

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

First Look



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Contents

	Page
List of Tables	iv
Introduction.....	1
Selected Findings	3
References.....	5
Estimate Tables.....	6
Appendix A: Standard Error Tables.....	A-1
Appendix B: Methodology and Technical Notes.....	B-1
Appendix C: Description of Data Files.....	C-1
Appendix D: Description of Variables.....	D-1

List of Tables

Table		Page
1.	Number of school principals, by school type and selected school characteristics: 2007-08.....	7
2.	Number of school principals and percentage distribution of school principals, by race/ethnicity, school type, and selected school characteristics: 2007-08.....	8
3.	Percentage distribution of school principals by age category, average and median age of principals, and percentage distribution of principals, by sex, school type, and selected school characteristics: 2007-08.....	10
4.	Percentage distribution of school principals, by highest degree earned, school type, and selected school characteristics: 2007-08.....	12
5.	Average annual salary for school principals, by years of experience as a principal, school type, and selected school characteristics: 2007-08.....	14
6.	Average hours per week that school principals spent on all school-related activities and interacting with students, by school type and selected school characteristics: 2007-08.....	16
7.	Average total years of experience as a school principal, average years at current school as a principal, and percentage distribution of principals, by years of experience as a principal at current school, school type, and selected school characteristics: 2007-08.....	18
8.	Percentage of school principals who thought they had a major influence on evaluating teachers at their school and hiring new full-time teachers at their school, by school type and selected school characteristics: 2007-08...	20

Appendix A: Standard Error Tables

A-1.	Standard errors for Table 1: Number of school principals, by school type and selected school characteristics: 2007-08.....	A-2
------	--	-----

Table	Page
A-2. Standard errors for Table 2: Number of school principals and percentage distribution of school principals, by race/ethnicity, school type, and selected school characteristics: 2007-08.....	A-3
A-3. Standard errors for Table 3: Percentage distribution of school principals by age category, average and median age of principals, and percentage distribution of principals, by sex, school type, and selected school characteristics: 2007-08.....	A-5
A-4. Standard errors for Table 4: Percentage distribution of school principals, by highest degree earned, school type, and selected school characteristics: 2007-08.....	A-7
A-5. Standard errors for Table 5: Average annual salary for school principals, by years of experience as a principal, school type, and selected school characteristics: 2007-08	A-9
A-6. Standard errors for Table 6: Average hours per week that school principals spent on all school-related activities and interacting with students, by school type and selected school characteristics: 2007-08.....	A-11
A-7. Standard errors for Table 7: Average total years of experience as a school principal, average years at current school as a principal, and percentage distribution of principals, by years of experience as a principal at current school, school type, and selected school characteristics: 2007-08.....	A-13
A-8. Standard errors for Table 8: Percentage of school principals who thought they had a major influence on evaluating teachers at their school and hiring new full-time teachers at their school, by school type and selected school characteristics: 2007-08.....	A-15

Appendix B: Methodology and Technical Notes

B-1. Base-weighted unit and overall response rates, by survey: 2007-08.....	B-8
B-2. Comparisons between frame distribution and base-weighted and final-weighted respondent distributions for school principals with an indication of potential sources of bias, by school type: 2007-08.....	B-10

Table		Page
B-3.	Summary of base-weighted item response rates, by survey: 2007-08.....	B-11

Appendix C: Description of Data Files

C-1.	Names of data files and the questionnaires from which the data were drawn: 2007-08.....	C-2
C-2.	The number of cases in the district data file, by respondent and source of data: 2007-08.....	C-3

Appendix D: Description of Variables

D-1.	Variables used in the 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: 2007-08.....	D-2
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Introduction

This report presents selected findings from the school principal 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.

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.

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 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 principal surveys. Findings from the district, school, 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 Schools in the United States: Results From the 2007-08 Schools and Staffing Survey* (NCES 2009-321)
- *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 2007-08, there were an estimated 118,610 school principals in the United States; 90,470 were public school principals, 27,960 were private school principals, and 170 were BIE-funded school principals (table 1).
- Among public school principals, 81 percent were non-Hispanic White, 11 percent were non-Hispanic Black, and 7 percent were Hispanic. Among private school principals, 87 percent were non-Hispanic White, 7 percent were non-Hispanic Black, and 4 percent were Hispanic (table 2).
- About 50 percent of public school principals and 53 percent of private school principals were female (table 3).
- Among public schools, more principals held a master's degree (61 percent) as their highest degree than a bachelor's degree or less (1 percent) or an education specialist/professional diploma (29 percent) or a doctorate/first professional degree (8 percent). Among private schools, more principals held a master's degree (50 percent) as their highest degree earned, compared to those with a bachelor's degree or less (33 percent) or an education specialist/professional diploma (10 percent) or a doctorate/first professional degree (7 percent) (table 4).
- The average annual salary of public school principals was \$85,700. Principals in public secondary schools earned more (\$90,300) than principals in public elementary schools (\$85,200) and in public combined schools (\$75,800). Among private school principals, the average annual salary was \$57,500. Principals in private secondary schools earned more (\$75,100) than principals in private elementary schools (\$55,500) and in private combined schools (\$55,100) (table 5).
- On average, public school principals spent 58.4 hours per week on all school-related activities, including 20.8 hours per week interacting with students. Private school principals, on average, spent 53.6 hours per week on all school-related activities, including 19.2 hours per week interacting with students (table 6).
- Public school principals had, on average, 7.5 years of experience as a principal, of which 4.2 years were spent in their current school. Private school principals had, on average, 10.0 years of experience as a principal, of which 6.8 were spent in their current school (table 7).

- About 90 percent of public school principals reported having a major influence on hiring new full-time teachers at their school, while 94 percent of private school principals reported the same (table 8).

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.
- U.S. Department of Education, National Center for Education Statistics. (2003). *NCES Statistical Standards* (NCES 2003-601). Washington, DC: U.S. Government Printing Office.

Estimate Tables

Table 1. Number of school principals, by school type and selected school characteristics: 2007-08

Selected school characteristic	Total	School type		
		Public	Private	BIE ¹
All schools	118,610	90,470	27,960	170
Community type				
City	31,180	21,560	9,610	#
Suburban	35,400	25,880	9,510	10
Town	16,650	13,860	2,780	20
Rural	35,370	29,170	6,060	150
School level				
Elementary	78,560	62,340	16,110	110
Secondary	24,500	21,550	2,930	20
Combined	15,550	6,580	8,920	40
Student enrollment				
Less than 100	20,150	6,950	13,180	20
100-199	14,590	8,520	6,010	60
200-499	43,520	36,830	6,610	80
500-749	21,690	20,290	1,390	20
750-999	9,140	8,760	380	#
1,000 or more	9,520	9,120	400	#
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	39,170	33,980	5,180	20
35-49	15,920	14,910	990	10
50-74	20,770	19,970	780	30
75 or more	19,160	17,700	1,340	120
School did not participate in free or reduced-price lunch program	23,580	3,910	19,670	#

Rounds to zero.

¹ 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.

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 Principal, BIE School Principal, and Private School Principal Data Files," 2007-08.

Table 2. Number of school principals and percentage distribution of school principals, by race/ethnicity, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Total number of principals	Race/ethnicity			
		Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Other ¹
All schools	118,610	5.9	82.3	9.6	2.1
All public schools	90,470	6.5	80.9	10.6	2.0
School classification					
Traditional public	86,920	6.4	81.5	10.2	2.0
Charter school	3,550	9.3 !	66.3	21.7	2.7 !
Community type					
City	21,560	13.4	62.9	21.1	2.6
Suburban	25,880	6.9	81.7	10.0	1.5
Town	13,860	4.2 !	86.7	7.2	1.9 !
Rural	29,170	2.1 !	90.6	5.1	2.1 !
School level					
Elementary	62,340	7.6	79.5	10.9	2.1
Secondary	21,550	4.5	84.1	9.8	1.5
Combined	6,580	2.8 !	83.6	10.6	3.0 !
Student enrollment					
Less than 100	6,950	4.8 !	83.4	9.8 !	2.1 !
100-199	8,520	4.0 !	87.0	7.0	2.0 !
200-499	36,830	5.4	81.2	11.5	2.0
500-749	20,290	8.5	78.3	11.2	2.0 !
750-999	8,760	9.1	79.6	9.2	2.1 !
1,000 or more	9,120	7.6	79.2	11.4	1.8
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	33,980	3.3	90.8	4.6	1.3
35-49	14,910	2.2 !	85.3	10.0	2.5 !
50-74	19,970	7.3	79.0	11.2	2.6
75 or more	17,700	16.0	58.6	23.0	2.4
School did not participate in free or reduced-price lunch program	3,910	3.4 !	88.2	6.8	1.5 !
All BIE schools	170	7.2	36.3	2.0	54.5

See notes at end of table.

Table 2. Number of school principals and percentage distribution of school principals, by race/ethnicity, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Total number of principals	Race/ethnicity			
		Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Other ¹
All private schools	27,960	4.0	87.3	6.5	2.3
School classification					
Catholic	7,360	4.9	91.3	2.0	1.7 !
Other religious	13,840	3.2	86.6	8.5	1.8
Nonsectarian	6,760	4.5 !	84.3	7.3	3.9 !
Community type					
City	9,610	4.2	81.7	10.8	3.3
Suburban	9,510	6.0	84.6	7.1	2.3 !
Town	2,780	1.5 !	96.2	1.4 !	0.9 !
Rural	6,060	1.5 !	96.2	1.1 !	1.2 !
School level					
Elementary	16,110	5.1	85.4	6.9	2.6
Secondary	2,930	0.9 !	91.2	4.9 !	3.0 !
Combined	8,920	2.9	89.3	6.3	1.5
Student enrollment					
Less than 100	13,180	4.7	84.0	8.7	2.5
100-199	6,010	2.8	86.4	8.1	2.7 !
200-499	6,610	3.8	92.3	2.2	1.7 !
500-749	1,390	3.4 !	93.5	1.9 !	1.2 !
750 or more	770	1.7 !	94.9	1.1 !	2.2 !
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	5,180	3.1 !	90.9	4.1	1.9 !
35-49	990	7.8 !	83.9	6.3 !	2.0 !
50-74	780	9.6 !	74.8	14.2	1.4 !
75 or more	1,340	17.7	67.9	10.3 !	4.2 !
School did not participate in free or reduced-price lunch program	19,670	2.8	88.3	6.6	2.3

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

¹ Other includes American Indian/Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or Other Pacific Islander, non-Hispanic; or Two or more races, non-Hispanic.

NOTE: Black includes African American and Hispanic includes Latino. 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 Principal, BIE School Principal, and Private School Principal Data Files," 2007-08.

Table 3. Percentage distribution of school principals by age category, average and median age of principals, and percentage distribution of principals, by sex, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Less than 45 years	45-54 years	55 years or more	Average age of principals	Median age of principals	Sex	
						Male	Female
All schools	32.6	33.0	34.4	49	50	49.0	51.0
All public schools	33.9	34.5	31.6	49	49	49.7	50.3
School classification							
Traditional public	33.6	34.9	31.5	49	49	50.0	50.0
Charter school	40.0	25.3	34.7	49	48	41.6	58.4
Community type							
City	30.9	37.2	31.9	49	50	38.8	61.2
Suburban	32.3	33.4	34.3	49	51	47.8	52.2
Town	32.2	36.5	31.2	49	49	54.4	45.6
Rural	38.1	32.7	29.1	48	48	57.2	42.8
School level							
Elementary	34.0	33.3	32.6	49	49	41.1	58.9
Secondary	33.6	36.9	29.5	49	49	71.5	28.5
Combined	32.8	38.5	28.6	49	49	60.0	40.0
Student enrollment							
Less than 100	26.4	34.2	39.4	50	51	46.7	53.3
100-199	36.0	27.5	36.5	49	50	54.9	45.1
200-499	35.2	36.2	28.6	48	49	47.2	52.8
500-749	35.0	31.6	33.4	49	50	45.9	54.1
750-999	34.7	36.0	29.3	49	49	51.5	48.5
1,000 or more	28.5	40.0	31.5	49	50	63.8	36.2
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	35.6	34.5	29.9	49	49	56.8	43.2
35-49	34.6	35.5	29.9	48	49	50.8	49.2
50-74	32.7	33.6	33.7	49	50	44.6	55.4
75 or more	34.2	35.9	29.9	48	49	40.9	59.1
School did not participate in free or reduced-price lunch program	19.8	30.7	49.6	52	54	49.9	50.1
All BIE schools	21.8	47.4	51.2	50	50	51.5	48.5

See notes at end of table.

Table 3. Percentage distribution of school principals by age category, average and median age of principals, and percentage distribution of principals, by sex, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Less than 45 years	45-54 years	55 years or more	Average age of principals	Median age of principals	Sex	
						Male	Female
All private schools	28.6	27.9	43.5	51	52	46.7	53.3
School classification							
Catholic	16.4	26.6	57.0	54	55	26.2	73.8
Other religious	33.3	30.9	35.8	49	50	61.1	38.9
Nonsectarian	32.3	23.3	44.4	51	52	39.6	60.4
Community type							
City	26.7	25.8	47.5	52	53	38.0	62.0
Suburban	25.9	26.6	47.4	52	53	41.2	58.8
Town	26.6	31.0	42.4	52	52	53.3	46.7
Rural	36.7	31.9	31.4	48	49	66.3	33.7
School level							
Elementary	26.4	27.5	46.1	51	53	36.3	63.7
Secondary	29.1	30.1	40.8	51	52	64.4	35.6
Combined	32.5	28.0	39.6	50	51	59.8	40.2
Student enrollment							
Less than 100	35.5	26.7	37.8	49	50	45.7	54.3
100-199	29.3	28.7	41.9	51	51	47.1	52.9
200-499	18.6	27.4	54.0	54	55	45.5	54.5
500-749	13.4	34.2	52.4	54	55	47.4	52.6
750 or more	18.6	35.9	45.6	52	53	70.9	29.1
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	23.0	28.1	49.0	52	54	42.7	57.3
35-49	35.6	23.9	40.6	49	52	32.7	67.3
50-74	42.6	17.6	39.8	49	49	34.1	65.9
75 or more	28.6	25.4	46.0	51	53	42.1	57.9
School did not participate in free or reduced-price lunch program	29.2	28.7	42.1	51	52	49.3	50.7

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 Principal, BIE School Principal, and Private School Principal Data Files," 2007-08.

Table 4. Percentage distribution of school principals, by highest degree earned, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Bachelor's degree or less	Master's degree	Education specialist or professional diploma ¹	Doctorate or first professional degree
All schools	8.8	58.5	24.5	8.1
All public schools	1.5	61.1	29.0	8.4
School classification				
Traditional public	1.0	61.2	29.6	8.2
Charter school	11.7	57.3	16.5	14.5
Community type				
City	1.5	61.3	26.5	10.7
Suburban	0.9 !	58.2	28.6	12.2
Town	1.2 !	63.5	30.3	4.9
Rural	2.0	62.3	30.7	5.1
School level				
Elementary	1.2	61.3	29.1	8.3
Secondary	1.3 !	61.0	28.6	9.1
Combined	4.2 !	58.8	29.5	7.5
Student enrollment				
Less than 100	5.9 !	55.3	32.1	6.7
100-199	1.7 !	68.1	22.9	7.3
200-499	1.6	61.7	29.8	6.9
500-749	0.5 !	61.0	29.7	8.8
750-999	0.2 !	60.1	29.5	10.2
1,000 or more	0.7 !	57.3	27.4	14.5
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	1.1 !	60.9	28.8	9.2
35-49	0.5 !	60.2	32.4	6.9
50-74	1.4 !	61.3	30.1	7.1
75 or more	2.1 !	62.9	26.0	9.0
School did not participate in free or reduced-price lunch program	5.8 !	55.9	26.6	11.7
All BIE schools	4.8	72.8	16.0	6.4

See notes at end of table.

Table 4. Percentage distribution of school principals, by highest degree earned, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Bachelor's degree or less	Master's degree	Education specialist or professional diploma ¹	Doctorate or first professional degree
All private schools	32.6	50.2	10.0	7.2
School classification				
Catholic	9.7	67.0	15.0	8.3
Other religious	46.5	39.7	7.7	6.1
Nonsectarian	29.0	53.2	9.4	8.3
Community type				
City	23.2	55.8	12.2	8.7
Suburban	29.8	52.2	10.1	7.9
Town	30.7	49.2	13.0	7.1
Rural	52.8	38.5	5.0	3.6
School level				
Elementary	32.2	52.0	10.5	5.2
Secondary	18.0	59.5	11.8	10.7
Combined	38.1	43.8	8.5	9.6
Student enrollment				
Less than 100	50.9	36.0	7.3	5.9
100-199	25.1	58.9	9.7	6.3
200-499	11.9	65.0	14.5	8.6
500-749	5.2 !	72.8	12.6	9.4
750 or more	6.1 !	57.0	15.3	21.6
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	21.0	60.1	13.4	5.6
35-49	16.5 !	66.2	8.9 !	8.4 !
50-74	20.4	64.4	7.7 !	7.5 !
75 or more	19.6	62.9	12.6 !	4.9 !
School did not participate in free or reduced-price lunch program	37.9	45.3	9.1	7.7

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

¹ At least 1 year beyond the master's level.

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 Principal, BIE School Principal, and Private School Principal Data Files," 2007-08.

Table 5. Average annual salary for school principals, by years of experience as a principal, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Average annual salary	Average annual salary for principals by years of experience		
		Less than 3 years	3 to 9 years	10 years or more
All schools	\$79,300	\$73,500	\$80,200	\$82,700
All public schools	85,700	80,700	85,700	90,300
School classification				
Traditional public	86,100	81,000	86,100	90,400
Charter school	77,900	72,900	76,200	87,000
Community type				
City	91,200	84,500	92,600	95,300
Suburban	96,900	92,300	96,200	101,800
Town	77,500	73,300	77,500	80,800
Rural	75,700	71,700	74,900	80,800
School level				
Elementary	85,200	80,200	85,400	89,200
Secondary	90,300	85,600	89,500	95,900
Combined	75,800	70,200	75,400	82,800
Student enrollment				
Less than 100	72,600	65,900	71,200	80,400
100-199	77,300	72,100	75,900	83,400
200-499	82,800	77,400	83,200	86,900
500-749	89,000	85,000	89,000	92,500
750-999	93,200	84,900	95,100	97,600
1,000 or more	101,300	100,300	99,600	104,700
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	91,000	85,300	90,400	96,100
35-49	81,800	78,600	81,300	85,400
50-74	81,100	77,400	81,600	83,900
75 or more	84,800	79,400	85,800	88,600
School did not participate in free or reduced-price lunch program	83,600	72,700	86,600	87,800
All BIE schools	72,600	64,100	73,000	78,700

See notes at end of table.

Table 5. Average annual salary for school principals, by years of experience as a principal, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Average annual salary	Average annual salary for principals by years of experience		
		Less than 3 years	3 to 9 years	10 years or more
All private schools	\$57,500	\$48,000	\$55,600	\$64,500
School classification				
Catholic	58,100	55,400	57,600	59,600
Other religious	47,800	37,900	48,000	54,600
Nonsectarian	75,500	61,800	71,600	85,000
Community type				
City	64,900	52,900	63,400	72,100
Suburban	61,600	54,300	56,900	68,600
Town	44,300	35,900	46,600	48,400
Rural	42,900	39,800	42,600	46,000
School level				
Elementary	55,500	45,600	53,300	62,600
Secondary	75,100	67,500	75,300	79,300
Combined	55,100	45,900	52,300	63,200
Student enrollment				
Less than 100	44,400	38,600	45,600	48,600
100-199	58,700	55,500	53,700	64,900
200-499	70,000	59,100	68,100	74,200
500-749	83,600	77,000	80,800	87,100
750 or more	95,500	87,500	99,000	96,900
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	51,000	42,600	51,100	56,000
35-49	70,100	60,000	69,400	76,500
50-74	50,600	42,300	51,800	55,800
75 or more	56,900	46,700	64,700	56,300
School did not participate in free or reduced-price lunch program	58,900	49,200	55,600	67,000

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.

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

Table 6. Average hours per week that school principals spent on all school-related activities and interacting with students, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Average hours per week	
	All school-related activities	Interacting with students
All schools	57.3	20.5
All public schools	58.4	20.8
School classification		
Traditional public	58.4	20.8
Charter school	58.2	21.4
Community type		
City	60.0	21.4
Suburban	58.3	19.2
Town	57.9	21.2
Rural	57.7	21.7
School level		
Elementary	58.4	19.9
Secondary	59.1	22.8
Combined	56.7	23.1
Student enrollment		
Less than 100	50.1	20.4
100-199	56.3	21.1
200-499	58.6	21.3
500-749	59.4	19.9
750-999	59.8	20.7
1,000 or more	62.8	21.6
Percent of K-12 students who were approved for free or reduced-price lunches		
0-34	58.5	19.3
35-49	58.6	21.8
50-74	58.9	21.5
75 or more	58.9	23.0
School did not participate in free or reduced-price lunch program	53.2	17.6
All BIE schools	57.1	20.0

See notes at end of table.

Table 6. Average hours per week that school principals spent on all school-related activities and interacting with students, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Average hours per week	
	All school-related activities	Interacting with students
All private schools	53.6	19.2
School classification		
Catholic	57.7	17.8
Other religious	50.3	19.5
Nonsectarian	55.9	20.4
Community type		
City	55.8	19.7
Suburban	56.4	18.9
Town	53.4	20.8
Rural	45.9	18.3
School level		
Elementary	52.9	18.5
Secondary	57.3	20.0
Combined	53.6	20.3
Student enrollment		
Less than 100	49.6	21.7
100-199	56.1	18.3
200-499	57.3	16.4
500-749	59.1	15.4
750 or more	60.5	15.8
Percent of K-12 students who were approved for free or reduced-price lunches		
0-34	55.0	17.9
35-49	53.6	18.6
50-74	54.6	19.9
75 or more	53.1	21.4
School did not participate in free or reduced-price lunch program	53.2	19.5

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.

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

Table 7. Average total years of experience as a school principal, average years at current school as a principal, and percentage distribution of principals, by years of experience as a principal at current school, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Average total years of experience	Average years at current school	Years of experience as a principal at current school				
			Less than 2 years	2 years	3 years	4-9 years	10 years or more
All schools	8.1	4.8	32.5	13.0	10.2	29.2	15.0
All public schools	7.5	4.2	34.1	13.4	10.8	29.9	11.9
School classification							
Traditional public	7.5	4.3	33.8	13.4	10.8	29.9	12.1
Charter school	6.6	3.5	40.8	12.3 !	9.6	30.3	7.1 !
Community type							
City	7.0	3.7	36.3	14.7	10.7	29.6	8.7
Suburban	7.7	4.4	31.9	13.8	11.2	30.2	12.9
Town	7.8	4.6	32.3	12.7	10.1	29.8	15.1
Rural	7.5	4.3	35.2	12.3	10.7	30.0	11.7
School level							
Elementary	7.7	4.3	33.3	13.9	10.6	30.1	12.2
Secondary	7.1	4.1	34.4	12.4	11.3	30.3	11.6
Combined	7.1	3.8	41.3	11.7	10.5	27.0	9.5
Student enrollment							
Less than 100	7.6	4.2	41.2	9.9	7.7	28.5	12.6
100-199	7.8	4.5	33.4	13.9	11.4	27.5	13.8
200-499	7.3	4.2	32.9	13.7	10.9	30.6	11.8
500-749	7.5	4.2	35.1	12.8	10.4	31.2	10.5
750-999	7.6	4.4	32.4	14.5	11.2	29.4	12.5
1,000 or more	7.4	4.1	33.5	14.5	12.1	28.1	11.8
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	8.1	4.6	31.1	13.2	9.5	32.9	13.4
35-49	7.2	4.2	34.4	12.4	12.4	29.7	11.1
50-74	7.1	4.0	36.3	13.0	12.3	27.5	10.9
75 or more	6.8	3.7	37.0	15.7	10.5	27.0	9.8
School did not participate in free or reduced-price lunch program	8.4	4.7	35.5	9.6	8.9 !	31.2	14.8
All BIE schools	8.5	4.1	37.8	14.1	9.3	28.6	10.2

See notes at end of table.

Table 7. Average total years of experience as a school principal, average years at current school as a principal, and percentage distribution of principals, by years of experience as a principal at current school, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Average total years of experience	Average years at current school	Years of experience as a principal at current school				
			Less than 2 years	2 years	3 years	4-9 years	10 years or more
All private schools	10.0	6.8	27.5	12.0	8.5	27.1	25.0
School classification							
Catholic	10.7	6.4	26.6	11.9	9.1	29.6	22.8
Other religious	9.1	6.1	29.4	12.9	9.5	27.3	21.0
Nonsectarian	11.0	8.8	24.4	10.2	5.8	23.9	35.6
Community type							
City	10.8	7.5	28.0	9.8	9.4	24.4	28.4
Suburban	10.5	7.1	22.5	12.8	7.8	30.6	26.3
Town	9.4	6.1	31.9	10.1	10.5	26.3	21.1
Rural	8.1	5.7	32.4	15.0	7.3 !	26.1	19.2
School level							
Elementary	9.9	6.4	29.8	12.2	9.4	25.1	23.6
Secondary	9.9	7.2	22.1	10.9	8.5	33.4	25.1
Combined	10.2	7.5	25.0	12.1	6.9	28.6	27.5
Student enrollment							
Less than 100	8.5	6.4	29.8	12.8	9.1	25.3	23.0
100-199	10.2	6.4	30.8	11.9	8.4	28.3	20.6
200-499	12.0	7.5	21.4	11.5	8.1	29.8	29.2
500-749	12.9	8.5	25.4	8.2	6.1 !	22.6	37.6
750 or more	11.3	8.2	17.7	9.5 !	7.4 !	32.0	33.4
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	10.1	6.4	26.5	14.0	10.8	28.6	20.2
35-49	9.9	7.3	20.7 !	14.3 !	10.8 !	28.4	25.8
50-74	10.3	6.7	26.9	15.2 !	10.8 !	22.1	25.0
75 or more	9.2	6.5	32.9	7.4 !	1.9 !	33.7	24.1
School did not participate in free or reduced-price lunch program	10.0	6.9	27.7	11.5	8.1	26.3	26.3

! 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 Principal, BIE School Principal, and Private School Principal Data Files," 2007-08.

Table 8. Percentage of school principals who thought they had a major influence on evaluating teachers at their school and hiring new full-time teachers at their school, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Evaluating teachers at their school	Hiring new full-time teachers at their school
All schools	94.3	91.3
All public schools	94.2	90.4
School classification		
Traditional public	94.1	90.3
Charter school	95.2	94.4
Community type		
City	90.9	87.2
Suburban	95.1	92.5
Town	95.0	91.1
Rural	95.4	90.7
School level		
Elementary	94.0	90.2
Secondary	94.7	91.2
Combined	94.6	89.8
Student enrollment		
Less than 100	89.8	84.6
100-199	95.8	90.8
200-499	94.5	89.8
500-749	95.5	90.4
750-999	92.1	93.6
1,000 or more	94.0	94.1
Percent of K-12 students who were approved for free or reduced-price lunches		
0-34	94.4	93.8
35-49	95.6	90.3
50-74	93.9	87.8
75 or more	93.5	87.4
School did not participate in free or reduced-price lunch program	91.7	89.1
All BIE schools	94.9	86.8

See notes at end of table.

Table 8. Percentage of school principals who thought they had a major influence on evaluating teachers at their school and hiring new full-time teachers at their school, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Evaluating teachers at their school	Hiring new full-time teachers at their school
All private schools	94.6	94.2
School classification		
Catholic	99.1	99.5
Other religious	92.1	89.8
Nonsectarian	94.6	97.6
Community type		
City	96.8	95.7
Suburban	96.5	97.1
Town	94.5	91.5
Rural	88.0	88.5
School level		
Elementary	94.9	93.3
Secondary	95.6	97.4
Combined	93.5	94.9
Student enrollment		
Less than 100	90.7	90.7
100-199	97.6	95.9
200-499	98.5	98.6
500-749	98.1	97.3
750 or more	96.8	99.2
Percent of K-12 students who were approved for free or reduced-price lunches		
0-34	97.5	96.1
35-49	94.7	93.9
50-74	99.4	97.0
75 or more	97.2	96.7
School did not participate in free or reduced-price lunch program	93.4	93.5

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.

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

Appendix A: Standard Error Tables

Table A-1. Standard errors for Table 1: Number of school principals, by school type and selected school characteristics: 2007-08

Selected school characteristic	Total	School type		
		Public	Private	BIE
All schools	678	544	328	6
Community type				
City	851	731	268	†
Suburban	940	921	229	1
Town	724	669	205	2
Rural	1,063	1,012	296	6
School level				
Elementary	721	584	297	5
Secondary	480	460	168	4
Combined	456	364	271	5
Student enrollment				
Less than 100	726	548	462	2
100-199	646	567	260	4
200-499	1,290	1,210	274	5
500-749	875	876	116	2
750-999	576	573	47	†
1,000 or more	429	426	53	†
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	1,015	984	237	3
35-49	794	770	138	2
50-74	727	712	98	3
75 or more	695	671	150	6
School did not participate in free or reduced-price lunch program	620	417	402	†

† Not applicable

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

Table A-2. Standard errors for Table 2: Number of school principals and percentage distribution of school principals, by race/ethnicity, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Total number of principals	Race/ethnicity			
		Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Other
All schools	678	0.47	0.74	0.60	0.26
All public schools	544	0.60	0.92	0.73	0.33
School classification					
Traditional public	519	0.62	0.98	0.74	0.34
Charter school	153	2.82	4.99	4.37	2.03
Community type					
City	731	1.54	2.03	1.83	0.63
Suburban	921	1.39	1.60	1.41	0.35
Town	669	1.40	1.83	1.29	0.67
Rural	1,012	0.70	1.10	0.71	0.69
School level					
Elementary	584	0.83	1.24	0.93	0.41
Secondary	460	1.04	1.25	0.78	0.44
Combined	364	0.91	3.28	3.12	1.36
Student enrollment					
Less than 100	548	2.19	3.42	3.03	1.13
100-199	567	1.61	2.88	2.05	1.57
200-499	1,210	1.03	1.52	1.20	0.46
500-749	876	1.57	2.13	1.65	0.65
750-999	573	2.25	2.83	2.14	0.86
1,000 or more	426	2.12	2.53	1.43	0.53
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	984	0.85	1.11	0.80	0.35
35-49	770	0.89	2.01	1.39	1.13
50-74	712	1.53	1.75	1.15	0.71
75 or more	671	2.36	3.23	2.21	0.61
School did not participate in free or reduced-price lunch program	417	1.78	3.05	1.98	1.63
All BIE schools	6	1.27	2.06	0.45	2.19

See notes at end of table.

Table A-2. Standard errors for Table 2: Number of school principals and percentage distribution of school principals, by race/ethnicity, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Total number of principals	Race/ethnicity			
		Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Other
All private schools	328	0.52	0.91	0.67	0.41
School classification					
Catholic	39	0.89	1.09	0.51	0.55
Other religious	287	0.67	1.19	0.93	0.47
Nonsectarian	120	1.37	2.12	1.65	1.36
Community type					
City	268	0.96	1.80	1.28	0.95
Suburban	229	1.21	1.60	1.17	0.74
Town	205	0.80	1.26	0.98	0.56
Rural	296	0.75	1.02	0.51	0.53
School level					
Elementary	297	0.79	1.11	0.84	0.53
Secondary	168	0.54	2.38	1.75	1.85
Combined	271	0.78	1.44	1.24	0.40
Student enrollment					
Less than 100	462	1.00	1.65	1.19	0.71
100-199	260	0.79	1.90	1.51	0.82
200-499	274	0.76	1.09	0.60	0.60
500-749	116	1.53	1.90	1.04	0.80
750 or more	70	1.28	1.76	0.90	0.99
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	237	1.16	1.74	1.06	0.81
35-49	138	4.03	5.00	2.65	1.36
50-74	98	3.36	5.10	4.17	1.48
75 or more	150	4.60	6.20	3.71	3.45
School did not participate in free or reduced-price lunch program	402	0.54	0.99	0.81	0.49

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

Table A-3. Standard errors for Table 3: Percentage distribution of school principals by age category, average and median age of principals, and percentage distribution of principals, by sex, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Less than 45 years	45-54 years	55 years or more	Average age of principals	Median age of principals	Sex	
						Male	Female
All schools	0.88	0.89	0.88	0.2	0.3	0.97	0.97
All public schools	1.04	1.13	1.06	0.2	0.3	1.21	1.21
School classification							
Traditional public	1.07	1.18	1.06	0.2	0.3	1.24	1.24
Charter school	6.30	4.84	5.99	1.4	2.7	5.39	5.39
Community type							
City	2.25	2.56	2.32	0.4	0.7	2.28	2.28
Suburban	1.99	1.96	1.73	0.3	0.7	1.98	1.98
Town	2.49	2.41	2.34	0.4	0.7	2.62	2.62
Rural	2.07	1.70	1.97	0.4	0.7	2.04	2.04
School level							
Elementary	1.45	1.43	1.32	0.2	0.5	1.56	1.56
Secondary	1.66	1.69	1.63	0.3	0.4	1.87	1.87
Combined	2.79	3.58	2.71	0.5	1.1	3.23	3.23
Student enrollment							
Less than 100	3.21	4.60	4.68	0.7	1.1	4.47	4.47
100-199	4.07	3.28	3.60	0.7	1.5	4.22	4.22
200-499	1.84	1.71	1.72	0.3	0.5	1.74	1.74
500-749	2.71	2.20	2.36	0.4	0.9	2.24	2.24
750-999	3.04	3.40	2.72	0.5	1.1	3.13	3.13
1,000 or more	2.40	3.12	2.50	0.4	0.7	2.52	2.52
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	1.78	1.80	1.50	0.3	0.6	1.78	1.78
35-49	2.19	2.14	2.56	0.5	0.7	2.95	2.95
50-74	2.14	2.14	2.32	0.4	0.7	2.32	2.32
75 or more	2.44	3.03	2.84	0.4	0.8	2.65	2.65
School did not participate in free or reduced-price lunch program	4.10	4.39	4.75	0.8	1.0	4.86	4.86
All BIE schools	1.90	1.80	2.17	0.4	0.6	2.18	2.18

See notes at end of table.

Table A-3. Standard errors for Table 3: Percentage distribution of school principals by age category, average and median age of principals, and percentage distribution of principals, by sex, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Less than 45 years	45-54 years	55 years or more	Average age of principals	Median age of principals	Sex	
						Male	Female
All private schools	1.36	1.15	1.36	0.3	0.5	1.38	1.38
School classification							
Catholic	1.56	1.62	1.92	0.4	0.4	1.78	1.78
Other religious	2.09	2.00	2.02	0.5	0.6	1.99	1.99
Nonsectarian	2.55	2.27	2.67	0.6	1.0	2.55	2.55
Community type							
City	1.93	1.77	1.69	0.5	0.5	1.77	1.77
Suburban	1.90	1.68	1.90	0.4	0.6	2.03	2.03
Town	3.37	3.69	4.61	0.8	1.7	4.27	4.27
Rural	3.47	3.14	3.12	0.8	0.6	3.46	3.46
School level							
Elementary	1.80	1.48	1.81	0.4	0.7	1.58	1.58
Secondary	2.92	3.19	3.41	0.8	1.1	3.71	3.71
Combined	2.38	2.12	2.38	0.5	0.7	2.26	2.26
Student enrollment							
Less than 100	2.49	1.88	2.47	0.6	0.8	2.25	2.25
100-199	2.31	2.13	2.45	0.6	0.8	2.45	2.45
200-499	1.61	2.04	2.16	0.4	0.4	2.07	2.07
500-749	2.69	4.12	3.91	0.7	0.9	3.82	3.82
750 or more	4.12	5.19	4.82	0.9	1.0	5.11	5.11
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	2.11	2.15	2.58	0.6	0.7	2.78	2.78
35-49	7.39	6.10	6.46	1.5	2.3	6.60	6.60
50-74	6.98	4.59	6.68	1.8	3.5	7.55	7.55
75 or more	6.25	4.57	5.82	1.6	1.8	6.79	6.79
School did not participate in free or reduced-price lunch program	1.62	1.39	1.64	0.4	0.5	1.58	1.58

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

Table A-4. Standard errors for Table 4: Percentage distribution of school principals, by highest degree earned, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Bachelor's degree or less	Master's degree	Education specialist or professional diploma	Doctorate or first professional degree
All schools	0.37	0.81	0.75	0.46
All public schools	0.23	1.01	0.97	0.57
School classification				
Traditional public	0.19	1.03	0.96	0.54
Charter school	3.33	5.46	4.73	3.65
Community type				
City	0.45	2.07	2.11	1.29
Suburban	0.52	1.92	1.92	1.23
Town	0.64	2.58	2.24	0.85
Rural	0.55	1.70	1.74	0.65
School level				
Elementary	0.27	1.36	1.28	0.66
Secondary	0.40	1.61	1.47	0.85
Combined	1.71	3.38	3.00	1.47
Student enrollment				
Less than 100	1.80	4.83	4.34	1.37
100-199	0.73	3.32	2.80	1.74
200-499	0.40	1.70	1.60	0.81
500-749	0.30	1.94	1.86	1.34
750-999	0.19	2.62	2.66	1.89
1,000 or more	0.51	2.48	2.22	1.75
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	0.40	1.79	1.59	0.94
35-49	0.32	2.72	2.53	0.93
50-74	0.44	2.17	2.14	0.87
75 or more	0.62	2.25	2.16	1.49
School did not participate in free or reduced-price lunch program	2.65	5.82	5.14	3.02
All BIE schools	1.04	2.07	1.66	1.07

See notes at end of table.

Table A-4. Standard errors for Table 4: Percentage distribution of school principals, by highest degree earned, school type, and selected school characteristics: 2007-08
—Continued

School type and selected school characteristic	Bachelor's degree or less	Master's degree	Education specialist or professional diploma	Doctorate or first professional degree
All private schools	1.37	1.20	0.75	0.63
School classification				
Catholic	1.17	1.74	1.36	0.94
Other religious	2.14	2.09	1.10	0.89
Nonsectarian	2.65	2.73	1.59	1.38
Community type				
City	1.90	2.11	1.46	1.17
Suburban	2.19	2.04	1.14	1.06
Town	3.76	4.10	3.67	1.96
Rural	3.49	3.22	1.04	1.03
School level				
Elementary	1.81	1.64	1.17	0.70
Secondary	3.06	3.47	2.07	1.62
Combined	2.20	2.18	1.11	1.18
Student enrollment				
Less than 100	2.01	1.93	1.34	0.91
100-199	2.21	2.46	1.50	1.18
200-499	1.25	1.64	1.22	1.15
500-749	1.64	3.18	2.67	2.26
750 or more	2.37	5.30	3.99	4.53
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	2.66	3.20	2.38	1.13
35-49	5.34	6.80	3.36	2.83
50-74	4.93	5.81	2.83	3.38
75 or more	5.49	5.58	4.29	2.11
School did not participate in free or reduced-price lunch program	1.67	1.57	0.81	0.78

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

Table A-5. Standard errors for Table 5: Average annual salary for school principals, by years of experience as a principal, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Average annual salary	Average annual salary for principals by years of experience		
		Less than 3 years	3 to 9 years	10 years or more
All schools	360	850	630	780
All public schools	380	850	610	850
School classification				
Traditional public	390	870	600	870
Charter school	2,460	3,630	3,880	4,730
Community type				
City	740	1,930	1,180	1,800
Suburban	920	2,400	1,120	1,600
Town	710	1,280	1,270	1,220
Rural	660	920	980	1,110
School level				
Elementary	490	1,060	680	1,120
Secondary	700	1,350	1,220	1,570
Combined	1,240	2,150	1,950	2,280
Student enrollment				
Less than 100	1,720	2,660	2,890	4,080
100-199	1,790	2,270	2,660	3,360
200-499	620	1,140	1,040	1,340
500-749	910	1,800	1,220	2,000
750-999	1,310	2,720	2,070	1,490
1,000 or more	1,130	2,800	1,200	1,440
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	770	1,470	1,130	1,360
35-49	1,010	2,080	1,230	1,770
50-74	710	1,360	1,220	1,200
75 or more	950	2,350	1,450	2,220
School did not participate in free or reduced-price lunch program	2,230	4,350	3,120	4,000
All BIE schools	700	1,030	970	1,310

See notes at end of table.

Table A-5. Standard errors for Table 5: Average annual salary for school principals, by years of experience as a principal, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Average annual salary	Average annual salary for principals by years of experience		
		Less than 3 years	3 to 9 years	10 years or more
All private schools	800	1,520	1,200	1,410
School classification				
Catholic	770	1,900	1,190	1,340
Other religious	1,000	1,680	1,330	1,920
Nonsectarian	1,990	3,280	3,810	3,380
Community type				
City	1,290	2,520	2,280	2,060
Suburban	1,420	3,020	1,820	2,150
Town	2,150	3,850	2,810	3,870
Rural	1,640	2,520	2,130	3,370
School level				
Elementary	970	1,840	1,500	1,600
Secondary	2,370	4,380	3,990	4,860
Combined	1,480	3,020	2,140	3,120
Student enrollment				
Less than 100	950	1,780	1,800	2,040
100-199	1,480	3,440	1,680	2,760
200-499	1,720	3,020	2,840	2,630
500-749	2,740	5,660	4,920	4,050
750 or more	3,700	6,320	9,460	5,420
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	1,350	2,790	1,710	1,830
35-49	5,630	7,660	10,320	11,210
50-74	2,720	6,910	5,190	3,210
75 or more	3,330	5,570	7,500	5,260
School did not participate in free or reduced-price lunch program	1,080	2,040	1,550	1,920

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

Table A-6. Standard errors for Table 6: Average hours per week that school principals spent on all school-related activities and interacting with students, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Average hours per week	
	All school-related activities	Interacting with students
All schools	0.20	0.23
All public schools	0.25	0.28
School classification		
Traditional public	0.26	0.28
Charter school	1.39	1.35
Community type		
City	0.55	0.62
Suburban	0.43	0.48
Town	0.71	0.85
Rural	0.51	0.55
School level		
Elementary	0.28	0.34
Secondary	0.63	0.50
Combined	0.65	0.80
Student enrollment		
Less than 100	1.47	1.45
100-199	1.03	0.92
200-499	0.36	0.41
500-749	0.42	0.52
750-999	0.57	0.73
1,000 or more	0.46	0.73
Percent of K-12 students who were approved for free or reduced-price lunches		
0-34	0.33	0.41
35-49	0.70	0.69
50-74	0.63	0.66
75 or more	0.58	0.69
School did not participate in free or reduced-price lunch program	1.69	1.21
All BIE schools	0.54	0.48

See notes at end of table.

Table A-6. Standard errors for Table 6: Average hours per week that school principals spent on all school-related activities and interacting with students, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Average hours per week	
	All school-related activities	Interacting with students
All private schools	0.41	0.35
School classification		
Catholic	0.38	0.51
Other religious	0.72	0.55
Nonsectarian	0.77	0.75
Community type		
City	0.50	0.67
Suburban	0.58	0.61
Town	1.16	1.08
Rural	1.31	0.78
School level		
Elementary	0.56	0.48
Secondary	1.28	0.89
Combined	0.63	0.72
Student enrollment		
Less than 100	0.74	0.66
100-199	0.56	0.58
200-499	0.46	0.54
500-749	0.80	0.89
750 or more	0.83	1.43
Percent of K-12 students who were approved for free or reduced-price lunches		
0-34	0.66	0.66
35-49	2.07	1.55
50-74	1.47	1.96
75 or more	1.36	1.62
School did not participate in free or reduced-price lunch program	0.54	0.46

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

Table A-7. Standard errors for Table 7: Average total years of experience as a school principal, average years at current school as a principal, and percentage distribution of principals, by years of experience as a principal at current school, school type, and selected school characteristics: 2007-08

School type and selected school characteristic	Average total years of experience	Average years at current school	Years of experience as a principal at current school				
			Less than 2 years	2 years	3 years	4-9 years	10 years or more
All schools	0.13	0.09	0.82	0.56	0.56	0.73	0.58
All public schools	0.14	0.10	0.96	0.66	0.63	0.87	0.66
School classification							
Traditional public	0.14	0.11	0.98	0.66	0.64	0.85	0.68
Charter school	0.70	0.47	6.23	6.13	2.71	6.36	2.79
Community type							
City	0.25	0.17	2.22	1.64	1.26	2.16	1.26
Suburban	0.28	0.18	1.72	1.46	1.21	1.77	1.37
Town	0.34	0.28	2.80	1.86	1.48	2.72	2.01
Rural	0.27	0.20	1.83	1.07	1.12	1.75	1.22
School level							
Elementary	0.17	0.13	1.31	0.89	0.86	1.13	0.85
Secondary	0.19	0.15	1.77	1.02	1.06	1.62	1.15
Combined	0.43	0.24	4.09	2.12	1.61	2.81	1.24
Student enrollment							
Less than 100	0.63	0.47	4.66	2.63	1.34	4.35	2.73
100-199	0.54	0.43	3.62	2.43	2.74	3.84	2.65
200-499	0.23	0.18	1.54	1.15	1.05	1.48	1.33
500-749	0.33	0.23	2.37	1.50	1.63	1.98	1.35
750-999	0.39	0.37	3.03	2.24	1.97	2.99	2.65
1,000 or more	0.30	0.21	2.36	1.75	1.66	2.28	1.52
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	0.24	0.16	1.61	1.16	0.95	1.69	1.14
35-49	0.34	0.26	2.39	1.57	1.67	2.48	1.74
50-74	0.31	0.22	2.27	1.32	1.79	2.04	1.24
75 or more	0.34	0.24	2.44	1.87	1.50	2.19	1.77
School did not participate in free or reduced-price lunch program	0.82	0.63	5.30	2.87	2.96	4.55	4.14
All BIE schools	0.30	0.19	2.05	1.63	1.24	2.07	1.10

See notes at end of table.

Table A-7. Standard errors for Table 7: Average total years of experience as a school principal, average years at current school as a principal, and percentage distribution of principals, by years of experience as a principal at current school, school type, and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Average total years of experience	Average years at current school	Years of experience as a principal at current school				
			Less than 2 years	2 years	3 years	4-9 years	10 years or more
All private schools	0.22	0.18	1.21	0.97	0.86	1.12	0.97
School classification							
Catholic	0.34	0.24	1.62	1.25	1.32	1.69	1.40
Other religious	0.35	0.31	2.03	1.63	1.34	1.81	1.62
Nonsectarian	0.55	0.52	2.37	1.50	1.16	2.40	2.80
Community type							
City	0.38	0.33	1.75	1.26	1.23	1.77	1.86
Suburban	0.36	0.30	1.84	1.60	1.07	1.83	1.69
Town	0.80	0.65	4.55	2.28	2.33	3.64	3.31
Rural	0.53	0.44	3.03	2.27	2.21	3.25	2.54
School level							
Elementary	0.30	0.24	1.76	1.23	1.24	1.60	1.36
Secondary	0.58	0.52	3.12	2.71	1.90	3.52	2.87
Combined	0.44	0.42	2.01	1.55	1.15	1.92	2.18
Student enrollment							
Less than 100	0.36	0.33	2.15	1.69	1.39	2.02	1.84
100-199	0.48	0.37	2.17	1.56	1.38	2.28	1.86
200-499	0.37	0.35	1.84	1.33	1.20	1.85	1.87
500-749	0.82	0.72	3.32	2.17	1.90	2.89	4.25
750 or more	0.99	0.70	3.97	3.27	2.76	4.45	4.25
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	0.52	0.46	2.71	1.77	1.81	2.56	2.24
35-49	1.13	1.08	6.49	5.10	4.04	5.66	6.19
50-74	1.39	1.17	5.31	5.80	4.33	6.22	6.17
75 or more	0.98	0.83	5.00	3.17	1.71	4.92	5.38
School did not participate in free or reduced-price lunch program	0.26	0.23	1.55	1.18	1.03	1.48	1.36

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

Table A-8. Standard errors for Table 8: Percentage of school principals who thought they had a major influence on evaluating teachers at their school and hiring new full-time teachers at their school, by school type and selected school characteristics: 2007-08

School type and selected school characteristic	Evaluating teachers at their school	Hiring new full-time teachers at their school
All schools	0.47	0.50
All public schools	0.54	0.60
School classification		
Traditional public	0.55	0.62
Charter school	2.25	2.50
Community type		
City	1.49	1.65
Suburban	0.85	1.30
Town	1.25	1.45
Rural	0.87	1.00
School level		
Elementary	0.73	0.79
Secondary	1.00	1.11
Combined	1.11	1.61
Student enrollment		
Less than 100	3.15	3.62
100-199	1.31	2.07
200-499	0.88	1.01
500-749	0.80	1.49
750-999	1.94	1.59
1,000 or more	1.01	1.28
Percent of K-12 students who were approved for free or reduced-price lunches		
0-34	0.86	0.97
35-49	0.78	1.46
50-74	1.02	1.38
75 or more	1.25	1.57
School did not participate in free or reduced-price lunch program	4.14	3.71
All BIE schools	1.21	1.49

See notes at end of table.

Table A-8. Standard errors for Table 8: Percentage of school principals who thought they had a major influence on evaluating teachers at their school and hiring new full-time teachers at their school, by school type and selected school characteristics: 2007-08—Continued

School type and selected school characteristic	Evaluating teachers at their school	Hiring new full-time teachers at their school
All private schools	0.81	0.63
School classification		
Catholic	0.41	0.30
Other religious	1.40	1.17
Nonsectarian	1.21	0.66
Community type		
City	0.69	0.95
Suburban	0.88	0.63
Town	2.55	2.50
Rural	2.83	2.42
School level		
Elementary	1.08	0.81
Secondary	1.65	1.20
Combined	1.36	1.02
Student enrollment		
Less than 100	1.57	1.27
100-199	0.69	0.78
200-499	0.42	0.43
500-749	1.13	1.15
750 or more	1.47	0.85
Percent of K-12 students who were approved for free or reduced-price lunches		
0-34	1.42	1.04
35-49	2.98	3.11
50-74	0.51	2.09
75 or more	2.21	2.17
School did not participate in free or reduced-price lunch program	1.05	0.91

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal, BIE School Principal, and Private School Principal 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 79.4 percent for public school principals, 79.2 percent for BIE school principals, and 72.2 percent for private school principals. When response rates were calculated further by state, affiliation, or region, 34 states, all 12 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 school principals 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		
Minnesota, enrollment (200-500 students)	x	x
National, enrollment (1-100 students)		x
National, locale (central city)	x	x
National, locale (rural)	x	
Nebraska, school level (secondary)		x
State (California)	x	
Virginia, locale (suburban and rural)		x
Private		
Affiliation (Catholic – Diocesan)	x	
Affiliation (Catholic – Parochial)	x	
Affiliation (Nonsectarian – regular)	x	x
Baptist, enrollment (1-100 and 200-499 students)		x
Baptist, school level (elementary and combined)	x	
Jewish, locale (central city)	x	x
Jewish, school level (elementary)	x	
Other religious, locale (suburban)		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 Principal, BIE School Principal, and Private School Principal 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 principal files. For further information on nonresponse

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

bias analysis and item response rates, see the *Documentation for the 2007-08 Schools and Staffing Survey* (Tourkin et al. forthcoming).

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 “A” and are followed by four digits are survey variables that come from items on the principal 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.

Table D-1. Variables used in the 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 report: 2007-08

Variable	Variable name in data file
Annual salary	A0249
Charter school identifier	CHARFLAG
Highest degree earned	A0032
Hours spent per week interacting with students	A0226
Hours spent per week on school related activities	A0225
Influence evaluating teachers at their school	A0068
Influence hiring new full-time teachers at their school	A0075
Percentage of students in the school approved for National School Lunch Program	NSLAPP_S
Principal's age	AGE_P
Principal's race/ethnicity	RACETH_P
Principal's sex	A0240
Student enrollment	SCHSIZE
Three-category private school typology	RELIG
Three-category school level	SCHLEVEL
Total years of experience as a school principal	A0025
Total years of experience as a school principal at current school	A0026
Urban-centric school locale code	URBANS12

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

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.

Principal's age (AGE_P): A variable based on respondents' reported year of birth. AGE_P is a continuous variable that was created by subtracting the principals' reported years of birth (A0248) from the year of data collection (2007).

Principal's race/ethnicity (RACETH_P): A variable based on respondents' reported race and ethnicity (A0241-A0246). The 2007-08 SASS allowed respondents to mark more than one racial category. Recoded into four categories for this report: Hispanic, regardless of race; White, non-Hispanic; Black, non-Hispanic; and Other. The category "Other" includes American Indian/Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or Other Pacific Islander, non-Hispanic; or More than one race, non-Hispanic.

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.