B NUMBER OF GRADUATE COMP SCI COURSES |
| T0465 | 971 | 28C ANY BIOLOGY/LIFE SCI COURSES TAKEN |
| T0470 | 972 | 28C NUMBER OF UNDERGRAD BIOLOGY COURSES |
| T0475 | 974 | 28C NUMBER OF GRADUATE BIOLOGY COURSES |
| T0480 | 976 | 28D ANY CHEMISTRY COURSES TAKEN |
| T0485 | 977 | 28D NUMBER OF UNDERGRAD CHEMISTRY COURSES |
| T0490 | 979 | 28D NUMBER OF GRADUATE CHEMISTRY COURSES |
| T0495 | 981 | 28E ANY PHYSICS COURSES TAKEN |
| T0500 | 982 | 28E NUMBER OF UNDERGRAD PHYSICS COURSES |
| T0505 | 984 | 28E NUMBER OF GRADUATE PHYSICS COURSES |
| T0510 | 986 | 28F ANY EARTH/SPACE SCI COURSES TAKEN |
| T0515 | 987 | 28F NUMBER OF UNDERGRAD EARTH SCI COURSE |
| T0520 | 989 | 28F NUMBER OF GRADUATE EARTH SCI COURSES |
| T0525 | 991 | 28G ANY OTHER SCIENCE COURSES TAKEN |
| T0530 | 992 | 28G NUMBER OF UNDGRAD COURSES IN OTHER SCI |
| T0535 | 994 | 28G NUMBER OF GRAD COURSES IN OTHER SCI |
| T0540 | 996 | 29 TEACH ANY SCI, MATH, COMP SCI CLASSES |
| T0545 | 997 | 30(1) ATTENDED LEA-SPONSORED WORKSHOPS |
| T0550 | 998 | 30(2) ATTENDED SCH-SPONSORED WORKSHOPS |
| T0555 | 999 | 30(3) TOOK UNIV EXTENSION COURSES |
| T0560 | 1000 | 30(4) TOOK COLLEGE COURSE IN SUBJECT FLD |
| T0565 | 1001 | 30(5) PROF GROWTH ACTIVITIES OF PRF ASSN |
| T0570 | 1002 | 30(6) EFFORT TO COMBINE ACAD/VOC SKILLS |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| T0575 | 1003 | 30(7) WORK ON OTHER CURRICULUM COMMITTEE |
| T0580 | 1004 | 30(8) TEXTBOOK/MATERIALS COMMITTEE |
| T0585 | 1005 | 30(0) NO ACTIVITIES TEACHING RELATED |
| T0590 | 1006 | 31A PROGRAM IN USES OF EDUC TECHNOLOGY |
| T0595 | 1007 | 31A HRS EDUC TECHNOLOGY PROGRAM LASTED |
| T0600 | 1008 | 31B PROGRAM-TCHNG METHODS OF SUBJECT FLD |
| T0605 | 1009 | 31B HRS TCHNG METHODS PROGRAM LASTED |
| T0610 | 1010 | 31C PGM OF IN-DEPTH STUDY IN SUBJ FLD |
| T0615 | 1011 | 31C HRS PRGM OF IN-DEPTH STUDY LASTED |
| T0620 | 1012 | 31D PROGRAM ON STUDENT ASSESSMENT |
| T0625 | 1013 | 31D HRS STUDENT ASSESSMENT PRGM LASTED |
| T0630 | 1014 | 31E PROGRAM ON COOPERATIVE LEARNING |
| T0635 | 1015 | 31E HRS COOPERATIVE LEARNING PGM LASTED |
| T0640 | 1016 | 32A PROGRAMS PROVIDED NEW INFORMATION |
| T0645 | 1017 | 32B PROGRAMS CHANGED VIEWS ON TEACHING |
| T0650 | 1018 | 32C PGM CAUSED CHANGE IN TCHNG PRACTICES |
| T0655 | 1019 | 32D PGM CREATED WANT FOR MORE TRNG/INFO |
| T0660 | 1020 | 32E PGM WERE MOSTLY A WASTE OF TIME |
| T0665 | 1021 | 33(1) SUPPORT FOR PROF DEV RELEASED TIME |
| T0670 | 1022 | 33(2) SPRT FOR PROF DEV-SCHEDULED TIME |
| T0675 | 1023 | 33(3) SPRT FOR PROF DEV-TRAVEL/PER DIEM |
| T0680 | 1024 | 33(4) SPRT FOR PROF DEV-TUITION AND FEES |
| T0685 | 1025 | 33(5) SPRT FOR PROFDEV-PROF GROWTH CRD |
| T0690 | 1026 | 33(0) SUPPORT FOR PROF DEVELOPMENT-NONE |
| T0695 | 1027 | 34 MEMBER OF A TEACHERS' UNION |
| T0700 | 1028 | 35A WAS IN A TEACHER INDUCTION PGM |
| T0705 | 1029 | 35B CURRENTLY A MASTER OR MENTOR TEACHER |
| T0710 | 1030 | 36(1) UNGRADED STUDENTS IN CLASSES |
| T0715 | 1031 | 36(2) PREK STUDENTS IN CLASSES |
| T0720 | 1032 | 36(3) KINDERGARTEN STUDENTS IN CLASSES |
| T0725 | 1033 | 36(4) 1ST GRADE STUDENTS IN CLASSES |
| T0730 | 1034 | 36(5) 2ND GRADE STUDENTS IN CLASSES |
| T0735 | 1035 | 36(6) 3RD GRADE STUDENTS IN CLASSES |
| T0740 | 1036 | 36(7) 4TH GRADE STUDENTS IN CLASSES |
| T0745 | 1037 | 36(8) 5TH GRADE STUDENTS IN CLASSES |
| T0750 | 1038 | 36(9) 6TH GRADE STUDENTS IN CLASSES |
| T0755 | 1039 | 36(10) 7TH GRADE STUDENTS IN CLASSES |
| T0760 | 1040 | 36(11) 8TH GRADE STUDENTS IN CLASSES |
| T0765 | 1041 | 36(12) 9TH GRADE STUDENTS IN CLASSES |
| T0770 | 1042 | 36(13) 10TH GRADE STUDENTS IN CLASSES |
| T0775 | 1043 | 36(14) 11TH GRADE STUDENTS IN CLASSES |
| T0780 | 1044 | 36(15) 12TH GRADE STUDENTS IN CLASSES |
| T0785 | 1045 | 36(16) POSTSECONDARY STUDENTS IN CLASSES |
| T0790 | 1046 | 37 TEACHER'S CLASS ORGANIZATION |
| T0795 | 1047 | 38A NUMBER OF STUDENTS TAUGHT BY TEACHER |

| Variable | EBCDIC Position | Label |
|----------|--------------------|---|
| T0800 | 1050 | 38B(1) HRS SPENT TCHNG ENGLISH/READING |
| T0805 | 1052 | 38B(2) HRS SPENT TCHNG MATH/ARITHMETIC |
| T0810 | 1054 | 38B(3) HRS SPENT TCHNG SOCIAL STUDIES |
| T0815 | 1056 | 38B(4) HRS SPENT TCHNG SCIENCE |
| T0820 | 1058 | 39 NUMBER OF SEPARATE CLASSES TAUGHT |
| T0825 | 1060 | 40A(1) SUBJECT TAUGHT |
| T0830 | 1062 | 40B(1) NUMBER OF STUDENTS IN THE CLASS |
| T0835 | 1064 | 40A(2) SUBJECT TAUGHT |
| T0840 | 1066 | 40B(2) NUMBER OF STUDENTS IN THE CLASS |
| T0845 | 1068 | 40A(3) SUBJECT TAUGHT |
| T0850 | 1070 | 40B(3) NUMBER OF STUDENTS IN THE CLASS |
| T0855 | 1072 | 40A(4) SUBJECT TAUGHT |
| T0860 | 1074 | 40B(4) NUMBER OF STUDENTS IN THE CLASS |
| T0865 | 1076 | 40A(5) SUBJECT TAUGHT |
| T0870 | 1078 | 40B(5) NUMBER OF STUDENTS IN THE CLASS |
| T0875 | 1080 | 40A(6) SUBJECT TAUGHT |
| T0880 | 1082 | 40B(6) NUMBER OF STUDENTS IN THE CLASS |
| T0885 | 1084 | 40A(7) SUBJECT TAUGHT |
| T0890 | 1086 | 40B(7) NUMBER OF STUDENTS IN THE CLASS |
| T0895 | 1088 | 40A(8) SUBJECT TAUGHT |
| T0900 | 1090 | 40B(8) NUMBER OF STUDENTS IN THE CLASS |
| T0905 | 1092 | 40A(9) SUBJECT TAUGHT |
| T0910 | 1094 | 40B(9) NUMBER STUDENTS IN THE CLASS |
| T0915 | 1096 | 40A(10) SUBJECT TAUGHT |
| T0920 | 1098 | 40B(10) NUMBER OF STUDENTS IN THE CLASS |
| T0925 | 1100 | 40A(11) SUBJECT TAUGHT |
| T0930 | 1102 | 40B(11) NUMBER OF STUDENTS IN THE CLASS |
| T0935 | 1104 | 40A(12) SUBJECT TAUGHT |
| T0940 | 1106 | 40B(12) NUMBER OF STUDENTS IN THE CLASS |
| T0945 | 1108 | 40A(13) SUBJECT TAUGHT |
| T0950 | 1110 | 40B(13) NUMBER OF STUDENTS IN THE CLASS |
| T0955 | 1112 | 40A(14) SUBJECT TAUGHT |
| T0960 | 1114 | 40B(14) NUMBER OF STUDENTS IN THE CLASS |
| T0965 | 1116 | 40A(15) SUBJECT TAUGHT |
| T0970 | 1118 | 40B(15) NUMBER OF STUDENTS IN THE CLASS |
| T0975 | 1120 | 41A TOTAL STUDENTS IN ALL TCHR'S CLASSES |
| T0980 | 1124 | 41B TIMES PER WEEK EACH CLASS MEETS |
| T0985 | 1125 | 41C NUMBER OF SEPARATE CLASSES TAUGHT |
| T0990 | 1127 | 42A HRS REQUIRED AT SCHOOL PER WEEK |
| T0995 | 1129 | 42B(1) WEEKLY HOURS SCHL RELATED ACTIVITIES |
| T1000 | 1131 | 42B(2) WEEKLY HRS-OTHER SCH COR ACTIVITIES |
| T1005 | 1133 | 43A NUMBER OF STUDENTS TARDY PER WEEK |
| T1010 | 1136 | 43B CLASS INTERRUPTIONS PER WEEK |
| T1015 | 1139 | 44A TCHR INFLUENCE ON DISCIPLINE POLICY |
| T1020 | 1140 | 44B TCHR INFLUENCE ON IN-SERVICE PROGRAM |
| T1025 | 1141 | 44C TCHR INFLUENCE ON TEACHER HIRING |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| T1030 | 1142 | 44D TCHR INFLUENCE ON SCHOOL EXPENDITURE |
| T1035 | 1143 | 44E TCHR INFLUENCE ON TEACHER EVALUATION |
| T1040 | 1144 | 44F TCHR INFLUENCE ON CURRICLUM |
| T1045 | 1145 | 45A TCHR CONTROL IN TEXTBOOK SELECTION |
| T1050 | 1146 | 45B TCHR CONTROL OF CONTENT TAUGHT |
| T1055 | 1147 | 45C TCHR CONTROL OVER TCHNG TECHNIQUES |
| T1060 | 1148 | 45D TCHR CONTROL IN STUDENT GRADING |
| T1065 | 1149 | 45E TCHR CONTROL IN STUDENT DISCIPLINE |
| T1070 | 1150 | 45F TCHR CONTROL OF HOMEWORK ASSIGNED |
| T1075 | 1151 | 46A PROBLEM OF STUDENT TARDINESS |
| T1080 | 1152 | 46B PROBLEM OF STUDENT ABSENTEEISM |
| T1085 | 1153 | 46C PROBLEM OF TEACHER ABSENTEEISM |
| T1090 | 1154 | 46D PROBLEM OF STUDENTS CUTTING CLASS |
| T1095 | 1155 | 46E PROBLEM OF STUDENT PHYSICAL CONFLICT |
| T1100 | 1156 | 46F PROBLEM OF ROBBERY OR THEFT |
| T1105 | 1157 | 46G PROBLEM OF SCHOOL VANDALISM |
| T1110 | 1158 | 46H PROBLEM OF STUDENT PREGNACY |
| T1115 | 1159 | 46I PROBLEM OF STUDENT USE OF ALCOHOL |
| T1120 | 1160 | 46J PROBLEM OF STUDENT DRUG ABUSE |
| T1125 | 1161 | 46K PROBLEM OF STUDENTS WITH WEAPONS |
| T1130 | 1162 | 46L PROBLEM OF VERBAL ABUSE OF TEACHERS |
| T1135 | 1163 | 46M PROBLEM OF STUDENT DISRESPECT OF TCH |
| T1140 | 1164 | 46N PROBLEM OF STUDENT DROPPING OUT |
| T1145 | 1165 | 46O PROBLEM OF STUDENT APATHY |
| T1150 | 1166 | 46P PROBLEM OF LACK OF ACADEMIC CHALLENG |
| T1155 | 1167 | 46Q PROBLEM OF LACK OF PARENT INVOLVEMEN |
| T1160 | 1168 | 46R PROBLEM OF PARENTAL ALCOHOL/DRUG ABU |
| T1165 | 1169 | 46S PROBLEM OF POVERTY |
| T1170 | 1170 | 46T PROBLEM OF RACIAL TENSION |
| T1175 | 1171 | 46U PROBLEM OF STDS UNPREPARED TO LEARN |
| T1180 | 1172 | 46V PROBLEM OF POOR NUTRITION |
| T1185 | 1173 | 46W PROBLEM OF POOR STUDENT HEALTH |
| T1190 | 1174 | 46X PROBLEM OF STUDENT ENG LANG |
| T1195 | 1175 | 47A TEACHERS IN SCHOOL EVALUATED FAIRLY |
| T1200 | 1176 | 47B PRINCIPAL CLEARLY DEFINES EXPECTATIO |
| T1205 | 1177 | 47C ADMINISTRATION SUPPORTIVE OF STAFF |
| T1210 | 1178 | 47D SATISFIED WITH TEACHING SALARY |
| T1215 | 1179 | 47E STUDENT MISCONDUCT INTERFERES W/TCHG |
| T1220 | 1180 | 47F TCHRS PARTICIPATE IN EDUC DECISIONS |
| T1225 | 1181 | 47G RECEIVE SUPPORT FROM PARENTS |
| T1230 | 1182 | 47H TEACHING MATERIALS ARE AVAILABE |
| T1235 | 1183 | 47I PNCPL POOR AT GETTING RESOURCES |
| T1240 | 1184 | 47J ROUTINE PAPERWORK INTERFERES W/TCHNG |
| T1245 | 1185 | 47K PNCPL ENFORCES STU CONDUCT RULES |
| T1250 | 1186 | 47L PRNCP DISCUSSES MY TEACHING JOB W/ME |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| T1255 | 1187 | 47M TCHRS ENFORCE STU BEHAVIOR RULES |
| T1260 | 1188 | 47N TCHRS AGREE ON SCHOOL'S MISSION |
| T1265 | 1189 | 47O PRNCP CLARIFIES TYPE OF SCH WANTED |
| T1270 | 1190 | 47P THERE'S A COMMON EFFORT AMONG STAFF |
| T1275 | 1191 | 47Q STAFF RECOGNIZED FOR A JOB WELL DONE |
| T1280 | 1192 | 47R SCH RULES CONFLICT W/MY JUDGEMENT |
| T1285 | 1193 | 47S I AM SATISFIED WITH MY CLASS SIZES |
| T1290 | 1194 | 47T TRY TO COORDINATE COURSE CONTENT |
| T1295 | 1195 | 47U SCH PRIORITIES ARE CLEAR |
| T1300 | 1196 | 47V TARDINESS/CLASS CUTTING DISRUPT TCHN |
| T1305 | 1197 | 47W BEST EFFORT SOMETIMES SEEMS WASTED |
| T1310 | 1198 | 47X INTEGRATE LIBRARY SERVICES W/TCHNG |
| T1315 | 1199 | 47Y LIBRARY MATERIALS ARE ADEQUATE |
| T1320 | 1200 | 48 IF STARTING OVER, WOULD YOU BE A TCHR |
| T1325 | 1201 | 49A EVER THREATENED BY STUDENT |
| T1330 | 1202 | 49B THREATENED BY STU IN PAST YEAR |
| T1335 | 1203 | 49B TIMES THREATENED IN PAST YEAR |
| T1340 | 1206 | 50A EVER PHYSICALLY ATTACKED BY STUDENT |
| T1345 | 1207 | 50B ATTACKED BY STUDENT IN PAST YR |
| T1350 | 1208 | 50B ATTACKED IN PAST YEAR |
| T1355 | 1211 | 51A YEAR ELIGIBLE TO RETIRE |
| T1360 | 1213 | 51A YEAR ELIGIBLE TO RETIRE |
| T1365 | 1215 | 51A ALREADY ELIGIBLE TO RETIRE |
| T1370 | 1216 | 51B HOW LONG PLAN TO REMAIN IN TEACHING |
| T1375 | 1217 | 51C YR PLAN TO RETIRE FROM TEACHING |
| T1380 | 1219 | 51C YR PLAN TO RETIRE FROM TEACHING |
| T1385 | 1221 | 52 EXPECTED MAIN ACTIVITY NEXT YEAR |
| T1390 | 1223 | 53A(1) EARNINGS FROM TEACHING SUMMER SCH |
| T1395 | 1224 | 53A(1) AMOUNT EARNED TCHING SUMMER SCH |
| T1400 | 1229 | 53A(2) SUMMER NONTEACHING JOB IN A SCH |
| T1405 | 1230 | 53A(2) SUMMER INCOME OF SCH NONTCHNG JOB |
| T1410 | 1235 | 53A(3) SUMMER NONSCHOOL JOB |
| T1415 | 1236 | 53A(3) INCOME FROM SUMMER NONSCHOOL JOB |
| T1420 | 1241 | 53B(1) ACADEMIC YR BASE TCHNG SALARY |
| T1425 | 1246 | 53B(2) ADDITIONAL COMPENSATION FROM SCH |
| T1430 | 1247 | 53B(2) ADDITIONAL COMPENSATION EARNED |
| T1435 | 1252 | 53B(3) EARNING FROM JOB OUTSIDE SCH SYS |
| T1440 | 1253 | 53B(3) INCOME FROM JOB OUTSIDE SCH SYSTE |
| T1445 | 1258 | 53B(4) TYPE OF JOB OUTSIDE THIS SCH |
| T1450 | 1259 | 53B(5) INCOME FROM ANY OTHER SOURCE |
| T1455 | 1260 | 53B(5) INCOME EARNED FROM OTHER SOURCE |
| T1460 | 1265 | 53C WORK ON CONTRIBUTED SERVICE BASIS |
| T1465 | 1266 | 54(1) RECEIVE GENERAL MEDICAL INSURANCE |
| T1470 | 1267 | 54(2) RECEIVE DENTAL INSURANCE |
| T1475 | 1268 | 54(3) RECEIVE GROUP LIFE INSURANCE |
| T1480 | 1269 | 54(4) RECEIVE PENSION CONTRIBUTIONS |

| Variable | EBCDIC Position | Label |
|----------|--------------------|--|
| T1485 | 1270 | 54(6) RECEIVE HOUSING/HOUSING EXPENSES |
| T1490 | 1271 | 54(6) RCVD FREE OR REDUCED-PRICE MEALS |
| T1495 | 1272 | 54(7) RECEIVE TRANSPORTATION EXPENSES |
| T1500 | 1273 | 54(8) RECEIVE TUITION/FEE REIMBURSEMENT |
| T1505 | 1274 | 54(9) RECEIVE TUITION FOR YOUR CHILDREN |
| T1510 | 1275 | 54(10) RECEIVE CHILD CARE |
| T1515 | 1276 | 54(0) DO NOT RECEIVE ANY BENEFITS |
| T1520 | 1277 | 55 TOTAL INCOME OF ALL HHD FAMILY MEMBER |
| T1525 | 1279 | 56 MALE OR FEMALE |
| T1530 | 1280 | 57A RACE |
| T1535 | 1281 | 57B ENROLLED IN A ST/FED RECOGNIZD TRIBE |
| T1540 | 1282 | 58 OF HISPANIC ORIGIN |
| T1545 | 1283 | 59 YEAR OF BIRTH |
| T1550 | 1285 | 60 CURRENT MARITAL STATUS |
| T1560 | 1286 | 61A DEPENDENT CHILDREN |
| T1565 | 1288 | 61B AGE OF YOUNGEST CHILD |
| T1570 | 1290 | 62A ANY DEPENDENTS OTHER THAN CHLDN/SP |
| T1575 | 1291 | 62B HOW MANY OTHER DEPENDENTS |
| T1580 | 1293 | 63A EVER RECEIVE TRNG FOR TCHNG LEP STDN |
| T1585 | 1294 | 63B ANY LEP STUDENTS IN YOUR CLASSES |
| T1590 | 1295 | 63C PERCENT OF CURRENT STUDENTS ARE LEP |
| T1610 | 1296 | 66 HOW LONG TO COMPLETE THIS SURVEY (MIN |
| TBIL | 1337 | BILINGUAL TEACHER FLAG |
| TCHWGT | 42 | FINAL TEACHER WEIGHT |
| TETHN | 1335 | RACE/ETHNICITY FLAG |
| TMOS | 1355 | TEACHER MEASURE OF SIZE |
| TNEW | 1336 | NEW TEACHER FLAG |
| TOTEXPER | 1312 | TOTAL YEARS OF EXPERIENCE |
| TPROB | 1344 | PROBABILITY OF SELECTION FOR TEACHER |
| TSORDR | 1339 | SCHOOL SAMPLING ORDER OF SELECTION |
| TSUBJ | 1338 | SUBJECT FLAG RECODE |
| TTORDR | 1350 | ORDER OF SELECTION FOR TEACHER SAMPLE |
| TTSTR | 1343 | TEACHER STRATIFICATION CODE |
| TUITIN | 1300 | 19C HIGHEST ANNUAL TUITN - FULL-TIME STU |
| TPOLOGY | 41 | TPOLOGY |
| URBANIC | 1334 | 3-LEVEL LOCALE |

Appendix E. Selected Unweighted and Weighted Tables

Note: All unweighted and weighted counts presented in this section are presented for the purpose of checking the data. We encourage programmers to validate their programs by comparing their results with the cross-tabulated number of observations in these tables.

Teacher Demand and Shortage Survey
Selected Unweighted and Weighted Tables

Table E-1.--Unweighted number of districts by enrollment and by state: 1993-94

| State | Enrollment | | | | | |
|----------------------|------------|---------------------|-------------------------|---------------------------|----------------------------|----------------|
| | 0 | 1 but less than 500 | 500 but less than 1,000 | 1,000 but less than 5,000 | 5,000 but less than 10,000 | 10,000 or more |
| 50 States and D.C. | 17 | 939 | 648 | 2,140 | 650 | 599 |
| Alabama | 0 | 0 | 1 | 58 | 27 | 10 |
| Alaska | 0 | 19 | 12 | 8 | 2 | 3 |
| Arizona | 0 | 7 | 11 | 44 | 12 | 17 |
| Arkansas | 0 | 21 | 25 | 61 | 10 | 3 |
| California | 0 | 24 | 14 | 57 | 46 | 82 |
| Colorado | 0 | 13 | 6 | 30 | 1 | 14 |
| Connecticut | 1 | 7 | 6 | 52 | 20 | 4 |
| Delaware | 0 | 0 | 3 | 8 | 3 | 3 |
| District of Columbia | 0 | 0 | 0 | 0 | 0 | 1 |
| Florida | 0 | 0 | 2 | 9 | 10 | 33 |
| Georgia | 0 | 1 | 2 | 50 | 19 | 23 |
| Hawaii | 0 | 0 | 0 | 0 | 0 | 1 |
| Idaho | 0 | 15 | 13 | 37 | 6 | 4 |
| Illinois | 5 | 30 | 27 | 67 | 22 | 12 |
| Indiana | 1 | 1 | 5 | 77 | 22 | 13 |
| Iowa | 0 | 25 | 42 | 34 | 6 | 6 |
| Kansas | 0 | 25 | 27 | 40 | 7 | 5 |
| Kentucky | 0 | 0 | 9 | 65 | 16 | 7 |
| Louisiana | 0 | 1 | 1 | 24 | 15 | 16 |
| Maine | 1 | 16 | 15 | 65 | 1 | 0 |
| Maryland | 0 | 0 | 0 | 2 | 3 | 14 |
| Massachusetts | 0 | 6 | 14 | 98 | 24 | 9 |
| Michigan | 1 | 32 | 25 | 80 | 20 | 20 |
| Minnesota | 2 | 18 | 20 | 42 | 13 | 8 |
| Mississippi | 0 | 1 | 2 | 87 | 19 | 4 |
| Missouri | 0 | 21 | 33 | 40 | 13 | 15 |
| Montana | 1 | 100 | 15 | 25 | 3 | 1 |
| Nebraska | 0 | 65 | 19 | 17 | 3 | 2 |
| Nevada | 0 | 4 | 1 | 8 | 3 | 2 |
| New Hampshire | 0 | 13 | 15 | 41 | 1 | 2 |
| New Jersey | 1 | 11 | 14 | 63 | 18 | 6 |
| New Mexico | 0 | 7 | 14 | 22 | 9 | 6 |
| New York | 0 | 20 | 26 | 102 | 25 | 10 |
| North Carolina | 0 | 0 | 1 | 28 | 23 | 26 |
| North Dakota | 1 | 83 | 16 | 10 | 2 | 2 |

Table E-1.--Unweighted number of districts by enrollment and by state: 1993-94^{continued}

| State | Enrollment | | | | | |
|----------------|------------|------------------------|-------------------------------|---------------------------------|----------------------------------|-------------------|
| | 0 | 1 but less than 500 | 500 but less than 1,000 | 1,000 but less than 5,000 | 5,000 but less than 10,000 | 10,000 or more |
| Ohio | 0 | 5 | 18 | 91 | 25 | 16 |
| Oklahoma | 0 | 86 | 49 | 63 | 8 | 8 |
| Oregon | 0 | 23 | 10 | 47 | 15 | 7 |
| Pennsylvania | 2 | 3 | 5 | 100 | 25 | 7 |
| Rhode Island | 0 | 1 | 2 | 24 | 4 | 3 |
| South Carolina | 0 | 0 | 3 | 25 | 17 | 19 |
| South Dakota | 1 | 58 | 22 | 24 | 0 | 2 |
| Tennessee | 0 | 0 | 3 | 42 | 23 | 14 |
| Texas | 0 | 84 | 25 | 72 | 33 | 63 |
| Utah | 0 | 0 | 1 | 11 | 6 | 12 |
| Vermont | 0 | 51 | 20 | 17 | 0 | 0 |
| Virginia | 0 | 3 | 2 | 33 | 23 | 19 |
| Washington | 0 | 18 | 15 | 35 | 18 | 26 |
| West Virginia | 0 | 0 | 0 | 29 | 16 | 8 |
| Wisconsin | 0 | 9 | 27 | 58 | 11 | 9 |
| Wyoming | 0 | 12 | 10 | 18 | 2 | 2 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-2.--Weighted number of districts by enrollment and by state: 1993-94

| State | Enrollment | | | | | |
|----------------------|------------|---------------------|-------------------------|---------------------------|----------------------------|----------------|
| | 0 | 1 but less than 500 | 500 but less than 1,000 | 1,000 but less than 5,000 | 5,000 but less than 10,000 | 10,000 or more |
| 50 States and D.C. | 45 | 5,015 | 2,566 | 5,669 | 983 | 708 |
| Alabama | 0 | 0 | 3 | 87 | 29 | 11 |
| Alaska | 0 | 28 | 14 | 9 | 2 | 3 |
| Arizona | 0 | 71 | 30 | 87 | 14 | 18 |
| Arkansas | 0 | 101 | 94 | 102 | 11 | 3 |
| California | 0 | 357 | 168 | 278 | 128 | 132 |
| Colorado | 0 | 79 | 28 | 59 | 1 | 16 |
| Connecticut | 1 | 40 | 20 | 90 | 22 | 5 |
| Delaware | 0 | 0 | 3 | 9 | 3 | 3 |
| District of Columbia | 0 | 0 | 0 | 0 | 0 | 1 |
| Florida | 0 | 0 | 6 | 15 | 14 | 37 |
| Georgia | 0 | 3 | 5 | 124 | 26 | 24 |
| Hawaii | 0 | 0 | 0 | 0 | 0 | 1 |
| Idaho | 0 | 39 | 21 | 44 | 6 | 4 |
| Illinois | 8 | 298 | 235 | 335 | 41 | 16 |
| Indiana | 3 | 4 | 28 | 233 | 29 | 14 |
| Iowa | 0 | 135 | 158 | 96 | 7 | 6 |
| Kansas | 0 | 125 | 91 | 75 | 7 | 5 |
| Kentucky | 0 | 0 | 31 | 120 | 18 | 7 |
| Louisiana | 0 | 2 | 1 | 30 | 17 | 20 |
| Maine | 5 | 108 | 45 | 77 | 1 | 0 |
| Maryland | 0 | 0 | 0 | 3 | 4 | 17 |
| Massachusetts | 0 | 77 | 48 | 188 | 27 | 9 |
| Michigan | 2 | 137 | 110 | 302 | 36 | 22 |
| Minnesota | 8 | 116 | 85 | 141 | 23 | 10 |
| Mississippi | 0 | 3 | 5 | 123 | 20 | 4 |
| Missouri | 0 | 246 | 135 | 126 | 18 | 16 |
| Montana | 7 | 460 | 26 | 30 | 3 | 1 |
| Nebraska | 0 | 559 | 61 | 25 | 3 | 2 |
| Nevada | 0 | 4 | 1 | 8 | 3 | 2 |
| New Hampshire | 0 | 76 | 34 | 50 | 1 | 2 |
| New Jersey | 2 | 180 | 107 | 253 | 41 | 8 |
| New Mexico | 0 | 22 | 27 | 23 | 9 | 6 |
| New York | 0 | 72 | 152 | 430 | 56 | 14 |
| North Carolina | 0 | 0 | 2 | 56 | 32 | 32 |
| North Dakota | 3 | 217 | 23 | 10 | 2 | 2 |

Table E-2.--Weighted number of districts by enrollment and by state: 1993-94¹ continued

| State | Enrollment | | | | | |
|----------------|------------|------------------------|-------------------------------|---------------------------------|----------------------------------|-------------------|
| | 0 | 1 but less than 500 | 500 but less than 1,000 | 1,000 but less than 5,000 | 5,000 but less than 10,000 | 10,000 or more |
| Ohio | 0 | 30 | 132 | 433 | 47 | 20 |
| Oklahoma | 0 | 327 | 118 | 101 | 9 | 9 |
| Oregon | 0 | 167 | 26 | 66 | 15 | 7 |
| Pennsylvania | 3 | 8 | 14 | 500 | 47 | 8 |
| Rhode Island | 0 | 3 | 2 | 25 | 4 | 3 |
| South Carolina | 0 | 0 | 22 | 44 | 20 | 19 |
| South Dakota | 2 | 115 | 31 | 27 | 0 | 2 |
| Tennessee | 0 | 0 | 15 | 85 | 24 | 14 |
| Texas | 0 | 411 | 169 | 325 | 69 | 74 |
| Utah | 0 | 0 | 4 | 18 | 6 | 12 |
| Vermont | 0 | 177 | 40 | 20 | 0 | 0 |
| Virginia | 0 | 18 | 9 | 68 | 27 | 21 |
| Washington | 0 | 105 | 41 | 97 | 26 | 26 |
| West Virginia | 0 | 0 | 0 | 30 | 17 | 8 |
| Wisconsin | 0 | 81 | 149 | 173 | 15 | 10 |
| Wyoming | 0 | 15 | 9 | 20 | 2 | 2 |

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-3.--Unweighted number of FTE K-12 teaching positions by region: 1993-94

| Region | Type of teaching positions | | | | |
|-----------|----------------------------|---------------------|-------------------|---------------------|------------------------------|
| | Number of vacant | Number of abolished | Number of laidoff | Number of new hires | Number of new certifications |
| Northeast | 725 | 571 | 1,298 | 14,832 | 14,673 |
| Midwest | 897 | 902 | 3,415 | 18,637 | 19,169 |
| South | 2,541 | 898 | 1,320 | 69,218 | 58,399 |
| West | 1,998 | 1,074 | 1,781 | 27,546 | 22,867 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-4.-Weighted number of FTE K-12 teaching positions by region: 1993-94

| Region | Type of teaching positions | | | | |
|-----------|----------------------------|---------------------|-------------------|---------------------|------------------------------|
| | Number of vacant | Number of abolished | Number of laidoff | Number of new hires | Number of new certifications |
| Northeast | 1,228 | 1,033 | 1,999 | 29,303 | 30,482 |
| Midwest | 1,277 | 2,019 | 5,916 | 37,916 | 41,537 |
| South | 3,012 | 1,219 | 1,697 | 90,906 | 78,161 |
| West | 2,689 | 1,587 | 2,299 | 39,199 | 34,496 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-5.--Unweighted teacher salary schedules averaged for public school districts by degree/experience and by region: 1993-94

| Region | Degree/experience | | | | |
|-----------|-------------------------------------|-----------------------------------|--|--|--------------|
| | Bachelor's degree/ no experience | Master's degree/ no experience | Master's degree/plus 30 credits and no experience | Master's degree/ 20 years of experience | Highest step |
| Northeast | 25,139 | 27,287 | 28,945 | 45,565 | 50,205 |
| Midwest | 21,135 | 23,353 | 24,862 | 36,750 | 39,870 |
| South | 20,859 | 22,470 | 23,402 | 31,710 | 35,344 |
| West | 21,931 | 24,450 | 25,802 | 37,562 | 41,949 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-6.--Weighted teacher salary schedules averaged for public school districts by degree/experience and by region: 1993-94

| Region | Degree/experience | | | | |
|-----------|-------------------------------------|-----------------------------------|--|--|--------------|
| | Bachelor's degree/ no experience | Master's degree/ no experience | Master's degree/plus 30 credits and no experience | Master's degree/ 20 years of experience | Highest step |
| Northeast | 25,581 | 27,727 | 29,317 | 46,594 | 51,270 |
| Midwest | 20,879 | 23,013 | 24,448 | 35,718 | 38,415 |
| South | 20,407 | 21,714 | 22,410 | 30,955 | 33,848 |
| West | 21,913 | 24,505 | 25,693 | 37,800 | 41,318 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-7.--Unweighted number of districts offering various incentives by region: 1993-94

| Region | Incentives | | | | | |
|-----------|--|--|---|--|--|--|
| | To recruit or retrain teachers in less desirable locations | Free training available in school district | Recruit or retain teachers to teach in fields of shortage | Other purposes (retaining good teachers, rewarding excellence) | Teacher completion of in-service training or college credits | Program for aspiring school administrators |
| Total | 454 | 1,019 | 573 | 517 | 2,218 | 917 |
| Northeast | 43 | 131 | 67 | 67 | 597 | 140 |
| Midwest | 113 | 183 | 140 | 136 | 717 | 157 |
| South | 203 | 426 | 237 | 218 | 344 | 333 |
| West | 95 | 279 | 129 | 96 | 560 | 287 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-8.--Weighted number of districts offering various incentives by region: 1993-94

| Region | Incentives | | | | | |
|-----------|--|--|---|--|--|--|
| | To recruit or retrain teachers in less desirable locations | Free training available in school district | Recruit or retain teachers to teach in fields of shortage | Other purposes (retaining good teachers, rewarding excellence) | Teacher completion of in-service training or college credits | Program for aspiring school administrators |
| Total | 1,483 | 2,854 | 1,553 | 1,837 | 6,736 | 1,948 |
| Northeast | 156 | 419 | 187 | 253 | 1,925 | 395 |
| Midwest | 418 | 742 | 466 | 702 | 2,517 | 435 |
| South | 626 | 880 | 556 | 557 | 6,574 | 542 |
| West | 283 | 813 | 324 | 324 | 1,639 | 576 |

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-9.--Unweighted number of FTE teachers and enrollment by
grade level: 1993-94

| Grade level | FTE teachers | Enrollment |
|---------------|--------------|------------|
| Ungraded | 101,043 | 599,469 |
| Kindergarten | 76,733 | 2,199,908 |
| Grades 1 - 12 | 1,468,993 | 25,411,707 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Table E-10.--Weighted number of FTE teachers and enrollment by
grade level: 1993-94

| Grade level | FTE teachers | Enrollment |
|---------------|--------------|------------|
| Ungraded | 142,468 | 838,162 |
| Kindergarten | 115,416 | 3,317,098 |
| Grades 1 - 12 | 2,243,228 | 38,146,884 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Demand and Shortage Questionnaire).

Public School Principal Survey
Selected Unweighted and Weighted Tables

Table E-11.--Unweighted number of public school principals, by highest degree earned and by state: 1993-94

| State | Total | No degree | Associate's | Bachelor's | Master's | Education specialist | Doctorate* |
|----------------------|-------|--------------|-------------|------------|----------|-------------------------|------------|
| 50 States and D.C. | 9,098 | ++ | 0 | 140 | 5,722 | 2,330 | 904 |
| Alabama | 232 | 0 | 0 | ++ | 108 | 104 | 19 |
| Alaska | 188 | 0 | 0 | 7 | 135 | 30 | 16 |
| Arizona | 194 | 0 | 0 | ++ | 129 | 27 | 37 |
| Arkansas | 162 | 0 | 0 | 0 | 116 | 40 | 6 |
| California | 380 | 0 | 0 | 18 | 260 | 54 | 48 |
| Colorado | 158 | 0 | 0 | ++ | 97 | 39 | 21 |
| Connecticut | 152 | 0 | 0 | ++ | 30 | 90 | 31 |
| Delaware | 70 | 0 | 0 | 0 | 52 | 8 | 10 |
| District of Columbia | 54 | 0 | 0 | 0 | 41 | ++ | 12 |
| Florida | 236 | 0 | 0 | 0 | 164 | 44 | 28 |
| Georgia | 177 | 0 | 0 | 0 | 30 | 118 | 29 |
| Hawaii | 88 | 0 | 0 | 14 | 45 | 23 | 6 |
| Idaho | 165 | 0 | 0 | ++ | 109 | 45 | 9 |
| Illinois | 246 | 0 | 0 | ++ | 153 | 57 | 34 |
| Indiana | 172 | 0 | 0 | 0 | 86 | 69 | 17 |
| Iowa | 163 | 0 | 0 | ++ | 117 | 28 | 17 |
| Kansas | 150 | 0 | 0 | 0 | 101 | 27 | 22 |
| Kentucky | 149 | 0 | 0 | 0 | 56 | 83 | 10 |
| Louisiana | 219 | 0 | 0 | 0 | 145 | 61 | 13 |
| Maine | 144 | 0 | 0 | 6 | 104 | 29 | 5 |
| Maryland | 154 | 0 | 0 | 0 | 116 | 16 | 22 |
| Massachusetts | 217 | 0 | 0 | ++ | 138 | 45 | 33 |
| Michigan | 201 | 0 | 0 | 4 | 121 | 52 | 24 |
| Minnesota | 163 | 0 | 0 | 3 | 32 | 108 | 20 |
| Mississippi | 202 | 0 | 0 | ++ | 123 | 65 | 13 |
| Missouri | 173 | 0 | 0 | 0 | 84 | 64 | 25 |
| Montana | 169 | ++ | 0 | 3 | 147 | 13 | 5 |
| Nebraska | 142 | 0 | 0 | ++ | 82 | 44 | 14 |
| Nevada | 115 | 0 | 0 | ++ | 82 | 15 | 17 |
| New Hampshire | 120 | 0 | 0 | ++ | 83 | 22 | 13 |
| New Jersey | 185 | 0 | 0 | ++ | 137 | 26 | 21 |
| New Mexico | 164 | 0 | 0 | ++ | 124 | 30 | 9 |
| New York | 280 | 0 | 0 | 0 | 116 | 129 | 35 |
| North Carolina | 199 | 0 | 0 | 0 | 90 | 80 | 29 |
| North Dakota | 168 | 0 | 0 | 43 | 108 | 9 | 8 |

Table E-11.--Unweighted number of public school principals, by highest degree earned and by state: 1993-94, continued

| State | Total | No degree | Associate's | Bachelor's | Master's | Education specialist | Doctorate* |
|----------------|-------|-----------|-------------|------------|----------|----------------------|------------|
| Ohio | 182 | 0 | 0 | 0 | 144 | 25 | 13 |
| Oklahoma | 307 | 0 | 0 | ++ | 220 | 72 | 13 |
| Oregon | 170 | 0 | 0 | ++ | 100 | 57 | 12 |
| Pennsylvania | 175 | 0 | 0 | ++ | 105 | 46 | 22 |
| Rhode Island | 93 | 0 | 0 | 0 | 68 | 14 | 11 |
| South Carolina | 157 | 0 | 0 | 0 | 84 | 53 | 20 |
| South Dakota | 168 | 0 | 0 | 0 | 136 | 26 | 6 |
| Tennessee | 183 | 0 | 0 | ++ | 120 | 43 | 19 |
| Texas | 388 | 0 | 0 | 5 | 290 | 77 | 16 |
| Utah | 173 | 0 | 0 | ++ | 90 | 62 | 19 |
| Vermont | 97 | 0 | 0 | 6 | 64 | 18 | 9 |
| Virginia | 174 | ++ | 0 | 0 | 126 | 30 | 17 |
| Washington | 207 | 0 | 0 | ++ | 163 | 27 | 15 |
| West Virginia | 166 | 0 | 0 | 0 | 143 | 20 | 3 |
| Wisconsin | 173 | 0 | 0 | ++ | 119 | 33 | 19 |
| Wyoming | 134 | 0 | 0 | ++ | 89 | 32 | 12 |

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse. Cell entries may be underestimates due to item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-12.--Weighted number of public school principals, by highest degree earned and by state: 1993-94

| State | Total | No degree | Associate's | Bachelor's | Master's | Education specialist | Doctorate* |
|----------------------|--------|-----------|-------------|------------|----------|----------------------|------------|
| 50 States and D.C. | 79,618 | -- | 0 | 1,140 | 50,469 | 20,573 | 7,430 |
| Alabama | 1,274 | 0 | 0 | -- | 544 | 588 | -- |
| Alaska | 475 | 0 | 0 | -- | 329 | 63 | -- |
| Arizona | 1,041 | 0 | 0 | -- | 693 | -- | 194 |
| Arkansas | 1,084 | 0 | 0 | 0 | 784 | 258 | -- |
| California | 7,304 | 0 | 0 | -- | 4,982 | 1,162 | 850 |
| Colorado | 1,308 | 0 | 0 | -- | 815 | 299 | -- |
| Connecticut | 958 | 0 | 0 | -- | 159 | 618 | 179 |
| Delaware | 169 | 0 | 0 | 0 | 125 | -- | -- |
| District of Columbia | 154 | 0 | 0 | 0 | 117 | -- | -- |
| Florida | 2,308 | 0 | 0 | 0 | 1,636 | 418 | -- |
| Georgia | 1,724 | 0 | 0 | 0 | 236 | 1,180 | -- |
| Hawaii | 229 | 0 | 0 | -- | 116 | -- | -- |
| Idaho | 560 | 0 | 0 | -- | 376 | 146 | -- |
| Illinois | 3,882 | 0 | 0 | -- | 2,645 | 873 | 357 |
| Indiana | 1,847 | 0 | 0 | 0 | 1,014 | 670 | -- |
| Iowa | 1,517 | 0 | 0 | -- | 1,144 | -- | -- |
| Kansas | 1,450 | 0 | 0 | 0 | 1,017 | -- | -- |
| Kentucky | 1,292 | 0 | 0 | 0 | 520 | 676 | -- |
| Louisiana | 1,443 | 0 | 0 | 0 | 956 | 399 | -- |
| Maine | 714 | 0 | 0 | -- | 489 | -- | -- |
| Maryland | 1,163 | 0 | 0 | 0 | 911 | -- | -- |
| Massachusetts | 1,670 | 0 | 0 | -- | 1,113 | 292 | 238 |
| Michigan | 3,005 | 0 | 0 | -- | 1,861 | 777 | -- |
| Minnesota | 1,449 | 0 | 0 | -- | 286 | 1,000 | -- |
| Mississippi | 951 | 0 | 0 | -- | 553 | 328 | -- |
| Missouri | 2,080 | 0 | 0 | 0 | 1,104 | 724 | -- |
| Montana | 747 | -- | 0 | -- | 648 | -- | -- |
| Nebraska | 1,063 | 0 | 0 | -- | 628 | 320 | -- |
| Nevada | 369 | 0 | 0 | -- | 257 | -- | -- |
| New Hampshire | 437 | 0 | 0 | -- | 303 | -- | -- |
| New Jersey | 2,193 | 0 | 0 | -- | 1,599 | -- | -- |
| New Mexico | 649 | 0 | 0 | -- | 478 | 137 | -- |
| New York | 3,894 | 0 | 0 | 0 | 1,590 | 1,845 | 458 |
| North Carolina | 1,929 | 0 | 0 | 0 | 888 | 816 | -- |
| North Dakota | 574 | 0 | 0 | 185 | 339 | -- | -- |

Table E-12.--Weighted number of public school principals, by highest degree earned and by state: 1993-94, continued

| State | Total | No degree | Associate's | Bachelor's | Master's | Education specialist | Doctorate* |
|----------------|-------|-----------|-------------|------------|----------|----------------------|------------|
| Ohio | 3,631 | 0 | 0 | 0 | 2,933 | -- | -- |
| Oklahoma | 1,747 | 0 | 0 | -- | 1,252 | 417 | -- |
| Oregon | 1,183 | 0 | 0 | -- | 728 | 359 | -- |
| Pennsylvania | 3,000 | 0 | 0 | -- | 1,911 | 826 | -- |
| Rhode Island | 295 | 0 | 0 | 0 | 216 | -- | -- |
| South Carolina | 1,083 | 0 | 0 | 0 | 584 | 371 | -- |
| South Dakota | 655 | 0 | 0 | 0 | 538 | -- | -- |
| Tennessee | 1,522 | 0 | 0 | -- | 1,023 | 341 | -- |
| Texas | 5,879 | 0 | 0 | -- | 4,444 | 1,072 | -- |
| Utah | 673 | 0 | 0 | -- | 373 | 220 | -- |
| Vermont | 308 | 0 | 0 | -- | 196 | -- | -- |
| Virginia | 1,696 | -- | 0 | 0 | 1,301 | 257 | -- |
| Washington | 1,750 | 0 | 0 | -- | 1,325 | -- | -- |
| West Virginia | 891 | 0 | 0 | 0 | 748 | -- | -- |
| Wisconsin | 1,991 | 0 | 0 | -- | 1,356 | 397 | -- |
| Wyoming | 411 | 0 | 0 | -- | 282 | 90 | -- |

--Too few sample cases (fewer than 30) for a reliable estimate.

*Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse. Cell entries may be underestimates due to item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-13.--Unweighted number of public school principals, by race/ethnicity and sex: 1993-94

| Sex | Total | White | Black, Non-hispanic | Hispanic | Other |
|--------|-------|-------|------------------------|----------|-------|
| Total | 9,098 | 7,758 | 815 | 299 | 226 |
| Male | 6,565 | 5,790 | 446 | 197 | 132 |
| Female | 2,533 | 1,968 | 369 | 102 | 94 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-14.--Weighted number of public school principals, by race/ethnicity and sex: 1993-94

| Sex | Total | White | Black, Non-hispanic | Hispanic | Other |
|--------|--------|--------|------------------------|----------|-------|
| Total | 79,618 | 67,081 | 8,018 | 3,269 | 1,250 |
| Male | 52,114 | 46,283 | 3,419 | 1,738 | 673 |
| Female | 27,505 | 20,798 | 4,599 | 1,531 | 577 |

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-15.--Unweighted number of public school principals, by highest degree earned and by sex:
1993-94

| Sex | Total | No Degree | Associate's | Bachelor's | Master's | Education Specialist | Doctorate* |
|--------|-------|--------------|-------------|------------|----------|-------------------------|------------|
| Total | 9,098 | ++ | 0 | 140 | 5,722 | 2,330 | 904 |
| Male | 6,565 | ++ | 0 | 84 | 4,231 | 1,635 | 613 |
| Female | 2,533 | 0 | 0 | 56 | 1,491 | 695 | 291 |

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-16.--Weighted number of public school principals, by highest degree earned and by sex:
1993-94

| Sex | Total | No degree | Associate's | Bachelor's | Master's | Education Specialist | Doctorate* |
|--------|--------|--------------|-------------|------------|----------|-------------------------|------------|
| Total | 79,618 | -- | 0 | 1,140 | 50,469 | 20,573 | 7,430 |
| Male | 52,114 | -- | 0 | 586 | 33,900 | 12,892 | 4,728 |
| Female | 27,505 | 0 | 0 | 553 | 16,569 | 7,681 | 2,702 |

--Too few sample cases (fewer than 30) for a reliable estimate.

*Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-17.--Unweighted number of public school principals, by annual salary and by sex: 1993-94

| Annual salary | Total | Male | Female |
|---------------------|-------|-------|--------|
| Total | 9,098 | 6,565 | 2,533 |
| Less than \$10,000 | 0 | 0 | 0 |
| \$10,000 - \$14,999 | 3 | ++ | ++ |
| \$15,000 - \$19,999 | 12 | 7 | 5 |
| \$20,000 - \$24,999 | 16 | 4 | 12 |
| \$25,000 - \$29,999 | 74 | 44 | 30 |
| \$30,000 - \$34,999 | 234 | 157 | 77 |
| \$35,000 - \$39,999 | 603 | 412 | 191 |
| \$40,000 - \$49,999 | 2,533 | 1,876 | 657 |
| \$50,000 - \$59,999 | 2,659 | 1,937 | 722 |
| \$60,000 - \$74,999 | 2,340 | 1,639 | 701 |
| \$75,000 - \$99,999 | 606 | 472 | 134 |
| \$100,000 or more | 18 | 15 | 3 |

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire) .

Table E-18.--Weighted number of public school principals, by annual salary and by sex: 1993-94

| Annual salary | Total | Male | Female |
|---------------------|--------|--------|--------|
| Total | 79,618 | 52,114 | 27,505 |
| Less than \$10,000 | 0 | 0 | 0 |
| \$10,000 - \$14,999 | -- | -- | -- |
| \$15,000 - \$19,999 | -- | -- | -- |
| \$20,000 - \$24,999 | -- | -- | -- |
| \$25,000 - \$29,999 | 530 | 288 | 243 |
| \$30,000 - \$34,999 | 1,711 | 1,081 | 630 |
| \$35,000 - \$39,999 | 4,536 | 2,932 | 1,603 |
| \$40,000 - \$49,999 | 21,469 | 14,877 | 6,592 |
| \$50,000 - \$59,999 | 24,362 | 15,578 | 8,784 |
| \$60,000 - \$74,999 | 21,458 | 13,455 | 8,003 |
| \$75,000 - \$99,999 | 5,121 | 3,680 | 1,441 |
| \$100,000 or more | -- | -- | -- |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-19.--Unweighted number of public school principals, by years as a principal and by sex:

1993-94

| Sex | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|--------|-------|-----------|-----------|-------------|------------------|
| Total | 9,098 | 3,400 | 2,405 | 1,454 | 1,839 |
| Male | 6,565 | 2,075 | 1,667 | 1,148 | 1,675 |
| Female | 2,533 | 1,325 | 738 | 306 | 164 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-20.--Weighted number of public school principals, by years as a principal and by sex:

1993-94

| Sex | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|--------|--------|-----------|-----------|-------------|------------------|
| Total | 79,618 | 29,927 | 21,123 | 12,157 | 16,411 |
| Male | 52,114 | 15,873 | 12,746 | 8,792 | 14,703 |
| Female | 27,505 | 14,054 | 8,377 | 3,365 | 1,709 |

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-21.--Unweighted number of public school principals, by age and by sex: 1993-94

| Sex | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 and over |
|--------|-------|----------|-------|-------|-------|-------------|
| Total | 9,098 | 707 | 1,635 | 2,938 | 2,172 | 1,646 |
| Male | 6,565 | 510 | 1,140 | 2,133 | 1,574 | 1,208 |
| Female | 2,533 | 197 | 495 | 805 | 598 | 438 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-22.--Weighted number of public school principals, by age and by sex: 1993-94

| Sex | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 and over |
|--------|--------|----------|--------|--------|--------|-------------|
| Total | 79,618 | 5,936 | 14,571 | 25,427 | 18,868 | 14,817 |
| Male | 52,114 | 3,943 | 9,271 | 16,623 | 12,215 | 10,062 |
| Female | 27,505 | 1,993 | 5,299 | 8,805 | 6,653 | 4,755 |

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-23.--Unweighted number of public school principals, by highest degree earned and by race/ethnicity: 1993-94

| Race/ ethnicity | Total | No degree | Associate's | Bachelor's | Master's | Education Specialist | Doctorate* |
|------------------------|-------|--------------|-------------|------------|----------|-------------------------|------------|
| Total | 9,098 | ++ | 0 | 140 | 5,722 | 2,330 | 904 |
| White | 7,758 | ++ | 0 | 118 | 4,846 | 2,029 | 764 |
| Black, Non-hispanic | 815 | ++ | 0 | ++ | 514 | 196 | 103 |
| Hispanic | 299 | 0 | 0 | 3 | 217 | 59 | 20 |
| Other | 226 | 0 | 0 | 18 | 145 | 46 | 17 |

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-24.--Weighted number of public school principals, by highest degree earned and by race/ethnicity: 1993-94

| Race/ ethnicity | Total | No degree | Associate's | Bachelor's | Master's | Education Specialist | Doctorate* |
|------------------------|--------|--------------|-------------|------------|----------|-------------------------|------------|
| Total | 79,618 | -- | 0 | 1,140 | 50,469 | 20,573 | 7,430 |
| White | 67,081 | -- | 0 | 1,000 | 42,144 | 17,795 | 6,140 |
| Black, Non-hispanic | 8,018 | -- | 0 | -- | 5,159 | 1,898 | 955 |
| Hispanic | 3,269 | 0 | 0 | -- | 2,435 | 567 | -- |
| Other | 1,250 | 0 | 0 | -- | 731 | 314 | -- |

--Too few sample cases (fewer than 30) for a reliable estimate.

*Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-25.--Unweighted number of public school principals, by annual salary and by race/ethnicity: 1993-94

| Annual salary | Total | White | Black, Non- hispanic | Hispanic | Other |
|---------------------|-------|-------|----------------------------|----------|-------|
| Total | 9,098 | 7,758 | 815 | 299 | 226 |
| Less than \$10,000 | 0 | 0 | 0 | 0 | 0 |
| \$10,000 - \$14,999 | 3 | 3 | 0 | 0 | 0 |
| \$15,000 - \$19,999 | 12 | 11 | 0 | 0 | ++ |
| \$20,000 - \$24,999 | 16 | 16 | 0 | 0 | 0 |
| \$25,000 - \$29,999 | 74 | 68 | 3 | ++ | ++ |
| \$30,000 - \$34,999 | 234 | 215 | 10 | 3 | 6 |
| \$35,000 - \$39,999 | 603 | 533 | 38 | 18 | 14 |
| \$40,000 - \$49,999 | 2,533 | 2,189 | 187 | 90 | 67 |
| \$50,000 - \$59,999 | 2,659 | 2,304 | 201 | 85 | 69 |
| \$60,000 - \$74,999 | 2,340 | 1,896 | 305 | 84 | 55 |
| \$75,000 - \$99,999 | 606 | 509 | 68 | 17 | 12 |
| \$100,000 or more | 18 | 14 | 3 | ++ | 0 |

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-26.--Weighted number of public school principals, by annual salary and by race/ethnicity: 1993-94

| Annual salary | Total | White | Black, Non- hispanic | Hispanic | Other |
|---------------------|--------|--------|----------------------------|----------|-------|
| Total | 79,618 | 67,081 | 8,018 | 3,269 | 1,250 |
| Less than \$10,000 | 0 | 0 | 0 | 0 | 0 |
| \$10,000 - \$14,999 | -- | -- | 0 | 0 | 0 |
| \$15,000 - \$19,999 | -- | -- | 0 | 0 | -- |
| \$20,000 - \$24,999 | -- | -- | 0 | 0 | 0 |
| \$25,000 - \$29,999 | 530 | 493 | -- | -- | -- |
| \$30,000 - \$34,999 | 1,711 | 1,588 | -- | -- | -- |
| \$35,000 - \$39,999 | 4,536 | 4,013 | 352 | -- | -- |
| \$40,000 - \$49,999 | 21,469 | 18,599 | 1,672 | 902 | 296 |
| \$50,000 - \$59,999 | 24,362 | 20,935 | 2,121 | 991 | 314 |
| \$60,000 - \$74,999 | 21,458 | 16,760 | 3,099 | 1,144 | 456 |
| \$75,000 - \$99,999 | 5,121 | 4,306 | 640 | -- | -- |
| \$100,000 or more | -- | -- | -- | -- | 0 |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-27.--Unweighted number of public school principals, by years as a principal and by race/ethnicity: 1993-94

| Race/ethnicity | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|------------------------|-------|-----------|-----------|-------------|------------------|
| Total | 9,098 | 3,400 | 2,405 | 1,454 | 1,839 |
| White | 7,758 | 2,802 | 2,035 | 1,259 | 1,662 |
| Black, Non-hispanic | 815 | 364 | 219 | 122 | 110 |
| Hispanic | 299 | 135 | 84 | 39 | 41 |
| Other | 226 | 99 | 67 | 34 | 26 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-28.--Weighted number of public school principals, by years as a principal and by race/ethnicity: 1993-94

| Race/ethnicity | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|------------------------|--------|-----------|-----------|-------------|------------------|
| Total | 79,618 | 29,927 | 21,123 | 12,157 | 16,411 |
| White | 67,081 | 24,276 | 17,476 | 10,509 | 14,820 |
| Black, Non-hispanic | 8,018 | 3,507 | 2,327 | 1,086 | 1,098 |
| Hispanic | 3,269 | 1,580 | 948 | 370 | 372 |
| Other | 1,250 | 564 | 373 | 191 | -- |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-29.--Unweighted number of public school principals, by age and by race/ethnicity: 1993-94

| Race/ethnicity | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 and over |
|------------------------|-------|----------|-------|-------|-------|-------------|
| Total | 9,098 | 707 | 1,635 | 2,938 | 2,172 | 1,646 |
| White | 7,758 | 636 | 1,386 | 2,516 | 1,841 | 1,379 |
| Black, Non-hispanic | 815 | 42 | 127 | 243 | 228 | 175 |
| Hispanic | 299 | 12 | 77 | 107 | 60 | 43 |
| Other | 226 | 17 | 45 | 72 | 43 | 49 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-30.--Weighted number of public school principals, by age and by race/ethnicity: 1993-94

| Race/ethnicity | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 and over |
|------------------------|--------|----------|--------|--------|--------|-------------|
| Total | 79,618 | 5,936 | 14,571 | 25,427 | 18,868 | 14,817 |
| White | 67,081 | 5,239 | 12,155 | 21,726 | 15,806 | 12,155 |
| Black, Non-hispanic | 8,018 | 444 | 1,179 | 2,312 | 2,062 | 2,021 |
| Hispanic | 3,269 | -- | 939 | 970 | 826 | 374 |
| Other | 1,250 | -- | 298 | 419 | 174 | 267 |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-31.--Unweighted number of public school principals, by annual salary and by highest degree earned: 1993-94

| Annual salary | Total | No degree | Associate's | Bachelor's | Master's | Education Specialist | Doctorate* |
|---------------------|-------|-----------|-------------|------------|----------|----------------------|------------|
| Total | 9,098 | ++ | 0 | 140 | 5,722 | 2,330 | 904 |
| Less than \$10,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| \$10,000 - \$14,999 | 3 | 0 | 0 | 0 | ++ | ++ | ++ |
| \$15,000 - \$19,999 | 12 | 0 | 0 | 4 | 7 | 0 | ++ |
| \$20,000 - \$24,999 | 16 | 0 | 0 | 9 | 4 | ++ | ++ |
| \$25,000 - \$29,999 | 74 | 0 | 0 | 20 | 45 | 9 | 0 |
| \$30,000 - \$34,999 | 234 | 0 | 0 | 17 | 170 | 45 | ++ |
| \$35,000 - \$39,999 | 603 | 0 | 0 | 22 | 440 | 118 | 23 |
| \$40,000 - \$49,999 | 2,533 | ++ | 0 | 26 | 1,722 | 664 | 120 |
| \$50,000 - \$59,999 | 2,659 | 0 | 0 | 18 | 1,628 | 748 | 265 |
| \$60,000 - \$74,999 | 2,340 | ++ | 0 | 21 | 1,396 | 575 | 347 |
| \$75,000 - \$99,999 | 606 | 0 | 0 | 3 | 303 | 167 | 133 |
| \$100,000 or more | 18 | 0 | 0 | 0 | 6 | ++ | 11 |

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-32.--Weighted number of public school principals, by annual salary and by highest degree earned: 1993-94

| Annual salary | Total | No degree | Associate's | Bachelor's | Master's | Education Specialist | Doctorate* |
|---------------------|--------|-----------|-------------|------------|----------|----------------------|------------|
| Total | 79,618 | -- | 0 | 1,140 | 50,469 | 20,573 | 7,430 |
| Less than \$10,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| \$10,000 - \$14,999 | -- | 0 | 0 | 0 | -- | -- | -- |
| \$15,000 - \$19,999 | -- | 0 | 0 | -- | -- | 0 | -- |
| \$20,000 - \$24,999 | -- | 0 | 0 | -- | -- | -- | -- |
| \$25,000 - \$29,999 | 530 | 0 | 0 | -- | 332 | -- | 0 |
| \$30,000 - \$34,999 | 1,711 | 0 | 0 | -- | 1,210 | 346 | -- |
| \$35,000 - \$39,999 | 4,536 | 0 | 0 | -- | 3,236 | 906 | -- |
| \$40,000 - \$49,999 | 21,469 | -- | 0 | -- | 14,743 | 5,475 | 1,064 |
| \$50,000 - \$59,999 | 24,362 | 0 | 0 | -- | 15,090 | 6,905 | 2,137 |
| \$60,000 - \$74,999 | 21,458 | -- | 0 | -- | 13,070 | 5,416 | 2,842 |
| \$75,000 - \$99,999 | 5,121 | 0 | 0 | -- | 2,638 | 1,422 | 1,037 |
| \$100,000 or more | -- | 0 | 0 | 0 | -- | -- | -- |

--Too few sample cases (fewer than 30) for a reliable estimate.

*Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-33.--Unweighted number of public school principals, by years as a principal and by highest degree: 1993-94

| Highest degree earned | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|-----------------------|-------|-----------|-----------|-------------|------------------|
| Total | 9,098 | 3,400 | 2,405 | 1,454 | 1,839 |
| No degree | ++ | ++ | ++ | 0 | 0 |
| Associate's | 0 | 0 | 0 | 0 | 0 |
| Bachelor's | 140 | 74 | 29 | 15 | 22 |
| Master's | 5,722 | 2,226 | 1,459 | 862 | 1,175 |
| Education Specialist | 2,330 | 832 | 658 | 387 | 453 |
| Doctorate* | 904 | 267 | 258 | 190 | 189 |

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-34.--Weighted number of public school principals, by years as a principal and by highest degree: 1993-94

| Highest degree earned | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|-----------------------|--------|-----------|-----------|-------------|------------------|
| Total | 79,618 | 29,927 | 21,123 | 12,157 | 16,411 |
| No degree | -- | -- | -- | 0 | 0 |
| Associate's | 0 | 0 | 0 | 0 | 0 |
| Bachelor's | 1,140 | 639 | -- | -- | -- |
| Master's | 50,469 | 19,795 | 12,915 | 7,221 | 10,538 |
| Education Specialist | 20,573 | 7,489 | 5,676 | 3,353 | 4,055 |
| Doctorate* | 7,430 | 2,001 | 2,253 | 1,451 | 1,726 |

--Too few sample cases (fewer than 30) for a reliable estimate.

*Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-35.--Unweighted number of public school principals, by age and by highest degree earned:
1993-94

| Highest degree earned | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 and over |
|-----------------------|-------|----------|-------|-------|-------|-------------|
| Total | 9,098 | 707 | 1,635 | 2,938 | 2,172 | 1,646 |
| No degree | ++ | 0 | 0 | 0 | ++ | 0 |
| Associate's | 0 | 0 | 0 | 0 | 0 | 0 |
| Bachelor's | 140 | 33 | 23 | 32 | 24 | 28 |
| Master's | 5,722 | 496 | 1,064 | 1,770 | 1,350 | 1,042 |
| Education Specialist | 2,330 | 141 | 417 | 829 | 568 | 375 |
| Doctorate* | 904 | 37 | 131 | 307 | 228 | 201 |

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-36.--Weighted number of public school principals, by age and by highest degree earned:
1993-94

| Highest degree earned | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 and over |
|-----------------------|--------|----------|--------|--------|--------|-------------|
| Total | 79,618 | 5,936 | 14,571 | 25,427 | 18,868 | 14,817 |
| No degree | -- | 0 | 0 | 0 | -- | 0 |
| Associate's | 0 | 0 | 0 | 0 | 0 | 0 |
| Bachelor's | 1,140 | 270 | -- | 241 | -- | -- |
| Master's | 50,469 | 4,227 | 9,531 | 15,196 | 12,055 | 9,459 |
| Education Specialist | 20,573 | 1,124 | 3,819 | 7,624 | 4,690 | 3,317 |
| Doctorate* | 7,430 | 315 | 983 | 2,367 | 1,935 | 1,831 |

--Too few sample cases (fewer than 30) for a reliable estimate.

*Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-37.--Unweighted number of public school principals, by years as a principal and by annual salary: 1993-94

| Annual salary | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|--------------------|-------|-----------|-----------|-------------|------------------|
| Total | 9,098 | 3,400 | 2,405 | 1,454 | 1,839 |
| Less than \$10,000 | 0 | 0 | 0 | 0 | 0 |
| \$10,000-\$14,999 | 3 | 0 | ++ | 0 | ++ |
| \$15,000-\$19,999 | 12 | 8 | ++ | ++ | ++ |
| \$20,000-\$24,999 | 16 | 11 | ++ | ++ | ++ |
| \$25,000-\$29,999 | 74 | 35 | 20 | 8 | 11 |
| \$30,000-\$34,999 | 234 | 128 | 54 | 14 | 38 |
| \$35,000-\$39,999 | 603 | 305 | 135 | 75 | 88 |
| \$40,000-\$49,999 | 2,533 | 1,032 | 654 | 392 | 455 |
| \$50,000-\$59,999 | 2,659 | 935 | 760 | 418 | 546 |
| \$60,000-\$74,999 | 2,340 | 813 | 588 | 408 | 531 |
| \$75,000-\$99,999 | 606 | 131 | 182 | 133 | 160 |
| \$100,000 or more | 18 | ++ | 7 | 4 | 5 |

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-38.--Weighted number of public school principals, by years as a principal and by annual salary: 1993-94

| Annual salary | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|--------------------|--------|-----------|-----------|-------------|------------------|
| Total | 79,618 | 29,927 | 21,123 | 12,157 | 16,411 |
| Less than \$10,000 | -- | 0 | -- | 0 | -- |
| \$10,000-\$14,999 | -- | -- | -- | -- | -- |
| \$15,000-\$19,999 | -- | -- | -- | -- | -- |
| \$20,000-\$24,999 | 530 | 276 | -- | -- | -- |
| \$25,000-\$29,999 | 1,711 | 1,005 | 402 | -- | 235 |
| \$30,000-\$34,999 | 4,536 | 2,195 | 1,080 | 561 | 700 |
| \$35,000-\$39,999 | 21,469 | 8,807 | 5,720 | 3,176 | 3,767 |
| \$40,000-\$49,999 | 24,362 | 8,612 | 7,046 | 3,590 | 5,114 |
| \$50,000-\$59,999 | 21,458 | 7,698 | 5,180 | 3,638 | 4,943 |
| \$60,000-\$74,999 | 5,121 | 1,166 | 1,453 | 1,018 | 1,484 |
| \$75,000-\$99,999 | -- | -- | -- | -- | -- |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-39.--Unweighted number of public school principals, by age and by annual salary: 1993-94

| Annual salary | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 or over |
|--------------------|-------|----------|-------|-------|-------|------------|
| Total | 9,098 | 707 | 1,635 | 2,938 | 2,172 | 1,646 |
| Less than \$10,000 | 0 | 0 | 0 | 0 | 0 | 0 |
| \$10,000-\$14,999 | 3 | 0 | 0 | 0 | ++ | ++ |
| \$15,000-\$19,999 | 12 | 3 | ++ | ++ | 5 | ++ |
| \$20,000-\$24,999 | 16 | 6 | 4 | ++ | 4 | ++ |
| \$25,000-\$29,999 | 74 | 23 | 13 | 12 | 14 | 12 |
| \$30,000-\$34,999 | 234 | 55 | 52 | 62 | 26 | 39 |
| \$35,000-\$39,999 | 603 | 101 | 147 | 172 | 100 | 83 |
| \$40,000-\$49,999 | 2,533 | 291 | 550 | 819 | 508 | 365 |
| \$50,000-\$59,999 | 2,659 | 157 | 486 | 881 | 682 | 453 |
| \$60,000-\$74,999 | 2,340 | 69 | 316 | 795 | 663 | 497 |
| \$75,000-\$99,999 | 606 | ++ | 64 | 191 | 163 | 187 |
| \$100,000 or more | 18 | ++ | ++ | 4 | 6 | 6 |

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire)

Table E-40.--Weighted number of public school principals, by age and by annual salary: 1993-94

| Annual salary | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 or over |
|--------------------|--------|----------|--------|--------|--------|------------|
| Total | 79,618 | 5,936 | 14,571 | 25,427 | 18,868 | 14,817 |
| Less than \$10,000 | 0 | 0 | 0 | 0 | 0 | 0 |
| \$10,000-\$14,999 | -- | 0 | 0 | 0 | -- | -- |
| \$15,000-\$19,999 | -- | -- | -- | -- | -- | -- |
| \$20,000-\$24,999 | -- | -- | -- | -- | -- | -- |
| \$25,000-\$29,999 | 530 | -- | -- | -- | -- | -- |
| \$30,000-\$34,999 | 1,711 | 363 | 411 | 461 | -- | 308 |
| \$35,000-\$39,999 | 4,536 | 735 | 1,149 | 1,324 | 721 | 606 |
| \$40,000-\$49,999 | 21,469 | 2,564 | 4,855 | 6,793 | 4,329 | 2,928 |
| \$50,000-\$59,999 | 24,362 | 1,437 | 4,353 | 7,705 | 6,328 | 4,539 |
| \$60,000-\$74,999 | 21,458 | 601 | 3,098 | 7,435 | 5,688 | 4,637 |
| \$75,000-\$99,999 | 5,121 | -- | 561 | 1,583 | 1,388 | 1,585 |
| \$100,000 or more | -- | -- | -- | -- | -- | -- |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire)

Private School Principal Survey
Selected Unweighted and Weighted Tables

Table E-41.--Unweighted number of private school principals, by race/ethnicity and sex: 1993-94

| Sex | Total | White | Black, Non-hispanic | Hispanic | Other |
|--------|-------|-------|------------------------|----------|-------|
| Total | 2,743 | 2,579 | 88 | 48 | 28 |
| Male | 1,447 | 1,379 | 34 | 23 | 11 |
| Female | 1,296 | 1,200 | 54 | 25 | 17 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-42.--Weighted number of private school principals, by race/ethnicity and sex: 1993-94

| Sex | Total | White | Black, Non-hispanic | Hispanic | Other |
|--------|--------|--------|------------------------|----------|-------|
| Total | 25,015 | 23,133 | 1,060 | 524 | -- |
| Male | 11,606 | 10,943 | 347 | -- | -- |
| Female | 13,410 | 12,190 | 713 | -- | -- |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-43.--Unweighted number of private school principals, by highest degree earned and by sex:

| 1993-94 | | | | | | | |
|---------|-------|-----------|-------------|------------|----------|----------------------|------------|
| Sex | Total | No degree | Associate's | Bachelor's | Master's | Education Specialist | Doctorate* |
| Total | 2,743 | 59 | 18 | 538 | 1,590 | 262 | 276 |
| Male | 1,447 | 33 | 4 | 246 | 836 | 121 | 207 |
| Female | 1,296 | 26 | 14 | 292 | 754 | 141 | 69 |

*Includes a very small number of law and medicine degree recipients.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-44.--Weighted number of private school principals, by highest degree earned and by sex:
1993-94

| Sex | Total | No degree | Associate's | Bachelor's | Master's | Education Specialist | Doctorate* |
|--------|--------|-----------|-------------|------------|----------|----------------------|------------|
| Total | 25,015 | 1,679 | -- | 6,480 | 12,900 | 2,049 | 1,476 |
| Male | 11,606 | 1,186 | -- | 2,685 | 5,757 | 784 | 1,072 |
| Female | 13,410 | -- | -- | 3,795 | 7,143 | 1,264 | 404 |

--Too few sample cases (fewer than 30) for a reliable estimate.

*Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-45.--Unweighted number of private school principals, by annual salary and by sex: 1993-94

| Annual salary | Total | Male | Female |
|---------------------|-------|-------|--------|
| Total | 2,743 | 1,447 | 1,296 |
| Unpaid | 118 | 69 | 49 |
| Less than \$10,000 | 90 | 34 | 56 |
| \$10,000 - \$14,999 | 143 | 42 | 101 |
| \$15,000 - \$19,999 | 203 | 60 | 143 |
| \$20,000 - \$24,999 | 211 | 85 | 126 |
| \$25,000 - \$29,999 | 269 | 150 | 119 |
| \$30,000 - \$34,999 | 353 | 186 | 167 |
| \$35,000 - \$39,999 | 276 | 142 | 134 |
| \$40,000 - \$49,999 | 386 | 210 | 176 |
| \$50,000 - \$59,999 | 233 | 135 | 98 |
| \$60,000 - \$74,999 | 197 | 124 | 73 |
| \$75,000 - \$99,999 | 158 | 118 | 40 |
| \$100,000 or more | 106 | 92 | 14 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-46.--Weighted number of private school principals, by annual salary and by sex: 1993-94

| Annual salary | Total | Male | Female |
|---------------------|--------|--------|--------|
| Total | 25,015 | 11,606 | 13,410 |
| Unpaid | 1,842 | 1,160 | 682 |
| Less than \$10,000 | 1,403 | 470 | 933 |
| \$10,000 - \$14,999 | 1,915 | 602 | 1,313 |
| \$15,000 - \$19,999 | 2,570 | 831 | 1,739 |
| \$20,000 - \$24,999 | 2,604 | 957 | 1,647 |
| \$25,000 - \$29,999 | 2,834 | 1,548 | 1,286 |
| \$30,000 - \$34,999 | 3,452 | 1,672 | 1,780 |
| \$35,000 - \$39,999 | 2,414 | 1,159 | 1,255 |
| \$40,000 - \$49,999 | 3,106 | 1,536 | 1,570 |
| \$50,000 - \$59,999 | 1,154 | 593 | 561 |
| \$60,000 - \$74,999 | 830 | 421 | 409 |
| \$75,000 - \$99,999 | 562 | 383 | 179 |
| \$100,000 or more | 330 | 273 | -- |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-47.--Unweighted number of private school principals, by years as a principal and by sex: 1993-94

| Sex | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|--------|-------|-----------|-----------|-------------|------------------|
| Total | 2,743 | 954 | 632 | 492 | 665 |
| Male | 1,447 | 441 | 338 | 275 | 393 |
| Female | 1,296 | 513 | 294 | 217 | 272 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-48.--Weighted number of private school principals, by years as a principal and by sex: 1993-94

| Sex | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|--------|--------|-----------|-----------|-------------|------------------|
| Total | 25,015 | 9,490 | 5,860 | 4,232 | 5,433 |
| Male | 11,606 | 4,245 | 2,661 | 2,126 | 2,573 |
| Female | 13,410 | 5,245 | 3,198 | 2,106 | 2,861 |

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-49.--Unweighted number of private school principals, by age and by sex: 1993-94

| Sex | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 and over |
|--------|-------|----------|-------|-------|-------|-------------|
| Total | 2,743 | 411 | 485 | 621 | 504 | 722 |
| Male | 1,447 | 233 | 293 | 325 | 248 | 348 |
| Female | 1,296 | 178 | 192 | 296 | 256 | 374 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-50.--Weighted number of private school principals, by age and by sex: 1993-94

| Sex | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 and over |
|--------|--------|----------|-------|-------|-------|-------------|
| Total | 25,015 | 4,794 | 4,403 | 5,144 | 4,120 | 6,553 |
| Male | 11,606 | 2,687 | 2,241 | 2,389 | 1,535 | 2,753 |
| Female | 13,410 | 2,107 | 2,162 | 2,755 | 2,585 | 3,800 |

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-51.--Unweighted number of private school principals, by highest degree earned and by race/ethnicity: 1993-94

| Race/ ethnicity | Total | No degree | Associate's | Bachelor's | Master's | Education Specialist | Doctorate* |
|------------------------|-------|--------------|-------------|------------|----------|-------------------------|------------|
| Total | 2,743 | 59 | 18 | 538 | 1,590 | 262 | 276 |
| White | 2,579 | 55 | 15 | 494 | 1,506 | 249 | 260 |
| Black, Non-hispanic | 88 | 3 | ++ | 26 | 45 | 6 | 6 |
| Hispanic | 48 | 0 | ++ | 11 | 26 | 4 | 6 |
| Other | 28 | ++ | 0 | 7 | 13 | 3 | 4 |

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-52.--Weighted number of private school principals, by highest degree earned and by race/ethnicity: 1993-94

| Race/ ethnicity | Total | No degree | Associate's | Bachelor's | Master's | Education Specialist | Doctorate* |
|------------------------|--------|--------------|-------------|------------|----------|-------------------------|------------|
| Total | 25,015 | 1,679 | -- | 6,480 | 12,900 | 2,049 | 1,476 |
| White | 23,133 | 1,596 | -- | 5,925 | 12,054 | 1,870 | 1,350 |
| Black, Non-hispanic | 1,060 | -- | -- | -- | 462 | -- | -- |
| Hispanic | 524 | 0 | -- | -- | -- | -- | -- |
| Other | -- | -- | 0 | -- | -- | -- | -- |

--Too few sample cases (fewer than 30) for a reliable estimate.

*Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-53.--Unweighted number of private school principals, by annual salary and by race/ethnicity: 1993-94

| Annual salary | Total | White | Black, Non-hispanic | Hispanic | Other |
|---------------------|-------|-------|------------------------|----------|-------|
| Total | 2,743 | 2,579 | 88 | 48 | 28 |
| Unpaid | 118 | 108 | 7 | ++ | ++ |
| Less than \$10,000 | 90 | 85 | ++ | ++ | ++ |
| \$10,000 - \$14,999 | 143 | 133 | 7 | 3 | 0 |
| \$15,000 - \$19,999 | 203 | 195 | 4 | 3 | ++ |
| \$20,000 - \$24,999 | 211 | 197 | 9 | 4 | ++ |
| \$25,000 - \$29,999 | 269 | 253 | 8 | 3 | 5 |
| \$30,000 - \$34,999 | 353 | 330 | 13 | 5 | 5 |
| \$35,000 - \$39,999 | 276 | 259 | 11 | 4 | ++ |
| \$40,000 - \$49,999 | 386 | 362 | 10 | 12 | ++ |
| \$50,000 - \$59,999 | 233 | 221 | 6 | 4 | ++ |
| \$60,000 - \$74,999 | 197 | 187 | 4 | 4 | ++ |
| \$75,000 - \$99,999 | 158 | 146 | 6 | 3 | 3 |
| \$100,000 or more | 106 | 103 | ++ | 0 | ++ |

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-54.--Weighted number of private school principals, by annual salary and by race/ethnicity: 1993-94

| Annual salary | Total | White | Black, Non-hispanic | Hispanic | Other |
|---------------------|--------|--------|------------------------|----------|-------|
| Total | 25,015 | 23,133 | 1,060 | 524 | -- |
| Unpaid | 1,842 | 1,624 | -- | -- | -- |
| Less than \$10,000 | 1,403 | 1,354 | -- | -- | -- |
| \$10,000 - \$14,999 | 1,915 | 1,786 | -- | -- | 0 |
| \$15,000 - \$19,999 | 2,570 | 2,476 | -- | -- | -- |
| \$20,000 - \$24,999 | 2,604 | 2,333 | -- | -- | -- |
| \$25,000 - \$29,999 | 2,834 | 2,627 | -- | -- | -- |
| \$30,000 - \$34,999 | 3,452 | 3,143 | -- | -- | -- |
| \$35,000 - \$39,999 | 2,414 | 2,289 | -- | -- | -- |
| \$40,000 - \$49,999 | 3,106 | 2,854 | -- | -- | -- |
| \$50,000 - \$59,999 | 1,154 | 1,055 | -- | -- | -- |
| \$60,000 - \$74,999 | 830 | 773 | -- | -- | -- |
| \$75,000 - \$99,999 | 562 | 503 | -- | - | -- |
| \$100,000 or more | 330 | 316 | -- | 0 | -- |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-55.--Unweighted number of private school principals, by years as a principal and by race/ethnicity:

1993-94

| Race/ethnicity | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|------------------------|-------|-----------|-----------|-------------|------------------|
| Total | 2,743 | 954 | 632 | 492 | 665 |
| White | 2,579 | 893 | 592 | 468 | 626 |
| Black, Non-hispanic | 88 | 35 | 27 | 9 | 17 |
| Hispanic | 48 | 15 | 10 | 9 | 14 |
| Other | 28 | 11 | 3 | 6 | 8 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-56.--Weighted number of private school principals, by years as a principal and by race/ethnicity:

1993-94

| Race/ethnicity | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|------------------------|--------|-----------|-----------|-------------|------------------|
| Total | 25,015 | 9,490 | 5,860 | 4,232 | 5,433 |
| White | 23,133 | 8,867 | 5,323 | 3,972 | 4,972 |
| Black, Non-hispanic | 1,060 | 346 | -- | -- | -- |
| Hispanic | 524 | -- | -- | -- | -- |
| Other | -- | -- | -- | -- | -- |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-57.--Unweighted number of private school principals, by age and by race/ethnicity: 1993-94

| Race/ ethnicity | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 and over |
|------------------------|-------|----------|-------|-------|-------|-------------|
| Total | 2,743 | 411 | 485 | 621 | 504 | 722 |
| White | 2,579 | 373 | 467 | 582 | 478 | 679 |
| Black, Non-hispanic | 88 | 23 | 12 | 22 | 12 | 19 |
| Hispanic | 48 | 9 | 4 | 9 | 7 | 19 |
| Other | 28 | 6 | ++ | 8 | 7 | 5 |

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-58.--Weighted number of private school principals, by age and by race/ethnicity: 1993-94

| Race/ ethnicity | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 and over |
|------------------------|--------|----------|-------|-------|-------|-------------|
| Total | 25,015 | 4,794 | 4,403 | 5,144 | 4,120 | 6,553 |
| White | 23,133 | 4,297 | 4,264 | 4,690 | 3,829 | 6,054 |
| Black, Non-hispanic | 1,060 | -- | -- | -- | -- | -- |
| Hispanic | 524 | -- | -- | -- | -- | -- |
| Other | -- | -- | -- | -- | -- | -- |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-59.--Unweighted number of private school principals, by annual salary and by highest degree earned: 1993-94

| Annual salary | Total | No degree | Associate's | Bachelor's | Master's | Education Specialist | Doctorate* |
|---------------------|-------|-----------|-------------|------------|----------|----------------------|------------|
| Total | 2,743 | 59 | 18 | 538 | 1,590 | 262 | 276 |
| Unpaid | 118 | 9 | 4 | 36 | 49 | 9 | 11 |
| Less than \$10,000 | 90 | 8 | ++ | 36 | 35 | 4 | 6 |
| \$10,000 - \$14,999 | 143 | 9 | ++ | 41 | 77 | 11 | 3 |
| \$15,000 - \$19,999 | 203 | 7 | 3 | 65 | 104 | 21 | 3 |
| \$20,000 - \$24,999 | 211 | 10 | 3 | 86 | 91 | 15 | 6 |
| \$25,000 - \$29,999 | 269 | 10 | 0 | 72 | 168 | 10 | 9 |
| \$30,000 - \$34,999 | 353 | ++ | 3 | 74 | 222 | 32 | 20 |
| \$35,000 - \$39,999 | 276 | ++ | 0 | 47 | 177 | 33 | 18 |
| \$40,000 - \$49,999 | 386 | ++ | ++ | 42 | 247 | 54 | 40 |
| \$50,000 - \$59,999 | 233 | ++ | ++ | 10 | 148 | 31 | 42 |
| \$60,000 - \$74,999 | 197 | 0 | 0 | 10 | 118 | 27 | 42 |
| \$75,000 - \$99,999 | 158 | 0 | 0 | 13 | 88 | 11 | 46 |
| \$100,000 or more | 106 | 0 | 0 | 6 | 66 | 4 | 30 |

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-60.--Weighted number of private school principals, by annual salary and by highest degree earned: 1993-94

| Annual salary | Total | No degree | Associate's | Bachelor's | Master's | Education Specialist | Doctorate* |
|---------------------|--------|-----------|-------------|------------|----------|----------------------|------------|
| Total | 25,015 | 1,679 | -- | 6,480 | 12,900 | 2,049 | 1,476 |
| Unpaid | 1,842 | -- | -- | 770 | 436 | -- | -- |
| Less than \$10,000 | 1,403 | -- | -- | 792 | 247 | -- | -- |
| \$10,000 - \$14,999 | 1,915 | -- | -- | 527 | 845 | -- | -- |
| \$15,000 - \$19,999 | 2,570 | -- | -- | 853 | 1,208 | -- | -- |
| \$20,000 - \$24,999 | 2,604 | -- | -- | 1,185 | 902 | -- | -- |
| \$25,000 - \$29,999 | 2,834 | -- | 0 | 722 | 1,847 | -- | -- |
| \$30,000 - \$34,999 | 3,452 | -- | -- | 744 | 2,195 | 303 | -- |
| \$35,000 - \$39,999 | 2,414 | -- | 0 | 344 | 1,561 | 377 | -- |
| \$40,000 - \$49,999 | 3,106 | -- | -- | 305 | 1,915 | 403 | 306 |
| \$50,000 - \$59,999 | 1,154 | -- | -- | -- | 716 | 129 | 275 |
| \$60,000 - \$74,999 | 830 | 0 | 0 | -- | 489 | -- | 137 |
| \$75,000 - \$99,999 | 562 | 0 | 0 | -- | 318 | -- | 133 |
| \$100,000 or more | 330 | 0 | 0 | -- | 223 | -- | 79 |

--Too few sample cases (fewer than 30) for a reliable estimate.

*Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-61.--Unweighted number of private school principals, by years as a principal and by highest degree earned: 1993-94

| Highest degree earned | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|-----------------------|-------|-----------|-----------|-------------|------------------|
| Total | 2,743 | 954 | 632 | 492 | 665 |
| No degree | 59 | 31 | 14 | 6 | 8 |
| Associate's | 18 | 8 | 5 | ++ | 3 |
| Bachelor's | 538 | 243 | 124 | 71 | 100 |
| Master's | 1,590 | 538 | 348 | 302 | 402 |
| Education Specialist | 262 | 70 | 80 | 50 | 62 |
| Doctorate* | 276 | 64 | 61 | 61 | 90 |

*Includes a very small number of law and medicine degree recipients.

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-62.--Weighted number of private school principals, by years as a principal and by highest degree earned: 1993-94

| Highest degree earned | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|-----------------------|--------|-----------|-----------|-------------|------------------|
| Total | 25,015 | 9,490 | 5,860 | 4,232 | 5,433 |
| No degree | 1,679 | 706 | -- | -- | -- |
| Associate's | -- | -- | -- | -- | -- |
| Bachelor's | 6,480 | 3,140 | 1,647 | 805 | 889 |
| Master's | 12,900 | 4,480 | 2,835 | 2,383 | 3,202 |
| Education Specialist | 2,049 | 547 | 660 | 397 | 445 |
| Doctorate* | 1,476 | 332 | 344 | 343 | 456 |

--Too few sample cases (fewer than 30) for a reliable estimate.

*Includes a very small number of law and medicine degree recipients.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-63.--Unweighted number of private school principals, by age and by highest degree earned:

1993-94

| Highest degree earned | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 and over |
|-----------------------|-------|----------|-------|-------|-------|-------------|
| Total | 2,743 | 411 | 485 | 621 | 504 | 722 |
| No degree | 59 | 26 | 7 | 6 | 7 | 13 |
| Associate's | 18 | 4 | 5 | 3 | 3 | 3 |
| Bachelor's | 538 | 150 | 109 | 104 | 71 | 104 |
| Master's | 1,590 | 184 | 271 | 392 | 302 | 441 |
| Education Specialist | 262 | 30 | 53 | 59 | 44 | 76 |
| Doctorate* | 276 | 17 | 40 | 57 | 77 | 85 |

*Includes a very small number of law and medicine degree recipients.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-64.--Weighted number of private school principals, by age and by highest degree earned: 1993-94

| Highest degree earned | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 and over |
|-----------------------|--------|----------|-------|-------|-------|-------------|
| Total | 25,015 | 4,794 | 4,403 | 5,144 | 4,120 | 6,553 |
| No degree | 1,679 | -- | -- | -- | -- | -- |
| Associate's | -- | -- | -- | -- | -- | -- |
| Bachelor's | 6,480 | 1,824 | 1,581 | 1,143 | 621 | 1,311 |
| Master's | 12,900 | 1,754 | 2,004 | 3,036 | 2,435 | 3,670 |
| Education Specialist | 2,049 | 395 | 373 | 417 | 318 | 546 |
| Doctorate* | 1,476 | -- | 233 | 281 | 452 | 445 |

--Too few sample cases (fewer than 30) for a reliable estimate.

*Includes a very small number of law and medicine degree recipients.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-65.--Unweighted number of private school principals, by years as a principal and by annual salary: 1993-94

| Annual salary | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|--------------------|-------|-----------|-----------|-------------|------------------|
| Total | 2,743 | 954 | 632 | 492 | 665 |
| Unpaid | 118 | 41 | 30 | 18 | 29 |
| Less than \$10,000 | 90 | 47 | 18 | 17 | 8 |
| \$10,000-\$14,999 | 143 | 50 | 29 | 29 | 35 |
| \$15,000-\$19,999 | 203 | 72 | 41 | 40 | 50 |
| \$20,000-\$24,999 | 211 | 88 | 54 | 28 | 41 |
| \$25,000-\$29,999 | 269 | 112 | 50 | 40 | 67 |
| \$30,000-\$34,999 | 353 | 152 | 70 | 52 | 79 |
| \$35,000-\$39,999 | 276 | 81 | 73 | 53 | 69 |
| \$40,000-\$49,999 | 386 | 135 | 103 | 69 | 79 |
| \$50,000-\$59,999 | 233 | 77 | 66 | 42 | 48 |
| \$60,000-\$74,999 | 197 | 48 | 52 | 44 | 53 |
| \$75,000-\$99,999 | 158 | 32 | 30 | 38 | 58 |
| \$100,000 or more | 106 | 19 | 16 | 22 | 49 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-66.--Weighted number of private school principals, by years as a principal and by annual salary: 1993-94

| Annual salary | Total | 0-4 years | 5-9 years | 10-14 years | 15 or more years |
|--------------------|--------|-----------|-----------|-------------|------------------|
| Total | 25,015 | 9,490 | 5,860 | 4,232 | 5,433 |
| Unpaid | 1,842 | 593 | 456 | -- | -- |
| Less than \$10,000 | 1,403 | 949 | -- | -- | -- |
| \$10,000-\$14,999 | 1,915 | 717 | -- | -- | 488 |
| \$15,000-\$19,999 | 2,570 | 1,013 | 469 | 521 | 567 |
| \$20,000-\$24,999 | 2,604 | 1,011 | 812 | -- | 483 |
| \$25,000-\$29,999 | 2,834 | 1,245 | 529 | 439 | 620 |
| \$30,000-\$34,999 | 3,452 | 1,568 | 653 | 491 | 741 |
| \$35,000-\$39,999 | 2,414 | 680 | 688 | 422 | 624 |
| \$40,000-\$49,999 | 3,106 | 933 | 880 | 579 | 714 |
| \$50,000-\$59,999 | 1,154 | 355 | 304 | 216 | 280 |
| \$60,000-\$74,999 | 830 | 186 | 304 | 153 | 187 |
| \$75,000-\$99,999 | 562 | 152 | 100 | 126 | 184 |
| \$100,000 or more | 330 | -- | -- | -- | 129 |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-67.--Unweighted number of private school principals, by age and by annual salary:
1993-94

| Annual salary | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 or over |
|-------------------|-------|----------|-------|-------|-------|------------|
| Total | 2,743 | 411 | 485 | 621 | 504 | 722 |
| Unpaid | 118 | 19 | 15 | 22 | 20 | 42 |
| Less than 10,000 | 90 | 25 | 16 | 18 | 9 | 22 |
| \$10,000-\$14,999 | 143 | 21 | 17 | 23 | 26 | 56 |
| \$15,000-\$19,999 | 203 | 37 | 29 | 39 | 25 | 73 |
| \$20,000-\$24,999 | 211 | 52 | 34 | 43 | 29 | 53 |
| \$25,000-\$29,999 | 269 | 52 | 57 | 57 | 36 | 67 |
| \$30,000-\$34,999 | 353 | 66 | 73 | 73 | 59 | 82 |
| \$35,000-\$39,999 | 276 | 47 | 44 | 68 | 53 | 64 |
| \$40,000-\$49,999 | 386 | 44 | 76 | 112 | 69 | 85 |
| \$50,000-\$59,999 | 233 | 23 | 50 | 53 | 48 | 59 |
| \$60,000-\$74,999 | 197 | 13 | 37 | 50 | 49 | 48 |
| \$75,000-\$99,999 | 158 | 9 | 30 | 37 | 45 | 37 |
| \$100,000 or more | 106 | 3 | 7 | 26 | 36 | 34 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Table E-68.--Weighted number of private school principals, by age and by annual salary: 1993-94

| Annual salary | Total | Under 40 | 40-44 | 45-49 | 50-54 | 55 or over |
|-------------------|--------|----------|-------|-------|-------|------------|
| Total | 25,015 | 4,794 | 4,403 | 5,144 | 4,120 | 6,553 |
| Unpaid | 1,842 | -- | -- | -- | -- | 761 |
| Less than 10,000 | 1,403 | -- | -- | -- | -- | -- |
| \$10,000-\$14,999 | 1,915 | -- | -- | -- | -- | 612 |
| \$15,000-\$19,999 | 2,570 | 527 | -- | 456 | -- | 819 |
| \$20,000-\$24,999 | 2,604 | 714 | 480 | 514 | -- | 613 |
| \$25,000-\$29,999 | 2,834 | 556 | 682 | 603 | 293 | 700 |
| \$30,000-\$34,999 | 3,452 | 677 | 623 | 694 | 713 | 745 |
| \$35,000-\$39,999 | 2,414 | 542 | 325 | 539 | 457 | 552 |
| \$40,000-\$49,999 | 3,106 | 361 | 517 | 846 | 609 | 773 |
| \$50,000-\$59,999 | 1,154 | -- | 286 | 238 | 257 | 235 |
| \$60,000-\$74,999 | 830 | -- | 152 | 169 | 183 | 287 |
| \$75,000-\$99,999 | 562 | -- | 85 | 181 | 142 | 121 |
| \$100,000 or more | 330 | -- | -- | -- | 146 | 87 |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Principal Questionnaire).

Public School Survey
Selected Unweighted and Weighted Tables

Table E-69.--Unweighted number of public K-12 teachers by level: 1993-94

| | Total | Elementary | Secondary | Combined |
|-----------------------------------|---------|------------|-----------|----------|
| Total number of K-12 teachers | 336,470 | 123,392 | 186,466 | 26,612 |
| Number of full-time K-12 teachers | 311,261 | 112,267 | 173,875 | 25,119 |
| Number of part-time K-12 teachers | 25,209 | 11,125 | 12,591 | 1,493 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-70.--Weighted number of public K-12 teachers by level: 1993-94

| | Total | Elementary | Secondary | Combined |
|-----------------------------------|-----------|------------|-----------|----------|
| Total number of K-12 teachers | 2,561,294 | 1,607,967 | 877,885 | 75,441 |
| Number of full-time K-12 teachers | 2,338,092 | 1,454,077 | 812,840 | 71,175 |
| Number of part-time K-12 teachers | 223,202 | 153,890 | 65,046 | 4,266 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-71.--Unweighted number of public schools, students, and K-12 teachers, by state: 1993-94

| State | Schools | Students | Total number K-12 teachers |
|----------------------|---------|-----------|----------------------------|
| 50 States and D.C. | 8,767 | 5,331,589 | 336,470 |
| Alabama | 224 | 156,274 | 9,256 |
| Alaska | 170 | 58,340 | 3,590 |
| Arizona | 189 | 162,468 | 8,982 |
| Arkansas | 156 | 77,599 | 5,126 |
| California | 352 | 306,443 | 14,140 |
| Colorado | 164 | 105,567 | 6,081 |
| Connecticut | 148 | 87,396 | 6,972 |
| Delaware | 63 | 43,233 | 2,863 |
| District of Columbia | 55 | 28,712 | 1,956 |
| Florida | 228 | 213,007 | 12,362 |
| Georgia | 168 | 147,626 | 9,226 |
| Hawaii | 85 | 67,832 | 4,296 |
| Idaho | 158 | 80,692 | 4,409 |
| Illinois | 238 | 127,034 | 8,194 |
| Indiana | 166 | 114,184 | 7,006 |
| Iowa | 158 | 62,052 | 4,587 |
| Kansas | 149 | 63,176 | 4,509 |
| Kentucky | 149 | 94,311 | 5,693 |
| Louisiana | 207 | 125,567 | 7,886 |
| Maine | 145 | 56,294 | 4,255 |
| Maryland | 135 | 112,273 | 6,731 |
| Massachusetts | 208 | 147,638 | 11,536 |
| Michigan | 202 | 110,447 | 6,405 |
| Minnesota | 160 | 95,541 | 5,969 |
| Mississippi | 195 | 126,305 | 7,244 |
| Missouri | 168 | 95,727 | 6,244 |
| Montana | 178 | 55,601 | 3,870 |
| Nebraska | 139 | 45,062 | 3,489 |
| Nevada | 109 | 77,012 | 4,220 |
| New Hampshire | 117 | 59,301 | 4,184 |
| New Jersey | 167 | 107,135 | 8,743 |
| New Mexico | 160 | 108,934 | 6,331 |
| New York | 269 | 222,037 | 16,214 |
| North Carolina | 181 | 120,829 | 8,250 |
| North Dakota | 166 | 46,983 | 3,242 |
| Ohio | 176 | 113,491 | 7,012 |
| Oklahoma | 306 | 113,834 | 8,162 |
| Oregon | 159 | 90,462 | 4,877 |
| Pennsylvania | 169 | 116,658 | 7,744 |
| Rhode Island | 88 | 43,385 | 3,218 |
| South Carolina | 141 | 104,680 | 6,390 |
| South Dakota | 165 | 49,484 | 3,590 |
| Tennessee | 179 | 125,460 | 6,935 |
| Texas | 380 | 243,182 | 16,768 |
| Utah | 174 | 150,343 | 6,503 |
| Vermont | 97 | 33,595 | 2,673 |
| Virginia | 158 | 109,591 | 7,549 |
| Washington | 200 | 120,056 | 6,366 |
| West Virginia | 154 | 71,020 | 4,692 |
| Wisconsin | 164 | 88,769 | 6,437 |
| Wyoming | 131 | 48,947 | 3,493 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-72.--Weighted number of public schools, students, and K-12 teachers, by state: 1993-94

| State | Schools | Students | Total number K-12 teachers |
|----------------------|---------|------------|----------------------------|
| 50 States and D.C. | 80,740 | 41,621,660 | 2,561,294 |
| Alabama | 1,274 | 745,963 | 44,859 |
| Alaska | 478 | 127,130 | 8,152 |
| Arizona | 1,057 | 685,519 | 37,600 |
| Arkansas | 1,084 | 460,286 | 30,625 |
| California | 7,319 | 4,804,574 | 209,032 |
| Colorado | 1,329 | 616,433 | 35,755 |
| Connecticut | 964 | 472,718 | 35,465 |
| Delaware | 169 | 107,701 | 7,027 |
| District of Columbia | 160 | 75,948 | 5,185 |
| Florida | 2,348 | 1,888,762 | 106,535 |
| Georgia | 1,723 | 1,194,072 | 74,907 |
| Hawaii | 234 | 173,041 | 11,137 |
| Idaho | 573 | 218,179 | 12,105 |
| Illinois | 3,884 | 1,747,678 | 111,511 |
| Indiana | 1,869 | 972,991 | 57,732 |
| Iowa | 1,518 | 484,443 | 35,861 |
| Kansas | 1,450 | 431,981 | 31,219 |
| Kentucky | 1,327 | 693,316 | 41,571 |
| Louisiana | 1,446 | 791,318 | 48,906 |
| Maine | 721 | 207,975 | 15,658 |
| Maryland | 1,185 | 753,706 | 43,862 |
| Massachusetts | 1,689 | 776,415 | 58,416 |
| Michigan | 3,159 | 1,491,699 | 83,384 |
| Minnesota | 1,492 | 705,021 | 44,054 |
| Mississippi | 957 | 531,874 | 29,841 |
| Missouri | 2,082 | 938,836 | 62,454 |
| Montana | 890 | 175,611 | 12,980 |
| Nebraska | 1,296 | 248,016 | 20,403 |
| Nevada | 365 | 231,088 | 12,724 |
| New Hampshire | 445 | 174,563 | 12,299 |
| New Jersey | 2,195 | 1,097,841 | 83,937 |
| New Mexico | 663 | 323,001 | 19,265 |
| New York | 3,904 | 2,593,562 | 178,647 |
| North Carolina | 1,927 | 1,090,802 | 72,137 |
| North Dakota | 582 | 115,635 | 8,275 |
| Ohio | 3,636 | 1,816,266 | 111,518 |
| Oklahoma | 1,763 | 579,583 | 42,220 |
| Oregon | 1,184 | 478,877 | 25,787 |
| Pennsylvania | 3,128 | 1,805,243 | 114,571 |
| Rhode Island | 295 | 124,230 | 9,217 |
| South Carolina | 1,081 | 630,309 | 39,623 |
| South Dakota | 661 | 139,525 | 10,759 |
| Tennessee | 1,522 | 840,505 | 47,662 |
| Texas | 5,890 | 3,342,778 | 223,802 |
| Utah | 674 | 454,114 | 19,889 |
| Vermont | 318 | 91,787 | 7,327 |
| Virginia | 1,698 | 958,091 | 64,937 |
| Washington | 1,806 | 913,048 | 48,452 |
| West Virginia | 898 | 316,190 | 21,473 |
| Wisconsin | 2,014 | 880,935 | 62,974 |
| Wyoming | 411 | 102,484 | 7,566 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-73.--Unweighted number of public schools offering a particular program or service, by state: 1993-94

| State | Total schools | Bilingual education | English as a second language | Remedial reading | Remedial mathematics | Programs for the handicapped | Programs for the gifted and talented | Diagnostic and prescriptive | After school programs | Medical health care |
|----------------------|---------------|---------------------|------------------------------|------------------|----------------------|------------------------------|--------------------------------------|-----------------------------|-----------------------|---------------------|
| 50 States and D.C. | 8,704 | 1,495 | 3,542 | 6,896 | 5,626 | 7,949 | 6,046 | 7,230 | 1,560 | 5,243 |
| Alabama | 221 | 4 | 28 | 169 | 142 | 209 | 155 | 155 | 39 | 81 |
| Alaska | 170 | 108 | 90 | 133 | 112 | 153 | 140 | 150 | 29 | 94 |
| Arizona | 188 | 75 | 154 | 151 | 113 | 174 | 153 | 163 | 59 | 141 |
| Arkansas | 156 | 9 | 34 | 131 | 121 | 150 | 151 | 111 | 16 | 117 |
| California | 347 | 175 | 272 | 239 | 204 | 289 | 215 | 297 | 65 | 200 |
| Colorado | 164 | 38 | 89 | 126 | 91 | 149 | 105 | 141 | 27 | 93 |
| Connecticut | 146 | 18 | 85 | 137 | 118 | 137 | 77 | 136 | 30 | 115 |
| Delaware | 63 | 9 | 31 | 53 | 42 | 57 | 45 | 59 | 12 | 52 |
| District of Columbia | 54 | 11 | 24 | 48 | 37 | 44 | 45 | 38 | 26 | 32 |
| Florida | 226 | 50 | 136 | 148 | 127 | 211 | 139 | 182 | 71 | 120 |
| Georgia | 167 | 10 | 57 | 142 | 141 | 159 | 147 | 128 | 39 | 47 |
| Hawaii | 85 | 35 | 79 | 66 | 42 | 83 | 76 | 68 | 66 | 37 |
| Idaho | 158 | 48 | 92 | 143 | 128 | 143 | 104 | 140 | 15 | 81 |
| Illinois | 234 | 45 | 81 | 181 | 131 | 216 | 143 | 202 | 39 | 152 |
| Indiana | 163 | 13 | 39 | 114 | 76 | 154 | 108 | 143 | 39 | 125 |
| Iowa | 157 | 6 | 32 | 117 | 74 | 145 | 150 | 134 | 14 | 113 |
| Kansas | 148 | 18 | 32 | 102 | 79 | 133 | 129 | 122 | 23 | 98 |
| Kentucky | 149 | 4 | 18 | 106 | 80 | 141 | 103 | 109 | 67 | 78 |
| Louisiana | 204 | 14 | 42 | 135 | 111 | 180 | 142 | 149 | 24 | 140 |
| Maine | 140 | 8 | 43 | 110 | 87 | 133 | 84 | 117 | 18 | 101 |
| Maryland | 135 | 7 | 62 | 103 | 89 | 119 | 107 | 117 | 36 | 77 |
| Massachusetts | 208 | 60 | 127 | 168 | 118 | 184 | 60 | 194 | 35 | 158 |
| Michigan | 202 | 38 | 60 | 163 | 145 | 179 | 116 | 176 | 30 | 52 |
| Minnesota | 160 | 10 | 57 | 136 | 130 | 149 | 98 | 136 | 38 | 104 |
| Mississippi | 191 | 13 | 27 | 152 | 141 | 164 | 137 | 111 | 22 | 84 |
| Missouri | 166 | 4 | 40 | 114 | 77 | 155 | 93 | 138 | 37 | 110 |
| Montana | 175 | 19 | 16 | 144 | 139 | 163 | 105 | 144 | 15 | 92 |
| Nebraska | 138 | 9 | 24 | 107 | 79 | 122 | 72 | 120 | 8 | 108 |
| Nevada | 108 | 27 | 73 | 85 | 51 | 95 | 78 | 93 | 46 | 76 |
| New Hampshire | 117 | 4 | 44 | 105 | 72 | 110 | 42 | 109 | 18 | 96 |

Table E-73.-- Unweighted number of public schools offering a particular program or service, by state: 1993-94^a continued

| State | Total schools | Bilingual education | English as a second language | Remedial reading | Remedial mathematics | Programs for the handicapped | Programs for the gifted and talented | Diagnostic and prescriptive | After school programs | Medical health care |
|----------------|---------------|---------------------|------------------------------|------------------|----------------------|------------------------------|--------------------------------------|-----------------------------|-----------------------|---------------------|
| New Jersey | 167 | 29 | 113 | 139 | 139 | 148 | 109 | 151 | 31 | 133 |
| New Mexico | 160 | 108 | 118 | 127 | 85 | 149 | 133 | 142 | 33 | 125 |
| New York | 269 | 61 | 156 | 249 | 218 | 245 | 153 | 229 | 39 | 184 |
| North Carolina | 181 | 24 | 58 | 133 | 98 | 175 | 156 | 137 | 60 | 107 |
| North Dakota | 164 | 11 | 29 | 133 | 114 | 149 | 39 | 137 | 18 | 49 |
| Ohio | 175 | 12 | 36 | 137 | 93 | 166 | 113 | 136 | 23 | 107 |
| Oklahoma | 305 | 57 | 86 | 235 | 192 | 295 | 281 | 223 | 35 | 99 |
| Oregon | 159 | 38 | 94 | 137 | 124 | 142 | 144 | 143 | 32 | 88 |
| Pennsylvania | 168 | 10 | 70 | 125 | 97 | 154 | 142 | 139 | 18 | 126 |
| Rhode Island | 88 | 7 | 49 | 80 | 35 | 77 | 43 | 85 | 7 | 69 |
| South Carolina | 139 | 5 | 46 | 131 | 128 | 134 | 117 | 114 | 27 | 99 |
| South Dakota | 164 | 6 | 18 | 130 | 117 | 147 | 148 | 136 | 10 | 110 |
| Tennessee | 177 | 3 | 28 | 128 | 118 | 157 | 131 | 127 | 30 | 38 |
| Texas | 379 | 116 | 275 | 304 | 236 | 339 | 319 | 324 | 55 | 261 |
| Utah | 170 | 42 | 93 | 144 | 137 | 154 | 95 | 154 | 18 | 78 |
| Vermont | 96 | 4 | 25 | 85 | 69 | 83 | 26 | 89 | 13 | 74 |
| Virginia | 156 | 12 | 70 | 124 | 93 | 150 | 139 | 129 | 24 | 89 |
| Washington | 198 | 37 | 115 | 172 | 162 | 174 | 123 | 169 | 31 | 117 |
| West Virginia | 154 | 0 | 5 | 118 | 102 | 138 | 122 | 111 | 9 | 100 |
| Wisconsin | 164 | 13 | 41 | 129 | 93 | 154 | 138 | 153 | 27 | 114 |
| Wyoming | 131 | 11 | 29 | 108 | 79 | 119 | 56 | 120 | 17 | 102 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-74.--Weighted number of public schools offering a particular program or service, by state: 1993-94

| State | Total schools | Bilingual education | English as a second language | Remedial reading | Remedial mathematics | Programs for the handicapped | Programs for the gifted and talented | Diagnostic and prescriptive | After school programs | Medical health care |
|----------------------|---------------|---------------------|------------------------------|------------------|----------------------|------------------------------|--------------------------------------|-----------------------------|-----------------------|---------------------|
| 50 States and D.C. | 80,221 | 14,387 | 34,466 | 65,321 | 49,208 | 71,982 | 57,111 | 66,661 | 19,274 | 47,422 |
| Alabama | 1,247 | -- | -- | 928 | 770 | 1,171 | 819 | 900 | 304 | 477 |
| Alaska | 478 | 289 | 231 | 364 | 311 | 425 | 364 | 417 | -- | 243 |
| Arizona | 1,055 | 391 | 829 | 819 | 570 | 973 | 854 | 903 | 456 | 781 |
| Arkansas | 1,084 | -- | -- | 938 | 873 | 1,037 | 1,044 | 758 | -- | 792 |
| California | 7,207 | 3,909 | 6,150 | 5,494 | 4,041 | 5,872 | 4,834 | 6,155 | 2,239 | 3,942 |
| Colorado | 1,329 | 334 | 742 | 1,036 | 638 | 1,168 | 896 | 1,113 | -- | 697 |
| Connecticut | 951 | -- | 540 | 885 | 726 | 872 | 524 | 881 | 284 | 712 |
| Delaware | 169 | -- | 85 | 143 | 113 | 155 | 121 | 160 | -- | 141 |
| District of Columbia | 158 | -- | -- | 141 | 105 | 131 | 126 | 114 | -- | 98 |
| Florida | 2,319 | 602 | 1,414 | 1,502 | 1,121 | 2,146 | 1,586 | 1,846 | 1,101 | 1,174 |
| Georgia | 1,719 | -- | 551 | 1,466 | 1,428 | 1,599 | 1,498 | 1,301 | 623 | 569 |
| Hawaii | 234 | 93 | 213 | 179 | 113 | 228 | 204 | 187 | 175 | 104 |
| Idaho | 573 | 151 | 302 | 524 | 461 | 497 | 356 | 502 | -- | 307 |
| Illinois | 3,874 | 640 | 1,164 | 3,176 | 2,003 | 3,438 | 2,834 | 3,316 | 711 | 2,396 |
| Indiana | 1,846 | -- | 341 | 1,429 | 787 | 1,729 | 1,204 | 1,594 | 692 | 1,379 |
| Iowa | 1,512 | -- | 278 | 1,214 | 703 | 1,383 | 1,457 | 1,295 | -- | 1,065 |
| Kansas | 1,424 | -- | 278 | 1,093 | 776 | 1,227 | 1,166 | 1,186 | -- | 901 |
| Kentucky | 1,327 | -- | -- | 1,027 | 752 | 1,252 | 983 | 944 | 650 | 658 |
| Louisiana | 1,425 | -- | 274 | 999 | 774 | 1,198 | 1,051 | 1,032 | -- | 927 |
| Maine | 704 | -- | 192 | 602 | 434 | 653 | 384 | 580 | -- | 492 |
| Maryland | 1,185 | -- | 574 | 973 | 764 | 1,018 | 935 | 1,008 | 516 | 605 |
| Massachusetts | 1,689 | 347 | 932 | 1,416 | 979 | 1,507 | 505 | 1,547 | 441 | 1,262 |
| Michigan | 3,159 | 631 | 1,093 | 2,591 | 2,141 | 2,896 | 1,779 | 2,780 | 604 | 677 |
| Minnesota | 1,492 | -- | 497 | 1,304 | 1,261 | 1,375 | 905 | 1,268 | 427 | 927 |
| Mississippi | 932 | -- | -- | 775 | 715 | 797 | 636 | 556 | -- | 415 |
| Missouri | 2,064 | -- | 407 | 1,502 | 986 | 1,966 | 1,198 | 1,730 | 581 | 1,314 |
| Montana | 846 | -- | -- | 671 | 647 | 758 | 483 | 695 | -- | 408 |
| Nebraska | 1,277 | -- | -- | 944 | 696 | 1,085 | 542 | 1,066 | -- | 958 |
| Nevada | 362 | -- | 244 | 284 | 155 | 309 | 261 | 308 | 159 | 246 |
| New Hampshire | 445 | -- | 149 | 406 | 261 | 416 | 143 | 419 | -- | 354 |

Table E-74.--Weighted number of public schools offering a particular program or service, by state: 1993-94¹ continued

| State | Total schools | Bilingual education | English as a second language | Remedial reading | Remedial mathematics | Programs for the handicapped | Programs for the gifted and talented | Diagnostic and prescriptive | After school programs | Medical health care |
|----------------|---------------|---------------------|------------------------------|------------------|----------------------|------------------------------|--------------------------------------|-----------------------------|-----------------------|---------------------|
| New Jersey | 2,195 | -- | 1,400 | 2,004 | 2,033 | 1,924 | 1,672 | 1,978 | 647 | 1,805 |
| New Mexico | 663 | 439 | 478 | 520 | 319 | 597 | 522 | 589 | 143 | 527 |
| New York | 3,904 | 833 | 2,571 | 3,707 | 2,925 | 3,432 | 1,945 | 3,289 | 888 | 2,537 |
| North Carolina | 1,927 | -- | 704 | 1,581 | 874 | 1,867 | 1,676 | 1,458 | 825 | 1,142 |
| North Dakota | 574 | -- | -- | 465 | 393 | 504 | 106 | 475 | -- | 176 |
| Ohio | 3,635 | -- | 759 | 2,956 | 1,680 | 3,449 | 2,614 | 2,788 | -- | 2,310 |
| Oklahoma | 1,759 | 285 | 458 | 1,334 | 1,059 | 1,714 | 1,596 | 1,326 | 295 | 569 |
| Oregon | 1,184 | 244 | 630 | 1,051 | 904 | 1,025 | 1,091 | 1,076 | 282 | 564 |
| Pennsylvania | 3,118 | -- | 1,265 | 2,626 | 1,839 | 2,870 | 2,818 | 2,457 | -- | 2,232 |
| Rhode Island | 295 | -- | 150 | 267 | 113 | 256 | 127 | 287 | -- | 228 |
| South Carolina | 1,073 | -- | 305 | 1,027 | 999 | 1,020 | 888 | 847 | -- | 744 |
| South Dakota | 657 | -- | -- | 536 | 502 | 571 | 580 | 528 | -- | 403 |
| Tennessee | 1,516 | -- | -- | 1,177 | 1,035 | 1,339 | 1,232 | 1,112 | 313 | 290 |
| Texas | 5,886 | 1,893 | 4,181 | 4,620 | 3,279 | 5,334 | 4,910 | 5,132 | 1,215 | 4,002 |
| Utah | 651 | 141 | 355 | 582 | 544 | 576 | 358 | 584 | -- | 355 |
| Vermont | 305 | -- | -- | 271 | 219 | 265 | -- | 283 | -- | 238 |
| Virginia | 1,679 | -- | 722 | 1,461 | 974 | 1,600 | 1,560 | 1,384 | -- | 906 |
| Washington | 1,791 | 322 | 1,055 | 1,567 | 1,438 | 1,454 | 1,086 | 1,590 | 352 | 1,109 |
| West Virginia | 898 | 0 | -- | 679 | 580 | 763 | 726 | 668 | -- | 588 |
| Wisconsin | 2,014 | -- | 500 | 1,737 | 1,156 | 1,803 | 1,698 | 1,871 | -- | 1,359 |
| Wyoming | 411 | -- | -- | 326 | 239 | 344 | 135 | 380 | -- | 317 |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-75.--Unweighted number of public school students participating in a particular program or service, by state: 1993-94

| State | Total students | Bilingual education | English as a second language | Remedial reading | Remedial mathematics | Programs for the handicapped | Programs for the gifted and talented | After school programs |
|----------------------|----------------|---------------------|------------------------------|------------------|----------------------|------------------------------|--------------------------------------|-----------------------|
| 50 States and D.C. | 1,928,929 | 116,334 | 152,420 | 481,578 | 336,658 | 393,632 | 356,730 | 91,577 |
| Alabama | 48,609 | 21 | 167 | 18,140 | 11,724 | 11,794 | 5,104 | 1,659 |
| Alaska | 26,655 | 5,958 | 3,514 | 4,571 | 2,827 | 5,520 | 2,825 | 1,440 |
| Arizona | 77,998 | 10,125 | 14,910 | 18,486 | 8,700 | 10,008 | 12,311 | 3,458 |
| Arkansas | 30,180 | 39 | 163 | 9,109 | 6,584 | 5,639 | 8,014 | 632 |
| California | 155,063 | 24,520 | 35,998 | 24,870 | 23,543 | 19,361 | 22,237 | 4,534 |
| Colorado | 29,753 | 1,306 | 1,837 | 5,702 | 3,281 | 7,306 | 9,444 | 877 |
| Connecticut | 28,892 | 1,846 | 1,537 | 7,671 | 4,419 | 8,312 | 3,933 | 1,174 |
| Delaware | 17,436 | 124 | 319 | 4,613 | 3,040 | 3,726 | 4,342 | 1,272 |
| District of Columbia | 14,138 | 510 | 1,376 | 4,307 | 2,655 | 1,421 | 2,689 | 1,180 |
| Florida | 82,696 | 5,262 | 10,012 | 16,572 | 13,758 | 22,372 | 8,991 | 5,729 |
| Georgia | 42,488 | 178 | 1,057 | 11,691 | 10,469 | 9,108 | 7,828 | 2,157 |
| Hawaii | 35,971 | 1,446 | 4,155 | 7,476 | 2,140 | 4,223 | 4,722 | 11,809 |
| Idaho | 20,686 | 805 | 1,272 | 6,154 | 4,351 | 3,714 | 3,732 | 658 |
| Illinois | 47,185 | 3,055 | 3,484 | 10,731 | 6,612 | 10,995 | 9,608 | 2,700 |
| Indiana | 28,462 | 305 | 358 | 6,679 | 3,668 | 8,365 | 8,269 | 818 |
| Iowa | 16,723 | 140 | 501 | 4,077 | 1,746 | 5,271 | 4,560 | 428 |
| Kansas | 14,100 | 594 | 875 | 3,331 | 2,101 | 3,926 | 2,259 | 1,014 |
| Kentucky | 32,440 | 1,116 | 130 | 9,176 | 5,268 | 6,282 | 5,517 | 4,951 |
| Louisiana | 34,992 | 590 | 627 | 11,414 | 7,131 | 8,112 | 5,368 | 1,750 |
| Maine | 15,219 | 952 | 138 | 4,458 | 2,570 | 4,475 | 2,177 | 449 |
| Maryland | 38,108 | 216 | 1,502 | 7,825 | 7,149 | 7,098 | 12,332 | 1,986 |
| Massachusetts | 48,182 | 4,642 | 4,940 | 12,564 | 6,163 | 13,185 | 4,012 | 2,676 |
| Michigan | 34,931 | 1,283 | 661 | 9,496 | 7,691 | 7,908 | 6,582 | 1,310 |
| Minnesota | 32,935 | 988 | 1,570 | 7,937 | 5,766 | 6,031 | 9,317 | 1,326 |
| Mississippi | 50,341 | 771 | 468 | 18,954 | 14,532 | 8,240 | 5,943 | 1,433 |
| Missouri | 23,553 | 14 | 397 | 5,911 | 3,201 | 7,687 | 4,075 | 2,268 |
| Montana | 18,277 | 2,024 | 542 | 4,476 | 3,498 | 3,777 | 3,642 | 318 |
| Nebraska | 14,896 | 121 | 306 | 2,964 | 2,034 | 3,834 | 5,273 | 364 |
| Nevada | 26,638 | 1,929 | 4,170 | 6,665 | 3,120 | 4,650 | 4,037 | 2,067 |
| New Hampshire | 17,520 | 9 | 174 | 4,616 | 1,905 | 5,568 | 4,636 | 612 |

Table E-75.--Unweighted number of public school students participating in a particular program or service, by state: 1993-94. Continued

| State | Total students | Bilingual education | English as a second language | Remedial reading | Remedial mathematics | Programs for the handicapped | Programs for the gifted and talented | After school programs |
|----------------|----------------|---------------------|------------------------------|------------------|----------------------|------------------------------|--------------------------------------|-----------------------|
| New Jersey | 65,163 | 2,834 | 4,475 | 16,279 | 18,167 | 12,034 | 9,943 | 1,431 |
| New Mexico | 53,272 | 15,320 | 6,362 | 13,287 | 6,453 | 6,932 | 3,620 | 1,298 |
| New York | 112,019 | 9,388 | 15,181 | 27,406 | 20,008 | 21,406 | 15,840 | 2,790 |
| North Carolina | 40,992 | 1,032 | 720 | 10,713 | 5,855 | 9,592 | 9,416 | 3,664 |
| North Dakota | 12,292 | 758 | 215 | 3,897 | 2,519 | 2,823 | 1,635 | 445 |
| Ohio | 28,272 | 554 | 530 | 8,240 | 4,835 | 7,888 | 5,013 | 1,212 |
| Oklahoma | 39,619 | 2,047 | 1,327 | 9,221 | 6,547 | 8,938 | 10,048 | 1,491 |
| Oregon | 29,286 | 1,062 | 2,025 | 5,677 | 4,009 | 6,828 | 8,801 | 884 |
| Pennsylvania | 36,324 | 391 | 1,036 | 10,257 | 7,002 | 9,457 | 6,775 | 1,406 |
| Rhode Island | 13,274 | 461 | 2,065 | 4,179 | 1,254 | 2,921 | 2,187 | 207 |
| South Carolina | 43,869 | 25 | 243 | 11,504 | 12,704 | 7,452 | 10,819 | 1,122 |
| South Dakota | 15,529 | 278 | 372 | 4,977 | 3,607 | 3,073 | 3,006 | 216 |
| Tennessee | 35,183 | 67 | 130 | 11,420 | 9,114 | 7,872 | 4,653 | 1,927 |
| Texas | 102,853 | 7,870 | 13,124 | 25,635 | 19,019 | 16,144 | 17,517 | 3,544 |
| Utah | 44,207 | 737 | 1,027 | 10,043 | 8,334 | 6,152 | 16,225 | 1,689 |
| Vermont | 9,808 | 7 | 155 | 3,874 | 1,945 | 2,391 | 1,125 | 311 |
| Virginia | 34,341 | 105 | 1,314 | 7,902 | 5,090 | 9,375 | 9,616 | 939 |
| Washington | 41,204 | 1,946 | 3,856 | 10,705 | 8,316 | 6,930 | 8,038 | 1,413 |
| West Virginia | 20,052 | 0 | 17 | 5,802 | 4,690 | 6,082 | 3,082 | 379 |
| Wisconsin | 31,385 | 331 | 955 | 6,177 | 3,269 | 7,619 | 12,170 | 864 |
| Wyoming | 14,918 | 232 | 131 | 3,747 | 2,275 | 3,815 | 3,422 | 1,296 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-76.--Weighted number of public school students participating in a particular program or service, by state: 1993-94

| State | Total students | Bilingual education | English as a second language | Remedial reading | Remedial mathematics | Programs for the handicapped | Programs for the gifted and talented | After school programs |
|----------------------|----------------|---------------------|------------------------------|------------------|----------------------|------------------------------|--------------------------------------|-----------------------|
| 50 States and D.C. | 16,905,768 | 1,278,373 | 1,650,736 | 4,526,677 | 2,871,518 | 2,862,212 | 2,675,964 | 1,040,289 |
| Alabama | 271,963 | -- | 778 | 106,647 | 66,607 | 57,650 | 25,483 | 14,637 |
| Alaska | 60,702 | 13,593 | 7,834 | 11,055 | 6,946 | 11,788 | 6,063 | 3,422 |
| Arizona | 335,744 | 42,955 | 61,499 | 83,050 | 33,813 | 41,836 | 46,656 | 25,936 |
| Arkansas | 202,399 | 298 | 1,022 | 65,164 | 48,144 | 35,463 | 47,222 | 5,087 |
| California | 2,771,881 | 549,995 | 732,894 | 486,219 | 353,113 | 204,879 | 286,914 | 157,868 |
| Colorado | 200,106 | 10,658 | 13,723 | 43,630 | 18,227 | 47,010 | 56,380 | 10,478 |
| Connecticut | 158,617 | 9,102 | 9,678 | 45,710 | 23,136 | 41,245 | 18,979 | 10,767 |
| Delaware | 44,328 | 329 | 862 | 12,300 | 7,696 | 9,413 | 11,682 | 2,046 |
| District of Columbia | 39,311 | 1,355 | 3,868 | 12,080 | 7,548 | 4,019 | 6,997 | 3,444 |
| Florida | 845,964 | 57,981 | 105,002 | 189,588 | 148,402 | 167,962 | 84,610 | 92,419 |
| Georgia | 435,549 | 3,809 | 9,858 | 131,613 | 112,307 | 82,935 | 60,020 | 35,007 |
| Hawaii | 92,653 | 3,919 | 10,988 | 19,530 | 5,683 | 10,924 | 12,231 | 29,380 |
| Idaho | 61,203 | 2,273 | 4,169 | 21,263 | 13,011 | 10,869 | 7,934 | 1,683 |
| Illinois | 632,059 | 43,400 | 49,970 | 157,528 | 84,327 | 119,010 | 128,794 | 49,030 |
| Indiana | 261,167 | 1,954 | 2,451 | 82,535 | 33,551 | 67,269 | 60,517 | 12,890 |
| Iowa | 146,822 | 867 | 3,354 | 42,727 | 14,851 | 38,272 | 41,169 | 5,581 |
| Kansas | 108,303 | 3,420 | 6,541 | 32,820 | 17,469 | 25,884 | 13,222 | 8,947 |
| Kentucky | 291,172 | 13,188 | 1,273 | 95,511 | 49,274 | 46,035 | 41,634 | 44,257 |
| Louisiana | 267,913 | 5,895 | 4,524 | 97,903 | 58,965 | 47,223 | 32,870 | 20,533 |
| Maine | 67,644 | 3,433 | 553 | 22,934 | 12,107 | 17,479 | 8,936 | 2,201 |
| Maryland | 318,600 | 903 | 8,638 | 84,295 | 67,461 | 50,226 | 78,437 | 28,640 |
| Massachusetts | 330,973 | 24,744 | 28,570 | 105,961 | 48,172 | 80,461 | 25,892 | 17,173 |
| Michigan | 527,996 | 22,822 | 13,731 | 159,706 | 123,813 | 88,725 | 89,922 | 29,276 |
| Minnesota | 265,744 | 4,397 | 13,441 | 70,061 | 53,146 | 43,612 | 65,237 | 15,849 |
| Mississippi | 229,031 | 1,450 | 1,248 | 89,564 | 68,397 | 37,502 | 24,162 | 6,708 |
| Missouri | 273,777 | -- | 4,249 | 80,694 | 43,521 | 77,908 | 32,255 | 34,966 |
| Montana | 60,553 | 6,349 | 1,513 | 16,237 | 11,840 | 12,199 | 11,215 | 1,200 |
| Nebraska | 83,009 | 482 | 1,190 | 20,315 | 12,310 | 19,982 | 25,810 | 2,920 |
| Nevada | 80,744 | 5,649 | 12,554 | 22,117 | 9,200 | 13,712 | 10,996 | 6,515 |
| New Hampshire | 55,508 | -- | 534 | 15,192 | 5,952 | 16,584 | 15,159 | 2,063 |

Table E-76.--Weighted number of public school students participating in a particular program or service, by state: 1993-94, continued

| State | Total students | Bilingual education | English as a second language | Remedial reading | Remedial mathematics | Programs for the handicapped | Programs for the gifted and talented | After school programs |
|----------------|----------------|---------------------|------------------------------|------------------|----------------------|------------------------------|--------------------------------------|-----------------------|
| New Jersey | 567,246 | 31,071 | 46,407 | 140,094 | 145,017 | 85,144 | 94,516 | 24,997 |
| New Mexico | 179,304 | 51,956 | 21,003 | 46,645 | 22,371 | 21,026 | 11,365 | 4,939 |
| New York | 1,279,688 | 119,710 | 165,794 | 385,653 | 189,676 | 199,349 | 157,369 | 62,137 |
| North Carolina | 390,429 | 5,310 | 7,225 | 115,469 | 43,723 | 87,075 | 84,711 | 46,916 |
| North Dakota | 28,952 | 1,426 | 479 | 9,955 | 5,719 | 6,935 | 3,094 | 1,344 |
| Ohio | 478,746 | 12,392 | 5,994 | 153,995 | 66,421 | 128,419 | 88,186 | 23,340 |
| Oklahoma | 210,980 | 9,461 | 5,740 | 52,148 | 36,486 | 47,074 | 50,615 | 9,457 |
| Oregon | 174,069 | 5,504 | 10,609 | 40,395 | 22,285 | 40,013 | 47,132 | 8,131 |
| Pennsylvania | 529,382 | 2,319 | 11,498 | 180,821 | 110,041 | 122,986 | 88,784 | 12,932 |
| Rhode Island | 37,495 | 1,080 | 6,035 | 11,796 | 3,476 | 8,763 | 5,738 | 605 |
| South Carolina | 296,906 | -- | 1,718 | 82,505 | 89,139 | 50,065 | 61,063 | 12,226 |
| South Dakota | 49,585 | 718 | 1,003 | 16,555 | 13,090 | 8,787 | 8,678 | 755 |
| Tennessee | 294,109 | 304 | 660 | 106,752 | 85,269 | 53,816 | 30,135 | 17,173 |
| Texas | 1,562,267 | 174,888 | 190,769 | 401,103 | 257,828 | 214,852 | 237,521 | 85,306 |
| Utah | 152,173 | 3,205 | 3,743 | 43,285 | 32,898 | 18,054 | 46,646 | 4,343 |
| Vermont | 27,534 | -- | 370 | 11,075 | 5,203 | 6,552 | 3,408 | 907 |
| Virginia | 336,312 | 797 | 11,014 | 94,911 | 52,767 | 81,728 | 79,898 | 15,196 |
| Washington | 339,670 | 18,294 | 34,058 | 93,672 | 67,144 | 51,780 | 62,887 | 11,834 |
| West Virginia | 97,750 | 0 | -- | 31,128 | 24,295 | 24,856 | 14,110 | 3,226 |
| Wisconsin | 319,116 | 3,475 | 9,710 | 75,507 | 34,914 | 69,013 | 115,613 | 10,883 |
| Wyoming | 32,622 | 668 | 257 | 9,262 | 4,767 | 7,850 | 7,099 | 2,717 |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-77.--Unweighted number of public schools and students receiving publicly funded Chapter 1 services, and free or reduced-price lunch, by state: 1993-94

| State | Chapter 1 Services | | Free or reduced-price lunch | |
|----------------------|--------------------|----------|-----------------------------|-----------|
| | Schools | Students | Schools | Students |
| 50 States and D.C. | 4,771 | 533,697 | 8,018 | 1,508,597 |
| Alabama | 150 | 20,686 | 214 | 57,535 |
| Alaska | 79 | 4,363 | 130 | 11,324 |
| Arizona | 103 | 20,642 | 164 | 50,247 |
| Arkansas | 123 | 12,232 | 154 | 26,670 |
| California | 159 | 63,974 | 307 | 94,666 |
| Colorado | 62 | 4,621 | 144 | 19,630 |
| Connecticut | 85 | 5,489 | 123 | 13,156 |
| Delaware | 41 | 3,700 | 62 | 11,572 |
| District of Columbia | 31 | 7183 | 52 | 16,496 |
| Florida | 88 | 16,388 | 212 | 68,253 |
| Georgia | 78 | 12,221 | 153 | 47,268 |
| Hawaii | 35 | 5,381 | 85 | 20,678 |
| Idaho | 113 | 6,328 | 148 | 18,700 |
| Illinois | 132 | 12,540 | 206 | 34,576 |
| Indiana | 74 | 5,214 | 156 | 22,798 |
| Iowa | 85 | 3,772 | 146 | 13,893 |
| Kansas | 63 | 2,998 | 145 | 14,569 |
| Kentucky | 86 | 9,895 | 143 | 32,874 |
| Louisiana | 98 | 11,606 | 190 | 55,815 |
| Maine | 85 | 4,541 | 121 | 13,069 |
| Maryland | 27 | 5,078 | 132 | 21,863 |
| Massachusetts | 102 | 8,844 | 197 | 25,504 |
| Michigan | 127 | 13,266 | 191 | 29,957 |
| Minnesota | 87 | 6,043 | 146 | 21,042 |
| Mississippi | 152 | 29,499 | 183 | 65,400 |
| Missouri | 79 | 6,718 | 160 | 23,084 |
| Montana | 137 | 6,215 | 153 | 13,498 |
| Nebraska | 71 | 2,431 | 120 | 11,025 |
| Nevada | 40 | 3,307 | 88 | 15,827 |
| New Hampshire | 76 | 4,597 | 110 | 8,090 |
| New Jersey | 87 | 12,649 | 148 | 25,047 |
| New Mexico | 105 | 13,098 | 148 | 40,137 |
| New York | 190 | 33,416 | 238 | 70,038 |
| North Carolina | 89 | 11,643 | 179 | 35,236 |
| North Dakota | 121 | 4,575 | 151 | 11,217 |
| Ohio | 87 | 6,245 | 161 | 25,114 |
| Oklahoma | 221 | 11,670 | 285 | 39,531 |
| Oregon | 100 | 6,955 | 144 | 18,004 |
| Pennsylvania | 100 | 11,210 | 155 | 34,689 |
| Rhode Island | 50 | 3,530 | 81 | 11,405 |
| South Carolina | 50 | 6,684 | 128 | 34,897 |
| South Dakota | 101 | 5,002 | 144 | 13,378 |
| Tennessee | 77 | 10,663 | 171 | 37,385 |
| Texas | 198 | 31,158 | 361 | 85,761 |
| Utah | 67 | 10,860 | 164 | 32,049 |
| Vermont | 78 | 3,003 | 85 | 7,099 |
| Virginia | 55 | 5,410 | 138 | 25,402 |
| Washington | 105 | 9,499 | 183 | 28,695 |
| West Virginia | 76 | 5,398 | 148 | 24,890 |
| Wisconsin | 88 | 8,750 | 152 | 19,503 |
| Wyoming | 58 | 2,507 | 119 | 10,041 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

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Table E-78.--Weighted number of public schools and students receiving publicly funded Chapter 1 services, and free or reduced-price lunch, by state: 1993-94

| State | Chapter 1 Services | | Free or reduced-price lunch | |
|----------------------|--------------------|-----------|-----------------------------|------------|
| | Schools | Students | Schools | Students |
| 50 States and D.C. | 49,557 | 5,847,768 | 74,242 | 13,585,770 |
| Alabama | 905 | 130,473 | 1,222 | 308,589 |
| Alaska | 206 | 10,436 | 357 | 26,393 |
| Arizona | 544 | 94,129 | 954 | 241,436 |
| Arkansas | 910 | 87,998 | 1,077 | 178,610 |
| California | 3,788 | 1,186,800 | 6,613 | 1,832,087 |
| Colorado | 646 | 38,186 | 1,144 | 151,612 |
| Connecticut | 591 | 36,246 | 806 | 79,321 |
| Delaware | 111 | 9,900 | 166 | 28,655 |
| District of Columbia | 91 | 19,268 | 148 | 44,273 |
| Florida | 1,087 | 219,759 | 2,214 | 722,610 |
| Georgia | 999 | 159,900 | 1,615 | 445,507 |
| Hawaii | 100 | 14,731 | 234 | 51,955 |
| Idaho | 433 | 20,979 | 538 | 57,767 |
| Illinois | 2,544 | 203,787 | 3,519 | 518,176 |
| Indiana | 1,136 | 75,339 | 1,782 | 235,828 |
| Iowa | 1,007 | 43,408 | 1,429 | 123,835 |
| Kansas | 796 | 35,875 | 1,405 | 116,560 |
| Kentucky | 854 | 100,890 | 1,284 | 275,694 |
| Louisiana | 778 | 118,088 | 1,344 | 396,066 |
| Maine | 530 | 25,180 | 616 | 56,764 |
| Maryland | -- | 66,613 | 1,160 | 183,955 |
| Massachusetts | 1,123 | 82,001 | 1,608 | 164,109 |
| Michigan | 2,076 | 207,079 | 2,953 | 415,941 |
| Minnesota | 985 | 64,586 | 1,350 | 166,055 |
| Mississippi | 784 | 143,017 | 884 | 283,111 |
| Missouri | 1,164 | 100,264 | 2,013 | 273,953 |
| Montana | 617 | 21,323 | 717 | 47,775 |
| Nebraska | 651 | 20,256 | 909 | 66,993 |
| Nevada | 139 | 11,667 | 295 | 53,389 |
| New Hampshire | 314 | 15,550 | 411 | 26,899 |
| New Jersey | 1,489 | 149,904 | 1,917 | 270,769 |
| New Mexico | 472 | 50,882 | 608 | 141,619 |
| New York | 3,092 | 543,373 | 3,547 | 985,822 |
| North Carolina | 1,246 | 128,272 | 1,917 | 351,581 |
| North Dakota | 424 | 11,778 | 503 | 29,320 |
| Ohio | 2,366 | 165,827 | 3,324 | 441,385 |
| Oklahoma | 1,294 | 65,481 | 1,660 | 211,041 |
| Oregon | 846 | 45,497 | 1,087 | 123,868 |
| Pennsylvania | 2,329 | 235,017 | 2,805 | 545,637 |
| Rhode Island | 165 | 9,573 | 276 | 31,509 |
| South Carolina | 526 | 67,527 | 980 | 246,661 |
| South Dakota | 434 | 17,578 | 569 | 41,093 |
| Tennessee | 874 | 114,103 | 1,457 | 293,170 |
| Texas | 3,233 | 517,440 | 5,729 | 1,314,698 |
| Utah | 328 | 43,359 | 639 | 113,327 |
| Vermont | 258 | 8,957 | 264 | 20,177 |
| Virginia | 900 | 77,916 | 1,532 | 254,746 |
| Washington | 1,003 | 84,194 | 1,563 | 234,290 |
| West Virginia | 523 | 36,028 | 873 | 121,531 |
| Wisconsin | 1,291 | 104,677 | 1,886 | 215,871 |
| Wyoming | 176 | 6,656 | 342 | 23,743 |

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-79.--Unweighted number of public high schools with 12th grade students, graduation rate and college application rate of 1992-93 seniors, by state: 1993-94

| State | Number of schools with 12th grade students | Average graduation rate of 1992-93 seniors | Average college application rate of 1992-93 seniors |
|----------------------|--|--|---|
| 50 States and D.C. | 3,522 | 91.9 | 53.5 |
| Alabama | 129 | 93.3 | 47.6 |
| Alaska | 94 | 88.9 | 37.1 |
| Arizona | 59 | 89.3 | 49.9 |
| Arkansas | 56 | 95.0 | 48.4 |
| California | 146 | 79.8 | 48.4 |
| Colorado | 68 | 90.7 | 54.6 |
| Connecticut | 58 | 96.7 | 62.1 |
| Delaware | 19 | 79.2 | 44.8 |
| District of Columbia | 8 | 87.3 | 64.3 |
| Florida | 113 | 72.5 | 34.8 |
| Georgia | 82 | 95.4 | 49.6 |
| Hawaii | 13 | 89.6 | 55.8 |
| Idaho | 58 | 96.8 | 55.2 |
| Illinois | 75 | 84.0 | 44.8 |
| Indiana | 74 | 91.5 | 50.8 |
| Iowa | 69 | 96.1 | 66.0 |
| Kansas | 61 | 96.9 | 68.8 |
| Kentucky | 61 | 91.6 | 48.3 |
| Louisiana | 103 | 93.1 | 47.7 |
| Maine | 60 | 93.8 | 54.6 |
| Maryland | 55 | 94.8 | 55.3 |
| Massachusetts | 113 | 95.6 | 66.4 |
| Michigan | 85 | 92.8 | 57.0 |
| Minnesota | 65 | 93.5 | 61.5 |
| Mississippi | 91 | 93.7 | 52.3 |
| Missouri | 76 | 96.9 | 53.0 |
| Montana | 52 | 95.9 | 60.9 |
| Nebraska | 61 | 96.2 | 68.8 |
| Nevada | 29 | 79.3 | 42.6 |
| New Hampshire | 29 | 96.5 | 63.2 |
| New Jersey | 60 | 96.1 | 58.8 |
| New Mexico | 49 | 94.4 | 51.2 |
| New York | 137 | 94.9 | 66.6 |
| North Carolina | 68 | 93.7 | 54.5 |
| North Dakota | 69 | 95.9 | 71.2 |
| Ohio | 77 | 92.5 | 48.7 |
| Oklahoma | 99 | 96.6 | 47.8 |
| Oregon | 66 | 90.5 | 49.9 |
| Pennsylvania | 69 | 95.3 | 52.6 |
| Rhode Island | 13 | 95.3 | 61.8 |
| South Carolina | 59 | 90.3 | 50.8 |
| South Dakota | 60 | 92.4 | 63.6 |
| Tennessee | 80 | 95.8 | 45.7 |
| Texas | 189 | 92.9 | 54.3 |
| Utah | 47 | 87.8 | 49.7 |
| Vermont | 23 | 95.4 | 60.3 |
| Virginia | 64 | 89.7 | 54.0 |
| Washington | 78 | 87.3 | 47.5 |
| West Virginia | 50 | 95.6 | 46.5 |
| Wisconsin | 68 | 93.2 | 60.8 |
| Wyoming | 35 | 92.7 | 57.6 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

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Table E-80.--Weighted number of public high schools with 12th grade students, graduation rate and college application rate of 1992-93 seniors, by state: 1993-94

| State | Number of schools with 12th grade student | Average graduation rate of 1992-93 seniors | Average college application rate of 1992-93 seniors |
|----------------------|---|--|---|
| 50 States and D.C. | 17,496 | 91.4 | 53.2 |
| Alabama | 411 | 93.2 | 47.6 |
| Alaska | 255 | 89.5 | 37.1 |
| Arizona | 168 | 89.9 | 48.1 |
| Arkansas | 323 | 95.4 | 46.3 |
| California | 1,456 | 79.1 | 46.2 |
| Colorado | 231 | 89.7 | 55.2 |
| Connecticut | 187 | 97.2 | 54.7 |
| Delaware | 47 | 72.6 | 44.4 |
| District of Columbia | -- | ++ | ++ |
| Florida | 479 | 71.4 | 34.3 |
| Georgia | 325 | 94.9 | 48.9 |
| Hawaii | -- | ++ | ++ |
| Idaho | 152 | 97.5 | 53.8 |
| Illinois | 694 | 90.5 | 57.3 |
| Indiana | 408 | 90.2 | 50.1 |
| Iowa | 387 | 96.9 | 65.7 |
| Kansas | 326 | 97.6 | 70.2 |
| Kentucky | 265 | 87.7 | 47.7 |
| Louisiana | 359 | 93.9 | 47.0 |
| Maine | 155 | 87.3 | 49.2 |
| Maryland | 182 | 94.7 | 54.6 |
| Massachusetts | 298 | 94.6 | 64.5 |
| Michigan | 617 | 93.4 | 59.7 |
| Minnesota | 449 | 94.8 | 62.0 |
| Mississippi | 319 | 91.6 | 53.8 |
| Missouri | 605 | 97.3 | 52.5 |
| Montana | 163 | 95.9 | 61.6 |
| Nebraska | 359 | 96.1 | 69.5 |
| Nevada | -- | ++ | ++ |
| New Hampshire | -- | ++ | ++ |
| New Jersey | 340 | 96.5 | 63.3 |
| New Mexico | 123 | 94.5 | 54.8 |
| New York | 828 | 94.8 | 68.3 |
| North Carolina | 341 | 93.5 | 54.2 |
| North Dakota | 196 | 96.0 | 72.2 |
| Ohio | 844 | 93.7 | 50.0 |
| Oklahoma | 442 | 97.3 | 49.1 |
| Oregon | 249 | 87.7 | 48.6 |
| Pennsylvania | 635 | 97.4 | 49.9 |
| Rhode Island | -- | ++ | ++ |
| South Carolina | 223 | 89.1 | 49.4 |
| South Dakota | 178 | 91.4 | 64.0 |
| Tennessee | 334 | 94.9 | 44.9 |
| Texas | 1,244 | 93.9 | 49.9 |
| Utah | 120 | 82.9 | 45.5 |
| Vermont | -- | ++ | ++ |
| Virginia | 335 | 86.0 | 50.6 |
| Washington | 430 | 79.5 | 40.8 |
| West Virginia | 154 | 96.2 | 44.8 |
| Wisconsin | 464 | 94.0 | 61.4 |
| Wyoming | 85 | 91.5 | 58.7 |

--Too few sample cases (fewer than 30) for a reliable estimate.

+Not applicable.

NOTE: Details may not add to totals because of rounding or missing values in cells with too few cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Private School Survey
Selected Unweighted and Weighted Tables

Table E-81.--Unweighted number of private K-12 teachers by level: 1993-94

| | Total | Elementary | Secondary | Combined |
|-----------------------------------|--------|------------|-----------|----------|
| Total number of K-12 teachers | 61,125 | 20,258 | 18,678 | 22,189 |
| Number of full-time K-12 teachers | 48,192 | 15,099 | 14,913 | 18,180 |
| Number of part-time K-12 teachers | 12,933 | 5,159 | 3,765 | 4,009 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-82.--Weighted number of private K-12 teachers by level: 1993-94

| | Total | Elementary | Secondary | Combined |
|-----------------------------------|---------|------------|-----------|----------|
| Total number of K-12 teachers | 378,365 | 179,114 | 69,205 | 130,046 |
| Number of full-time K-12 teachers | 299,779 | 141,619 | 54,955 | 103,206 |
| Number of part-time K-12 teachers | 78,586 | 37,495 | 14,251 | 26,840 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-83.--Unweighted number of private schools, students, and K-12 teachers by private school type: 1993-94

| Private school type | Schools | Students | Total number K-12 teachers |
|------------------------|---------|----------|-------------------------------|
| Total | 2,585 | 716,049 | 61,125 |
| Catholic | | | |
| Parochial | 408 | 123,300 | 7,020 |
| Diocesan | 263 | 114,162 | 6,893 |
| Private order | 147 | 81,693 | 5,926 |
| Other religious | | | |
| Conservative Christian | 248 | 47,012 | 3,770 |
| Affiliated | 574 | 139,474 | 13,726 |
| Unaffiliated | 329 | 61,422 | 5,362 |
| Non-sectarian | | | |
| Regular | 297 | 111,904 | 12,777 |
| Special emphasis | 150 | 21,663 | 2,648 |
| Special education | 169 | 15,419 | 3,003 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Table E-84.--Weighted number of private schools, students, and K-12 teachers by private school type: 1993-94

| Private school type | Schools | Students | Total number K-12 teachers |
|------------------------|---------|-----------|-------------------------------|
| Total | 26,093 | 4,970,548 | 378,365 |
| Catholic | | | |
| Parochial | 5,109 | 1,386,668 | 77,261 |
| Diocesan | 2,436 | 791,605 | 46,452 |
| Private order | 806 | 337,756 | 25,809 |
| Other religious | | | |
| Conservative Christian | 4,664 | 641,828 | 51,936 |
| Affiliated | 3,437 | 580,666 | 51,693 |
| Unaffiliated | 4,079 | 463,575 | 37,722 |
| Non-sectarian | | | |
| Regular | 2,484 | 539,785 | 55,330 |
| Special emphasis | 1,788 | 141,929 | 16,991 |
| Special education | 1,290 | 86,738 | 15,173 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (School Questionnaire).

Public School Teacher Survey
Selected Unweighted and Weighted Tables

Table E-85.--Unweighted number of elementary public school teachers, by employment status and teacher type: 1993-94

| Teacher type | Employment status | | |
|----------------------|-------------------|-----------|-----------|
| | Total | Full-time | Part-time |
| Total | 15,703 | 14,199 | 1,504 |
| Itinerant | 862 | 0 | 862 |
| Long term substitute | 66 | 57 | 9 |
| Regular | 14,775 | 14,142 | 633 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-86.--Weighted number of elementary public school teachers, by employment status and teacher type: 1993-94

| Teacher type | Employment status | | |
|----------------------|-------------------|-----------|-----------|
| | Total | Full-time | Part-time |
| Total | 1,308,391 | 1,193,256 | 115,135 |
| Itinerant | 68,707 | 0 | 68,707 |
| Long term substitute | 5,639 | 4,945 | -- |
| Regular | 1,234,045 | 1,188,311 | 45,734 |

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-87.--Unweighted number of secondary public school teachers, by employment status and by teacher type: 1993-94

| Teacher type | Employment status | | |
|----------------------|-------------------|-----------|-----------|
| | Total | Full-time | Part-time |
| Total | 30,496 | 28,528 | 1,968 |
| Itinerant | 738 | 0 | 738 |
| Long term substitute | 96 | 81 | 15 |
| Regular | 29,662 | 28,447 | 1,215 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-88.--Weighted number of secondary public school teachers, by employment status and by teacher type: 1993-94

| Teacher type | Employment status | | |
|----------------------|-------------------|-----------|-----------|
| | Total | Full-time | Part-time |
| Total | 1,211,856 | 1,147,187 | 64,670 |
| Itinerant | 27,917 | 0 | 27,917 |
| Long term substitute | 6,331 | 5,768 | -- |
| Regular | 1,177,608 | 1,141,419 | 36,190 |

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-89.--Unweighted number of all public school teachers, by employment status and by teacher type: 1993-94

| Teacher type | Employment status | | |
|----------------------|-------------------|-----------|-----------|
| | Total | Full-time | Part-time |
| Total | 46,199 | 42,727 | 3,472 |
| Itinerant | 1,600 | 0 | 1,600 |
| Long term substitute | 162 | 138 | 24 |
| Regular | 44,437 | 42,589 | 1,848 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-90.--Weighted number of all public school teachers, by employment status and by teacher type: 1993-94

| Teacher type | Employment status | | |
|----------------------|-------------------|-----------|-----------|
| | Total | Full-time | Part-time |
| Total | 2,520,247 | 2,340,443 | 179,805 |
| Itinerant | 96,624 | 0 | 96,624 |
| Long term substitute | 11,970 | 10,713 | -- |
| Regular | 2,411,653 | 2,329,730 | 81,924 |

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-91.--Unweighted number of elementary public school teachers, by race/ethnicity and by sex: 1993-94

| Sex | Race/ethnicity | | | | | |
|--------|----------------|-----------------|----------------------------|------------------------|----------|------------------------|
| | Total | American Indian | Asian/ Pacific Islander | Black, Non-hispanic | Hispanic | White, Non-hispanic |
| Total | 16,030 | 492 | 610 | 930 | 885 | 13,113 |
| Male | 2,081 | 71 | 55 | 85 | 139 | 1,731 |
| Female | 13,949 | 421 | 555 | 845 | 746 | 11,382 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-92.--Weighted number of elementary public school teachers, by race/ethnicity and by sex: 1993-94

| Sex | Race/ethnicity | | | | | |
|--------|----------------|-----------------|----------------------------|------------------------|----------|------------------------|
| | Total | American Indian | Asian/ Pacific Islander | Black, Non-hispanic | Hispanic | White, Non-hispanic |
| Total | 1,331,281 | 10,668 | 15,456 | 104,246 | 61,648 | 1,139,263 |
| Male | 154,788 | 1,513 | 1,498 | 8,821 | 9,752 | 133,204 |
| Female | 1,176,492 | 9,155 | 13,958 | 95,425 | 51,896 | 1,006,059 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-93.--Unweighted number of secondary public school teachers, by race/ethnicity and by sex: 1993-94

| Sex | Race/ethnicity | | | | | |
|--------|----------------|-----------------|----------------------------|------------------------|----------|------------------------|
| | Total | American Indian | Asian/ Pacific Islander | Black, Non-hispanic | Hispanic | White, Non-hispanic |
| Total | 31,075 | 485 | 610 | 1,678 | 947 | 27,355 |
| Male | 14,238 | 228 | 257 | 582 | 432 | 12,739 |
| Female | 16,837 | 257 | 353 | 1,096 | 515 | 14,616 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-94.--Weighted number of secondary public school teachers, by race/ethnicity and by sex: 1993-94

| Sex | Race/ethnicity | | | | | |
|--------|----------------|-----------------|----------------------------|------------------------|----------|------------------------|
| | Total | American Indian | Asian/ Pacific Islander | Black, Non-hispanic | Hispanic | White, Non-hispanic |
| Total | 1,230,013 | 9,395 | 12,055 | 84,125 | 47,096 | 1,077,342 |
| Male | 539,310 | 4,811 | 5,169 | 28,412 | 20,944 | 479,974 |
| Female | 690,703 | 4,584 | 6,886 | 55,713 | 26,152 | 597,368 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-95.--Unweighted number of all public school teachers, by race/ethnicity and by sex: 1993-94

| Sex | Race/ethnicity | | | | | |
|--------|----------------|-----------------|-------------------------------|----------------------------|----------|----------------------------|
| | Total | American Indian | Asian/ Pacific Islander | Black, Non- hispanic | Hispanic | White, Non- hispanic |
| Total | 47,105 | 977 | 1,220 | 2,608 | 1,832 | 40,468 |
| Male | 16,319 | 299 | 312 | 667 | 571 | 14,470 |
| Female | 30,786 | 678 | 908 | 1,941 | 1,261 | 25,998 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-96.--Weighted number of all public school teachers, by race/ethnicity and by sex: 1993-94

| Sex | Race/ethnicity | | | | | |
|--------|----------------|-----------------|-------------------------------|----------------------------|----------|----------------------------|
| | Total | American Indian | Asian/ Pacific Islander | Black, Non- hispanic | Hispanic | White, Non- hispanic |
| Total | 2,561,294 | 20,064 | 27,510 | 188,371 | 108,744 | 2,216,605 |
| Male | 694,098 | 6,324 | 6,667 | 37,233 | 30,696 | 613,178 |
| Female | 1,867,195 | 13,739 | 20,843 | 151,138 | 78,048 | 1,603,426 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-97.--Unweighted number of elementary public school teachers, by highest degree earned and by main assignment field: 1993-94

| Main assignment field | Total | Highest degree earned | |
|-----------------------------|--------|-----------------------------|--------------------|
| | | Less or equal to bachelor's | Master's or higher |
| Total | 16,030 | 9,599 | 6,431 |
| Pre-kindergarten Elementary | 10,094 | 6,341 | 3,753 |
| Vocational Education | 29 | 17 | 12 |
| Specialty Areas | 2,820 | 1,674 | 1,146 |
| English | 392 | 213 | 179 |
| Math | 207 | 122 | 85 |
| Social Studies | 85 | 51 | 34 |
| Foreign Language | 44 | 30 | 14 |
| Science | 103 | 61 | 42 |
| Special Education | 2,059 | 1,006 | 1,053 |
| All others | 197 | 84 | 113 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-98.--Weighted number of elementary public school teachers, by highest degree earned and by main assignment field: 1993-94

| Main assignment field | Total | Highest degree earned | |
|-----------------------------|-----------|-----------------------------|--------------------|
| | | Less or equal to bachelor's | Master's or higher |
| Total | 1,331,281 | 741,897 | 589,384 |
| Pre-kindergarten Elementary | 880,986 | 516,755 | 364,231 |
| Vocational Education | -- | -- | -- |
| Specialty Areas | 225,845 | 121,615 | 104,231 |
| English | 21,388 | 10,791 | 10,597 |
| Math | 18,053 | 9,843 | 8,211 |
| Social Studies | 6,970 | 4,028 | 2,943 |
| Foreign Language | 3,287 | 1,990 | 1,297 |
| Science | 9,511 | 4,585 | 4,926 |
| Special Education | 147,541 | 64,922 | 82,618 |
| All others | 16,714 | 6,828 | 9,886 |

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-99.--Unweighted number of secondary public school teachers, by highest degree earned and by main assignment field: 1993-94

| Main assignment field | Highest degree earned | | |
|-----------------------------|-----------------------|-----------------------------|--------------------|
| | Total | Less or equal to bachelor's | Master's or higher |
| Total | 31,075 | 16,105 | 14,970 |
| Pre-kindergarten Elementary | 40 | 28 | 12 |
| Vocational Education | 3,517 | 1,986 | 1,531 |
| Specialty Areas | 6,596 | 3,649 | 2,947 |
| English | 4,667 | 2,414 | 2,253 |
| Math | 3,914 | 2,049 | 1,865 |
| Social Studies | 3,400 | 1,725 | 1,675 |
| Foreign Language | 1,484 | 740 | 744 |
| Science | 3,519 | 1,736 | 1,783 |
| Special Education | 3,229 | 1,414 | 1,815 |
| All others | 709 | 364 | 345 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-100.--Weighted number of secondary public school teachers, by highest degree earned and by main assignment field: 1993-94

| Main assignment field | Highest degree earned | | |
|-----------------------------|-----------------------|-----------------------------|--------------------|
| | Total | Less or equal to bachelor's | Master's or higher |
| Total | 1,230,013 | 607,867 | 622,146 |
| Pre-kindergarten Elementary | 1,444 | -- | -- |
| Vocational Education | 120,067 | 64,327 | 55,740 |
| Specialty Areas | 271,375 | 140,508 | 130,867 |
| English | 189,182 | 95,460 | 93,722 |
| Math | 158,775 | 77,755 | 81,020 |
| Social Studies | 137,580 | 65,441 | 72,139 |
| Foreign Language | 59,197 | 27,826 | 31,371 |
| Science | 143,049 | 69,151 | 73,897 |
| Special Education | 122,560 | 52,817 | 69,743 |
| All others | 26,785 | 13,390 | 13,395 |

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-101.--Unweighted number of all public school teachers, by highest degree earned and by main assignment field: 1993-94

| Main assignment field | Total | Highest degree earned | |
|-----------------------------|--------|-----------------------------|--------------------|
| | | Less or equal to bachelor's | Master's or higher |
| Total | 47,105 | 25,704 | 21,401 |
| Pre-kindergarten Elementary | 10,134 | 6,369 | 3,765 |
| Vocational Education | 3,546 | 2,003 | 1,543 |
| Specialty Areas | 9,416 | 5,323 | 4,093 |
| English | 5,059 | 2,627 | 2,432 |
| Math | 4,121 | 2,171 | 1,950 |
| Social Studies | 3,485 | 1,776 | 1,709 |
| Foreign Language | 1,528 | 770 | 758 |
| Science | 3,622 | 1,797 | 1,825 |
| Special Education | 5,288 | 2,420 | 2,868 |
| All others | 906 | 448 | 458 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-102.--Weighted number of all public school teachers, by highest degree earned and by main assignment field: 1993-94

| Main assignment field | Total | Highest degree earned | |
|-----------------------------|-----------|-----------------------------|--------------------|
| | | Less or equal to bachelor's | Master's or higher |
| Total | 2,561,294 | 1,349,763 | 1,211,530 |
| Pre-kindergarten Elementary | 882,430 | 517,947 | 364,483 |
| Vocational Education | 121,052 | 64,867 | 56,185 |
| Specialty Areas | 497,220 | 262,123 | 235,098 |
| English | 210,569 | 106,251 | 104,318 |
| Math | 176,828 | 87,598 | 89,230 |
| Social Studies | 144,550 | 69,469 | 75,082 |
| Foreign Language | 62,484 | 29,816 | 32,668 |
| Science | 152,559 | 73,736 | 78,823 |
| Special Education | 270,101 | 117,739 | 152,362 |
| All others | 43,499 | 20,218 | 23,281 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-103.--Unweighted number of public school teachers, by level and by teaching experience: 1993-94

| Teaching experience | Level | | |
|---------------------|--------|------------|-----------|
| | Total | Elementary | Secondary |
| Total | 47,105 | 16,030 | 31,075 |
| Experienced | 40,989 | 13,878 | 27,111 |
| New | 6,116 | 2,152 | 3,964 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-104.--Weighted number of public school teachers, by level and by teaching experience: 1993-94

| Teaching experience | Level | | |
|---------------------|-----------|------------|-----------|
| | Total | Elementary | Secondary |
| Total | 2,561,294 | 1,331,281 | 1,230,013 |
| Experienced | 2,248,369 | 1,168,004 | 1,080,366 |
| New | 312,924 | 163,277 | 149,647 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Private School Teacher Survey
Selected Unweighted and Weighted Tables

Table E-105.--Unweighted number of elementary private school teachers, by employment status and teacher type: 1993-94

| Teacher type | Employment status | | |
|----------------------|-------------------|-----------|-----------|
| | Total | Full-time | Part-time |
| Total | 4,682 | 3,816 | 866 |
| Itinerant | 52 | 0 | 52 |
| Long term substitute | 7 | ++ | 5 |
| Regular | 4,623 | 3,814 | 809 |

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-106.--Weighted number of elementary private school teachers, by employment status and teacher type: 1993-94

| Teacher type | Employment status | | |
|----------------------|-------------------|-----------|-----------|
| | Total | Full-time | Part-time |
| Total | 214,743 | 179,935 | 34,807 |
| Itinerant | 2,601 | 0 | 2,601 |
| Long term substitute | -- | -- | -- |
| Regular | 211,882 | 179,882 | 32,000 |

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-107.--Unweighted number of secondary private school teachers, by employment status and by teacher type: 1993-94

| Teacher type | Employment status | | |
|----------------------|-------------------|-----------|-----------|
| | Total | Full-time | Part-time |
| Total | 3,259 | 2,702 | 557 |
| Itinerant | 19 | 0 | 19 |
| Long term substitute | 8 | 6 | ++ |
| Regular | 3,232 | 2,696 | 536 |

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-108.--Weighted number of secondary private school teachers, by employment status and by teacher type: 1993-94

| Teacher type | Employment status | | |
|----------------------|-------------------|-----------|-----------|
| | Total | Full-time | Part-time |
| Total | 145,730 | 122,496 | 145,518 |
| Itinerant | -- | 0 | -- |
| Long term substitute | -- | -- | -- |
| Regular | 144,793 | 122,283 | 22,510 |

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-109.--Unweighted number of all private school teachers, by employment status and by teacher type:

1993-94

| Teacher type | Employment status | | |
|----------------------|-------------------|-----------|-----------|
| | Total | Full-time | Part-time |
| Total | 7,941 | 6,518 | 1,423 |
| Itinerant | 71 | 0 | 71 |
| Long term substitute | 15 | 8 | 7 |
| Regular | 7,855 | 6,510 | 1,345 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-110.--Weighted number of all private school teachers, by employment status and by teacher type:

1993-94

| Teacher type | Employment status | | |
|----------------------|-------------------|-----------|-----------|
| | Total | Full-time | Part-time |
| Total | 360,473 | 302,431 | 58,042 |
| Itinerant | 3,160 | 0 | 3,160 |
| Long term substitute | -- | -- | -- |
| Regular | 356,675 | 302,165 | 54,510 |

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-111.--Unweighted number of elementary private school teachers, by race/ethnicity and by sex:

1993-94

| Sex | Total | Race/ethnicity | | | | |
|--------|-------|-----------------|----------------------------|------------------------|----------|------------------------|
| | | American Indian | Asian/ Pacific Islander | Black, Non-hispanic | Hispanic | White, Non-hispanic |
| Total | 4,831 | 29 | 100 | 162 | 141 | 4,399 |
| Male | 633 | 6 | 6 | 28 | 17 | 576 |
| Female | 4,198 | 23 | 94 | 134 | 124 | 3,823 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-112.--Weighted number of elementary private school teachers, by race/ethnicity and by sex: 1993-94

| Sex | Total | Race/ethnicity | | | | |
|--------|---------|-----------------|----------------------------|------------------------|----------|------------------------|
| | | American Indian | Asian/ Pacific Islander | Black, Non-hispanic | Hispanic | White, Non-hispanic |
| Total | 221,036 | 781 | 2,731 | 8,157 | 6,124 | 203,242 |
| Male | 24,602 | -- | -- | -- | -- | 22,286 |
| Female | 196,434 | 610 | 2,533 | 6,798 | 5,538 | 180,956 |

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-113.--Unweighted number of secondary private school teachers, by race/ethnicity and by sex:
1993-94

| Sex | Total | Race/ethnicity | | | | |
|--------|-------|-----------------|----------------------------|------------------------|----------|------------------------|
| | | American Indian | Asian/ Pacific Islander | Black, Non-hispanic | Hispanic | White, Non-hispanic |
| Total | 3,541 | 21 | 83 | 94 | 140 | 3,203 |
| Male | 1,662 | 9 | 38 | 51 | 67 | 1,497 |
| Female | 1,879 | 12 | 45 | 43 | 73 | 1,706 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-114.--Weighted number of secondary private school teachers, by race/ethnicity and by sex: 1993-94

| Sex | Total | Race/ethnicity | | | | |
|--------|---------|-----------------|----------------------------|------------------------|----------|------------------------|
| | | American Indian | Asian/ Pacific Islander | Black, Non-hispanic | Hispanic | White, Non-hispanic |
| Total | 157,329 | -- | 2,436 | 3,506 | 6,097 | 144,569 |
| Male | 68,528 | -- | 1,029 | 2,053 | 2,501 | 62,587 |
| Female | 88,801 | -- | 1,407 | 1,453 | 3,595 | 81,983 |

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-115.--Unweighted number of all private school teachers, by race/ethnicity and by sex: 1993-94

| Sex | Race/ethnicity | | | | | |
|--------|----------------|-----------------|----------------------------|------------------------|----------|------------------------|
| | Total | American Indian | Asian/ Pacific Islander | Black, Non-hispanic | Hispanic | White, Non-hispanic |
| Total | 8,372 | 50 | 183 | 256 | 281 | 7,602 |
| Male | 2,295 | 15 | 44 | 79 | 84 | 2,073 |
| Female | 6,077 | 35 | 139 | 177 | 197 | 5,529 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-116.--Weighted number of all private school teachers, by race/ethnicity and by sex: 1993-94

| Sex | Race/ethnicity | | | | | |
|--------|----------------|-----------------|----------------------------|------------------------|----------|------------------------|
| | Total | American Indian | Asian/ Pacific Islander | Black, Non-hispanic | Hispanic | White, Non-hispanic |
| Total | 378,365 | 1,502 | 5,167 | 11,664 | 12,221 | 347,811 |
| Male | 93,130 | -- | 1,228 | 3,413 | 3,088 | 84,873 |
| Female | 285,235 | 974 | 3,939 | 8,251 | 9,133 | 262,939 |

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-117.--Unweighted number of elementary private school teachers, by highest degree earned and by main assignment field: 1993-94

| Main assignment field | Total | Highest degree earned | |
|-----------------------------|-------|-----------------------------|--------------------|
| | | Less or equal to bachelor's | Master's or higher |
| Total | 4,831 | 3,590 | 1,241 |
| Pre-kindergarten Elementary | 3,262 | 2,492 | 770 |
| Vocational Education | 6 | 5 | ++ |
| Specialty Areas | 839 | 618 | 221 |
| English | 117 | 86 | 31 |
| Math | 127 | 84 | 43 |
| Social Studies | 55 | 35 | 20 |
| Foreign Language | 88 | 64 | 24 |
| Science | 82 | 57 | 25 |
| Special Education | 195 | 108 | 87 |
| All others | 60 | 41 | 19 |

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-118.--Weighted number of elementary private school teachers, by highest degree earned and by main assignment field: 1993-94

| Main assignment field | Total | Highest degree earned | |
|-----------------------------|---------|-----------------------------|--------------------|
| | | Less or equal to bachelor's | Master's or higher |
| Total | 221,036 | 164,841 | 56,196 |
| Pre-kindergarten Elementary | 149,395 | 114,560 | 34,835 |
| Vocational Education | -- | -- | -- |
| Specialty Areas | 40,089 | 29,880 | 10,209 |
| English | 5,166 | 3,880 | 1,287 |
| Math | 5,348 | 3,604 | 1,744 |
| Social Studies | 2,365 | 1,498 | 867 |
| Foreign Language | 3,644 | 2,779 | 864 |
| Science | 3,729 | 2,434 | 1,295 |
| Special Education | 8,231 | 4,250 | 3,981 |
| All others | 2,803 | 1,699 | -- |

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-119.--Unweighted number of secondary private school teachers, by highest degree earned and by main assignment field: 1993-94

| Main assignment field | Total | Highest degree earned | |
|-----------------------------|-------|-----------------------------|--------------------|
| | | Less or equal to bachelor's | Master's or higher |
| Total | 3,541 | 1,870 | 1,671 |
| Pre-kindergarten Elementary | 3 | ++ | ++ |
| Vocational Education | 84 | 59 | 25 |
| Specialty Areas | 837 | 426 | 411 |
| English | 593 | 313 | 280 |
| Math | 571 | 319 | 252 |
| Social Studies | 424 | 222 | 202 |
| Foreign Language | 324 | 153 | 171 |
| Science | 466 | 242 | 224 |
| Special Education | 156 | 95 | 61 |
| All others | 83 | 40 | 43 |

++Too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-120.--Weighted number of secondary private school teachers, by highest degree earned and by main assignment field: 1993-94

| Main assignment field | Total | Highest degree earned | |
|-----------------------------|---------|-----------------------------|--------------------|
| | | Less or equal to bachelor's | Master's or higher |
| Total | 157,329 | 83,415 | 73,914 |
| Pre-kindergarten Elementary | -- | -- | -- |
| Vocational Education | 3,566 | 2,600 | 967 |
| Specialty Areas | 34,421 | 18,061 | 16,360 |
| English | 27,912 | 14,395 | 13,517 |
| Math | 26,470 | 14,553 | 11,917 |
| Social Studies | 20,002 | 10,767 | 9,235 |
| Foreign Language | 14,418 | 7,267 | 7,151 |
| Science | 19,579 | 9,704 | 9,875 |
| Special Education | 7,410 | 4,388 | 3,022 |
| All others | 3,080 | 1,472 | 1,608 |

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-121.--Unweighted number of all private school teachers, by highest degree earned and by main assignment field: 1993-94

| Main assignment field | Total | Highest degree earned | |
|-----------------------------|-------|-----------------------------|--------------------|
| | | Less or equal to bachelor's | Master's or higher |
| Total | 8,372 | 5,460 | 2,912 |
| Pre-kindergarten Elementary | 3,265 | 2,493 | 772 |
| Vocational Education | 90 | 64 | 26 |
| Specialty Areas | 1,676 | 1,044 | 632 |
| English | 710 | 399 | 311 |
| Math | 698 | 403 | 295 |
| Social Studies | 479 | 257 | 222 |
| Foreign Language | 412 | 217 | 195 |
| Science | 548 | 299 | 249 |
| Special Education | 351 | 203 | 148 |
| All others | 143 | 81 | 62 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-122.--Weighted number of all private school teachers, by highest degree earned and by main assignment field: 1993-94

| Main assignment field | Total | Highest degree earned | |
|-----------------------------|---------|-----------------------------|--------------------|
| | | Less or equal to bachelor's | Master's or higher |
| Total | 378,365 | 248,255 | 130,110 |
| Pre-kindergarten Elementary | 149,865 | 114,768 | 35,097 |
| Vocational Education | 3,834 | 2,855 | -- |
| Specialty Areas | 74,510 | 47,941 | 26,569 |
| English | 33,079 | 18,275 | 14,804 |
| Math | 31,818 | 18,157 | 13,661 |
| Social Studies | 22,366 | 12,265 | 10,102 |
| Foreign Language | 18,062 | 10,047 | 8,015 |
| Science | 23,308 | 12,139 | 11,170 |
| Special Education | 15,641 | 8,638 | 7,003 |
| All others | 5,883 | 3,171 | 2,712 |

--Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-123.--Unweighted number of private school teachers, by level and
by teaching experience: 1993-94

| Teaching experience | Level | | |
|---------------------|-------|------------|-----------|
| | Total | Elementary | Secondary |
| Total | 8,372 | 4,831 | 3,541 |
| Experienced | 6,348 | 3,641 | 2,707 |
| New | 2,024 | 1,190 | 834 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Table E-124.--Weighted number of private school teachers, by level and by
teaching experience: 1993-94

| Teaching experience | Level | | |
|---------------------|---------|------------|-----------|
| | Total | Elementary | Secondary |
| Total | 378,365 | 221,036 | 157,329 |
| Experienced | 302,449 | 175,027 | 127,422 |
| New | 75,916 | 46,009 | 29,907 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1993-94 (Teacher Questionnaire).

Appendix F. Questionnaires

Teacher Demand and Shortage Questionnaire for Public School Districts (LEAs)
(SASS 1A)

Public School Principal Questionnaire (SASS 2A)

Private School Principal Questionnaire (SASS 2B)

Public School Questionnaire (SASS 3A)

Private School Questionnaire (SASS 3B)

Public School Teacher Questionnaire (SASS 4A)

Private School Teacher Questionnaire (SASS 4B)

Student Records Questionnaire (SASS 5)

Public School Library Media Center Questionnaire (LMC) (LS-1A)

Private School Library Media Center Questionnaire (LMC) (LS-1B)

Public School Library Media Specialist/Librarian Questionnaire (LMS) (LS-2A)

Private School Library Media Specialist/Librarian Questionnaire (LMS) (LS-2B)

Appendix G. Industry and Occupation Codes

U.S. DEPARTMENT OF COMMERCE

Bureau of the Census

Washington, D.C. 20233

1990 CENSUS OF POPULATION
INDUSTRIAL CLASSIFICATION SYSTEM

(Numbers in parentheses are the 1987 SIC codes)

1990
Census
Code

AGRICULTURE, FORESTRY, AND FISHERIES

- 010 Agricultural production, crops (01)
- 011 Agricultural production, livestock (02)
- 012 Veterinary services (074)
- 020 Landscape and horticultural services (078)
- 030 Agricultural services, n.e.c. (071, 072, 075, 076)
- 031 Forestry (08)
- 032 Fishing, hunting, and trapping (09)

MINING

- 040 Metal mining (10)
- 041 Coal mining (12)
- 042 Oil and gas extraction (13)
- 050 Nonmetallic mining and quarrying, except fuel (14)

CONSTRUCTION

- 060 Construction (15, 16, 17)

MANUFACTURING

Nondurable Goods

Food and kindred products

- 100 Meat products (201)
 - 101 Dairy products (202)
 - 102 Canned, frozen, and preserved fruits and vegetables (203)
 - 110 Grain mill products (204)
 - 111 Bakery products (205)
 - 112 Sugar and confectionery products (206)
-

- 120 Beverage industries (208)
 - 121 Miscellaneous food preparations and kindred products (207, 209)
 - 122 Not specified food industries
 - 130 Tobacco manufactures (21)
 -
 - Textile mill products
 - 132 Knitting mills (225)
 - 140 Dyeing and finishing textiles, except wool and knibogds (226)
 - 141 Carpets and rugs (227)
 - 142 Yarn, thread, and fabric Wills (221-224, 228)
 - 150 Miscellaneous textile mill products (229)
 -
 - Apparel and other finished textile products
 - 151 Apparel and accessories, except knit (231-238)
 - 152 Miscellaneous fabricated textile products (239)
 -
 - Paper and allied products
 - 160 Pulp, paper, and paperboard mills (261-263)
 - 161 Miscellaneous paper and pulp products (267)
 - 162 Paperboard containers and boxes (265)
 -
 - Printing, publishing, and allied industries
 - 171 Newspaper publishing and printing (271)
 - 172 Printing, publishing, and allied industries, except newspapers
 -
 - Chemicals and allied products
 - 180 Plastics, synthetics, and resins (282)
 - 181 Drugs (283)
 - 182 Soaps and cosmetics (284)
 - 190 Paints, varnishes, and related products (285)
 - 191 Agricultural chemicals (287)
 - 192 Industrial and Miscellaneous chemicals (281, 286, 289)
 -
 - Petroleum and coal products
 - 200 Petroleum refining (291)
 - 201 Miscellaneous petroleum and coal products (295, 299)
 -
 - Rubber and miscellaneous plastics products
 - 210 Tires and inner tubes (301)
 - 211 Other rubber products, and plastics footwear and belting (302-306)
 - 212 Miscellaneous plastics products (308)
-

Leather and leather products

- 220 Leather tanning and finishing (311)
- 221 Footwear, except rubber and plastic (313, 314)
- 222 Leather products, except footwear (315-317, 319)

Durable Goods

Lumber and wood products, except furniture

- 230 Logging (241)
- 231 Sawmills, planing mills, and millwork (242, 243)
- 232 Wood buildings and mobile homes (245)
- 241 Miscellaneous wood products (244, 249)
- 242 Furniture and fixtures (25)

Stone, clay, glass, and concrete products

- 250 Glass and glass products (321-323)
- 251 Cement, concrete, gypsum, and plaster products (324, 327)
- 252 Structural clay products (325)
- 261 Pottery and related products (326)
- 262 Miscellaneous nonmetallic mineral and stone products (328, 329)

Metal industries

- 270 Blast furnaces, steelworks, rolling and finishing mills (331)
- 271 Iron and steel foundries (332)
- 272 Primary aluminum industries (3334, part 334, 3353-3355, 3363, 3365)
- 280 Other primary metal industries (3331, 3339, part 334, 3351, 3356, 3357, 3364, 3366, 3369, 339)
- 281 Cutlery, handtools, and general hardware (342)
- 282 Fabricated structural metal products (344)
- 290 Screw machine products (345)
- 291 Metal forgings and stampings (346)
- 292 Ordnance (348)
- 300 Miscellaneous fabricated metal products (341, 343, 347, 349)
- 301 Not specified metal industries

Machinery and computing equipment

- 310 Engines and turbines (351)
 - 311 Farm machinery and equipment (352)
 - 312 Construction and material handling machines (353)
 - 320 Metalworking machinery (354)
 - 321 Office and accounting machines (3578, 3579)
 - 322 Computers and related equipment (3571-3577)
 - 331 Machinery, except electrical, n.e.c. (355, 356, 358, 359)
 - 332 Not specified machinery
-

Electrical machinery, equipment, and supplies

- 340 Household appliances (363)
- 341 Radio, TV, and communication equipment (365, 366)
- 342 Electrical machinery, equipment, and supplies, n.e.c. (361, 362, 364, 367, 369)
- 350 Not specified electrical machinery, equipment, and supplies

Transportation equipment

- 351 Motor vehicles and motor vehicle equipment (371)
- 352 Aircraft and parts (372)
- 360 Ship and boat building and repairing (373)
- 361 Railroad locomotives and equipment (374)
- 352 Guided missiles, space vehicles, and parts (376)
- 370 Cycles and Miscellaneous transportation equipment (375, 379)

Professional and photographic equipment, and watches

- 371 Scientific and controlling instruments (381, 382 exc 3827)
- 372 Medical, dental, and optical instruments and supplies (3827, 384,
- 380 Photographic equipment and supplies (386)
- 381 Watches, clocks, and clockwork operated devices (387)
- 390 Toys, amusement, and sporting goods (394)
- 391 Miscellaneous manufacturing industries (39 exc 394)
- 392 Not specified manufacturing industries

TRANSPORTATION, COMMUNICATIONS, AND OTHER PUBLIC UTILITIES

Transportation

- 400 Railroads (40)
- 401 Bus service and urban transit (41, except 412)
- 402 Taxicab service (412)
- 410 Trucking service (421, 423)
- 411 Warehousing and storage (422)
- 412 U S Postal Service (43)
- 420 Water transportation (44)
- 421 Air transportation (45)
- 422 Pipe lines, except natural gas (46)
- 432 Services incidental to transportation (47)

Communications

- 440 Radio and television broadcasting and cable (483, 484)
- 441 Telephone communications (481)
- 442 Telegraph and Miscellaneous communications services (482, 489)

Utilities and sanitary services

- 450 Electric light and power (491)
 - 451 Gas and steam supply systems (492, 496)
-

- 452 Electric and gas, and other combinations (493)
- 470 Water supply and irrigation (494, 497)
- 471 Sanitary services (495)
- 472 Not specified utilities

WHOLESALE TRADE

Durable Goods

- 500 Motor vehicles and equipment (501)
- 501 Furniture and home furnishings (502)
- 502 Lumber and construction materials (503)
- 510 Professional and commercial equipment and supplies (504)
- 511 Metals and minerals, except petroleum (505)
- 512 Electrical goods (506)
- 521 Hardware, plumbing and heating supplies (507)
- 530 Machinery, equipment, and supplies (508)
- 531 Scrap and waste materials (5093)
- 532 Miscellaneous wholesale, durable goods (509 exc 5093)

Nondurable Goods

- 540 Paper and paper products (511)
- 541 Drugs, chemicals and allied products (512, S16)
- 542 Apparel, fabrics, and notions (513)
- 550 Groceries and related products (514)
- 551 Farm-product raw materials (515)
- 552 Petroleum products (517)
- 560 Alcoholic beverages (518)
- 561 Farm supplies (5191)
- 562 Miscellaneous wholesale, nondurable goods (5192-5199)
- 571 Not specified wholesale trade

RETAIL TRADE

- 580 Lumber and building material retailing (521, 523)
 - 581 Hardware stores (525)
 - 582 Retail nurseries and garden stores (526)
 - 590 Mobile home dealers (527)
 - 591 Department stores (531)
 - 592 Variety stores (533)
 - 600 Miscellaneous general merchandise stores (539)
 - 601 Grocery stores (541)
 - 602 Dairy products stores (545)
 - 610 Retail bakeries (546)
 - 611 Food stores, n.e.c. (542, 543, 544, 549)
 - 612 Motor vehicle dealers (551, 552)
-

- 620 Auto and home supply stores (553)
- 621 Gasoline service stations (554)
- 622 Miscellaneous vehicle dealers (555, 556, 557, 559)
- 623 Apparel and accessory stores, except shoe (56, except 566)
- 630 Shoe stores (566)
- 631 Furniture and home furnishings stores (571)
- 632 Household appliance stores (572)
- 633 Radio, TV, and computer stores (5731, 5734)
- 640 Music stores (5735, 5736)
- 641 Eating and drinking places (58)
- 642 Drug stores (591)
- 650 Liquor stores (592)
- 651 Sporting goods, bicycles, and hobby stores (5941, 5945, 5946)
- 652 Book and stationery stores (5942, 5943)
- 660 Jewelry stores (5944)
- 661 Gift, novelty, and souvenir shops (5947)
- 662 Sewing, needlework and piece goods stores (5949)
- 663 Catalog and mail order houses (5961)
- 670 Vending machine operators (5962)
- 671 Direct selling establishments (5963)
- 672 Fuel dealers (598)
- 681 Retail florists (5992)
- 682 Miscellaneous retail stores (593, 5948, 5993-5995, 5999)
- 691 Not specified retail trade

FINANCE, INSURANCE, AND REAL ESTATE

- 700 Banking (60 exc 603 and 606)
- 701 Savings institutions, including credit unions (603, 606)
- 702 Credit agencies n.e.c. (61)
- 710 Security, commodity brokerage, and investment companies (62, 67)
- 711 Insurance (63, 64)
- 712 Real estate, including real estate-insurance offices (65)

BUSINESS AND REPAIR SERVICES

- 721 Advertising (731)
 - 722 Services to dwellings and other buildings (734)
 - 731 Personnel supply services (736)
 - 732 Computer and data processing services (737)
 - 740 Detective and protective services (7381, 7382)
 - 741 Business services, n.e.c. (732, 733, 735, 7383-7389)
 - 742 Automotive rental and leasing, without drivers (751)
 - 750 Automobile parking and carwashes (752, 7542)
 - 751 Automotive repair and related services (753, 7549)
-

- 752 Electrical repair shops (762, 7694)
- 760 Miscellaneous repair services (763, 764, 7692, 7699)

PERSONAL SERVICES

- 761 Private households (88)
- 762 Hotels and motels (701)
- 770 Lodging places, except hotels and motels (702, 703, 704)
- 771 Laundry, cleaning, and garment services (721 exc part 7219)
- 772 Beauty shops (723)
- 780 Barber shops (724)
- 781 Funeral service and crematories (726)
- 782 Shoe repair shops (725)
- 790 Dressmaking shops (part 7219)
- 791 Miscellaneous personal services (722, 729)

ENTERTAINMENT AND RECREATION SERVICES

- 800 Theaters and motion pictures (781-783, 792)
- 801 Video tape rental (784)
- 802 Bowling centers (793)
- 810 Miscellaneous entertainment and recreation services (791, 794, 799)

PROFESSIONAL AND RELATED SERVICES

- 812 Offices and clinics of physicians (801, 803)
 - 820 Offices and clinics of dentist (802)
 - 821 Offices and clinics of chiropractors (8041)
 - 822 Offices and clinics of ptometrists (8042)
 - 830 Offices and clinics of health practitioners, n.e.c. (8043, 8049)
 - 831 Hospitals (806)
 - 832 Cursing and personal care facilities (805)
 - 840 Health services, n.e.c. (807, 808, 809)
 - 841 Legal services (81)
 - 842 Elementary and secondary schools (821)
 - 850 Colleges and universities (822)
 - 851 Vocational schools (824)
 - 852 Libraries (823)
 - 860 Educational services, n.e.c. (829)
 - 861 Job training and vocational rehabilitation services (833)
 - 862 Child day care services (part 835)
 - 863 Family child carðones (part 835)
 - 870 Residential care facilities, without nursing (836)
 - 871 Social services, n.e.c. (832, 839)
 - 872 Museums, Sort galleries, and zoos (84)
-

- 873 Labor unions (863)
- 880 Religious organizations (866)
- 881 Membership organizations, n.e.c. (861, 862, 864, 865, 869)
- 882 Engineering, architectural, and surveying services (871)
- 890 Accounting, auditing, and bookkeeping services (872)
- 891 Research, development, and testing services (873)
- 892 Management and public relations services (874)
- 893 Miscellaneous professional and related services (899)

PUBLIC ADMINISTRATION

- 900 Executive and legislative offices (911-913)
- 901 General government, n.e.c. (919)
- 910 Justice, public order, and safety (92)
- 921 Public finance, taxation, and monetary policy (93)
- 922 Administration of human resources programs (94)
- 930 Administration of environmental quality and housing programs (95)
- 931 Administration of economic programs (96)
- 932 National security and international affairs (97)

ACTIVE DUTY MILITARY

Armed Forces

- 940 Army
- 941 Air Force
- 942 Navy
- 950 Marines
- 951 Coast Guard
- 952 Armed Forces, Branch not Specified
- 960 Military Reserves or National Guard

EXPERIENCED UNEMPLOYED NOT CLASSIFIED BY INDUSTRY

- 992 Last worked 1984 or earlier

U.S. DEPARTMENT OF COMMERCE
Bureau of the Census
Washington, D.C. 20233

1990 CENSUS OF POPULATION
OCCUPATIONAL CLASSIFICATION SYSTEM

(The numbers in parentheses refer to the 1980 Standard Occupational Classification codes.
“Pt” means part. “N.e.c.” means not elsewhere classified.)

1990
Census
Code

MANAGERIAL AND PROFESSIONAL SPECIALTY OCCUPATIONS

Executive, Administrative, and Managerial Occupations

| | |
|-----|--|
| 003 | Legislators (111) |
| 004 | Chief executives and general administrators, public administration (112) |
| 005 | Administrators and officials, public administration (1132-1139) |
| 006 | Administrators, protective services (1131) |
| 007 | Financial managers (122) |
| 008 | Personnel and labor relations managers (123) |
| 009 | Purchasing managers (124) |
| 013 | Managers, marketing, advertising, and public relations (125) |
| 014 | Administrators, education and related fields (128) |
| 015 | Managers, medicine and health (131) |
| 016 | Postmasters and mail superintendents (1344) |
| 017 | Managers, food serving and lodging establishments (1351) |
| 018 | Managers, properties and real estate (1353) |
| 019 | Funeral directors (pt 1359) |
| 021 | Managers, service Organizations, n.e.c. (127, 1352, 1354, pt 1359) |
| 022 | Managers and administrators, n.e.c. (121, 126, 132-1343, 136-139) |

Management Related Occupations

| | |
|-----|--|
| 023 | Accountants and auditors (1412) |
| 024 | Underwriters (1414) |
| 025 | Other financial officers (1415, 1419) |
| 026 | Management analysts (142) |
| 027 | Personnel, training, and labor relations specialists (143) |
| 028 | Purchasing agents and buyers, farm products (1443) |
| 029 | Buyers, wholesale and retail trade except farm products (1442) |
| 033 | Purchasing agents and buyers, n.e.c. (1449) |

- 034 Business and promotion agents (145)
- 035 Construction inspectors (1472)
- 036 Inspectors and compliance officers, except construction (1473)
- 037 Management related occupations, n.e.c. (149)

Professional Specialty Occupations

Engineers, Architects, and Surveyors

- 043 Architects (161)
- Engineers
- 044 Aerospace (1622)
- 045 Metallurgical and materials (1623)
- 046 Mining (1624)
- 047 Petroleum (162S)
- 048 Chemical (1626)
- 049 Nuclear (1627)
- 053 Civil (1628)
- 054 Agricultural (1632)
- 055 Electrical and electronic (1633, 1636)
- 056 Industrial (1634)
- 057 Mechanical (1635)
- 058 Marine and naval architects (1637)
- 059 Engineers, n.e.c. (1639)
- 063 Surveyors and mapping scientists (164)

Mathematical and Computer Scientists

- 064 Computer systems analysts and scientists (171)
- 065 Operations and systems researchers and analysts (172)
- 066 Actuaries (1732)
- 067 Statisticians (1733)
- 068 Mathematical scientists, n.e.c. (1739)

Natural Scientists

- 069 Physicists and astronomers (1842, 1843)
 - 073 Chemists, except biochemists (1845)
 - 074 Atmospheric and space scientists (1846)
 - 075 Geologists and geodesists (1847)
 - 076 Physical scientists, n. e. c. (1849)
 - 077 Agricultural and food scientists (1853)
 - 078 Biological and life scientists (1854)
 - 079 Forestry and conservation scientists (1852)
 - 083 Medical scientists (1855)
-

Health Diagnosing Occupations

| | |
|-----|---|
| 084 | Physicians (261) |
| 085 | Dentists (262) |
| 086 | Veterinarians (27) |
| 087 | Optometrists (281) |
| 088 | Podiatrists (283) |
| 089 | Health diagnosing practitioners, n.e.c. (289) |

Health Assessment and Treating Occupations

| | |
|-----|------------------------|
| 095 | Registered nurses (29) |
| 096 | Pharmacists (301) |
| 097 | Dietitians (302) |

Therapists

| | |
|-----|--------------------------------|
| 095 | Respiratory therapists (3031) |
| 099 | Occupational therapists (3032) |
| 103 | Physical therapists (3033) |
| 104 | Speech therapists (3034) |
| 105 | Therapists, n.e.c. (3039) |
| 106 | Physicians' assistants (304) |

Teachers, Postsecondary

| | |
|-----|--|
| 113 | Earth, environmental, and marine science teachers (2212) |
| 114 | Biological science teachers (2213) |
| 115 | Chemistry teachers (2214) |
| 116 | Physics teachers (2215) |
| 117 | Natural science teachers, n.e.c. (2216) |
| 118 | Psychology teachers (2217) |
| 119 | Economics teachers (2218) |
| 123 | History teachers (2222) |
| 124 | Political science teachers (2223) |
| 125 | Sociology teachers (2224) |
| 126 | Social science teachers, n.e.c. (2225) |
| 127 | Engineering teachers (2226) |
| 128 | Mathematical science teachers (2227) |
| 129 | Computer science teachers (2228) |
| 133 | Medical science teachers (2231) |
| 134 | Health specialties teachers (2232) |
| 135 | Business, commerce, and marketing teachers (2233) |
| 136 | Agriculture and forestry teachers (2234) |
| 137 | Art, drama, and music teachers (2235) |
| 138 | Physical education teachers (2236) |
| 139 | Education teachers (2237) |
| 143 | English teachers (2238) |

- 144 Foreign language teachers (2242)
- 145 Law teachers (2243)
- 146 Social work teachers (2244)
- 147 Theology teachers (2245)
- 148 Trade and industrial teachers (2246)
- 149 Home economics teachers (2247)
- 153 Teachers, postsecondary, n. e. c. (2249)
- 154 Postsecondary teachers, subject not specified

Teachers, Except Postsecondary

- 155 Teachers, prekindergarten and kindergarten (231)
- 156 Teachers, elementary school (232)
- 157 Teachers, secondary school (233)
- 158 Teachers, special education (235)
- 159 Teachers, n.e.c. (236, 239)
- 163 Counselors, educational and vocational (24)

Librarians, Archivists, and Curators

- 164 Librarians (251)
- 165 Archivists and curators (252)

Social Scientists and Urban Planners

- 166 Economists (1912)
- 167 Psychologists (1915)
- 168 Sociologists (1916)
- 169 Social scientists, n.e.c. (1913, 1914, 1919)
- 173 Urban planners (192)

Social, Recreation, and Religious Workers

- 174 Social workers (2032)
- 175 Recreation workers (2033)
- 176 Clergy (2042)
- 177 Religious workers, n.e.c. (2049)

Lawyers and Judges

- 178 Lawyers (211)
- 179 Judges (212)

Writers, Artists, Entertainers, and Athletes

- 183 Authors (321)
 - 184 Technical writers (398)
 - 185 Designers (322)
 - 186 Musicians and composers (323)
 - 187 Actors and directors (324)
 - 188 Painters, sculptors, craft-artists, and artist printmakers (325)
-

| | |
|-----|---|
| 189 | Photographers (326) |
| 193 | Dancers (327) |
| 194 | Artists, performers, and related workers, n.e.c. (328, 329) |
| 195 | Editors and reporters (331) |
| 197 | Public relations specialists (332) |
| 198 | Announcers (333) |
| 199 | Athletes (34) |

TECHNICAL, SALES, AND ADMINISTRATIVE SUPPORT OCCUPATIONS

Technicians and Related Support Occupations

Health Technologists and Technicians

| | |
|-----|---|
| 203 | Clinical laboratory technologists and technicians (362) |
| 204 | Dental hygienists (363) |
| 205 | Health record technologists and technicians (364) |
| 206 | Radiologic technicians (365) |
| 207 | Licensed practical nurses (366) |
| 208 | Health technologists and technicians, n.e.c. (369) |

Technologists and Technicians, Except Health

Engineering and Related Technologists and Technicians

| | |
|-----|--|
| 213 | Electrical and electronic technicians (3711) |
| 214 | Industrial engineering technicians (3712) |
| 215 | Mechanicalengineering technicians (3713) |
| 216 | Engineering technicians, n.e.c. (3719) |
| 217 | Drafting occupations (372) |
| 218 | Surveying and mapping technicians (373) |

Science Technicians

| | |
|-----|--|
| 223 | Biological technicians (382) |
| 224 | Chemical technicians (3831) |
| 225 | Science technicians, n.e.c. (3832, 3833, 384, 389) |

Technicians: Except Health, Engineering, and Science

| | |
|-----|--|
| 226 | Airplane pilots and navigators (825) |
| 227 | Air traffic controllers (392) |
| 228 | Broadcast equipment operators (393) |
| 229 | Computer programmers (3971, 3972) |
| 233 | Tool programmers, numerical control (3974) |
| 234 | Legal assistants (39C) |
| 235 | Technicians, n.e.c. (399) |

Sales Occupations

- 243 Supervisors and proprietors, sales occupations (40)
- Sales Representatives, Finance and Business Services
- 253 Insurance sales occupations (4122)
- 254 Real estate sales occupations (4123)
- 255 Securities and financial services sales occupations (4124)
- 256 Advertising and related sales occupations (4153)
- 257 Sales occupations, other business services (4152)
- Sales Representatives, Commodities Except Retail
- 258 Sales engineers (421)
- 259 Sales representatives, mining, manufacturing, and wholesale (423, 424)
- Sales Workers, Retail and Personal Services
- 263 Sales workers, motor vehicles and boats (4342, 4344)
- 264 Sales workers, apparel (4346)
- 265 Sales workers, shoes (4351)
- 266 Sales workers, furniture and home furnishings (4348)
- 267 Sales workers: radio, TV, hi-fi, and appliances (4343, 4352)
- 268 Sales workers, hardware and building supplies (4353)
- 269 Sales workers, parts (4367)
- 274 Sales workers, other commodities (4345, 4347, 4354, 4356, 4359, 4362, 4369)
- 275 Sales counter clerk (4363)
- 276 Cashiers (4364)
- 277 Street and door-to-door sales workers (4366)
- 278 News vendors (4365)
- Sales Related Occupations
- 283 Demonstrators, promoters and models, sales (445)
- 284 Auctioneers (447)
- 285 Sales support occupations, n.e.c. (444, 446, 449)

Administrative Support Occupations, Including Clerical

- Supervisors, Administrative Support Occupations
- 303 Supervisors, general office (4511, 4513, 4514, 4516, 4519, 4529)
- 304 Supervisory computer equipment operators (4512)
- 305 Supervisors, financial records processing (4521)
- 306 Chief communications operators (4523)
- 307 Supervisors: distribution, scheduling, and adjusting clerks (4522, 4524-4528)
-

- Computer Equipment Operators
- 308 Computer operators (4612)
 - 309 Peripheral equipment operators (4613)

- Secretaries, Stenographers, and Typists
- 313 Secretaries (4622)
 - 314 Stenographers (4623)
 - 315 Typists (4624)

- Information Clerks
- 316 Interviewers (4642)
 - 317 Hotel clerks (4643)
 - 318 Transportation ticket and reservation agents (4644)
 - 319 Receptionists (464S)
 - 323 Information clerks, n.e.c. (4649)

- Records Processing Occupations, Except Financial
- 325 Classified-ad clerks (4662)
 - 326 Correspondence clerks (4663)
 - 327 Order clerks (4664)
 - 328 Personnel clerks, except payroll and timekeeping (4692)
 - 329 Library clerks (4694)
 - 335 File clerks (4696)
 - 336 Records clerks (4699)

Financial Records Processing Occupations

- 337 Bookkeepers, accounting, and auditing clerks (4712)
- 338 Payroll and timekeeping clerks (4713)
- 339 Billing clerks (4715)
- 343 Cost and rate clerks (4716)
- 344 Billing, posting, and calculating machine operators (4718)

- Duplicating, Mail and other Office Machine Operators
- 345 Duplicating machine operators (4722)
 - 346 Mail preparing and paper handling machine operators (4723)
 - 347 Office machine operators, n.e.c. (4729)

- Communications Equipment Operators
- 348 Telephone operators (4732)
 - 353 Communications equipment operators, n. e. c. (4733 , 4739)
-

Mail and Message Distributing Occupations

- 354 Postal clerks, exc. mail carriers (4742)
- 355 Mail carriers, postal service (4743)
- 356 Mail clerks, exc. postal service (4744)
- 357 Messengers (4745)

Material Recording, Scheduling and Distributing clerks

- 359 Dispatchers (4751)
- 363 Production coordinators (4752)
- 364 Traffic, shipping, and receiving clerks (4753)
- 365 Stock and inventory clerks (4754)
- 366 Meter readers (4755)
- 368 Weighers, measurers, checkers and samplers (4756, 4757)
- 373 Expeditors (4758)
- 374 Material recording scheduling, and distributing clerks, n.e.c. (4759)

Adjusters and Investigators

- 375 Insurance adjusters, examiners, and investigators (4782)
- 376 Investigators and adjusters, except insurance (4783)
- 377 Eligibility clerks, social welfare (4784)
- 378 Bill and account collectors (4786)

Miscellaneous Administrative Support Occupations

- 379 General office clerks (463)
- 383 Bank tellers (4791)
- 384 Proofreaders (4792)
- 385 Data-entry keyers (4793)
- 386 Statistical clerks (4794)
- 387 Teachers' aides (4795)
- 389 Administrative support occupations, n.e.c. (4787, 4799)

SERVICE OCCUPATIONS

Private Household Occupations

- 403 Launderers and ironers (503)
 - 404 Cooks, private household (504)
 - 405 Housekeepers and butlers (505)
 - 406 Child care workers, private household (506)
 - 407 Private household cleaners and servants (502, 507, 509)
-

Protective Service Occupations

Supervisors, Protective Service Occupations

- 413 Supervisors, firefighting and fire prevention occupations (5111)
- 414 Supervisors, police and detectives (5112)
- 415 Supervisors, guards (5113)

Firefighting and Fire Prevention Occupations

- 416 Fire inspection and fire prevention occupations (5122)
- 417 Firefighting occupations (5123)

Police and Detectives

- 418 Police and detectives, public service (5132)
- 423 Sheriffs, bailiffs, and other law enforcement officers (5134)
- 424 Correctional institution officers (5133)

Guards

- 425 Crossing guards (5142)
- 426 Guards and police, exc. public service (5144)
- 427 Protective service occupations, n.e.c. (5149)

Service Occupations, Except Protective and Household

Food Preparation and Service Occupations

- 433 Supervisors, food preparation and service occupations (5211)
- 434 Bartenders (5212)
- 435 Waiters and waitresses (5213)
- 436 Cooks (5214, 5215)
- 438 Food counter, fountain and related occupations (5216)
- 439 Kitchen workers, food preparation (5217)
- 443 Waiters'/waitresses' assistants (5218)
- 444 Miscellaneous food preparation occupations (5219)

Health Service Occupations

- 445 Dental assistants (5232)
 - 446 Health aides, except nursing (5233)
 - 447 Nursing aides, orderlies, and attendants (5236)
-

Cleaning and Building Service Occupations, except Household

- 448 Supervisors, cleaning and building service workers (5241)
- 449 Maids and housemen (5242, 5249)
- 453 Janitors and cleaners (5244)
- 454 Elevator operators (5245)
- 455 Pest control occupations (5246)

Personal Service Occupations

- 456 Supervisors, personal service occupations (5251)
- 457 Barbers (5252)
- 458 Hairdressers and cosmetologists (5253)
- 459 Attendants, amusement and recreation facilities (5254)
- 461 Guides (5255)
- 462 Ushers (5256)
- 463 Public transportation attendants (5257)
- 464 Baggage porters and bellhops (5262)
- 465 Welfare service aides (5263)
- 466 Family child care providers (pt 5264)
- 467 Early childhood teacher's assistants (pt 5264)
- 468 Child care workers, n.e.c. (pt 5264)
- 469 Personal service occupations, n.e.c. (5258, 5269)

FARMING, FORESTRY, AND FISHING OCCUPATIONS

Farm Operators and Managers

- 473 Farmers, except horticultural (5512-5514)
- 474 Horticultural specialty farmers (5515)
- 475 Managers, farms, except horticultural (5522-5524)
- 476 Managers, horticultural specialty farms (5525)

Other Agricultural and Related Occupations

Farm Occupations, Except Managerial

- 477 Supervisors, farm workers (5611)
- 479 Farm workers (5612-5617)
- 483 Marine life cultivation workers (5618)
- 484 Nursery workers (5619)

Related Agricultural Occupations

- 485 Supervisors, related agricultural occupation(5621)
 - 486 Groundskeepers and gardeners, except farm (5622)
 - 487 Animal caretakers, except farm (5624)
-

- 488 Graders and sorters, agricultural products (5625)
- 489 Inspectors, agricultural products (5627)

Forestry and logging Occupations

- 494 Supervisors, forestry, and logging workers (571)
- 495 Forestry workers, except logging (572)
- 496 Timber cutting and logging occupations (573, 579)

Fishers, Bunters, and Trappers

- 497 Captains and other officers, fishing vessels (pt 8241)
- 498 Fishers (583)
- 499 Hunters and trappers (584)

PRECISION PRODUCTION, CRAFT, AND REPAIR OCCUPATIONS

Mechanics and Repairers

- 503 Supervisors, mechanics and repairers (60)

Mechanics and Repairers, Except supervisors

Vehicle and Mobile Equipment Mechanics and Repairers

- 505 Automobile mechanics (pt 6111)
- 506 Automobile mechanic apprentices (pt 6111)
- 507 Bus, truck, and stationary engine mechanics (6112)
- 508 Aircraft engine mechanics (6113)
- 509 Small engine repairers (6114)
- 514 Automobile body and related repairers (6115)
- 515 Aircraft mechanics, exc. engine (6116)
- 516 Heavy equipment mechanics (6117)
- 517 Farm equipment mechanics (6118)
- 518 Industrial machinery repairers (613)
- 519 Machinery maintenance occupations (614)

Electrical and Electronic Equipment Repairers

- 523 Electronic repairers, communications and industrial equipment (6151, 6153, 6155)
 - 525 Data processing equipment repairers (6154)
 - 526 Household appliance and power tool repairers (6156)
 - 527 Telephone line installers and repairers (6157)
 - 529 Telephone installers and repairers (6158)
 - 533 Miscellaneous electrical and electronic equipment repairers (6152, 6159)
 - 534 Heating, air conditioning and refrigeration mechanics (616)
-

Miscellaneous Mechanics and Repairers

- 535 Camera, watch, and musical instrument repairers (6171, 6172)
- 536 Locksmiths and safe repairers (6173)
- 538 Office machine repairers (6174)
- 539 Mechanical controls and valve repairers (6175)
- 543 Elevator installers and repairers (6176)
- 544 Millwrights (6178)
- 547 Specified mechanics and repairers, n.e.c. (6177, 6179)
- 549 Not specified mechanics and repairers

Construction Trades

Supervisors, Construction Occupations

- 553 Supervisors; brickmasons, stonemasons, and tile setters (6312)
- 554 Supervisors, carpenters and related workers (6313)
- 555 Supervisors, electricians and power transmission installers (6314)
- 556 Supervisors; painters, paperhangers, and plasterers (6315)
- 557 Supervisors; plumbers, pipefitters, and steamfitters (6316)
- 558 Supervisors, n.e.c. (6311, 6318)

Construction Trades, Except Supervisors

- 563 Brickmasons and stonemasons (pt 6412, pt 6413)
 - 564 Brickmason and stonemason apprentices (pt 6412, pt 6413)
 - 565 Tile setters, hard and soft (pt 6414, pt 6462)
 - 566 Carpet installers (pt 6462)
 - 567 Carpenters (pt 6422)
 - 569 Carpenter apprentices (pt 6422)
 - 573 Drywall installers (6424)
 - 575 Electricians (pt 6432)
 - 576 Electrician apprentices (pt 6432)
 - 577 Electrical power installers and repairers (6433)
 - 579 Painters, construction and maintenance (6442)
 - 583 Paperhangers (6443)
 - 584 Plasterers (6444)
 - 585 Plumbers, pipefitters, and steamfitters (pt 645)
 - 587 Plumber, pipefitter, and steamfitter apprentices (pt 645)
 - 588 Concrete and terrazzo finishers (6463)
 - 589 Glaziers (6464)
 - 593 Insulation workers (6465)
 - 594 Paving, surfacing, and tamping equipment operators (6466)
 - 595 Roofers (6468)
 - 596 Sheetmetal duct installers (6472)
 - 597 Structural metal workers (6473)
 - 598 Drillers, earth (6474)
 - 599 Construction trades, n.e.c. (6467, 6475, 6476, 6479)
-

Extractive Occupations

- 613 Supervisors, extractive occupations (632)
- 614 Drillers, oil well (652)
- 615 Explosives workers (653)
- 616 Mining machine operators (654)
- 617 Mining occupations, n.e.c. (656)

Precision Production Occupations

- 628 Supervisors, production occupations (67, 71)

Precision Metal Working Occupations

- 634 Tool and die makers (pt 6811)
- 635 Tool and die maker apprentices (pt 6811)
- 636 Precision assemblers, metal (6812)
- 637 Machinists (pt 6813)
- 639 Machinist apprentices (pt 6813)
- 643 Boilermakers (6814)
- 644 Precision grinders, filers, and tool sharpeners (6816)
- 645 Patternmakers and model makers, metal (6817)
- 646 Lay-out workers (6821)
- 647 Precious stones and metals workers (Jewelers) (6823, 6866)
- 649 Engravers, metal (6823)
- 653 Sheet metal workers (pt 6824)
- 654 Sheet metal worker apprentices (pt 6824)
- 655 Miscellaneous precision metal workers (6829)

Precision Woodworking Occupations

- 656 Patternmakers and model makers, wood (6831)
- 657 Cabinet makers and bench carpenters (6832)
- 658 Furniture and wood finishers (6835)
- 659 Miscellaneous precision woodworkers (6839)

Precision Textile, Apparel, and Furnishings Machine Workers

- 666 Dressmakers (pt 6852, pt 7752)
- 667 Tailors (pt 6852)
- 668 Upholsterers (6853)
- 669 Shoe repairers (6854)
- 674 Miscellaneous precision apparel and fabric workers (6856, 6859, pt 7752)

Precision Workers, Assorted Materials

- 675 Hand Solders and shapers, except jewelers (6861)
 - 676 Patternmakers, lay-out workers, and cutters (6862)
 - 677 Optical goods workers (6864, pt 7477, pt 7677)
-

- 678 Dental laboratory and medical appliance technicians (6865)
- 679 Bookbinders (6844)
- 683 Electrical and electronic equipment assemblers (6867)
- 684 Miscellaneous precision workers, n.e.c. (6869)

Precision Food Production Occupations

- 686 Butchers and meat cutter (6871)
- 687 Bakers (6872)
- 688 Food batchmakers (6873, 6879)

Precision Inspectors, Testers, and Related Workers

- 689 Inspectors, testers, and graders (6881, 828)
- 693 Adjusters and calibrators (6882)

Plant and System Operators

- 694 Water and sewage treatment plant operators (691)
- 695 Power plant operators (pt 693)
- 696 Stationary engineers (pt 693, 7668)
- 699 Miscellaneous plant and system operators (692, 694, 695, 696)

OPERATORS, FABRICATORS, AND LABORERS

Machine Operators, Assemblers, and Inspectors

Machine Operators and Tenders, except Precision

Metal working and Plastic Working Machine Operators

- 703 Lathe and turning machine set-up operators (7312)
- 704 Lathe and turning machine operators (7512)
- 705 Milling and planing machine operators (7313, 7513)
- 706 Punching and stamping press machine operators (7314, 7317, 7514, 7517)
- 707 Rolling machine operators (7316, 7516)
- 708 Drilling and boring machine operators (7318, 7518)
- 709 Grinding, abrading, buffing, and polishing machine operators (7322, 7324, 7522)
- 713 Forging machine operators (7319, 7519)
- 714 Numerical control machine operators (7326)
- 715 Miscellaneous metal, plastic, stone, and glass working machine operators (7329, 7529)
- 717 Fabricating machine operator, n.e.c. (7339, 7539)

Metal and Plastic Processing Machine operators

- 719 Molding and casting machine operators (7315, 7342, 7515, 7542)
 - 723 Metal plating machine operators (7343, 7543)
 - 724 Heat treating equipment operators (7344, 7544)
 - 725 Miscellaneous metal and plastic processing machine operators (7349, 7549)
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Woodworking Machine operators

- 726 Wood lathe, routing, and planing machine operators (7431, 7432, 7631, 7632)
- 727 Sawing machine operators (7433, 7633)
- 728 Shaping and joining machine operators (7435, 7635)
- 729 Nailing and tacking machine operators (7636)
- 733 Miscellaneous woodworking machine operators (7434, 7439, 7634, 7639)

Printing Machine Operators

- 734 Printing press operators (7443, 7643)
- 735 Photoengravers and lithographers (6842, 7444, 7644)
- 736 Typesetters and compositors (6841, 7642)
- 737 Miscellaneous printing machine operators (6849, 7449, 7649)

Textile, Apparel, and Furnishings Machine Operators

- 738 Winding and twisting machine operators (7451, 7651)
- 739 Knitting looping, taping and weaving Machine operators (7452, 7652)
- 743 Textile cutting Machine operators (7654)
- 744 Textile sewing machine operators (7655)
- 745 Shoe Machine operators (7656)
- 747 Pressing machine operators (7657)
- 748 Laundering and dry cleaning Machine operators (6855, 7658)
- 749 Miscellaneous textile Machine operators (7459, 7659)

Machine Operators, Assorted Materials

- 753 Cementing and gluing machine operators (7661)
 - 754 Packaging and filling machine operators (7462, 7662)
 - 755 Extruding and forming machine operators (7463, 7663)
 - 756 Mixing and blending machine operators (7664)
 - 757 Separating, filtering, and clarifying machine operators (7476, 7666, 7676)
 - 758 Compressing and compacting machine operators (7467, 7667)
 - 759 Painting and paint spraying machine operators (7669)
 - 763 Roasting and baking machine operators, food (7472, 7672)
 - 764 Washing, cleaning, and pickling machine operators (7673)
 - 765 Folding machine operators (7474, 7674)
 - 766 Furnace, kiln, and oven operators exc. food (7675)
 - 768 Crushing and grinding machine operators (pt 7477, pt 7677)
 - 769 Slicing and cutting machine operators (7478, 7678)
 - 773 Motion picture projectionists (pt 7479)
 - 774 Photographic process machine operators (6863, 6868, 7671)
 - 777 Miscellaneous machine operators, n.e. (pt 7479, 7665, 7679)
 - 779 Machine operators, not specified
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Fabricators, Assemblers, and Hand Working Occupations

| | |
|-----|---|
| 783 | Welders and cutters (7332, 7532, 7714) |
| 784 | Solderers and brazers (7333, 7533, 7717) |
| 785 | Assemblers (772, 774) |
| 786 | Hand cutting and trimming occupations (7753) |
| 787 | Hand holding, casting, and forming occupations (7754, 7755) |
| 789 | Hand painting, coating, and decorating occupations (7756) |
| 793 | Hand engraving and printing occupations (7757) |
| 795 | Miscellaneous hand working occupations (7758, 795) |

Production Inspectors, Testers, Samplers, and Weighers

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|-----|---|
| 796 | Production inspectors, checkers, and examiners (782, 787) |
| 797 | Production testers (783) |
| 798 | Production samplers and weighers (784) |
| 799 | Graders and sorters, exc. agricultural (785) |

Transportation and Material Moving Occupations

Motor Vehicle Operators

| | |
|-----|---|
| 803 | Supervisors, motor vehicle operators (8111) |
| 804 | Truck drivers (8212-8214) |
| 806 | Driver-sales workers (8218) |
| 808 | Bus drivers (8215) |
| 809 | Taxicab drivers and chauffeurs (8216) |
| 813 | Parking lot attendants (874) |
| 814 | Motor transportation occupations, n.e.c. (8219) |

Transportation Occupations, Except Motor vehicles

Rail Transportation Occupations

| | |
|-----|--|
| 823 | Railroad conductors and yardmasters (8113) |
| 824 | Locomotive operating occupations (8232) |
| 825 | Railroad brake signal, and switch operators (8233) |
| 826 | Rail vehicle operators, n.e.c. (8239) |

Water Transportation Occupations

| | |
|-----|---|
| 828 | Ship captains and mates, except fishing boats (pt 8241, 8242) |
| 829 | Sailors and deckhands (8243) |
| 833 | Marine engineers (8244) |
| 834 | Bridge, lock, and lighthouse tenders (8245) |

Material Moving Equipment Operators

| | |
|-----|--|
| 843 | Supervisors, material moving equipment operators (812) |
| 844 | Operating engineers (8312) |

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- 845 Longshore equipment operators (8313)
 - 848 Hoist and winch operators (8314)
 - 849 Crane and tower operators (8315)
 - 853 Excavating and loading machine operators (8316)
 - 855 Grader, dozer, and scraper operators (8317)
 - 856 Industrial truck and tractor equipment operators (8318)
 - 859 Miscellaneous material moving equipment operators (8319)

Handlers, Equipment Cleaners, Helpers, and Laborers

- 864 Supervisors, handlers, equipment cleaners, and laborers, n.e.c. (85)
- 865 Helpers, mechanics and repairers (863)

Helpers, Construction and Extractive Occupations

- 866 Helpers, construction trades (8641-8645, 8648)
- 867 Helpers, surveyor (8646)
- 868 Helpers, extractive occupations (865)
- 869 Construction laborers (871)
- 874 Production helpers (861, 862)

Freight, Stock, and Material Handlers

- 875 Garbage collectors (8722)
- 876 Stevedores (8723)
- 877 Stock handlers and baggers (8724)
- 878 Machine feeders and offbearers (8725)
- 883 Freight, stock, and material handlers, n.e.c. (8726)
- 885 Garage and service station related occupations (873)
- 887 Vehicle washers and equipment cleaners (875)
- 888 Hand packers and packagers (8761)
- 889 Laborers, except construction (8769)

MILITARY OCCUPATIONS Includes only unique military occupations. Other Armed Forces members are coded to civilian occupations.

- 903 Commissioned Officer and Warrant officers
- 904 Non-commissioned Officers and Other Enlisted Personnel
- 905 Military occupation, rank not specified

EXPERIENCED UNEMPLOYED NOT CLASSIFIED BY OCCUPATION

- 909 Last worked 1974 or earlier
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