

Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary Schools in the United States:

Results From the 2007–08 Schools and Staffing Survey

First Look



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Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary Schools in the United States:

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Ashley Keigher

Education Statistics Services Institute
MacroSys Research and Technology

Kerry Gruber

Project Officer
National Center for Education Statistics

U.S. Department of Education

Arne Duncan
Secretary

Institute of Education Sciences

John Q. Easton
Director

National Center for Education Statistics

Stuart Kerachsky
Acting Commissioner

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Content Contact

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

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Introduction

This report presents selected findings from the school data files of the 2007-08 Schools and Staffing Survey (SASS). SASS is a nationally representative sample survey of public,¹ private, and Bureau of Indian Education-funded (BIE) K-12 schools, principals, and teachers in the 50 states and the District of Columbia. School districts associated with public schools and library media centers in public and BIE schools are also part of SASS. Developed by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education and conducted by the U.S. Census Bureau, SASS was first conducted in school year 1987-88. Since then, SASS has been conducted five times: in school years 1990-91, 1993-94, 1999-2000, 2003-04, and, most recently, 2007-08.

The purpose of SASS is to collect information that can provide a detailed picture of U.S. elementary and secondary schools and their staff. This information is collected through the following surveys: district, school, principal, teacher, and library media center. Information from all the surveys can be linked. For more information about surveys and data files see appendix C. The SASS questionnaires can be found at <http://nces.ed.gov/surveys/sass/question0708.asp>.

The 2007-08 SASS sample is a school-based stratified probability-proportionate-to-size (PPS) sample. The 2005-06 Common Core of Data (CCD) served as a starting point for the public school sampling frame, and the 2005-06 Private School Universe Survey (PSS) served as a starting point for the private school sampling frame. The public school sample was designed so that national-, regional-, and state-level elementary, secondary, and combined² public school estimates can be made. The private school sample was designed so that national-, regional-, and affiliation-level estimates can be produced. BIE schools on the 2005-06 CCD were sampled with certainty, and thus national estimates for BIE schools can be produced. Because SASS is a school-based sample, districts, principals, and library media centers associated with public schools were included, as were principals and library media centers associated with BIE schools and principals associated with private schools. Teachers associated with selected schools were sampled from a teacher list provided by each school. The selected samples include about 9,800 public schools, 180 BIE schools, and 2,940 private schools; 5,250 public school districts; 9,800 public school principals, 180 BIE school principals, and 2,940 private school principals; 47,440 public school teachers, 750 BIE teachers, and 8,180 private school teachers; and 9,800 public school library media centers and 180 BIE school library media centers.

The data were collected via mailed questionnaires with telephone and field follow-up. The first questionnaires were mailed in September 2007, and data collection ended in June 2008. The unit response rates varied from 72 percent for private school principals to 88 percent for public school districts (appendix table B-1 shows the unit and overall response rates for each survey). Nonresponse bias analyses were performed when survey response rates for major

¹ Public schools include traditional public and charter schools.

² A combined school or combined grade school has one or more of grades K-6 and one or more of grades 9-12; for example, schools with grades K-12, 6-12, 6-9, or 1-12 were classified as having combined grades. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

reporting groups were less than 85 percent. For information about bias analysis results, methodology, and design of the 2007-08 SASS, please see the technical notes of this report in appendix B and the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming).

Because the purpose of First Look reports is to introduce new data, it is possible to only include a small selection of the information in the survey. This First Look report highlights findings from SASS's public and private school surveys. Findings from the district, principal, teacher, and library media center data files will be presented in four companion First Look reports:

- *Characteristics of Public School Districts in the United States: Results From the 2007-08 Schools and Staffing Survey* (NCES 2009-320)
- *Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary School Principals in the United States: Results From the 2007-08 Schools and Staffing Survey* (NCES 2009-323)
- *Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary School Teachers in the United States: Results From the 2007-08 Schools and Staffing Survey* (NCES 2009-324)
- *Characteristics of Public and Bureau of Indian Education Elementary and Secondary School Library Media Centers in the United States: Results From the 2007-08 Schools and Staffing Survey* (NCES 2009-322)

The tables in this report contain counts and percentages demonstrating bivariate relationships between variables. All of the results have been weighted to reflect the sample design and to account for nonresponse and other adjustments. Comparisons drawn in the selected findings have been tested for statistical significance at the .05 level using Student's *t* statistics to ensure that the differences are larger than those that might be expected due to sampling variation. No adjustments were made for multiple comparisons. Many of the variables are related to one another, and complex interactions and relationships have not been explored. Statistical Analysis Software (SAS) (9.1) and SUDAAN (10.0) were used to compute the statistics for this report.

More information about the SASS can be found at <http://nces.ed.gov/surveys/sass/>.

Selected Findings

- In the 2007-08 school year, there were an estimated 119,150 K-12 schools in the United States: 87,190 traditional public, 3,560 public charter, 180 BIE-funded, and 28,220 private schools. Among these schools, 52 percent of traditional public, 55 percent of charter, 85 percent of BIE-funded, and 19 percent of private schools enrolled students receiving Title I services (table 1).
- About 72 percent of all public elementary schools had students who were identified as limited-English-proficient (LEP). These students accounted for 14 percent of all students enrolled in elementary schools. Public secondary (7 percent) and combined (8 percent) schools had fewer LEP students enrolled than public elementary schools did (table 2).
- The racial and ethnic composition of students enrolled in public schools was 58 percent non-Hispanic White, 20 percent Hispanic (regardless of race), 16 percent non-Hispanic Black, 4 percent Asian/Pacific Islander, and 1 percent American Indian/Alaska Native. Among private schools, the racial and ethnic composition was 74 percent non-Hispanic White, 10 percent non-Hispanic Black, 9 percent Hispanic (regardless of race), 6 percent Asian/Pacific Islander, and 1 percent American Indian/Alaska Native (table 3).
- On average, 81 percent of 12th-graders graduated with a diploma in public schools in 2006-07. The average percent of 12th-graders in public schools who received a diploma was 86 percent in rural schools, 81 percent and 80 percent in schools located in suburban areas and towns, respectively, and 72 percent in urban schools (table 4).
- Including full-time and part-time staff, public schools employed about 73,230 instructional coordinators, 81,670 librarians, 125,590 school counselors, and 361,730 student support services professional staff (nurses, psychologists, speech therapists or pathologists, and other student support services professional staff). Public schools also employed about 898,790 aides (regular Title I aides, English as a Second language (ESL) or bilingual teacher aides, special education aides, library media center aides, and other classroom aides), 269,350 secretaries and other clerical support staff, 401,310 food service personnel, and 369,210 custodial maintenance and security personnel (table 5).³
- About 63 percent of public and 37 percent of private schools employed staff with academic specialist or coaching assignments. A higher percentage of public elementary schools had staff with academic specialist or coaching assignments (73 percent) compared to private elementary (37 percent), public secondary (42 percent), and combined public schools (46 percent) (table 6).

³ For estimates on principals and teachers, please refer to the Principal First Look (NCES-2009-323) and the Teacher First Look (NCES 2009-324), respectively.

References

Cochran, W.G. (1977). *Sampling Techniques*. New York: John Wiley & Sons.

Tourkin, S., Thomas, T., Swaim, N., Cox, S., Parmer, R., Jackson, B., Cole, C., and Zhang, B. (forthcoming). *Documentation for the 2007-08 Schools and Staffing Survey* (NCES 2009-318). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

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Estimate Tables

Table 1. Total number of schools and students and percentage of schools and students that participated in Title I and the National School Lunch Program, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Total number of schools	Total number of students	Title I services		National School Lunch Program	
			Percent of all schools that received services ¹	Percent of all K-12 students that received services	Percent of all schools that participated	Percent of all K-12 students who were approved for free or reduced-price lunches
All schools	119,150	53,693,930	44.6	26.8	78.7	42.5
All public schools	90,760	48,479,590	52.5	29.2	95.2	42.9
School classification						
Traditional public	87,190	47,432,440	52.4	29.1	96.0	42.6
Charter school	3,560	1,047,150	55.3	35.6	75.5	58.4
Community type						
City	21,460	13,023,630	59.7	45.0	95.1	57.4
Suburban	25,810	16,812,010	39.5	18.1	94.8	32.3
Town	14,070	6,597,550	55.7	30.0	96.7	47.7
Rural	29,430	12,046,400	57.2	27.3	95.1	39.4
School level						
Elementary	62,440	29,812,850	61.7	38.0	97.8	47.0
Secondary	21,640	16,741,560	24.8	13.5	90.3	35.0
Combined	6,670	1,925,180	56.6	29.8	86.9	47.3
Student enrollment						
Less than 100	7,600	365,030	42.2	29.8	74.2	57.7
100-199	8,280	1,244,590	61.1	36.8	91.6	51.7
200-499	36,780	13,024,670	63.1	39.4	97.3	48.8
500-749	20,310	12,256,050	49.8	32.8	98.1	43.6
750-999	8,550	7,283,050	39.4	26.2	98.2	41.6
1,000 or more	9,230	14,306,200	29.4	17.8	98.5	36.6
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	33,830	21,343,040	33.0	8.5	100.0	17.0
35-49	14,780	8,132,500	53.0	23.8	100.0	42.4
50-74	19,810	9,859,720	65.9	45.7	100.0	61.1
75 or more	18,010	8,042,670	80.9	72.2	100.0	89.9
School did not participate in free or reduced-price lunch program	4,320	1,101,660	23.9	9.9	#	#
All BIE schools	180	49,060	84.5	69.2	97.1	82.4

See notes at end of table.

Table 1. Total number of schools and students and percentage of schools and students that participated in Title I and the National School Lunch Program, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Total number of schools	Total number of students	Title I services		National School Lunch Program	
			Percent of all schools that received services ¹	Percent of all K-12 students that received services	Percent of all schools that participated	Percent of all K-12 students who were approved for free or reduced-price lunches
All private schools	28,220	5,165,280	19.0	3.6	25.5	27.4
School classification						
Catholic	7,400	2,224,470	43.9	4.7	49.2	19.6
Other religious	13,950	1,975,980	11.6	2.5	17.2	37.0
Nonsectarian	6,860	964,830	7.4	3.0	16.7	60.2
Community type						
City	9,730	2,180,940	23.8	4.6	29.2	34.2
Suburban	9,490	2,017,340	14.4	2.6	21.4	25.0
Town	3,020	400,530	35.1	4.3	42.7	12.9
Rural	5,980	566,480	10.5	2.3 !	17.4	26.3
School level						
Elementary	16,370	2,462,980	25.1	4.9	30.4	21.1
Secondary	3,040	850,750	10.0	1.5 !	26.6	23.8
Combined	8,810	1,851,550	10.8	2.7	15.9	49.5
Student enrollment						
Less than 100	13,610	587,220	11.2	5.1	18.8	42.3
100-199	5,720	839,760	30.7	6.6	39.3	31.8
200-499	6,650	2,002,300	28.3	3.9	28.8	23.1
500-749	1,390	827,240	11.1	1.2 !	25.8	13.4
750 or more	850	908,760	5.9 !	1.2 !	14.3	43.1
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	4,630	970,550	45.3	4.6	100.0	8.8
35-49	580	67,040	41.7	9.7	100.0	41.9
50-74	650	120,110	56.4	23.4	100.0	65.0
75 or more	1,340	195,220	56.6	25.1	100.0	91.9
School did not participate in free or reduced-price lunch program	21,020	3,812,370	9.1	1.5	#	#

Rounds to zero.

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

¹ These services were received at the school or any other location.

NOTE: BIE school refers to schools funded by the Bureau of Indian Education (BIE) that are operated by the BIE, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

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

Table 2. Number and percentage of all schools that had any students with an Individual Education Plan (IEP) or who were limited-English proficient (LEP) and percentage of students with an IEP or who were LEP, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	IEP			LEP		
	Number of schools with at least 1 IEP student	Percent of all schools with at least 1 IEP student	Percent of K-12 students with an IEP	Number of schools with at least 1 LEP student	Percent of all schools with at least 1 LEP student	Percent of K-12 students who were LEP
All schools	105,980	88.9	12.1	65,500	55.0	11.3
All public schools	89,070	98.1	12.3	60,900	67.1	11.3
School classification						
Traditional public	85,610	98.2	12.4	59,060	67.7	11.2
Charter school	3,460	97.0	11.9	1,840	51.6	16.5
Community type						
City	20,950	97.7	12.5	16,540	77.1	18.5
Suburban	25,560	99.0	11.9	20,360	78.9	9.8
Town	13,740	97.7	12.6	9,230	65.6	8.6
Rural	28,820	97.9	12.6	14,780	50.2	5.7
School level						
Elementary	61,830	99.0	11.8	44,750	71.7	14.1
Secondary	20,690	95.6	12.5	13,320	61.5	6.5
Combined	6,540	98.0	19.2	2,830	42.4	8.3
Student enrollment						
Less than 100	6,780	89.1	27.5	2,250	29.6	16.7
100-199	7,860	95.0	17.1	3,180	38.4	10.6
200-499	36,430	99.0	13.5	23,380	63.6	11.9
500-749	20,270	99.8	12.0	16,670	82.1	12.5
750-999	8,520	99.6	11.0	7,210	84.4	13.8
1,000 or more	9,220	99.8	11.6	8,210	88.9	8.8
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	33,500	99.0	11.5	23,400	69.2	4.7
35-49	14,650	99.1	13.0	9,530	64.5	8.1
50-74	19,680	99.3	12.9	13,780	69.6	14.1
75 or more	17,540	97.4	13.1	12,780	71.0	28.4
School did not participate in free or reduced-price lunch program	3,700	85.6	14.1	1,400	32.4	7.3 !
All BIE schools	170	98.6	17.9	110	63.1	50.9

See notes at end of table.

Table 2. Number and percentage of all schools that had any students with an Individual Education Plan (IEP) or who were limited-English proficient (LEP) and percentage of students with an IEP or who were LEP, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	IEP			LEP		
	Number of schools with at least 1 IEP student	Percent of all schools with at least 1 IEP student	Percent of K-12 students with an IEP	Number of schools with at least 1 LEP student	Percent of all schools with at least 1 LEP student	Percent of K-12 students who were LEP
All private schools	16,740	59.3	8.3	4,490	15.9	7.9
School classification						
Catholic	5,600	75.7	4.5	1,470	19.9	4.6
Other religious	6,450	46.2	6.3	1,780	12.8	12.5
Nonsectarian	4,690	68.3	22.0	1,240	18.0	5.9
Community type						
City	5,990	61.6	8.2	1,800	18.5	9.1
Suburban	6,180	65.2	8.7	1,760	18.6	8.2 !
Town	1,800	59.6	5.9	360	11.9	4.2 !
Rural	2,770	46.3	8.7	580	9.6	3.2
School level						
Elementary	9,240	56.5	5.8	2,570	15.7	6.5
Secondary	2,150	70.6	7.9	510	16.6	4.6 !
Combined	5,350	60.7	12.1	1,420	16.1	11.0
Student enrollment						
Less than 100	6,680	49.1	26.9	1,530	11.2	8.9
100-199	3,740	65.4	11.0	1,140	19.9	9.2
200-499	4,790	72.1	6.3	1,370	20.6	4.6
500-749	950	68.3	4.7	310	22.2	2.9 !
750 or more	580	68.1	4.2	150	17.6	20.1 !
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	3,390	73.3	4.6	570	12.4	1.8
35-49	360	62.0	28.7	190	33.2	5.9 !
50-74	480	73.0	17.6	180	27.2	18.2
75 or more	980	72.9	30.0	460	34.6	36.5
School did not participate in free or reduced-price lunch program	11,540	54.9	7.8	3,090	14.7	3.9

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

NOTE: BIE school refers to schools funded by the Bureau of Indian Education (BIE) that are operated by the BIE, a tribe, or a private contractor and not by a regular school district. Private school students with a formally identified disability may or may not have an IEP (Individualized Education Program). Detail may not sum to totals because of rounding.

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

Table 3. Percentage distribution of students, by sex, race/ethnicity, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Sex		Race/ethnicity				
	Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic, regardless of race	American Indian/Alaska Native	Asian/Pacific Islander
All schools	50.2	49.8	59.3	15.3	19.3	1.4	4.6
All public schools	50.2	49.8	57.8	16.0	20.4	1.4	4.4
School classification							
Traditional public	50.2	49.8	58.2	15.7	20.3	1.4	4.4
Charter school	49.1	50.9	41.0	29.0	23.8	2.3	3.8
Community type							
City	49.3	50.7	33.5	25.1	33.4	0.9	7.0
Suburban	50.4	49.6	59.7	14.8	19.2	0.9	5.4
Town	50.3	49.7	69.5	11.0	15.2	2.6	1.7
Rural	50.7	49.3	75.0	10.4	10.7	2.1	1.7
School level							
Elementary	50.3	49.7	55.8	16.2	22.1	1.4	4.5
Secondary	49.8	50.2	60.1	15.9	18.2	1.2	4.7
Combined	52.1	47.9	69.5	12.7	12.6	3.6	1.6
Student enrollment							
Less than 100	57.3	42.7	64.8	13.7	16.4	4.1	1.0 !
100-199	51.3	48.7	68.7	13.2	12.8	3.3	1.9
200-499	50.4	49.6	61.3	17.6	16.0	2.1	3.0
500-749	50.6	49.4	59.2	14.9	20.3	1.3	4.3
750-999	50.2	49.8	54.9	16.1	23.7	0.9	4.4
1,000 or more	49.4	50.6	53.8	15.6	23.5	0.9	6.2
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	50.2	49.8	75.0	8.4	10.8	0.8	5.1
35-49	50.4	49.6	63.1	15.9	15.7	1.3	4.0
50-74	50.3	49.7	45.8	22.5	26.0	1.8	3.8
75 or more	49.4	50.6	20.3	28.7	44.8	2.6	3.7
School did not participate in free or reduced-price lunch program	52.1	47.9	67.0	12.4	12.6	1.5	6.4 !
All BIE schools	49.7	50.3	1.2	0.1	0.2	98.5	#

See notes at end of table.

Table 3. Percentage distribution of students, by sex, race/ethnicity, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Sex		Race/ethnicity				
	Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic, regardless of race	American Indian/Alaska Native	Asian/Pacific Islander
All private schools	50.5	49.5	74.3	9.5	9.4	0.7	6.0
School classification							
Catholic	49.4	50.6	73.3	7.5	13.6	0.7	4.9
Other religious	50.9	49.1	75.7	11.8	6.0	0.7 !	5.8
Nonsectarian	52.4	47.6	73.8	9.5	6.9	1.0 !	8.9
Community type							
City	50.7	49.3	67.6	12.4	12.3	0.7	7.0
Suburban	50.3	49.7	76.1	9.0	8.6	0.6	5.7
Town	50.4	49.6	87.8	3.2	3.3	0.7 !	5.1 !
Rural	50.7	49.3	84.8	4.7	5.6	1.6 !	3.4
School level							
Elementary	50.4	49.6	71.9	9.9	11.2	0.8	6.2
Secondary	49.6	50.4	75.9	7.1	10.1	0.9 !	6.0
Combined	51.2	48.8	76.9	10.1	6.8	0.5	5.7
Student enrollment							
Less than 100	53.4	46.6	71.9	14.3	8.5	1.0	4.3
100-199	51.7	48.3	68.1	15.1	9.9	1.2 !	5.6
200-499	48.9	51.1	74.1	8.9	10.5	0.5	5.9
500-749	48.2	51.8	77.7	5.5	9.5	0.6	6.7
750 or more	53.5	46.5	79.1	6.2	7.2	0.7 !	6.7
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	50.6	49.4	86.4	5.6	4.7	0.7 !	2.7
35-49	57.3	42.7	35.5	38.3	19.6	0.2 !	6.4 !
50-74	57.6	42.4	36.6	25.8	30.8	2.4 !	4.4 !
75 or more	54.2	45.8	40.2	29.0	22.9	3.5 !	4.3 !
School did not participate in free or reduced-price lunch program	50.0	50.0	74.9	8.5	9.1	0.6	6.9

Rounds to zero.

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

NOTE: BIE school refers to schools funded by the Bureau of Indian Education (BIE) that are operated by the BIE, a tribe, or a private contractor and not by a regular school district. Black includes African American and Hispanic includes Latino. Detail may not sum to totals because of rounding.

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

Table 4. Number and percentage of schools that had any 12th-grade students, graduation status, and 4-year college participation, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with students enrolled in the 12 th -grade during the previous year (2006-07)	Percent of all schools with students enrolled in the 12 th -grade during the previous year (2006-07)	Among schools that had any 12 th -grade students	
			Average percent of 12 th -grade students who graduated with a diploma during the previous year (2006-07)	Average percent of graduates from the previous year (2006-07) who attended a 4-year college
All schools	33,150	27.8	84.6	46.9
All public schools	24,150	26.6	81.2	39.5
School classification				
Traditional public	22,820	26.2	81.4	39.9
Charter school	1,330	37.2	78.3	33.3
Community type				
City	4,770	22.2	71.6	36.1
Suburban	5,450	21.1	80.8	41.2
Town	3,930	27.9	80.2	35.2
Rural	10,010	34.0	86.4	41.9
School level				
Elementary	#	#	#	#
Secondary	18,300	84.6	82.6	40.0
Combined	5,840	87.6	76.8	37.9
Student enrollment				
Less than 100	4,420	58.1	57.2	16.4
100-199	3,010	36.4	73.8	30.8
200-499	5,960	16.2	88.3	41.2
500-749	2,870	14.1	87.0	46.7
750-999	1,730	20.2	90.0	47.8
1,000 or more	6,150	66.6	90.0	49.8
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	9,480	28.0	90.4	50.2
35-49	4,320	29.2	85.2	39.2
50-74	4,180	21.1	79.4	33.3
75 or more	3,380	18.8	64.5	26.0
School did not participate in free or reduced-price lunch program	2,790	64.5	66.7	25.4
All BIE schools	60	35.2	84.4	19.0

See notes at end of table.

Table 4. Number and percentage of schools that had any 12th-grade students, graduation status, and 4-year college participation, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Number of schools with students enrolled in the 12 th -grade during the previous year (2006-07)	Percent of all schools with students enrolled in the 12 th -grade during the previous year (2006-07)	Among schools that had any 12 th -grade students	
			Average percent of 12 th -grade students who graduated with a diploma during the previous year (2006-07)	Average percent of graduates from the previous year (2006-07) who attended a 4-year college
All private schools	8,940	31.7	93.8	66.5
School classification				
Catholic	1,380	18.7	98.4	83.1
Other religious	4,960	35.6	96.4	64.8
Nonsectarian	2,600	37.8	86.3	60.4
Community type				
City	3,110	32.0	94.4	71.8
Suburban	2,810	29.7	93.0	67.0
Town	1,000	33.0	95.7	63.8
Rural	2,020	33.8	92.9	58.9
School level				
Elementary	50 !	0.3 !	95.2	57.8 !
Secondary	2,730	89.7	95.1	71.1
Combined	6,160	70.0	93.2	64.5
Student enrollment				
Less than 100	3,310	24.3	87.1	41.5
100-199	1,580	27.5	96.2	74.0
200-499	2,430	36.6	98.5	79.1
500-749	840	60.8	99.3	84.2
750 or more	780	92.0	96.1	91.5
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	770	16.6	92.1	73.7
35-49	200 !	35.3	85.9	37.0 !
50-74	180 !	27.4	71.8	42.9 !
75 or more	530	39.2	79.4	46.5
School did not participate in free or reduced-price lunch program	7,270	34.6	95.7	68.3

Rounds to zero.

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

NOTE: BIE school refers to schools funded by the Bureau of Indian Education (BIE) that are operated by the BIE, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

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

Table 5. Number of full-time and part-time school staff, by type of staff, school type and selected school characteristics: 2007-08

School type and selected school characteristic	Vice principals and assistant principals/school heads	Instructional coordinators and supervisors, such as curriculum specialists	Library media specialists/librarians	School counselors, excluding psychologists and social workers	Student support services professional staff			
					Nurses	Psychologists	Speech therapists or pathologists	Other student support services professional staff ¹
All schools	89,700	82,440	97,310	139,910	90,910	65,360	97,590	150,780
All public schools	74,670	73,230	81,670	125,590	79,760	61,320	91,400	129,250
School classification								
Traditional public	72,930	70,690	80,380	123,020	77,970	59,760	89,050	124,790
Charter school	1,740	2,540 !	1,290	2,570 !	1,790	1,550	2,350	4,460 !
Community type								
City	23,800	23,640	18,860	33,000	19,690	14,710	21,230	35,320
Suburban	25,750	25,850	24,230	40,720	24,310	21,670	30,220	45,120
Town	8,830	8,460	12,120	16,900	12,050	8,310	13,140	17,060
Rural	16,290	15,280	26,450	34,980	23,710	16,630	26,810	31,750
School level								
Elementary	38,740	50,110	57,500	65,390	56,070	43,930	71,460	89,570
Secondary	33,080	20,310	20,230	53,500	18,770	14,320	14,310	29,260
Combined	2,840	2,810	3,940	6,700	4,920	3,070	5,630	10,410
Student enrollment								
Less than 100	970	1,210	2,010	3,850	3,380	2,740	2,830	8,160
100-199	1,580	2,640	5,830	6,910	6,040	4,140	7,330	8,170
200-499	13,280	23,510	32,680	34,110	31,780	24,120	37,770	48,630
500-749	18,700	19,150	19,890	26,150	19,120	14,880	23,430	31,510
750-999	12,460	10,480	8,920	16,140	8,900	7,100	10,250	13,500
1,000 or more	27,680	16,260	12,330	38,440	10,550	8,340	9,790	19,270
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	30,170	28,760	34,010	55,730	32,100	26,100	37,010	51,540
35-49	12,290	9,430	14,180	21,530	13,650	9,910	15,250	19,800
50-74	15,990	15,910	17,950	24,910	16,820	12,320	20,080	26,060
75 or more	14,630	17,600	14,050	20,260	15,440	10,980	16,920	27,290
School did not participate in free or reduced-price lunch program	1,600	1,540	1,470	3,160	1,740	2,010	2,140	4,560 !
All BIE schools	80	140	150	250	120	80	130	210

See notes at end of table.

Table 5. Number of full-time and part-time school staff, by type of staff, school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Vice principals and assistant principals/school heads	Instructional coordinators and supervisors, such as curriculum specialists	Library media specialists/librarians	School counselors, excluding psychologists and social workers	Student support services professional staff			
					Nurses	Psychologists	Speech therapists or pathologists	Other student support services professional staff ¹
All private schools	14,950	9,070	15,490	14,070	11,040	3,960	6,060	21,330
School classification								
Catholic	4,600	2,330	6,040	6,040	4,310	1,120	1,900	5,500
Other religious	5,760	3,040	5,850	4,330	3,170	700	1,370	5,400
Nonsectarian	4,590	3,700	3,610	3,700	3,570	2,150	2,790	10,430
Community type								
City	6,600	3,840	6,540	5,990	3,780	1,420	1,770	8,340
Suburban	5,670	3,650	5,890	5,140	4,700	1,820	3,180	8,820
Town	870	540	1,300	930	1,000	160	470	1,360
Rural	1,810	1,040	1,760	2,000	1,550	560	640	2,800
School level								
Elementary	5,740	3,140	7,820	3,350	5,050	1,590	2,830	7,250
Secondary	3,190	1,850	2,210	4,580	2,020	740	170	4,720
Combined	6,020	4,080	5,460	6,130	3,970	1,630	3,050	9,360
Student enrollment								
Less than 100	3,170	2,190	1,960	2,080	2,760	1,520	2,540	7,500
100-199	2,740	1,690	3,380	2,310	2,550	740	1,730	3,990
200-499	5,080	2,790	6,210	4,560	3,520	1,110	1,490	5,190
500-749	1,960	950	2,150	2,090	1,190	310	220	2,030
750 or more	2,010	1,450	1,790	3,040	1,010	290	80	2,620
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	1,920	730	3,060	1,950	2,240	680	1,180	2,510
35-49	220	190 !	220	320	270 !	150 !	340	850 !
50-74	410	320	280	220	180	190	150 !	690 !
75 or more	610	440	530	860	960	360	810	2,380
School did not participate in free or reduced-price lunch program	11,800	7,390	11,410	10,710	7,390	2,570	3,580	14,890

See notes at end of table.

Table 5. Number of full-time and part-time school staff, by type of staff, school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Aides					Secretaries and other clerical support staff	Food service personnel	Custodial maintenance and security personnel	Other employees not previously reported
	Regular Title I aides	English as a Second Language (ESL) or bilingual teacher aides	Special education aides ²	Library media center aides ²	Other classroom aides ²				
All schools	144,880	77,740	455,820	64,460	243,470	325,540	437,040	423,240	103,330
All public schools	132,720	74,700	431,400	58,310	201,660	269,350	401,310	369,210	77,150
School classification									
Traditional public	128,410	72,240	425,260	57,650	193,570	261,490	396,300	362,490	74,090
Charter school	4,310	2,450	6,130	660	8,090	7,860	5,010	6,720 !	3,060
Community type									
City	34,580	26,450	101,770	11,950	47,560	69,900	93,260	91,890	20,770
Suburban	33,720	25,110	159,770	18,840	63,310	91,310	123,270	123,090	25,470
Town	25,900	9,550	62,800	9,550	32,170	35,920	61,600	51,720	11,000
Rural	38,520	13,580	107,060	17,960	58,610	72,210	123,190	102,510	19,910
School level									
Elementary	107,380	57,370	288,390	41,520	166,240	152,310	263,130	217,660	50,130
Secondary	16,960	15,260	105,160	14,420	24,940	100,490	120,420	131,640	17,470
Combined	8,380	2,070	37,840	2,360	10,470	16,550	17,760	19,910	9,550
Student enrollment									
Less than 100	5,130	1,310	15,280	1,340	4,800	7,150	5,350	8,300	2,670
100-199	8,640	3,140	31,750	3,520	10,120	14,010	18,350	17,070	4,750
200-499	55,720	24,460	140,600	21,250	81,740	76,010	131,450	113,910	28,990
500-749	35,900	19,680	105,460	15,030	60,600	60,740	102,130	83,890	17,020
750-999	16,410	13,110	50,280	6,890	22,450	35,900	54,670	49,170	6,530
1,000 or more	10,910	13,000	88,030	10,290	21,950	75,520	89,360	96,870	17,180
Percent of K-12 students who were approved for free or reduced-price lunches									
0-34	35,620	22,860	198,560	27,180	79,850	116,020	159,430	155,860	30,520
35-49	17,250	9,070	74,520	9,980	32,460	44,300	74,520	62,290	14,040
50-74	35,840	17,180	86,780	12,080	44,650	56,350	91,160	76,560	14,470
75 or more	41,710	24,120	63,550	8,090	37,540	44,420	73,080	66,170	14,850
School did not participate in free or reduced-price lunch program	2,300 !	1,460 !	7,980	970	7,160	8,250	3,110	8,320	3,280 !
All BIE schools	660	170	680	80	320	580	710	1,130	1,140

See notes at end of table.

Table 5. Number of full-time and part-time school staff, by type of staff, school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Aides					Secretaries and other clerical support staff	Food service personnel	Custodial maintenance and security personnel	Other employees not previously reported
	Regular Title I aides	English as a Second Language (ESL) or bilingual teacher aides	Special education aides ²	Library media center aides ²	Other classroom aides ²				
All private schools	11,500	2,880	23,750	6,080	41,500	55,610	35,030	52,900	25,040
School classification									
Catholic	2,810	440	2,640	2,650	16,710	17,460	14,600	17,040	4,730
Other religious	4,310	1,400	3,150	2,440	15,550	22,380	13,770	21,330	8,840
Nonsectarian	4,380	1,040	17,960	990	9,240	15,770	6,650	14,530	11,470
Community type									
City	3,980	880	7,550	2,100	16,290	23,090	14,310	21,740	9,400
Suburban	4,780	1,480	11,840	2,360	16,880	21,250	11,360	19,050	7,850
Town	1,530	230 !	1,030 !	540	3,290	4,160	4,260	4,750	1,950
Rural	1,210	280	3,330 !	1,070	5,040	7,100	5,110	7,360	5,840 !
School level									
Elementary	7,520	1,180	3,370	3,150	29,560	22,010	16,150	21,780	8,320
Secondary	270 !	280	1,470	800	700	10,630	6,580	9,240	6,150 !
Combined	3,720	1,410	18,900	2,130	11,240	22,960	12,300	21,880	10,570
Student enrollment									
Less than 100	4,510	1,180	11,690	1,210	9,760	10,920	6,140	10,200	6,450 !
100-199	2,780	460	8,250	1,410	7,400	10,380	7,770	9,930	4,430
200-499	2,910	750	2,780	2,020	16,400	17,580	11,840	16,140	7,280
500-749	550	130 !	660 !	680	5,580	7,670	5,100	7,750	3,490
750 or more	740 !	360 !	360	750	2,370	9,050	4,180	8,880	3,400
Percent of K-12 students who were approved for free or reduced-price lunches									
0-34	1,590	190 !	2,350	1,220	7,830	8,280	10,470	9,230	2,320
35-49	310 !	50 !	3,070 !	140 !	510	1,100	930	910	570 !
50-74	510	260 !	1,340 !	50 !	1,280	1,320	1,380	1,250	260 !
75 or more	1,360 !	380 !	5,760	360 !	1,650	2,420	2,480	1,990	1,480
School did not participate in free or reduced-price lunch program	7,730	2,000	11,210	4,310	30,230	42,480	19,760	39,530	20,400

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

¹ Includes Social workers.

² Includes both instructional and non-instructional staff.

NOTE: For estimates on principals and teachers, please refer to the Principal First Look (NCES 2009-323) and the Teacher First Look (NCES 2009-324), respectively. BIE school refers to schools funded by the Bureau of Indian Education (BIE) that are operated by the BIE, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

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

Table 6. Number and percentage of schools with staff with academic specialist or coaching assignments and among those schools the percentage with different types of assignments, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with staff with specialist or coaching assignments	Percent of all schools with staff with specialist or coaching assignments	Among schools that had specialist or coaching assignments					
			Percent with reading specialists	Percent with math specialists	Percent with science specialists	Percent with reading coaches	Percent with math coaches	Percent with science coaches
All schools	67,850	56.9	78.1	34.6	19.6	43.2	22.9	10.5
All public schools	57,440	63.3	79.8	31.6	16.3	45.9	23.0	9.6
School classification								
Traditional public	55,250	63.4	80.2	31.3	16.1	46.0	22.8	9.4
Charter school	2,200	61.6	70.2	39.5	21.1	43.9	29.3	13.9
Community type								
City	15,530	72.4	70.5	32.5	22.2	57.2	35.1	12.6
Suburban	17,510	67.9	84.7	30.6	15.8	44.2	21.1	10.3
Town	8,290	58.9	80.6	33.2	12.2	41.9	17.9	7.3
Rural	16,110	54.7	83.0	31.0	13.3	38.9	16.1	7.1
School level								
Elementary	45,380	72.7	82.2	30.6	15.2	47.3	22.2	8.3
Secondary	9,010	41.7	68.8	36.6	21.6	40.0	30.0	17.0
Combined	3,040	45.6	76.3	31.4	18.0	42.2	13.9	6.8 !
Student enrollment								
Less than 100	2,370	31.2	66.7	48.2	23.6	21.3 !	10.7 !	7.2 !
100-199	4,310	52.1	78.7	36.7	19.1	38.0	12.3	4.4 !
200-499	25,620	69.6	83.5	28.8	13.0	44.6	21.2	7.8
500-749	13,800	67.9	81.0	31.4	17.2	50.7	24.7	10.7
750-999	5,750	67.2	72.4	31.2	19.0	50.9	27.6	11.2
1,000 or more	5,600	60.7	73.9	34.5	21.1	51.3	35.8	18.5
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	20,780	61.4	86.8	32.5	16.8	30.4	16.3	7.3
35-49	9,030	61.1	83.8	33.4	12.3	41.1	21.2	9.7
50-74	13,310	67.2	77.3	27.9	15.2	57.3	24.0	9.6
75 or more	12,650	70.2	70.8	30.7	17.6	64.2	34.2	13.3
School did not participate in free or reduced-price lunch program	1,680	38.8	59.3	47.7	31.6	34.7	24.4 !	9.0 !
All BIE schools	120	66.6	79.2	26.1	14.7	53.6	13.0	6.3

See notes at end of table.

Table 6. Number and percentage of schools with staff with academic specialist or coaching assignments and among those schools the percentage with different types of assignments, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Number of schools with specialist or coaching assignments	Percent of all schools with specialist or coaching assignments	Among schools that had specialist or coaching assignments					
			Percent with reading specialists	Percent with math specialists	Percent with science specialists	Percent with reading coaches	Percent with math coaches	Percent with science coaches
All private schools	10,290	36.5	68.6	51.4	38.3	27.9	22.2	15.7
School classification								
Catholic	3,190	43.2	72.2	44.1	35.9	19.6	16.5	12.3
Other religious	4,330	31.0	64.9	58.7	37.7	31.0	24.6	14.4
Nonsectarian	2,760	40.2	70.2	48.6	41.9	32.8	24.9	21.6
Community type								
City	4,010	41.2	68.6	46.2	35.6	25.7	19.0	11.4
Suburban	3,810	40.2	70.4	54.6	42.5	31.5	25.3	20.8
Town	990	32.7	63.7	51.4	44.8	25.9	19.0 !	18.0 !
Rural	1,480	24.7	67.4	57.5	30.3	25.9	25.0	12.8
School level								
Elementary	6,080	37.1	66.3	45.8	40.2	24.2	16.6	12.5
Secondary	950	31.3	70.6	49.0	30.7	29.1	28.8	18.6
Combined	3,250	36.9	72.4	62.7	37.0	34.5	30.6	20.7
Student enrollment								
Less than 100	3,830	28.1	62.8	59.7	39.2	33.6	24.8	15.1
100-199	2,400	42.0	62.9	48.0	41.3	28.8	22.7	18.3
200-499	2,990	45.0	76.3	47.9	37.3	22.6	18.7	14.1
500-749	610	43.9	82.3	38.1	28.8	22.5	20.3	16.0
750 or more	450	53.1	78.0	41.6	34.2	17.1	22.2	17.4
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	1,860	40.2	71.7	46.9	37.4	17.1	11.3	7.5 !
35-49	180 !	30.6	85.7	60.1	30.0 !	26.8 !	24.2 !	8.8 !
50-74	290	44.1	69.2	18.6 !	19.3 !	23.9 !	23.3 !	6.6 !
75 or more	450	33.2	81.2	43.0	24.2 !	44.3	21.7 !	18.4 !
School did not participate in free or reduced-price lunch program	7,520	35.8	66.7	54.1	40.2	29.8	24.8	18.0

! Interpret data with caution. The standard error for this estimate is equal to 30 percent or more of the estimate's value.

NOTE: A specialist works with students and a coach works with teachers. Coaching includes observing lessons, providing feedback and demonstrating teaching strategies. BIE school refers to schools funded by the Bureau of Indian Education (BIE) that are operated by the BIE, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

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

Appendix A: Standard Error Tables

Table A-1. Standard errors for Table 1: Total number of schools and students and percentage of schools and students that participated in Title I and the National School Lunch Program, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Total number of schools	Total number of students	Title I services		National School Lunch Program	
			Percent of all schools that received services	Percent of all K-12 students that received services	Percent of all schools that participated	Percent of all K-12 students who were approved for free or reduced-price lunches
All schools	675	707,427	0.74	0.95	0.45	0.66
All public schools	546	696,896	0.98	1.05	0.45	0.67
School classification						
Traditional public	508	670,551	0.99	1.06	0.44	0.67
Charter school	138	122,408	6.20	5.18	5.55	3.07
Community type						
City	741	527,891	2.11	2.41	0.90	1.38
Suburban	857	571,150	1.96	1.37	1.01	1.14
Town	654	315,471	2.52	2.39	1.01	1.50
Rural	1,003	482,805	1.63	1.85	0.78	1.02
School level						
Elementary	519	442,175	1.39	1.51	0.45	0.98
Secondary	486	502,425	1.62	1.20	1.28	0.94
Combined	375	140,564	3.43	2.54	2.45	1.63
Student enrollment						
Less than 100	585	27,538	4.36	3.78	3.63	3.05
100-199	549	82,167	3.46	2.73	1.71	2.21
200-499	1,270	473,388	1.56	1.50	0.56	1.10
500-749	845	502,619	2.53	2.32	0.63	1.49
750-999	570	481,482	3.03	2.93	0.79	2.07
1,000 or more	436	668,148	2.53	2.01	0.41	1.41
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	973	549,551	1.52	0.92	0.00	0.38
35-49	773	420,874	2.83	2.44	0.00	0.19
50-74	731	464,607	2.22	2.11	0.00	0.31
75 or more	782	445,411	1.90	2.77	0.00	0.58
School did not participate in free or reduced-price lunch program	409	132,785	4.77	4.29	†	†
All BIE schools	6	3,035	1.75	3.96	0.63	1.60

See notes at end of table.

Table A-1. Standard errors for Table 1: Total number of schools and students and percentage of schools and students that participated in Title I and the National School Lunch Program, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Total number of schools	Total number of students	Title I services		National School Lunch Program	
			Percent of all schools that received services	Percent of all K-12 students that received services	Percent of all schools that participated	Percent of all K-12 students who were approved for free or reduced-price lunches
All private schools	328	104,435	0.94	0.25	0.97	1.70
School classification						
Catholic	34	49,385	2.03	0.40	1.50	1.67
Other religious	282	81,216	1.24	0.40	1.43	3.78
Nonsectarian	119	55,074	1.44	0.66	2.01	6.87
Community type						
City	235	75,994	1.61	0.42	1.70	2.74
Suburban	235	73,715	1.60	0.46	1.32	3.57
Town	212	34,132	3.76	0.88	4.10	1.03
Rural	302	33,654	1.69	0.72	1.87	5.30
School level						
Elementary	291	58,830	1.28	0.39	1.19	1.59
Secondary	149	38,553	2.58	0.50	3.53	4.87
Combined	254	91,348	1.16	0.51	1.37	4.43
Student enrollment						
Less than 100	418	21,404	1.22	0.85	1.57	3.35
100-199	251	35,153	2.12	0.92	2.44	2.59
200-499	247	73,444	1.77	0.42	1.60	2.62
500-749	102	60,419	2.21	0.45	3.35	3.48
750 or more	69	74,835	2.01	0.50	3.37	9.21
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	224	50,095	3.22	0.65	†	0.43
35-49	99	12,734	10.38	2.64	†	0.60
50-74	111	19,506	8.38	3.94	†	1.01
75 or more	162	24,819	5.53	3.48	†	1.36
School did not participate in free or reduced-price lunch program	392	97,073	0.78	0.25	†	†

† Not applicable.

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

Table A-2. Standard errors for Table 2: Number and percentage of all schools that had any students with an Individual Education Plan (IEP) or who were limited-English proficient (LEP) and percentage of students with an IEP or who were LEP, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	IEP			LEP		
	Number of schools with at least 1 IEP student	Percent of all schools with at least 1 IEP student	Percent of K-12 students with an IEP	Number of schools with at least 1 LEP student	Percent of all schools with at least 1 LEP student	Percent of K-12 students who were LEP
All schools	734	0.36	0.17	921	0.73	0.49
All public schools	603	0.31	0.18	884	0.92	0.51
School classification						
Traditional public	557	0.30	0.18	886	0.98	0.52
Charter school	155	1.75	2.20	221	6.18	3.34
Community type						
City	735	0.81	0.49	692	1.53	1.13
Suburban	860	0.37	0.33	762	1.83	0.71
Town	631	0.82	0.36	533	2.38	0.99
Rural	990	0.62	0.28	752	1.98	0.67
School level						
Elementary	565	0.29	0.21	815	1.25	0.69
Secondary	499	0.95	0.30	397	1.71	0.63
Combined	374	0.76	1.56	283	3.06	1.39
Student enrollment						
Less than 100	567	2.56	2.02	393	4.13	4.48
100-199	529	1.86	1.34	324	3.61	1.75
200-499	1,284	0.32	0.37	1,010	1.68	0.91
500-749	844	0.09	0.43	734	1.31	1.02
750-999	570	0.48	0.35	533	2.18	1.89
1,000 or more	437	0.16	0.35	401	1.46	0.82
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	951	0.42	0.27	809	1.57	0.37
35-49	761	0.56	0.33	667	2.69	0.70
50-74	716	0.34	0.32	706	2.26	1.02
75 or more	783	0.70	0.75	701	2.14	1.71
School did not participate in free or reduced-price lunch program	376	3.37	2.07	233	4.30	4.80
All BIE schools	6	0.42	0.62	5	2.28	2.08

See notes at end of table.

Table A-2. Standard errors for Table 2: Number and percentage of all schools that had any students with an Individual Education Plan (IEP) or who were limited-English proficient (LEP) and percentage of students with an IEP or who were LEP, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	IEP			LEP		
	Number of schools with at least 1 IEP student	Percent of all schools with at least 1 IEP student	Percent of K-12 students with an IEP	Number of schools with at least 1 LEP student	Percent of all schools with at least 1 LEP student	Percent of K-12 students who were LEP
All private schools	355	1.17	0.36	224	0.78	1.26
School classification						
Catholic	130	1.68	0.25	118	1.56	1.06
Other religious	272	1.90	0.48	146	1.07	3.00
Nonsectarian	166	2.16	1.60	149	2.12	1.28
Community type						
City	227	1.78	0.58	173	1.71	1.94
Suburban	201	1.81	0.58	138	1.47	2.53
Town	151	3.96	0.81	63	1.97	1.46
Rural	234	3.42	1.06	83	1.34	0.66
School level						
Elementary	284	1.47	0.32	180	1.10	1.68
Secondary	120	2.95	0.63	73	2.33	1.40
Combined	235	2.15	0.97	127	1.38	2.87
Student enrollment						
Less than 100	312	1.87	1.60	177	1.23	1.97
100-199	209	2.92	1.14	130	2.18	1.83
200-499	221	2.05	0.46	129	1.85	0.96
500-749	91	4.04	0.35	43	2.75	1.02
750 or more	59	4.21	0.44	31	3.39	7.86
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	196	2.63	0.34	77	1.55	0.42
35-49	84	8.83	6.91	55	7.95	1.97
50-74	100	7.16	4.77	50	6.49	4.76
75 or more	124	5.19	5.81	87	5.10	8.97
School did not participate in free or reduced-price lunch program	367	1.35	0.41	215	0.97	0.58

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

Table A-3. Standard errors for Table 3: Percentage distribution of students, by sex, race/ethnicity, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Sex		Race/ethnicity				
	Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic, regardless of race	American Indian/Alaska Native	Asian/Pacific Islander
All schools	0.19	0.19	0.67	0.37	0.63	0.07	0.23
All public schools	0.20	0.20	0.74	0.42	0.69	0.07	0.26
School classification							
Traditional public	0.17	0.17	0.75	0.42	0.72	0.07	0.27
Charter school	3.82	3.82	4.92	4.70	2.42	0.56	0.66
Community type							
City	0.55	0.55	1.35	1.22	1.63	0.07	0.84
Suburban	0.28	0.28	1.17	0.63	1.07	0.17	0.41
Town	0.39	0.39	1.56	0.77	1.55	0.23	0.16
Rural	0.20	0.20	0.97	0.57	0.84	0.13	0.25
School level							
Elementary	0.21	0.21	0.96	0.56	0.90	0.11	0.32
Secondary	0.40	0.40	1.29	0.77	1.21	0.12	0.43
Combined	0.98	0.98	2.23	1.09	1.57	0.47	0.38
Student enrollment							
Less than 100	1.14	1.14	3.17	1.60	2.47	0.61	0.38
100-199	0.63	0.63	2.28	1.53	1.48	0.39	0.56
200-499	0.30	0.30	1.34	0.77	1.10	0.19	0.28
500-749	0.23	0.23	1.56	0.89	1.32	0.16	0.40
750-999	0.39	0.39	1.98	1.52	2.06	0.09	0.64
1,000 or more	0.47	0.47	1.79	1.01	1.70	0.13	0.64
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	0.22	0.22	0.76	0.37	0.61	0.04	0.37
35-49	0.34	0.34	1.57	0.89	1.25	0.13	0.50
50-74	0.54	0.54	1.62	1.18	1.90	0.21	0.57
75 or more	0.62	0.62	1.43	1.58	2.28	0.31	0.70
School did not participate in free or reduced-price lunch program	1.20	1.20	4.26	2.43	2.40	0.40	2.93
All BIE schools	0.36	0.36	0.25	0.01	0.07	0.26	†

See notes at end of table.

Table A-3. Standard errors for Table 3: Percentage distribution of students, by sex, race/ethnicity, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Sex		Race/ethnicity				
	Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic, regardless of race	American Indian/Alaska Native	Asian/Pacific Islander
All private schools	0.39	0.39	0.68	0.38	0.46	0.12	0.33
School classification							
Catholic	0.66	0.66	1.10	0.64	0.87	0.16	0.34
Other religious	0.47	0.47	1.12	0.84	0.48	0.21	0.57
Nonsectarian	0.74	0.74	1.19	0.75	0.82	0.32	0.92
Community type							
City	0.65	0.65	1.26	0.81	0.72	0.18	0.66
Suburban	0.60	0.60	1.17	0.61	0.91	0.13	0.43
Town	0.71	0.71	2.29	0.62	0.38	0.25	2.38
Rural	0.71	0.71	1.50	0.55	1.29	0.73	0.31
School level							
Elementary	0.32	0.32	0.91	0.60	0.64	0.18	0.42
Secondary	1.61	1.61	1.51	0.72	1.01	0.47	0.74
Combined	0.62	0.62	1.17	0.69	0.77	0.10	0.56
Student enrollment							
Less than 100	0.73	0.73	1.40	1.02	0.67	0.24	0.46
100-199	0.65	0.65	1.59	1.44	1.03	0.52	0.54
200-499	0.54	0.54	1.26	0.81	0.84	0.13	0.51
500-749	0.93	0.93	2.20	0.94	1.79	0.17	1.00
750 or more	1.57	1.57	1.89	0.67	1.32	0.30	0.97
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	0.67	0.67	1.21	0.73	0.60	0.24	0.29
35-49	4.02	4.02	6.36	7.90	4.29	0.10	2.96
50-74	4.04	4.04	6.19	5.62	5.95	2.11	2.01
75 or more	2.39	2.39	6.58	5.26	4.34	2.23	2.11
School did not participate in free or reduced-price lunch program	0.50	0.50	0.73	0.43	0.53	0.09	0.40

† Not applicable.

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

Table A-4. Standard errors for Table 4: Number and percentage of schools that had any 12th-grade students, graduation status, and 4-year college participation, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with students enrolled in the 12 th -grade during the previous year (2006-07)	Percent of all schools with students enrolled in the 12 th -grade during the previous year (2006-07)	Among schools that had any 12 th -grade students	
			Average percent of 12 th -grade students who graduated with a diploma during the previous year (2006-07)	Average percent of graduates from the previous year (2006-07) who attended a 4-year college
All schools	556	0.44	1.04	0.85
All public schools	538	0.55	1.34	0.91
School classification				
Traditional public	449	0.49	1.39	0.93
Charter school	285	7.30	5.57	6.65
Community type				
City	295	1.28	2.81	2.73
Suburban	356	1.31	3.25	2.35
Town	305	1.95	2.61	2.28
Rural	461	1.39	1.70	1.47
School level				
Elementary	†	†	†	†
Secondary	512	1.22	1.27	1.05
Combined	343	2.62	3.03	2.07
Student enrollment				
Less than 100	447	4.38	5.15	3.17
100-199	280	3.37	3.25	2.63
200-499	398	0.95	1.76	2.06
500-749	249	1.22	2.21	1.88
750-999	172	2.01	2.10	2.28
1,000 or more	279	2.16	0.66	1.10
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	338	1.06	1.11	1.29
35-49	285	2.02	2.27	1.74
50-74	301	1.51	3.48	1.97
75 or more	370	2.03	5.42	2.89
School did not participate in free or reduced-price lunch program	319	5.15	3.78	4.12
All BIE schools	5	2.45	1.65	1.81

See notes at end of table.

Table A-4. Standard errors for Table 4: Number and percentage of schools that had any 12th-grade students, graduation status, and 4-year college participation, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Number of schools with students enrolled in the 12 th -grade during the previous year (2006-07)	Percent of all schools with students enrolled in the 12 th -grade during the previous year (2006-07)	Among schools that had any 12 th -grade students	
			Average percent of 12 th -grade students who graduated with a diploma during the previous year (2006-07)	Average percent of graduates from the previous year (2006-07) who attended a 4-year college
All private schools	278	0.94	0.91	1.57
School classification				
Catholic	53	0.71	0.80	2.02
Other religious	231	1.51	0.59	2.24
Nonsectarian	138	2.02	2.77	2.75
Community type				
City	167	1.47	1.52	2.62
Suburban	179	1.64	1.52	2.99
Town	148	4.18	2.12	5.02
Rural	187	2.53	2.88	3.54
School level				
Elementary	29	0.18	6.12	27.16
Secondary	143	2.71	2.00	2.86
Combined	260	2.23	0.98	2.11
Student enrollment				
Less than 100	236	1.68	2.37	2.90
100-199	135	2.04	0.94	2.92
200-499	173	1.77	0.37	1.69
500-749	77	4.06	0.18	1.72
750 or more	69	2.29	1.53	1.10
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	107	2.09	6.55	4.60
35-49	67	9.67	13.35	14.38
50-74	57	7.04	13.85	13.30
75 or more	96	5.60	6.37	10.54
School did not participate in free or reduced-price lunch program	278	1.08	0.66	1.77

† Not applicable.

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

Table A-5. Standard errors for Table 5: Number of full-time and part-time school staff, by type of staff, school type and selected school characteristics: 2007-08

School type and selected school characteristic	Vice principals and assistant principals/school heads	Instructional coordinators and supervisors, such as curriculum specialists	Library media specialists/librarians	School counselors, excluding psychologists and social workers	Student support services professional staff			
					Nurses	Psychologists	Speech therapists or pathologists	Other student support services professional staff
All schools	1,680	2,633	1,164	2,436	1,298	1,213	1,635	5,147
All public schools	1,576	2,605	1,038	2,425	1,256	1,120	1,535	4,946
School classification								
Traditional public	1,554	2,423	1,021	2,231	1,184	1,116	1,551	4,678
Charter school	391	780	248	808	263	254	313	1,364
Community type								
City	1,225	1,563	771	1,665	930	616	869	2,735
Suburban	992	1,630	853	1,681	908	860	1,448	3,449
Town	558	838	582	853	619	533	734	1,817
Rural	731	1,141	1,033	1,343	988	956	1,422	2,405
School level								
Elementary	1,119	2,234	891	1,488	925	942	1,321	4,546
Secondary	1,178	1,504	593	1,861	683	533	474	1,387
Combined	387	357	252	476	385	274	549	1,760
Student enrollment								
Less than 100	232	305	333	527	438	462	398	1,352
100-199	243	425	576	616	502	447	927	931
200-499	815	1,552	1,332	1,417	1,351	1,085	1,464	3,128
500-749	818	1,301	880	1,296	900	822	1,220	3,354
750-999	1,051	1,008	620	1,200	624	539	723	1,383
1,000 or more	1,319	1,522	601	1,917	650	519	539	1,433
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	1,003	1,840	1,087	1,588	1,018	948	1,470	3,862
35-49	778	1,002	790	919	771	633	1,094	1,810
50-74	966	1,346	767	1,478	819	669	1,039	2,009
75 or more	1,032	1,263	814	1,359	864	692	968	2,607
School did not participate in free or reduced-price lunch program	325	381	289	430	291	397	392	1,387
All BIE schools	8	10	7	19	8	5	6	13

See notes at end of table.

Table A-5. Standard errors for Table 5: Number of full-time and part-time school staff, by type of staff, school type and selected school characteristics: 2007-08
 —Continued

School type and selected school characteristic	Vice principals and assistant principals/school heads	Instructional coordinators and supervisors, such as curriculum specialists	Library media specialists/librarians	School counselors, excluding psychologists and social workers	Student support services professional staff			
					Nurses	Psychologists	Speech therapists or pathologists	Other student support services professional staff
All private schools	529	599	443	559	472	295	547	1,150
School classification								
Catholic	206	266	165	273	207	99	169	494
Other religious	343	268	306	325	235	97	215	571
Nonsectarian	301	478	248	377	321	251	507	882
Community type								
City	369	420	310	321	300	148	213	670
Suburban	300	380	271	333	269	221	517	765
Town	127	119	130	146	156	46	73	393
Rural	200	175	164	281	236	124	120	590
School level								
Elementary	312	305	253	171	216	147	201	586
Secondary	219	243	126	235	220	123	48	549
Combined	371	449	341	463	331	209	526	855
Student enrollment								
Less than 100	260	226	187	244	271	233	493	707
100-199	203	219	211	300	301	103	238	649
200-499	299	287	298	262	245	113	167	538
500-749	178	157	180	172	148	57	46	394
750 or more	190	357	200	270	123	75	24	414
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	215	133	193	164	179	95	124	309
35-49	57	83	62	96	93	61	94	296
50-74	94	85	72	56	53	53	57	307
75 or more	116	95	92	156	166	87	166	502
School did not participate in free or reduced-price lunch program	511	550	396	487	414	248	525	1,057

See notes at end of table.

Table A-5. Standard errors for Table 5: Number of full-time and part-time school staff, by type of staff, school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Aides					Secretaries and other clerical support staff	Food service personnel	Custodial maintenance and security personnel	Other employees not previously reported
	Regular Title I aides	English as a Second Language (ESL) or bilingual teacher aides	Special education aides	Library media center aides	Other classroom aides				
All schools	7,674	4,287	13,178	1,388	7,070	4,688	6,554	7,119	6,114
All public schools	7,609	4,219	12,816	1,325	6,880	4,504	6,641	6,755	5,707
School classification									
Traditional public	7,570	4,170	12,951	1,307	6,532	4,441	6,524	6,051	5,623
Charter school	873	651	1,121	176	2,012	607	1,032	2,034	851
Community type									
City	4,310	3,826	5,574	819	3,016	2,719	4,498	4,681	2,463
Suburban	4,333	2,200	11,076	1,041	4,400	3,541	5,303	4,835	4,664
Town	3,009	1,047	3,598	644	3,115	1,630	3,645	2,741	1,457
Rural	3,057	1,057	5,281	867	4,356	3,558	5,459	4,046	1,718
School level									
Elementary	7,111	4,150	10,394	1,197	6,458	2,844	4,906	4,341	5,163
Secondary	1,745	1,096	4,131	540	2,012	3,179	3,509	4,627	2,243
Combined	901	311	5,678	191	1,173	1,126	1,154	1,339	890
Student enrollment									
Less than 100	800	296	3,002	263	855	678	709	948	555
100-199	1,536	621	8,438	448	1,527	1,845	1,995	1,499	1,355
200-499	4,350	1,797	6,622	1,146	5,018	3,096	6,364	4,840	4,462
500-749	3,887	1,682	6,136	1,078	5,559	2,887	4,635	4,198	1,995
750-999	3,928	3,795	4,654	541	2,205	2,491	4,370	3,429	1,049
1,000 or more	1,711	1,312	5,429	672	2,109	3,789	4,247	5,444	2,937
Percent of K-12 students who were approved for free or reduced-price lunches									
0-34	4,272	1,339	10,324	1,093	5,249	3,328	5,065	4,147	4,285
35-49	1,888	839	6,787	671	3,799	2,192	4,515	3,325	1,914
50-74	3,068	1,652	5,931	735	3,041	2,973	4,653	4,843	1,767
75 or more	5,333	4,210	4,335	616	3,390	2,414	4,829	3,972	2,852
School did not participate in free or reduced-price lunch program	730	504	1,412	256	2,054	928	875	1,167	1,104
All BIE schools	36	16	52	5	27	40	35	97	152

See notes at end of table.

Table A-5. Standard errors for Table 5: Number of full-time and part-time school staff, by type of staff, school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Aides					Secretaries and other clerical support staff	Food service personnel	Custodial maintenance and security personnel	Other employees not previously reported
	Regular Title I aides	English as a Second Language (ESL) or bilingual teacher aides	Special education aides	Library media center aides	Other classroom aides				
All private schools	1,014	373	2,908	409	1,710	1,525	1,224	1,571	2,888
School classification									
Catholic	279	99	782	258	715	571	605	543	794
Other religious	501	243	414	295	1,022	901	884	1,178	1,111
Nonsectarian	833	254	2,760	129	1,018	1,041	642	1,062	2,294
Community type									
City	475	180	1,662	219	961	1,039	792	1,135	1,469
Suburban	760	302	2,479	236	1,125	1,038	736	1,095	1,088
Town	419	91	353	87	395	378	362	563	504
Rural	278	79	1,046	251	612	542	516	626	2,108
School level									
Elementary	859	249	445	295	1,346	769	643	730	974
Secondary	105	74	364	103	200	565	524	570	2,021
Combined	702	275	2,937	259	912	1,193	944	1,434	1,527
Student enrollment									
Less than 100	770	280	2,224	271	1,010	591	544	574	2,029
100-199	534	87	1,929	219	711	621	636	781	1,174
200-499	419	172	666	217	949	866	642	799	1,392
500-749	160	46	199	95	827	703	458	821	799
750 or more	285	149	98	104	391	1,023	498	1,096	709
Percent of K-12 students who were approved for free or reduced-price lunches									
0-34	219	59	679	118	707	534	599	573	433
35-49	197	26	1,092	51	120	205	192	181	315
50-74	135	124	735	26	315	239	258	195	143
75 or more	442	187	1,238	153	371	321	425	310	373
School did not participate in free or reduced-price lunch program	860	291	1,999	369	1,579	1,392	953	1,598	2,762

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

Table A-6. Standard errors for Table 6: Number and percentage of schools with staff with academic specialist or coaching assignments and among those schools the percentage with different types of assignments, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Number of schools with staff with specialist or coaching assignments	Percent of all schools with staff with specialist or coaching assignments	Among schools that had specialist or coaching assignments					
			Percent with reading specialists	Percent with math specialists	Percent with science specialists	Percent with reading coaches	Percent with math coaches	Percent with science coaches
All schools	1,002	0.77	0.72	1.36	1.10	1.37	0.85	0.69
All public schools	955	0.97	0.84	1.56	1.21	1.53	0.96	0.75
School classification								
Traditional public	923	0.98	0.84	1.58	1.22	1.55	0.96	0.75
Charter school	204	5.79	7.54	7.36	5.75	6.71	7.46	3.76
Community type								
City	667	1.95	2.20	2.70	2.93	3.00	2.38	1.89
Suburban	795	2.09	1.73	2.54	2.06	2.38	2.16	1.67
Town	547	2.46	2.38	4.05	2.25	3.70	2.21	1.55
Rural	791	1.77	1.78	2.54	2.11	2.41	1.74	1.07
School level								
Elementary	896	1.28	0.92	1.81	1.43	1.81	1.09	0.87
Secondary	398	1.55	2.39	2.33	2.19	2.44	2.27	1.79
Combined	231	3.16	2.97	4.01	3.37	3.77	2.98	2.40
Student enrollment								
Less than 100	346	4.16	7.17	7.00	5.53	6.53	5.50	2.90
100-199	426	3.98	4.19	5.90	4.90	4.80	3.60	1.67
200-499	1,202	1.73	1.46	2.15	1.75	2.38	1.82	1.22
500-749	773	2.10	2.17	2.58	2.69	2.97	2.31	1.90
750-999	447	3.15	3.20	3.96	3.95	4.35	3.81	1.96
1,000 or more	365	2.48	2.93	3.28	2.98	3.21	2.82	2.58
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	886	1.89	1.33	2.57	1.80	2.10	1.47	0.90
35-49	634	2.28	1.99	3.93	2.21	3.21	2.61	2.11
50-74	712	2.00	2.22	2.45	1.99	2.59	1.96	1.56
75 or more	757	2.92	2.48	3.02	2.54	3.52	2.95	2.56
School did not participate in free or reduced-price lunch program	251	5.77	8.61	8.21	8.60	9.77	8.83	3.18
All BIE schools	5	1.91	2.29	2.61	2.46	2.82	1.71	1.18

See notes at end of table.

Table A-6. Standard errors for Table 6: Number and percentage of schools with staff with academic specialist or coaching assignments and among those schools the percentage with different types of assignments, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Number of schools with specialist or coaching assignments	Percent of all schools with specialist or coaching assignments	Among schools that had specialist or coaching assignments					
			Percent with reading specialists	Percent with math specialists	Percent with science specialists	Percent with reading coaches	Percent with math coaches	Percent with science coaches
All private schools	344	1.18	2.02	1.92	1.94	1.83	1.71	1.43
School classification								
Catholic	131	1.74	2.64	2.97	2.64	2.64	2.63	2.18
Other religious	259	1.81	3.10	3.29	3.27	3.26	2.78	2.34
Nonsectarian	189	2.65	3.85	4.09	4.30	3.91	3.69	3.17
Community type								
City	214	2.21	3.29	3.05	3.01	2.75	2.19	1.73
Suburban	212	1.98	2.93	3.23	3.16	3.30	2.94	2.80
Town	121	3.49	7.26	8.29	8.84	6.11	5.96	5.57
Rural	167	2.62	6.00	5.84	5.72	4.80	4.35	3.30
School level								
Elementary	263	1.57	2.62	2.47	2.42	2.20	2.14	1.90
Secondary	120	3.99	5.62	5.93	6.21	6.08	4.94	3.88
Combined	209	2.11	3.08	3.32	3.48	3.74	3.18	2.84
Student enrollment								
Less than 100	282	1.90	4.26	4.49	4.38	3.88	3.57	2.93
100-199	162	2.25	3.90	3.25	3.55	3.53	3.16	2.98
200-499	187	2.42	2.61	2.97	3.01	2.65	2.65	2.10
500-749	66	3.66	4.66	5.18	5.58	4.88	4.96	4.24
750 or more	54	4.23	5.11	6.48	7.10	5.00	5.41	5.14
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	137	2.75	4.28	3.60	3.22	3.24	2.93	2.37
35-49	56	8.01	12.89	14.09	11.85	12.32	12.02	6.17
50-74	68	7.37	9.98	8.82	9.04	11.65	9.64	5.02
75 or more	66	4.47	7.14	9.32	8.59	9.68	8.63	8.14
School did not participate in free or reduced-price lunch program	317.8	1.40	2.56	2.31	2.45	2.22	2.07	1.80

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

Appendix B: Methodology and Technical Notes

Overview of the Schools and Staffing Survey

The Schools and Staffing Survey (SASS) is sponsored by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education and is conducted by the U.S. Census Bureau. SASS is a nationally representative sample survey of public,¹ private, and Bureau of Indian Education-funded (BIE) K-12 schools, principals, and teachers in the 50 states and the District of Columbia. School districts associated with public schools and library media centers in public and BIE schools are also part of SASS. SASS has been conducted six times: in school years 1987-88, 1990-91, 1993-94, 1999-2000, 2003-04, and 2007-08.

The 2007-08 SASS consisted of questionnaires for five types of respondents: school districts (public), schools (public, private, BIE), principals (public, private, BIE), teachers (public, private, BIE), and school library media centers (public and BIE). Modified versions of the public principal, public school, and public teacher questionnaires that incorporated wording and questions appropriate for private school settings were sent to private schools. BIE and charter schools and schools in single-school districts received a modified public school questionnaire that included both district and school items. BIE principals, teachers, and library media centers received the same questionnaires as public principals, public teachers, and public school library media centers. The Private School Questionnaire also incorporated the Private School Universe Survey (PSS) items that were collected at the same time as SASS in 2007-08.² Information from all the surveys can be linked. For the content of the questionnaires, please see <http://nces.ed.gov/surveys/sass/question0708.asp>. Appendix C of this report provides information about how the SASS data files used to produce this report were created.

SASS was designed to produce national, regional, and state estimates for public elementary and secondary schools, teachers, principals, school districts, and school library media centers; national and regional estimates for public charter and BIE schools, teachers, principals, and school library media centers; and national, regional, and affiliation estimates for private schools, teachers, and principals. Comparisons between public and private schools and their principals and teachers are possible only at the regional and national levels, because private schools were selected for sampling by affiliation strata and region rather than by state.

The teacher survey was designed to support comparisons between new and experienced teachers (3 years or less of experience vs. more than 3 years of experience) at the state level for public school teachers and at the regional or affiliation level for private school teachers.

This appendix includes information on all components of SASS. For additional information on the specific SASS-related topics discussed in this appendix, consult the

¹ Public schools include traditional public and charter schools.

² The 2007-08 school year was a survey year for both SASS and PSS. The PSS is administered by NCES every 2 years to all private K-12 schools in the United States. The SASS Private School Questionnaire includes all of the PSS questions so that private schools selected for SASS would not be asked to complete two separate questionnaires.

Documentation for the 2007-08 Schools and Staffing Survey (Tourkin et al. forthcoming). To access additional general information on SASS or for electronic copies of the questionnaires, go to the SASS home page (<http://nces.ed.gov/surveys/sass>).

Sampling Frames and Sample Selection

Public and BIE schools. The starting point for the 2007-08 SASS public school and BIE school sampling frame was the preliminary 2005-06 Common Core of Data (CCD) Nonfiscal School Universe data file. The CCD includes regular and nonregular schools (special education, alternative, vocational, or technical), public charter schools, and BIE schools. The sampling frame was adjusted from the CCD in order to fit the definition of a school eligible for SASS. To be eligible for SASS, a school was defined as an institution or part of an institution that provides classroom instruction to students; has one or more teachers to provide instruction; serves students in one or more of grades 1-12 or the ungraded equivalent; and is located in one or more buildings apart from a private home. It was possible for two or more schools to share the same building; in this case, they were treated as different schools if they had different administrators (i.e., principal or school head).

The SASS definition of a school is generally similar to the CCD definition, with some exceptions. SASS is confined to the 50 states plus the District of Columbia and excludes the other jurisdictions and Department of Defense overseas schools. CCD includes some schools that do not offer teacher-provided classroom instruction in grades 1-12 or the ungraded equivalent. In some instances, schools in CCD are essentially administrative units that may oversee entities that provide classroom instruction or they may only provide funding and oversight. CCD schools with the same location, address, and phone number were collapsed during the SASS frame building on the assumption that the respondent would consider them to be one school. Because SASS allows schools to define themselves, Census Bureau staff observed that schools generally report as one entity in situations where the administration of two or more schools on CCD is the same. A set of rules was applied in certain states to determine in which instances school records should be collapsed together. When school records were collapsed together, the student and teacher counts, grade ranges, and names as reported to CCD were all modified to reflect the change.

Finally, additional school records were added to the sampling frame. Most of these records were for Career Technical Centers or alternative, special education, or juvenile justice facilities in California, Pennsylvania, New York, and other states. For a detailed list of frame modifications, see the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming). After adding, deleting, and collapsing school records, the SASS public school sampling frame consisted of 90,410 traditional public schools, 3,850 public charter schools, and 180 BIE schools.

The SASS sample is a stratified probability-proportionate-to-size (PPS) sample. With the exception of BIE schools, all schools underwent multiple levels of stratification.³ The sample was allocated so that national-, regional-, and state-level elementary, secondary, and combined public school estimates could be made. The sample was allocated to each state by grade range (elementary, secondary, and combined) and school type (traditional public, public charter, BIE-funded, and schools with high American Indian enrollment). For a full description of the allocation procedure, see the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming). Within each stratum, all non-BIE schools were systematically selected using a PPS algorithm. The measure of size used for the schools was the square root of the number of full-time-equivalent teachers reported or imputed for each school during the sampling frame creation. Any school with a measure of size greater than the sampling interval (the inverse of the rate at which the sample is selected) was included in the sample with certainty and thus automatically excluded from the probability sampling operation. (For a more detailed explanation of PPS sampling, consult *Sampling Techniques* [Cochran 1977].) These sampling procedures resulted in a total public school sample of about 9,800 public schools (including both traditional public and public charter schools) and 180 BIE schools in the 2007-08 SASS.

Private schools. The 2007-08 SASS private school frame was based on the 2005-06 Private School Universe Survey (PSS).⁴ The PSS is designed to generate biennial data on the total number of private schools, students, and teachers and to build a universe of private schools in the 50 states and the District of Columbia to serve as a sampling frame of private schools for NCES sample surveys, such as SASS. Prior to each PSS collection, NCES updates the list of schools to be included in the PSS by collecting membership lists from private school associations and religious denominations, as well as private school lists from state education departments. This list-frame update is intended to improve coverage of new private schools and private schools previously not included in the PSS. Since the list-frame update for the 2007-08 PSS preceded the SASS frame building, the SASS private school sample frame was augmented with the private schools discovered during the PSS list-frame update. The SASS private school frame also includes schools in the 2005-06 PSS area frame. This area frame includes schools that were overlooked in the list-building operation. In a sample of 124 geographical areas (out of 2,062), local field staff used such resources as local telephone directories, local resource guides, etc., to identify schools. The resultant lists of schools were matched to the PSS list frame, and any school that was not part of the list frame was added as an area frame school.

During the creation of the SASS private school sampling frame, schools with kindergarten as the highest grade level were deleted from the frame. Also, private school records that were missing information necessary for the SASS school sample selection were amended. For example, the school grade range was needed to stratify SASS schools during the private school sampling process. If the data on school grade range were missing, values were assigned in one of four ways: taking information from earlier PSS data, using information from the school's name (e.g., middle school) to assign a grade

³ BIE schools that fit the SASS definition of a school were included in the 2007-08 SASS public school sample with certainty.

⁴ For more information about the PSS, see <http://nces.ed.gov/surveys/pss>.

range, calling the school to assign a specific grade range, or, as a last resort, assigning a grade level of combined (both elementary and secondary levels). Missing information on school affiliation and student and teacher counts were assigned in a similar manner. After these changes, the private school sampling frame consisted of 28,490 private schools.

Private schools were stratified by affiliation, grade level (elementary, secondary, and combined), and census region (Northeast, Midwest, South, and West). The number of private school affiliation strata was reduced from 17 in 2003-04 to 11 in 2007-08. The current affiliation strata include

- Catholic – parochial;
- Catholic – diocesan;
- Catholic – private;
- Baptist;
- Jewish;
- Lutheran;
- Seventh-Day Adventist;
- Other religious;
- Nonsectarian – regular;
- Nonsectarian – special emphasis; and
- Nonsectarian – special education.

Within each stratum, private schools in the list frame were systematically selected using a PPS algorithm. The measure of size used was the square root of the number of full-time-equivalent teachers. Any 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. About 2,940 private schools were sampled, 2,760 from the list frame and 180 from the 2005-06 PSS area frame.

School districts. Since the SASS sample design calls for schools to be selected first, the school district sample consists of the districts that were associated with the schools in the public school sample. This provides the linkage between the district and the school. However, in Delaware, Florida, Maryland, Nevada, and West Virginia, a different sampling method was used because an earlier simulation study revealed that in these states standard errors were high relative to the sampling rate. To improve the reliability of SASS school district estimates, all districts in these states were included in the sample. Placing all districts in each of these five states in the sample reduced the overall state standard error to zero, if all districts responded. About 5,250 public school districts were pulled into the sample by being associated with sampled public schools.

Teachers. Teachers are defined as staff who teach regularly scheduled classes to students in any of grades K-12. Teacher rosters (i.e., Teacher Listing Forms) were collected from sampled schools, primarily by mail, and compiled at the Census Bureau. This compilation was done on an ongoing basis throughout the roster collection period. Along with the names of teachers, sampled schools were asked to provide information about each teacher's teaching experience (1-3 years, 4-19 years, and 20 or more years), teaching status (full or part time), and subject matter taught (special education, general

elementary, math, science, English/language arts, social studies, vocational/technical, or other), as well as whether the school felt the teacher would likely be teaching at the same school the following year.

Sampling was also done on an ongoing basis throughout the roster collection period. The Census Bureau first stratified teachers into five teacher types: (1) new teachers expected to be teaching at the same school the next school year, (2) experienced teachers expected to be teaching at the same school the next school year, (3) new teachers expected to leave the next school year, (4) mid-career teachers expected to leave the next school year, and (5) highly experienced teachers expected to leave the next school year. Before teachers were allocated to these strata, schools were first allocated an overall number of teachers to be selected within each school stratum. Sampling rates for teachers varied between the strata listed above. Private school teachers in above category 2 and all teachers in above categories 3-5 were oversampled at different rates. So that a school would not be overburdened by sampling too large a proportion of its teachers, the maximum number of teachers per school was set at 20. About 14 percent of the eligible public schools, 15 percent of the eligible private schools, and 13 percent of eligible BIE schools did not provide teacher lists. For these schools, no teachers were selected. Within each teacher stratum in each school, teachers were selected systematically with equal probability. About 56,360 teachers were sampled, 47,440 from public schools, 750 from BIE schools, and 8,180 from private schools (detail may not sum to totals because of rounding).

Principals. The principal of each sampled school was selected. About 12,910 school principals were sampled (9,800 public, 180 BIE, and 2,940 private) (detail may not sum to totals because of rounding).

Library media centers. A library media center in each sampled public and BIE school was also selected. Private schools were not included in the library media center survey because of NCES budget constraints. About 9,800 public school and 180 BIE school library media centers were sampled.

Data Collection Procedures

Before the administration of the 2007-08 SASS, several changes were made in the survey sample design, questionnaire content, procedures, and methodology. For details on these changes, see the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming).

In 2007-08, SASS employed a mail-based survey approach, with subsequent telephone and field follow-up. In preparation for data collection, advance letters were mailed to the sampled schools in September 2007 to verify their addresses. School packages were

mailed at the beginning of the school year.⁵ Next, schools were telephoned using a computer-assisted telephone-interviewing (CATI) instrument to verify school information, establish a survey coordinator (who became the main contact person at the school for subsequent communication), and follow up on the Teacher Listing Form. Teacher questionnaires were mailed to schools on a flow basis as teachers were sampled on an ongoing basis from the data provided on the Teacher Listing Form. The field follow-up period was preceded by phone calls from the telephone centers to remind the survey coordinator to have staff complete and return all forms. Individual survey respondents (principal, librarian, and teachers) were also called from the telephone centers and asked to complete the questionnaire by phone. Data collection ended in June 2008.

Data Processing and Imputation

The Census Bureau used both central processing and headquarters staff to check returned questionnaires, capture data, and implement quality control procedures. Questionnaires that had a preliminary classification of a complete interview were submitted to a series of computer edits consisting of a range check, a consistency edit, and a blanking edit.⁶ After these edits were run and reviewed by analysts, the records were put through another edit to make a final determination as to whether the case was eligible for the survey and whether sufficient data had been collected for the case to be classified as a complete interview.

After the final edits were run, cases with “not-answered” values for items remained. Values were imputed using a two stage process. In the first stage, items were imputed with a valid response using data either from the sample frame, other items in the same SASS questionnaire, or another questionnaire associated with the same school or school district. In addition, data were ratio adjusted in some circumstances so that items were consistent with one another. In the second stage, donor-respondent methods, such as hot-deck imputation, were used. If no suitable donor case could be matched, the few remaining items were imputed with a mean or mode from groups of similar cases. After each stage of imputation, computer edits were run again to verify that the imputed data were consistent with the existing questionnaire data. If that was not the case, an imputed value was blanked out by one of these computer edits due to inconsistency with other data within the same questionnaire or because it was out of the range of acceptable values. In these situations, Census Bureau analysts looked at the items and tried to determine an appropriate value. Imputation flags, indicating which imputation method

⁵ The SASS school package contained a cover letter to the principal, a cover letter to the survey coordinator, the Teacher Listing Form, the Public School Principal Questionnaire/Private School Principal Questionnaire, the Public School Questionnaire/Public School Questionnaire (With District Items)/Private School Questionnaire, the School Library Media Center Questionnaire (for public and BIE-funded schools only), postage-paid return envelopes, an NCES pamphlet detailing general information about SASS, an NCES brochure detailing some of the findings from the 2003-04 SASS, and the *Statistical Abstract of the United States: 2007 CD*.

⁶ Blanking edits delete answers to questions that should not have been filled in (e.g., if a respondent followed a wrong skip pattern).

was used, were assigned to each imputed survey variable. For further information, see the section on data processing and imputation in the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming).

Response Rates

Unit response rates. The unit response rate indicates the percentage of sampled cases that met the definition of a complete interview. The weighted SASS unit response rate was produced by dividing the base-weighted number of respondents who completed questionnaires by the base-weighted number of eligible sampled cases.⁷ Table B-1 summarizes the base-weighted unit response rates for each survey type. Because response rates vary between surveys, it is possible not to have information for all the components related to a particular school. For example, it is possible that a district does not have a corresponding school record or there may not be a principal record for every school.

Table B-1. Base-weighted unit and overall response rates, by survey: 2007-08

Survey	Unit response rate (percent)	Overall response rate (percent)
Public School Teacher Listing Form	86.2	†
BIE School Teacher Listing Form	87.3	†
Private School Teacher Listing Form	85.1	†
Public School District	87.8	†
Public School	80.4	†
BIE School	77.1	†
Private School	75.9	†
Public School Principal	79.4	†
BIE School Principal	79.2	†
Private School Principal	72.2	†
Public School Teacher	84.0	72.4
BIE School Teacher	81.8	71.4
Private School Teacher	77.5	65.9
Public School Library Media Center	81.7	†
BIE School Library Media Center	78.9	†

† Not applicable.

NOTE: Response rates were weighted using the inverse of the probability of selection (base weight). BIE refers to schools funded by the Bureau of Indian Education that are operated by the BIE, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Public School Teacher, BIE School Teacher, and Private School Teacher Listing Forms, Public School District, Public School, BIE School, Private School, Public School Principal, BIE School Principal, Private School Principal, Public School Teacher, BIE School Teacher, Private School Teacher, Public School Library Media Center, and BIE School Library Media Center data files," 2007-08.

⁷ For the formula used to calculate the unit response rate, see *NCES Statistical Standards* (U.S. Department of Education 2003).

Overall response rates. The overall response rate represents the response rate to the survey taking into consideration each stage of the survey. For teachers, the overall response rate is calculated as the product of the response rate to two stages: the Teacher Listing Form and the teacher questionnaire.⁸ The base-weighted overall response rate for public school teachers was 72.4 percent; for BIE school teachers, 71.4 percent; and for private school teachers, 65.9 percent. For the other surveys, the overall and unit response rates are the same since they have only one data collection stage.

Unit nonresponse bias analysis. Because the NCES Statistical Standards (4-4) require analysis of nonresponse bias for any survey stage with a base-weighted response rate less than 85 percent, all SASS files were evaluated for potential bias. First, the base-weighted unit response rate was calculated by state, region, or affiliation depending on the sector (public, BIE, and private respectively). If the base-weighted response rate for any state, region, or affiliation was below 85 percent, a detailed comparison of respondents to the frame population was conducted by examining the following characteristics: grade level, urbanicity, enrollment, and state/affiliation. A difference between the frame and respondent population was considered noteworthy if the difference was statistically significant and the following four conditions were met:

- The relative difference between the frame and respondent population was greater than 10 percent;
- The absolute difference was greater than one percentage point;
- The coefficient of variation was less than 15 percent; and
- The cell for each subpopulation contained at least 30 interviews.

As shown in table B-1, the base-weighted response rate was 80.4 percent for public schools, 77.1 percent for BIE schools, and 75.9 percent for private schools. When response rates were calculated further by state, affiliation, or region, 32 states, 10 affiliations, and 3 regions had rates below 85 percent. Table B-2 contains a list of the comparisons between the frame and the weighted distribution that were analyzed for potential bias, with an indication of the comparisons with evidence of potential bias.

⁸ For the formula used to calculate the overall response rate, see *NCES Statistical Standards* (U.S. Department of Education 2003).

Table B-2. Comparisons between frame distribution and base-weighted and final-weighted respondent distributions for schools with an indication of potential sources of bias, by school type: 2007-08

Potential source of bias	Base-weighted respondent distribution	Final-weighted respondent distribution
Public		
National, locale (central city)	x	x
National, locale (rural)	x	
Nebraska, school level (secondary schools)		x
Private		
Affiliation (Lutheran)	x	
Affiliation (Nonsectarian-Regular)		x
Baptist, enrollment (1-100 and 200-499 students)		x
Jewish, school level (elementary)	x	
Other Religious, locale (suburban)		x
Nonsectarian-Regular, locale (central city)	x	x

NOTE: x denotes comparisons that are a potential source of bias. No potential bias was evident among the Bureau of Indian Education-funded schools due, to some extent, to small subpopulation cell sizes. SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School, BIE School, and Private School Data Files," 2007-08.

Nonresponse adjustments were designed to reduce or eliminate nonresponse bias. The following variables were included in the nonresponse adjustments: grade level, urbanicity, enrollment, and state/affiliation. The final-weighted comparison to the frame reflects the nonresponse adjustment. Table B-2 shows those comparisons that have evidence of potential bias after the nonresponse adjustments were included. For further information on unit response rates and nonresponse bias analysis, see the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming).

Item response rates. The item response rate indicates the percentage of respondents who answered a given survey question or item. The weighted SASS item response rate is calculated by dividing the base-weighted number of respondents who provided an answer to an item by the base-weighted number of respondents who were eligible to answer that item.⁹ Table B-3 provides a brief summary of the base-weighted item response rates for each survey. The nonresponse bias analysis conducted at the item level revealed no substantial evidence of bias in the school files. For further information on nonresponse bias analysis and item response rates, see the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming).

⁹ For the formula to calculate the item response rate, see *NCES Statistical Standards* (U.S. Department of Education 2003).

Table B-3. Summary of base-weighted item response rates, by survey: 2007-08

Survey	Percent of items with a response rate of 85 percent or more	Percent of items with a response rate of less than 85 percent
Public School Teacher Listing Form	†	†
BIE School Teacher Listing Form	†	†
Private School Teacher Listing Form	†	†
Public School District	97.9	2.1
Public School	95.2	4.8
BIE School	85.8	14.2
Private School	88.3	11.7
Public School Principal	99.4	0.6
BIE School Principal	98.2	1.8
Private School Principal	98.0	2.0
Public School Teacher	91.4	8.6
BIE School Teacher	86.8	13.2
Private School Teacher	90.0	10.0
Public School Library Media Center	95.1	4.9
BIE School Library Media Center	93.4	6.6

† Not applicable.

NOTE: Response rates were weighted using the inverse of the probability of selection (base weight). Detail may not sum to totals because of rounding. BIE refers to schools funded by the Bureau of Indian Education that are operated by the BIE, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, "Public School, BIE School, and Private School Teacher Listing Forms, Public School District, Public School, BIE School, Private School, Public School Principal, BIE School Principal, Private School Principal, Public School Teacher, BIE School Teacher, Private School Teacher, Public School Library Media Center, and BIE School Library Media Center data files," 2007-08.

Weighting

The general purpose of weighting is to scale up the sample estimates to represent the target survey population. For SASS, a base weight (e.g., the inverse of the sampled teacher's probability of selection) is used as the starting point. Next, a series of nonresponse adjustment factors are calculated and applied using information from the 2003-04 SASS nonresponse bias analysis and information about the respondents known from the sampling frame data. Finally, for some files, a ratio adjustment factor is calculated and applied to the sample to adjust the sample totals to the frame totals. The product of these factors is the final weight for each SASS respondent, which appears as DFNLWT on the SASS Public School District data file, AFNLWGT on all SASS Principal data files, SFNLWGT on all SASS School data files, TFNLWGT on all SASS Teacher data files, and MFNLWGT on all SASS Library Media Center data files.

The counts in table 1 do not necessarily match the frame counts because some cases in the frame were found to be ineligible (i.e., out-of-scope) and because not all data files (e.g., principal or library media center) are post-stratified to match the frame counts.

Variance Estimation

In surveys with complex sample designs, such as SASS, direct estimates of sampling errors that assume a simple random sample typically underestimate the variability in the estimates. The SASS sample design and estimation include procedures that deviate from the assumption of simple random sampling, such as stratifying the school sample, oversampling new teachers, and sampling with differential probabilities.

One method of calculating sampling errors of complex sample designs is replication. Replication methods involve constructing a number of subsamples (i.e., replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. Each SASS data file includes a set of 88 replicate weights designed to produce variance estimates. The set of replicate weights for each file should be applied to the respondents in that file. The replicate weights for SASS respondents are DREPWT1-DREPWT88 for districts, AREPWT1-AREPWT88 for principals, SREPWT1-SREPWT88 for schools, TREPWT1-TREPWT88 for teachers, and MREPWT1-MREPWT88 for library media centers.

Reliability of Data

SASS estimates are based on samples. The sample estimates may differ somewhat from the values that would be obtained from the universe of respondents using the same questionnaire, instructions, and field representatives. The difference occurs because a sample survey estimate is subject to two types of errors: nonsampling and sampling. Estimates of the magnitude of sampling error for SASS data can be derived or calculated. Nonsampling errors are attributed to many sources, including definitional difficulties, the inability or unwillingness of respondents to provide correct information, differences in the interpretation of questions, an inability to recall information, errors made in collection (e.g., in recording or coding the data), errors made in processing the data, and errors made in estimating values for missing data. Quality control and edit procedures were used to reduce errors made by respondents, coders, and interviewers.

Caution Concerning Changes in Estimates

Care must be taken in estimating change over time in a SASS data element, because some of the measured change may not be attributable to a change in the education system. Some of the change may be due to changes in the sampling frame, changes in questionnaire item wording, or other changes. For example, the definition of locale codes has undergone major changes since the 2000 Decennial Census. The first major change was an improvement in geocoding technology, which improved the assignment of specific addresses to physical locations. In 2005, a new locale code for CCD was implemented based on the new urban-centric method of classifying locale. Changes in

how areas and, thus, schools are categorized may account for at least some changes that are noted from previous administrations.

To facilitate the transition from the older locale codes to the new ones, locale codes based on geographic concepts from both the 2000 Decennial Census and the new urban-centric method are included in the 2007-08 SASS data files. (SLOCP8, URBANS8, DLOCP8, and URBAND8 use the 2000 Census metropolitan areas, and SLOCP12, URBANS12, DLOCP12, and URBAND12 use the new urban-centric method.) The specific categories reported by the 2000 Census locale codes are based upon the 2000 Census definitions for central city, urban fringe of a large or medium-sized central city, large or small town, and rural areas either inside a metropolitan area or outside a metropolitan area. The new urban-centric locale codes are based on the more immediate proximity of a physical location to an urbanized area than are the older, county-based locale codes. This report uses the new urban-centric locale codes.

Appendix C: Description of Data Files

Description of Data Files

The 2007-08 Schools and Staffing Survey (SASS) data are being released in 12 data files. Those data files were created from nine survey questionnaires: the School District Questionnaire, School Questionnaire (public), Private School Questionnaire, Public School Questionnaire (With District Items),¹ Principal Questionnaire, Private School Principal Questionnaire, Teacher Questionnaire, Private School Teacher Questionnaire, and Library Media Center Questionnaire. Table C-1 identifies each data file and the questionnaire data used to build the file.

Table C-1. Names of data files and the questionnaires from which the data were drawn: 2007-08

Data file	Questionnaire source
School district	School District Questionnaire, Public School Questionnaire (With District Items)
Public school	School Questionnaire, Public School Questionnaire (With District Items)
Private school	Private School Questionnaire
BIE school	Public School Questionnaire (With District Items)
Public school principal	Principal Questionnaire
Private school principal	Private School Principal Questionnaire
BIE school principal	Principal Questionnaire
Public school teacher	Teacher Questionnaire
Private school teacher	Private School Teacher Questionnaire
BIE school teacher	Teacher Questionnaire
Public school library media center	Library Media Center Questionnaire
BIE school library media center	Library Media Center Questionnaire

NOTE: BIE refers to schools funded by the Bureau of Indian Education that are operated by the BIE, a tribe, or a private contractor and not by a regular school district.

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

For the most part, there is a separate data file for each type of respondent (district, school, principal, teacher, and library media center) for each school type or sector (public,² private, and BIE-funded [BIE]). There are two exceptions: 1) there are no School District files for private and BIE schools as these sectors do not have districts, per se, and 2) there is no Library Media Center data file for private schools because library media centers in private schools were not included in the 2007-08 SASS (for budget reasons).

The School District data file includes responses from school districts to the School District Questionnaire along with the “district items” taken from the Public School Questionnaire (With District Items) completed by the subset of public schools that were not associated with “traditional” school districts. These schools include state-run schools, traditional public schools in single-school districts, and independent charter schools.

¹ The School Questionnaire (With District Items) is an expanded version of the public school questionnaire that includes items from the School District Questionnaire.

² Public includes traditional public and public charter.

Rather than ask these public schools to complete two questionnaires, School and School District, NCES created the Public School Questionnaire (With District Items) to capture district data from these schools. Table C-2 shows the different respondents and questionnaires used to create the School District data file.

Table C-2. The number of cases in the School District data file, by respondent and source of data: 2007-08

Respondent	Source of data in the district file	Number of cases
Total		4,600
Regular districts	School District Questionnaire	3,950
State run schools ¹	Public School Questionnaire (With District Items)	40
Schools in single-school districts	Public School Questionnaire (With District Items)	470
Independent charter schools	Public School Questionnaire (With District Items)	140

¹ These include schools for the blind, career and technical centers, and schools in detention centers run by a state.

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

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

The “district items” gathered from the Public School Questionnaire (with District Items) were not placed on the Public School data file, but they were kept with the school items on the BIE School data file.

Appendix D: Description of Variables

Description of Variables

The variables that are included in this report are listed in table D-1. Those with variable names that begin with “S” and are followed by four digits are survey variables that come from items on the school questionnaires. For survey variables, the numeric part of the variable name can be found in the questionnaires to the left of the corresponding question. The variables without the letter plus four digit names are “created variables,” meaning they were created using survey variables, frame variables (variables taken from the sampling frame), other created variables, or a combination of these. They are frequently used in the National Center for Education Statistics (NCES) publications and have been added to the data files to facilitate data analysis. The definitions for the created variables follow table D-1. The variables without a variable name were created for this analysis and are not on the data files.

Table D-1. Variables used in the Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary Schools in the United States: Results From the 2007-08 Schools and Staffing Survey report: 2007-08

Variable	Variable name in data file
12 th –grade enrollment	S0112
Charter school identifier	CHARFLAG
Math coach	S0176
Math specialist	S0173
Number of Individual Education Plan students	S0201
Number of limited-English proficiency students	S0208
Number of male/female students in school	___ ⁽¹⁾
Number of schools with Individual Education Plan students	S0200
Number of schools with limited-English proficiency students	S0207
Number of students of different race/ethnicity enrolled in grades K-12 or comparable ungraded levels	S0042-S0046
Number of students who receive Title I services	S0218
Number of Title I service participants	S0222
Percentage of 12 th –grade students who graduated with a diploma (public)	S0113
Percentage of 12 th –grade students who graduated with a diploma (private)	___ ⁽¹⁾
Percentage of students in the school approved for the National School Lunch Program	NSLAPP_S
Percentage of graduates who went to a 4-year college	S0114
Reading coach	S0175

See notes at end of table.

Table D-1. Variables used in the Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary Schools in the United States: Results From the 2007-08 Schools and Staffing Survey report: 2007-08—Continued

Variable	Variable name in data file
Reading specialist	S0172
School participation in National School Lunch Program	S0215
Science coach	S0177
Science specialist	S0174
Staff – Full-time/part-time positions or assignments	S0130-S0171
Student enrollment ¹	SCHSIZE
Three-category private school typology	RELIG
Three-category school level	SCHLEVEL
Total number of students	S0047
Urban-centric district locale code	URBANS12

¹ The definition for this variable can be found below.

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

Charter school identifier (CHARFLAG): A flag variable that identifies charter schools. 1 = School is a public charter school, 2 = School is a traditional public school. A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulation. CHARFLAG is based on S0230 from the public school and BIE school data files.

Number of male/female students in school: A variable based on S0041—the number of enrolled male students—and S0047—total number of enrolled students. The number of enrolled male students equals S0041. The number of female students was created by subtracting S0041 from S0047. In the private school data file, S0041 was asked only from schools that indicated they are coeducational. If both male and female students were enrolled, this variable was coded the same way as in the public school data file. If a school was not coeducational, the number of male/female students enrolled in school equals S0047.

Percentage of 12th –grade students who graduated with a diploma (private): A variable created for this analysis by dividing S0516— number of 12th-grade students who graduated with a diploma— by S0515— number students enrolled in 12th grade.

Percentage of students in school approved for the National School Lunch Program (NSLAPP_S): Taken from the public, private, and BIE school data files, NSLAPP_S is a continuous variable created by dividing the number of students approved for free or reduced-price lunches (S0217) by the total number of K-12 grade students enrolled (S0047) among schools that participated in the National School Lunch Program (NSLP)

(S0215=1). Schools that did not participate in the NSLP have valid skip values. For this report, NSLAPP_S is recoded as a categorical variable describing the proportion of students approved for free or reduced price lunches.

Student enrollment (SCHSIZE): Taken from the public, private, and BIE school data files, SCHSIZE is a continuous variable based on the number of K-12 and ungraded students enrolled in a respondent's school (S0047). For this report, SCHSIZE was recoded into six categories for public schools and five categories for private schools.

Three-category private school typology (RELIG): Taken from the private school data file, RELIG is a three-category variable based on the variables that identify the religious or nonreligious orientation of a private school (S0440-S0441): Catholic, Other religious, or Nonsectarian.

Three-category school level (SCHLEVEL): Taken from the public, private, and BIE school data files, SCHLEVEL is a three-category variable based on grades reported by the school: Elementary, secondary, and combined. Elementary schools are those with any of grades K-6 and none of grades 9-12. Secondary schools have any of grades 7-12 and none of grades K-6. Combined schools are those schools with grade levels in both elementary and secondary grade levels, or with all students in ungraded classrooms.

Urban-centric school locale code (URBANS12): Taken from the public, private, and BIE school data files, URBANS12 is a created variable collapsed from the 12 category urban-centric school locale code (SCLOP_07) which was assigned using the 2000 Decennial Census data and recoded into four categories: city, suburban, town, and rural.