

# Principal Attrition and Mobility:

Results From the 2012–13 Principal Follow-up Survey

First Look

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## Introduction

This report presents selected findings from the Public School Principal Status and Private School Principal Status Data Files of the 2012–13 Principal Follow-up Survey (PFS). The PFS is a nationally representative sample survey of public<sup>1</sup> and private K–12 schools in the 50 states and District of Columbia and was initiated to inform discussions and decisions regarding principal attrition and mobility among policymakers, researchers, and parents.

First collected in school year 2008–09, the PFS was designed as a component of the Schools and Staffing Survey (SASS) and was sponsored by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education. 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 questionnaires sent to districts, schools, principals, teachers, and library media centers. Information from all of the surveys can be linked. The SASS questionnaires can be found at <http://nces.ed.gov/surveys/sass/questionnaire.asp>.

Like the 2011–12 SASS, the 2012–13 PFS was conducted by the U.S. Census Bureau. Schools with a principal who returned a 2011–12 SASS principal questionnaire were included in the PFS sample. The sample included about 7,500 public schools and 1,700 private schools. The PFS consisted of only one item and had a response rate of nearly 100 percent. To facilitate analysis, this item and variables derived from it were added to the SASS public and private school principal data files. The 2012–13 PFS assessed how many school principals in the 2011–12 school year still worked as a principal in the same school in the 2012–13 school year, how many had moved to become a principal in another school, and how many had left the principalship altogether. This 2012–13 principal status variable is used in conjunction with 2011–12 SASS school and principal characteristics for the analyses in this First Look report. For additional information on PFS sampling and response rates, see appendix B.

The purpose of this First Look is to introduce new data through the presentation of tables containing descriptive information. Selected findings chosen for this report demonstrate the range of information available on the 2012–13 SASS Public School Principal Status and Private School Principal Status Data Files. The selected findings do not represent a complete review of all observed differences in the data and are not meant to emphasize any particular issue.

The tables in this report contain counts and percentages demonstrating bivariate associations 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 examined are related to one another, and complex interactions and relationships have not been explored. Statistical Analysis Software (SAS 9.3) and SUDAAN (11.0) were used to compute the statistics for this report. Tables of standard errors are provided in appendix A. Detailed information about the survey methodology is provided in appendix B. Appendix C contains a description of the variables used in this report, and appendix D contains the PFS questionnaires.

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

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<sup>1</sup> Public schools include traditional public and charter schools.



## Selected Findings

- Of the 114,330 school principals (public and private) who were principals during the 2011–12 school year, 78 percent remained at the same school during the following school year (“stayers”), 6 percent moved to a different school (“movers”), and 12 percent left the principalship (“leavers”). In addition, 5 percent of principals were from schools that reported the principal had left, but the schools were unable to report the current occupational status of the principal (“other”) (table 1).
- Among male principals in public schools, 77 percent were stayers, 7 percent were movers, and 12 percent were leavers. Among female principals in public schools, 78 percent were stayers, 7 percent were movers, and 11 percent were leavers (table 2).
- In private schools, 11 percent of principals younger than 45 years old, 9 percent of those between 45 and 54 years old, and 13 percent of those 55 years old or older were leavers (table 3). In public schools, the respective percentages are 8, 8, and 20 percent (table 2).
- Of school principals who reported in the 2011–12 school year that student acts of disrespect for teachers occurred at least once a month or more often, 11 percent of public school principals and 12 percent of private school principals left the principalship in 2012–13 (tables 4 and 5).
- Of school principals who reported in the 2011–12 school year that they had a major influence on determining the content of in-service professional development programs for teachers, 78 percent of public school principals and 83 percent of private school principals stayed at their 2011–12 school (tables 6 and 7).
- Of all public school principals who moved to a different school, 54 percent moved to another public school in the same school district (table 8).
- Of all private school principals who moved to a different school, 70 percent moved to another private school (table 9).
- Of principals who had left the principalship in 2012–13, some 38 percent of public school principals and 30 percent of private school principals left due to retirement (tables 10 and 11).

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## **Estimate Tables**

Table 1. Number and percentage distribution of school principals, by status, school type, and school classification: 2008–09 and 2012–13

| Year and sector                   | Number             |         |        |         |       | Percent |        |         |       |
|-----------------------------------|--------------------|---------|--------|---------|-------|---------|--------|---------|-------|
|                                   | Total <sup>1</sup> | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| All schools, 2008–09 <sup>2</sup> | 116,970            | 93,030  | 7,040  | 13,620  | 3,280 | 79.5    | 6.0    | 11.6    | 2.8   |
| Public                            | 89,920             | 71,440  | 6,210  | 10,690  | 1,570 | 79.5    | 6.9    | 11.9    | 1.8   |
| School classification             |                    |         |        |         |       |         |        |         |       |
| Traditional public                | 86,390             | 68,900  | 5,940  | 10,240  | 1,310 | 79.8    | 6.9    | 11.9    | 1.5   |
| Public charter                    | 3,530              | 2,540   | 270!   | 450     | 260!  | 72.0    | 7.7!   | 12.8    | 7.4!  |
| Private                           | 27,050             | 21,580  | 830    | 2,930   | 1,710 | 79.8    | 3.1    | 10.8    | 6.3   |
| All schools, 2012–13              | 114,330            | 89,120  | 6,760  | 13,160  | 5,290 | 78.0    | 5.9    | 11.5    | 4.6   |
| Public                            | 89,530             | 69,320  | 6,230  | 10,270  | 3,710 | 77.4    | 7.0    | 11.5    | 4.1   |
| School classification             |                    |         |        |         |       |         |        |         |       |
| Traditional public                | 85,110             | 66,180  | 5,910  | 9,730   | 3,290 | 77.8    | 6.9    | 11.4    | 3.9   |
| Public charter                    | 4,420              | 3,140   | 310    | 540     | 420   | 71.2    | 7.1    | 12.2    | 9.5   |
| Private                           | 24,800             | 19,800  | 530    | 2,880   | 1,580 | 79.8    | 2.2    | 11.6    | 6.4   |

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

<sup>1</sup> These estimates do not include principals about whom no information was available. These Principal Follow-up Survey (PFS) nonrespondents represent 0.4 percent of the weighted total of 90,470 public school principals in 2007–08 and 0.3 percent of the weighted total of 89,810 public school principals in 2011–12; they represent 2.0 percent of the weighted total of 27,960 private school principals in 2007–08 and 3.6 percent of the weighted total of 25,730 private school principals in 2011–12.

<sup>2</sup> These estimates differ somewhat from previously published estimates because they do not include Bureau of Indian Education (BIE) schools. BIE schools were excluded to maintain comparability between the 2008–09 estimates and the 2012–13 estimates.

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year. “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year. “Leavers” are principals who were no longer principals after the base year. “Other” includes principals who had left their base-year school, but for whom it was not possible to determine a mover or leaver status in the current school year. The base year for 2008–09 was 2007–08; the base year for 2012–13 was 2011–12. 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 and Private School Principal Data Files,” 2007–08; Principal Follow-up Survey (PFS), “Public School Principal Status and Private School Principal Status Data Files,” 2008–09; Schools and Staffing Survey (SASS), “Public School Principal and Private School Principal Data Files,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status and Private School Principal Status Data Files,” 2012–13.

Table 2. Number and percentage distribution of public school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year: 2012–13

| Principal or school characteristic in 2011–12               | Number             |         |        |         |       | Percent |        |         |       |
|---|--------------------|---------|--------|---------|-------|---------|--------|---------|-------|
|   | Total <sup>1</sup> | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| All public schools  | 89,530             | 69,320  | 6,230  | 10,270  | 3,710 | 77.4    | 7.0    | 11.5    | 4.1   |
| Age   |                    |         |        |         |       |         |        |         |       |
| Less than 45 years  | 35,630             | 28,220  | 3,050  | 2,830   | 1,520 | 79.2    | 8.6    | 8.0     | 4.3   |
| 45–54 years   | 29,650             | 24,190  | 2,090  | 2,480   | 890   | 81.6    | 7.1    | 8.4     | 3.0   |
| 55 years or more  | 24,250             | 16,900  | 1,080  | 4,960   | 1,310 | 69.7    | 4.5    | 20.5    | 5.4   |
| Sex   |                    |         |        |         |       |         |        |         |       |
| Male  | 43,390             | 33,440  | 3,040  | 5,030   | 1,880 | 77.1    | 7.0    | 11.6    | 4.3   |
| Female  | 46,140             | 35,880  | 3,190  | 5,240   | 1,830 | 77.8    | 6.9    | 11.4    | 4.0   |
| Race/ethnicity  |                    |         |        |         |       |         |        |         |       |
| Hispanic or Latino, of any race                             | 6,070              | 4,470   | 480    | 650     | 470!  | 73.6    | 7.9    | 10.7    | 7.7!  |
| White, not Hispanic or Latino                               | 71,920             | 56,510  | 4,610  | 8,390   | 2,410 | 78.6    | 6.4    | 11.7    | 3.3   |
| Black, not Hispanic or Latino                               | 9,070              | 6,550   | 880    | 950     | 700   | 72.2    | 9.7    | 10.4    | 7.7   |
| All other races <sup>2</sup>                                | 2,470              | 1,800   | 250!   | 280     | ±     | 72.9    | 10.3!  | 11.4    | 5.4!  |
| Salary  |                    |         |        |         |       |         |        |         |       |
| Less than \$60,000  | 4,300              | 2,970   | 410    | 640     | 280!  | 69.2    | 9.6    | 14.8    | 6.4   |
| \$60,000–\$79,999   | 23,330             | 18,470  | 1,760  | 2,250   | 860   | 79.2    | 7.5    | 9.6     | 3.7   |
| \$80,000–\$99,999   | 34,880             | 26,780  | 2,500  | 4,000   | 1,600 | 76.8    | 7.2    | 11.5    | 4.6   |
| \$100,000 or more   | 27,020             | 21,090  | 1,560  | 3,390   | 980   | 78.0    | 5.8    | 12.5    | 3.6   |
| Highest degree  |                    |         |        |         |       |         |        |         |       |
| Bachelor's degree or less                                   | 1,910              | 1,480   | 70!    | 210!    | 150!  | 77.7    | 3.5!   | 10.8!   | 7.9!  |
| Master's degree   | 55,240             | 42,860  | 3,910  | 6,260   | 2,220 | 77.6    | 7.1    | 11.3    | 4.0   |
| Educational specialist or professional diploma <sup>3</sup> | 23,520             | 18,220  | 1,620  | 2,970   | 720   | 77.4    | 6.9    | 12.6    | 3.0   |
| Doctorate or first professional degree                      | 8,860              | 6,770   | 630    | 840     | 630   | 76.4    | 7.1    | 9.5     | 7.1   |
| Years of experience as a principal at 2011–12 school        |                    |         |        |         |       |         |        |         |       |
| Less than 3 years   | 39,400             | 31,030  | 2,610  | 3,880   | 1,890 | 78.8    | 6.6    | 9.8     | 4.8   |
| 3–5 years   | 25,740             | 20,240  | 1,960  | 2,650   | 890   | 78.6    | 7.6    | 10.3    | 3.5   |
| 6–9 years   | 14,360             | 10,520  | 1,200  | 2,140   | 490   | 73.3    | 8.4    | 14.9    | 3.4   |
| 10 years or more  | 10,030             | 7,520   | 460    | 1,600   | 440   | 75.0    | 4.6    | 16.0    | 4.4   |
| Years of experience as a principal at any school            |                    |         |        |         |       |         |        |         |       |
| Less than 3 years   | 21,690             | 17,640  | 1,400  | 1,670   | 970   | 81.3    | 6.5    | 7.7     | 4.5   |
| 3–5 years   | 22,490             | 17,490  | 1,840  | 2,280   | 870   | 77.8    | 8.2    | 10.1    | 3.9   |
| 6–9 years   | 20,670             | 15,930  | 1,550  | 2,360   | 840   | 77.1    | 7.5    | 11.4    | 4.0   |
| 10 years or more  | 24,690             | 18,260  | 1,430  | 3,960   | 1,030 | 74.0    | 5.8    | 16.1    | 4.2   |

See notes at end of table.

Table 2. Number and percentage distribution of public school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year:  
2012–13—Continued

| Principal or school characteristic in<br>2011–12                                | Number             |         |        |         |       | Percent |        |         |       |
|---|--------------------|---------|--------|---------|-------|---------|--------|---------|-------|
|   | Total <sup>1</sup> | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| Years of experience as a teacher<br>prior to becoming a principal               |                    |         |        |         |       |         |        |         |       |
| Less than 5 years   | 6,340              | 4,850   | 380    | 720     | 390   | 76.5    | 6      | 11.4    | 6.1   |
| 5–10 years  | 29,840             | 23,330  | 2,330  | 2,940   | 1,250 | 78.2    | 7.8    | 9.9     | 4.2   |
| 10–15 years   | 24,960             | 19,250  | 2,050  | 2,520   | 1,130 | 77.1    | 8.2    | 10.1    | 4.5   |
| 15 years or more  | 28,390             | 21,890  | 1,470  | 4,090   | 940   | 77.1    | 5.2    | 14.4    | 3.3   |
| School classification   |                    |         |        |         |       |         |        |         |       |
| Traditional public  | 85,110             | 66,180  | 5,910  | 9,730   | 3,290 | 77.8    | 6.9    | 11.4    | 3.9   |
| Charter school  | 4,420              | 3,140   | 310    | 540     | 420   | 71.2    | 7.1    | 12.2    | 9.5   |
| Community type  |                    |         |        |         |       |         |        |         |       |
| City  | 23,370             | 17,380  | 1,980  | 2,760   | 1,250 | 74.4    | 8.5    | 11.8    | 5.3   |
| Suburban  | 24,390             | 19,100  | 1,710  | 2,650   | 930   | 78.3    | 7.0    | 10.9    | 3.8   |
| Town  | 12,320             | 9,790   | 780    | 1,270   | 470   | 79.5    | 6.3    | 10.3    | 3.8   |
| Rural   | 29,440             | 23,040  | 1,750  | 3,590   | 1,060 | 78.3    | 5.9    | 12.2    | 3.6   |
| School level  |                    |         |        |         |       |         |        |         |       |
| Primary   | 50,050             | 39,130  | 3,460  | 5,280   | 2,180 | 78.2    | 6.9    | 10.5    | 4.4   |
| Middle  | 13,890             | 10,670  | 1,180  | 1,630   | 400   | 76.9    | 8.5    | 11.7    | 2.9   |
| High  | 18,330             | 14,080  | 1,040  | 2,430   | 770   | 76.8    | 5.7    | 13.2    | 4.2   |
| Combined  | 7,270              | 5,440   | 540    | 940     | 350   | 74.8    | 7.4    | 13.0    | 4.8   |
| Student enrollment  |                    |         |        |         |       |         |        |         |       |
| Less than 100   | 6,560              | 5,000   | 330    | 830     | 400   | 76.2    | 5.1    | 12.6    | 6.2   |
| 100–199   | 6,470              | 4,890   | 580    | 700     | 300   | 75.6    | 8.9    | 10.9    | 4.6   |
| 200–499   | 36,980             | 28,290  | 2,770  | 4,200   | 1,720 | 76.5    | 7.5    | 11.4    | 4.7   |
| 500–749   | 21,800             | 17,020  | 1,610  | 2,340   | 820   | 78.1    | 7.4    | 10.7    | 3.8   |
| 750–999   | 8,650              | 6,950   | 460    | 1,090   | 160   | 80.3    | 5.3    | 12.6    | 1.8   |
| 1,000 or more   | 9,070              | 7,170   | 480    | 1,120   | 310   | 79.0    | 5.3    | 12.3    | 3.4   |
| Percent of K–12 students who were approved<br>for free or reduced-price lunches |                    |         |        |         |       |         |        |         |       |
| 0–34  | 26,730             | 21,380  | 1,550  | 3,040   | 760   | 80.0    | 5.8    | 11.4    | 2.8   |
| 35–49   | 14,850             | 11,660  | 850    | 1,830   | 510   | 78.6    | 5.7    | 12.3    | 3.4   |
| 50–74   | 23,000             | 18,060  | 1,660  | 2,350   | 920   | 78.5    | 7.2    | 10.2    | 4.0   |
| 75 or more  | 21,910             | 15,900  | 2,030  | 2,590   | 1,380 | 72.6    | 9.3    | 11.8    | 6.3   |
| School did not participate in free or<br>reduced-price lunch program            | 3,050              | 2,320   | 130!   | 460     | 140!  | 76      | 4.3!   | 15.1    | 4.6!  |

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

<sup>1</sup> These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 0.3 of the weighted total of 89,810 public school principals in 2011–12.

<sup>2</sup> “All other races” includes American Indian or Alaska Native, not Hispanic or Latino; Asian, not Hispanic or Latino; Native Hawaiian or Other Pacific Islander, not Hispanic or Latino; or Two or more races, not Hispanic or Latino.

<sup>3</sup> At least 1 year beyond the master's level.

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year (2011–12). “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year (2011–12). “Leavers” are principals who were no longer principals after the base year (2011–12). “Other” includes principals who had left their base-year (2011–12) school, but for whom it was not possible to determine a mover or leaver status in the current school year. Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2012–13.

Table 3. Number and percentage distribution of private school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year: 2012–13

| Principal or school characteristic in 2011–12               | Number             |         |        |         |       | Percent |        |         |       |
|---|--------------------|---------|--------|---------|-------|---------|--------|---------|-------|
|   | Total <sup>1</sup> | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| All private schools   | 24,800             | 19,800  | 530    | 2,880   | 1,580 | 79.8    | 2.2    | 11.6    | 6.4   |
| Age   |                    |         |        |         |       |         |        |         |       |
| Less than 45 years  | 6,820              | 5,280   | 140!   | 770     | 630   | 77.4    | 2.0!   | 11.3    | 9.2   |
| 45–54 years   | 6,010              | 4,780   | 180!   | 550     | 490!  | 79.6    | 3.0!   | 9.2     | 8.2!  |
| 55 years or more  | 11,970             | 9,740   | 210    | 1,560   | 460   | 81.4    | 1.8    | 13.0    | 3.8   |
| Sex   |                    |         |        |         |       |         |        |         |       |
| Male  | 10,940             | 8,340   | 320    | 1,340   | 950   | 76.2    | 2.9    | 12.2    | 8.7   |
| Female  | 13,850             | 11,460  | 210!   | 1,550   | 630   | 82.7    | 1.5!   | 11.2    | 4.6   |
| Race/ethnicity  |                    |         |        |         |       |         |        |         |       |
| Hispanic or Latino, of any race                             | 850                | 770     | ‡      | ‡       | #     | 91.0    | ‡      | ‡       | #     |
| White, not Hispanic or Latino                               | 21,720             | 17,190  | 440    | 2,700   | 1,390 | 79.1    | 2.0    | 12.4    | 6.4   |
| Black, not Hispanic or Latino                               | 1,610              | 1,340   | ‡      | 110!    | 130!  | 83.1    | ‡      | 6.6!    | 7.9!  |
| All other races <sup>2</sup>                                | 610                | 490     | ‡      | ‡       | ‡     | 80.3    | ‡      | ‡       | ‡     |
| Salary  |                    |         |        |         |       |         |        |         |       |
| Less than \$60,000  | 14,350             | 11,210  | 190    | 1,830   | 1,130 | 78.1    | 1.3    | 12.7    | 7.9   |
| \$60,000–\$79,999   | 5,230              | 4,330   | 220    | 510     | 170!  | 82.7    | 4.2    | 9.7     | 3.3!  |
| \$80,000–\$99,999   | 2,150              | 1,660   | ‡      | 250     | 190!  | 77.4    | 2.1!   | 11.7    | 8.8!  |
| \$100,000 or more   | 3,060              | 2,600   | 80!    | 300     | 90!   | 84.9    | 2.5!   | 9.7     | 2.9!  |
| Highest degree  |                    |         |        |         |       |         |        |         |       |
| Bachelor's degree or less                                   | 7,310              | 5,420   | 100!   | 930     | 850   | 74.2    | 1.4!   | 12.7    | 11.6  |
| Master's degree   | 12,590             | 10,560  | 260    | 1,440   | 320   | 83.9    | 2.1    | 11.5    | 2.6   |
| Educational specialist or professional diploma <sup>3</sup> | 2,600              | 2,080   | 110!   | 190!    | 220!  | 80.0    | 4.3!   | 7.3!    | 8.3   |
| Doctorate or first professional degree                      | 2,300              | 1,730   | 60!    | 320     | 190!  | 75.3    | 2.5!   | 13.8    | 8.3!  |
| Years of experience as a principal at 2011–12 school        |                    |         |        |         |       |         |        |         |       |
| Less than 3 years   | 8,560              | 6,320   | 230    | 1,080   | 930   | 73.8    | 2.7    | 12.7    | 10.8  |
| 3–5 years   | 4,820              | 3,650   | 120!   | 740     | 310   | 75.8    | 2.4!   | 15.4    | 6.4   |
| 6–9 years   | 4,110              | 3,430   | 60!    | 400     | ‡     | 83.5    | 1.5!   | 9.6     | 5.4!  |
| 10 years or more  | 7,310              | 6,400   | 120!   | 660     | 120!  | 87.5    | 1.7!   | 9.1     | 1.7!  |
| Years of experience as a principal at any school            |                    |         |        |         |       |         |        |         |       |
| Less than 3 years   | 5,090              | 3,760   | ‡      | 730     | 540   | 73.9    | ‡      | 14.3    | 10.6  |
| 3–5 years   | 4,200              | 3,010   | 110!   | 640     | 440!  | 71.7    | 2.5!   | 15.3    | 10.5! |
| 6–9 years   | 3,820              | 3,180   | 50!    | 310     | 280!  | 83.2    | 1.4!   | 8.2     | 7.2!  |
| 10 years or more  | 11,690             | 9,850   | 320    | 1,190   | 330   | 84.3    | 2.7    | 10.2    | 2.8   |

See notes at end of table.

Table 3. Number and percentage distribution of private school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year:  
2012–13—Continued

| Principal or school characteristic in<br>2011–12                  | Number             |         |        |         |       | Percent |        |         |       |
|---|--------------------|---------|--------|---------|-------|---------|--------|---------|-------|
|   | Total <sup>1</sup> | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| Years of experience as a teacher<br>prior to becoming a principal |                    |         |        |         |       |         |        |         |       |
| Less than 5 years   | 4,650              | 3,310   | ‡      | 610     | 700!  | 71.2    | ‡      | 13.2    | 14.9  |
| 5–10 years  | 4,540              | 3,620   | 180!   | 460     | 280   | 79.8    | 4.0!   | 10.1    | 6.1   |
| 10–15 years   | 4,900              | 4,000   | 100!   | 540     | 260!  | 81.5    | 2.0!   | 11.1    | 5.4!  |
| 15 years or more  | 10,700             | 8,870   | 220    | 1,270   | 340   | 82.9    | 2.1    | 11.9    | 3.2   |
| School classification   |                    |         |        |         |       |         |        |         |       |
| Catholic  | 6,690              | 5,450   | 110!   | 960     | 160!  | 81.5    | 1.7!   | 14.4    | 2.5!  |
| Other religious   | 11,930             | 9,150   | 290    | 1,390   | 1,100 | 76.7    | 2.4    | 11.7    | 9.2   |
| Nonsectarian  | 6,180              | 5,200   | 130!   | 530     | 320   | 84.2    | 2.1!   | 8.5     | 5.2   |
| Community type  |                    |         |        |         |       |         |        |         |       |
| City  | 8,510              | 6,760   | 210    | 1,080   | 460   | 79.5    | 2.5    | 12.7    | 5.4   |
| Suburban  | 7,840              | 6,800   | 110!   | 670     | 260   | 86.7    | 1.3!   | 8.6     | 3.4   |
| Town  | 2,620              | 2,110   | ‡      | 330!    | 120!  | 80.5    | ‡      | 12.6    | 4.4!  |
| Rural   | 5,830              | 4,130   | 150    | 800     | 740!  | 70.9    | 2.6    | 13.8    | 12.7  |
| School level  |                    |         |        |         |       |         |        |         |       |
| Elementary  | 13,860             | 10,900  | 270    | 1,620   | 1,060 | 78.7    | 2.0    | 11.7    | 7.7   |
| Secondary   | 2,580              | 2,080   | 70!    | 370     | 80!   | 80.4    | 2.5!   | 14.2    | 2.9!  |
| Combined  | 8,360              | 6,820   | 200    | 890     | 440!  | 81.6    | 2.4    | 10.7    | 5.3!  |
| Student enrollment  |                    |         |        |         |       |         |        |         |       |
| Less than 100   | 11,870             | 9,070   | 160    | 1,430   | 1,200 | 76.4    | 1.3    | 12.1    | 10.1  |
| 100–199   | 5,000              | 4,140   | 160!   | 590     | 120!  | 82.6    | 3.3!   | 11.7    | 2.4!  |
| 200–499   | 6,150              | 5,130   | 150!   | 640     | 240   | 83.5    | 2.4!   | 10.3    | 3.8   |
| 500–749   | 1,090              | 890     | ‡      | 160     | ‡     | 81.9    | ‡      | 14.4    | ‡     |
| 750 or more   | 690                | 570     | ‡      | 70!     | ‡     | 82.4    | ‡      | 10.1!   | ‡     |
| Participation in free or reduced-price lunch<br>program           |                    |         |        |         |       |         |        |         |       |
| School did participate  | 6,690              | 5,460   | 170    | 840     | 210   | 81.7    | 2.6    | 12.6    | 3.2   |
| School did not participate  | 18,110             | 14,340  | 360    | 2,040   | 1,370 | 79.2    | 2.0    | 11.3    | 7.5   |

# Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

<sup>1</sup> These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 3.6 percent of the weighted total of 25,730 private school principals in 2011–12.

<sup>2</sup> “All other races” includes American Indian or Alaska Native, not Hispanic or Latino; Asian, not Hispanic or Latino; Native Hawaiian or Other Pacific Islander, not Hispanic or Latino; or Two or more races, not Hispanic or Latino.

<sup>3</sup> At least 1 year beyond the master's level.

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year (2011–12). “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year (2011–12). “Leavers” are principals who were no longer principals after the base year (2011–12). “Other” includes principals who had left their base-year (2011–12) school, but for whom it was not possible to determine a mover or leaver status in the current school year. Detail may not sum to totals because of rounding and because some data are not shown.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Private School Principal Status Data File,” 2012–13.



Table 4. Number and percentage distribution of public school principals, by 2012–13 status and selected working conditions or school climate characteristics in the 2011–12 school year: 2012–13

| Working condition or school climate characteristic in 2011–12   | Number             |         |        |         |       | Percent |        |         |       |
|---|--------------------|---------|--------|---------|-------|---------|--------|---------|-------|
|   | Total <sup>1</sup> | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| All public schools  | 89,530             | 69,320  | 6,230  | 10,270  | 3,710 | 77.4    | 7.0    | 11.5    | 4.1   |
| Hours per week spent on all school-related activities   |                    |         |        |         |       |         |        |         |       |
| Less than 45  | 5,660              | 4,440   | 330    | 600     | 290!  | 78.5    | 5.8    | 10.6    | 5.1!  |
| 45–54   | 22,380             | 17,800  | 1,420  | 2,740   | 430   | 79.5    | 6.3    | 12.2    | 1.9   |
| 55–59   | 13,660             | 10,810  | 910    | 1,340   | 610   | 79.1    | 6.7    | 9.8     | 4.4   |
| 60 or more  | 47,830             | 36,270  | 3,570  | 5,600   | 2,390 | 75.8    | 7.5    | 11.7    | 5.0   |
| Hours per week spent interacting with students  |                    |         |        |         |       |         |        |         |       |
| Less than 10  | 10,230             | 8,410   | 440    | 1,030   | 350   | 82.2    | 4.3    | 10.1    | 3.4   |
| 10–19   | 28,160             | 21,640  | 1,780  | 3,710   | 1,040 | 76.8    | 6.3    | 13.2    | 3.7   |
| 20–24   | 15,170             | 11,630  | 1,280  | 1,600   | 670   | 76.6    | 8.4    | 10.5    | 4.4   |
| 25 or more  | 35,970             | 27,650  | 2,730  | 3,940   | 1,650 | 76.9    | 7.6    | 10.9    | 4.6   |
| Bargaining agreements   |                    |         |        |         |       |         |        |         |       |
| Represented under a meet-and-confer agreement   | 17,390             | 13,220  | 1,190  | 2,240   | 740   | 76.0    | 6.8    | 12.9    | 4.2   |
| Represented under a collective bargaining agreement   | 22,770             | 18,220  | 1,640  | 2,100   | 810   | 80.0    | 7.2    | 9.2     | 3.6   |
| Not represented under a meet-and-confer or collective bargaining agreement                                | 49,380             | 37,890  | 3,400  | 5,930   | 2,160 | 76.7    | 6.9    | 12.0    | 4.4   |
| Professional development  |                    |         |        |         |       |         |        |         |       |
| Participated in professional development activities in the last 12 months                                 | 88,920             | 68,980  | 6,130  | 10,120  | 3,680 | 77.6    | 6.9    | 11.4    | 4.1   |
| Did not participate in professional development activities in the last 12 months                          | 610                | 340     | 90!    | ‡       | ‡     | 55.8    | 15.2!  | 24.3!   | ‡     |
| The following problems occurred at least once a month or more often:                                      |                    |         |        |         |       |         |        |         |       |
| Physical conflicts among students   | 26,450             | 20,040  | 2,570  | 2,750   | 1,100 | 75.8    | 9.7    | 10.4    | 4.1   |
| Student bullying  | 37,650             | 28,720  | 3,370  | 3,980   | 1,580 | 76.3    | 8.9    | 10.6    | 4.2   |
| Student acts of disrespect for teachers   | 22,050             | 16,280  | 2,170  | 2,520   | 1,080 | 73.9    | 9.8    | 11.4    | 4.9   |
| More than 50 percent of students had at least one parent or guardian participate in the following events: |                    |         |        |         |       |         |        |         |       |
| Open house or back-to-school night  | 66,080             | 51,540  | 4,550  | 7,360   | 2,630 | 78.0    | 6.9    | 11.1    | 4.0   |
| Parent-teacher conference   | 60,240             | 46,990  | 4,000  | 6,570   | 2,690 | 78.0    | 6.6    | 10.9    | 4.5   |
| Special subject-area events <sup>2</sup>  | 48,920             | 38,350  | 3,090  | 5,510   | 1,970 | 78.4    | 6.3    | 11.3    | 4.0   |

<sup>1</sup> Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

<sup>2</sup> Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

<sup>3</sup> These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 0.3 percent of the weighted total of 89,810 public school principals in 2011–12.

<sup>4</sup> “Special subject-area events” include science fairs and concerts.

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year. “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year. “Leavers” are principals who were no longer principals after the base year. “Other” includes principals who had left their base-year school, but for whom it was not possible to determine a mover or leaver status in the current school year. Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2012–13.

Table 5. Number and percentage distribution of private school principals, by 2012–13 status and selected working conditions or school climate characteristics in the 2011–12 school year: 2012–13

| Working condition or school climate characteristic in 2011–12   | Number             |         |        |         |       | Percent |        |         |       |
|---|--------------------|---------|--------|---------|-------|---------|--------|---------|-------|
|   | Total <sup>1</sup> | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| All private schools   | 24,800             | 19,800  | 530    | 2,880   | 1,580 | 79.8    | 2.2    | 11.6    | 6.4   |
| Hours per week spent on all school-related activities   |                    |         |        |         |       |         |        |         |       |
| Less than 45  | 3,950              | 3,030   | ‡      | 430     | 460!  | 76.5    | ‡      | 10.9    | 11.6! |
| 45–54   | 7,990              | 6,230   | 150!   | 1,040   | 560   | 78.1    | 1.8!   | 13.1    | 7.0   |
| 55–59   | 3,070              | 2,450   | 140!   | 370     | 110!  | 80.0    | 4.4!   | 12.1    | 3.5!  |
| 60 or more  | 9,790              | 8,080   | 210    | 1,040   | 450   | 82.6    | 2.2    | 10.6    | 4.6   |
| Hours per week spent interacting with students  |                    |         |        |         |       |         |        |         |       |
| Less than 10  | 5,440              | 4,160   | 130!   | 710     | 430!  | 76.5    | 2.4!   | 13.0    | 8.0!  |
| 10–19   | 6,600              | 5,180   | 160    | 820     | 440   | 78.4    | 2.4    | 12.5    | 6.7   |
| 20–24   | 3,260              | 2,560   | 50!    | 430     | 220!  | 78.5    | 1.4!   | 13.3    | 6.7!  |
| 25 or more  | 9,500              | 7,900   | 200    | 920     | 490   | 83.1    | 2.1    | 9.6     | 5.1   |
| Professional development  |                    |         |        |         |       |         |        |         |       |
| Participated in professional development activities in the last 12 months                                 | 22,450             | 18,250  | 530    | 2,530   | 1,130 | 81.3    | 2.4    | 11.3    | 5.0   |
| Did not participate in professional development activities in the last 12 months                          | 2,350              | 1,550   | #      | 350!    | 450!  | 65.9    | #      | 14.9!   | 19.3  |
| The following problems occurred at least once a month or more often:                                      |                    |         |        |         |       |         |        |         |       |
| Physical conflicts among students   | 1,800              | 1,450   | ‡      | 240     | 100!  | 80.4    | ‡      | 13.2    | 5.6!  |
| Student bullying  | 4,120              | 3,280   | 70!    | 640     | 130!  | 79.7    | 1.8!   | 15.4    | 3.1!  |
| Student acts of disrespect for teachers   | 1,900              | 1,520   | 70!    | 230     | 80!   | 80.0    | 3.6!   | 12.3    | 4.1!  |
| More than 50 percent of students had at least one parent or guardian participate in the following events: |                    |         |        |         |       |         |        |         |       |
| Open house or back-to-school night  | 19,890             | 16,530  | 400    | 2,100   | 870   | 83.1    | 2.0    | 10.5    | 4.4   |
| Parent-teacher conference   | 20,870             | 16,860  | 430    | 2,390   | 1,200 | 80.8    | 2.0    | 11.4    | 5.7   |
| Special subject-area events <sup>2</sup>  | 17,390             | 14,470  | 350    | 1,820   | 750   | 83.2    | 2.0    | 10.5    | 4.3   |

# Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

<sup>1</sup> These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 3.6 percent of the weighted total of 25,730 private school principals in 2011–12.

<sup>2</sup> “Special subject-area events” include science fairs and concerts.

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year (2011–12). “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year (2011–12). “Leavers” are principals who were no longer principals after the base year (2011–12). “Other” includes principals who had left their base-year (2011–12) school, but for whom it was not possible to determine a mover or leaver status in the current school year. Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Private School Principal Status Data File,” 2012–13.

Table 6. Number and percentage distribution of public school principals who thought they had a major influence on decisions concerning various activities in the 2011–12 school year, by 2012–13 status: 2012–13

| Activity in the 2011–12 school year   | Number             |         |        |         |       | Percent |        |         |       |
|---|--------------------|---------|--------|---------|-------|---------|--------|---------|-------|
|   | Total <sup>1</sup> | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| All public schools  | 89,500             | 69,300  | 6,200  | 10,300  | 3,700 | 77.4    | 7.0    | 11.5    | 4.1   |
| Setting performance standards for students of this school   | 65,600             | 51,100  | 4,700  | 7,200   | 2,700 | 77.8    | 7.2    | 11.0    | 4.1   |
| Establishing curriculum at this school  | 38,200             | 29,800  | 2,700  | 4,200   | 1,400 | 78.1    | 7.2    | 11.0    | 3.7   |
| Determining the content of in-service professional development programs for teachers of this school | 62,200             | 48,600  | 4,200  | 6,900   | 2,500 | 78.2    | 6.7    | 11.1    | 4.0   |
| Evaluating teachers of this school  | 85,400             | 66,100  | 6,000  | 9,700   | 3,500 | 77.5    | 7.1    | 11.4    | 4.1   |
| Hiring new full-time teachers of this school  | 75,500             | 58,900  | 5,000  | 8,700   | 2,800 | 78.0    | 6.7    | 11.6    | 3.8   |
| Setting discipline policy at this school  | 71,100             | 55,500  | 4,900  | 7,800   | 2,900 | 78.1    | 6.9    | 11.0    | 4.1   |
| Deciding how your school budget will be spent   | 57,000             | 44,300  | 3,800  | 6,500   | 2,500 | 77.7    | 6.6    | 11.4    | 4.3   |

<sup>1</sup> These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 0.3 percent of the weighted total of 89,810 public school principals in 2011–12.

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year (2011–12). “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year (2011–12). “Leavers” are principals who were no longer principals after the base year (2011–12). “Other” includes principals who had left their base-year (2011–12) school, but for whom it was not possible to determine a mover or leaver status in the current school year. 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 Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2012–13.

Table 7. Number and percentage distribution of private school principals who thought they had a major influence on decisions concerning various activities in the 2011–12 school year, by 2012–13 status: 2012–13

| Activity in the 2011–12 school year   | Number             |         |        |         |       | Percent |        |         |       |
|---|--------------------|---------|--------|---------|-------|---------|--------|---------|-------|
|   | Total <sup>1</sup> | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| All private schools   | 24,800             | 19,800  | 530    | 2,880   | 1,580 | 79.8    | 2.2    | 11.6    | 6.4   |
| Setting performance standards for students of this school   | 20,200             | 16,610  | 460    | 2,110   | 1,020 | 82.2    | 2.3    | 10.5    | 5.0   |
| Establishing curriculum at this school  | 17,370             | 14,360  | 400    | 1,810   | 810   | 82.7    | 2.3    | 10.4    | 4.6   |
| Determining the content of in-service professional development programs for teachers of this school | 18,710             | 15,560  | 410    | 1,860   | 880   | 83.2    | 2.2    | 10.0    | 4.7   |
| Evaluating teachers of this school  | 20,610             | 16,820  | 430    | 2,330   | 1,030 | 81.6    | 2.1    | 11.3    | 5.0   |
| Hiring new full-time teachers of this school  | 21,070             | 17,250  | 430    | 2,320   | 1,070 | 81.8    | 2.0    | 11.0    | 5.1   |
| Setting discipline policy at this school  | 20,500             | 16,750  | 430    | 2,280   | 1,040 | 81.7    | 2.1    | 11.1    | 5.1   |
| Deciding how your school budget will be spent   | 15,550             | 12,890  | 300    | 1,580   | 780   | 82.9    | 1.9    | 10.2    | 5.0   |

<sup>1</sup> These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 3.6 percent of the weighted total of 25,730 private school principals in 2011–12.

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year (2011–12). “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year (2011–12). “Leavers” are principals who were no longer principals after the base year (2011–12). “Other” includes principals who had left their base-year (2011–12) school, but for whom it was not possible to determine a mover or leaver status in the current school year. 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), “Private School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Private School Principal Status Data File,” 2012–13.

Table 8. Number and percentage distribution of public school principals who moved to a different school, by total years of experience as a principal at 2011–12 school and type of move: 2012–13

| Type of move  | Total <sup>†</sup> |         | Years of experience as a principal at 2011–12 school |           |           |                  |
|---|--------------------|---------|--|-----------|-----------|------------------|
|   | Number             | Percent | Less than 3 years                                    | 3–5 years | 6–9 years | 10 years or more |
| All public school principal movers  | 6,230              | 100.0   | 100.0  | 100.0     | 100.0     | 100.0            |
| Moved from a public school to another public school in the same district    | 3,340              | 53.6    | 46.6   | 51.1      | 73.2      | 53.1             |
| Moved from a public school to another public school in a different district | 1,940              | 31.1    | 39.1   | 30.8      | 20.5!     | 14.9!            |
| Moved from a public school to another public school, district unknown       | 550                | 8.8     | 10.4   | 12.6!     | ‡         | ‡                |
| Moved from a public school to a private school                              | 100!               | 1.6!    | 2.5!   | ‡         | ‡         | ‡                |
| Moved from a public school to another school, sector unknown                | 300!               | 4.8!    | ‡  | 4.3!      | ‡         | 25.9!            |

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

<sup>†</sup> These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 0.3 percent of the weighted total of 89,800 public school principals in 2011–12.

NOTE: Of all public school principal movers, about 2,610 had less than 3 years of experience, 1,960 had 3–5 years of experience, 1,080 had 6–9 years of experience, and 580 had 10 or more years of experience. “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year (2011–12). Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2012–13.

Table 9. Number and percentage distribution of private school principals who moved to a different school, by total years of experience as a principal at 2011–12 school and type of move: 2012–13

| Type of move  | Total <sup>1</sup> |         | Years of experience as a principal at 2011–12 school |           |           |                  |
|---|--------------------|---------|--|-----------|-----------|------------------|
|   | Number             | Percent | Less than 3 years                                    | 3–5 years | 6–9 years | 10 years or more |
| All private school principal movers                           | 530                | 100.0   | 100.0  | 100.0     | 100.0     | 100.0            |
| Moved from a private school to a public school                | 80!                | 15.4!   | 22.4!  | ‡         | ‡         | #                |
| Moved from a private school to another private school         | 370                | 69.9    | 61.5   | 61.8      | 55.2!     | 100.0            |
| Moved from a private school to another school, sector unknown | 80!                | 14.8!   | ‡  | ‡         | ‡         | #                |

# Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

<sup>1</sup> These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 3.6 percent of the weighted total of 25,700 private school principals in 2011–12.

NOTE: Of all private school principal movers, about 230 had less than 3 years of experience, 120 had 3–5 years of experience, 60 had 6–9 years of experience, and 120 had 10 or more years of experience. "Movers" are principals who were still principals in the current school year but had moved to a different school after the base year (2011–12). Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Private School Principal Status Data File," 2012–13.

Table 10. Number and percentage distribution of 2012–13 status of public school principal leavers, by total years of experience as a principal in any school in 2011–12: 2012–13

| Status   | Total <sup>1</sup> |         | Years of experience as a principal in any school in 2011–12 school |           |           |                  |
|--|--------------------|---------|--|-----------|-----------|------------------|
|  | Number             | Percent | Less than 3 years  | 3–5 years | 6–9 years | 10 years or more |
| All public school principal leavers  | 10,270             | 100.0   | 100.0  | 100.0     | 100.0     | 100.0            |
| Status of all leavers  |                    |         |  |           |           |                  |
| Retired—not working outside of home  | 3,860              | 37.6    | 15.5   | 22.1      | 35.3      | 57.1             |
| Deceased   | ‡                  | ‡       | ‡  | ‡         | ‡         | ‡                |
| Not working outside of home and not retired  | #                  | #       | #  | #         | #         | #                |
| Working in a K–12 school, but not as a principal   | 2,530              | 24.6    | 49.5   | 31.0      | 24.8      | 10.3             |
| Working in K–12 education, but not in a K–12 school  | 3,070              | 29.9    | 24.9   | 37.5      | 33.6      | 25.3             |
| Working at a job outside of K–12 education   | 710                | 6.9     | 9.6!   | 8.3!      | 6.1!      | 5.5              |
| Status of leavers who were working in a position in a K–12 school, but not as a principal  |                    |         |  |           |           |                  |
| Working in current school, but not as a principal  | 890                | 35.0    | 43.9   | 18.4!     | 40.1!     | 38.5             |
| Working in a different public school, but not as a principal   | 1,440              | 56.8    | 38.3!  | 76.6      | 58.7      | 57.5             |
| Working in a private school, but not as a principal  | ‡                  | ‡       | ‡  | ‡         | ‡         | ‡                |
| Working in a different school, but not as a principal—unknown school type  | 30!                | 1.2!    | ‡  | ‡         | #         | ‡                |
| Status of leavers who were working in a position in K–12 education, but not in a K–12 school   |                    |         |  |           |           |                  |
| Working in a district or administrative office as a superintendent, assistant superintendent, or other higher level administrator                                | 1,900              | 61.8    | 48.9   | 54.2      | 74.1      | 63.9             |
| Working in a district or administrative office, in a position other than that of a superintendent, assistant superintendent, or other higher level administrator | 820                | 26.6    | 19.5!  | 37.5      | 24.0      | 22.5             |
| Working at a job associated with K–12 education, but not directly associated with any schools or school systems  | 300                | 9.8     | 23.6!  | ‡         | ‡         | 13.6!            |
| Position unknown   | 50!                | 1.7!    | ‡  | ‡         | #         | #                |

# Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

<sup>1</sup> These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 0.3 percent of the weighted total of 89,800 public school principals in 2011–12.

NOTE: Of all public school principal leavers, about 3,880 had less than 3 years of experience, 2,650 had 3–5 years of experience, 1,719 had 6–9 years of experience, and 2,020 had 10 or more years of experience. “Leavers” are principals who were no longer principals after the base year (2011–12). Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2012–13.

Table 11. Number and percentage distribution of 2012–13 status of private school principal leavers, by total years of experience as a principal in any school in 2011–12: 2012–13

| Status   | Total <sup>1</sup> |         | Total years of experience as a principal in any school in 2011–12 |           |           |                  |
|--|--------------------|---------|---|-----------|-----------|------------------|
|  | Number             | Percent | Less than 3 years   | 3–5 years | 6–9 years | 10 years or more |
| All private school principal leavers   | 2,880              | 100.0   | 100.0   | 100.0     | 100.0     | 100.0            |
| Status of all leavers  |                    |         |   |           |           |                  |
| Retired—not working outside of home  | 860                | 29.9    | ‡   | 32.8      | 20.1!     | 43.3             |
| Deceased   | 80!                | ‡       | #   | ‡         | ‡         | ‡                |
| Not working outside of home and not retired  | #                  | #       | #   | #         | #         | #                |
| Working in a K–12 school, but not as a principal   | 1,100              | 38.2    | 60.3  | 32.5!     | 29.4!     | 30.0             |
| Working in K–12 education, but not in a K–12 school  | 260                | 9.0     | ‡   | ‡         | ‡         | 10.4!            |
| Working at a job outside of K–12 education   | 580                | 20.3    | 22.2!   | 24.6!     | 29.7!     | 14.2!            |
| Status of leavers who were working in a position in a K–12 school, but not as a principal  |                    |         |   |           |           |                  |
| Working in current school, but not as a principal  | 660                | 60.4    | 59.9  | 58.4!     | ‡         | 71.9             |
| Working in a different public school, but not as a principal   | 120!               | 10.6!   | ‡   | ‡         | ‡         | ‡                |
| Working in a different private school, but not as a principal  | 290                | 26.3    | ‡   | ‡         | 69.1!     | 23.9!            |
| Working in a different school, but not as a principal—unknown school type  | ‡                  | ‡       | ‡   | ‡         | #         | #                |
| Status of leavers who were working in a position in K–12 education, but not in a K–12 school   |                    |         |   |           |           |                  |
| Working in a district or administrative office as a superintendent, assistant superintendent, or other higher level administrator                                | 120!               | 44.7!   | ‡   | ‡         | 100.0     | ‡                |
| Working in a district or administrative office, in a position other than that of a superintendent, assistant superintendent, or other higher level administrator | ‡                  | 30.5!   | ‡   | ‡         | #         | ‡                |
| Working at a job associated with K–12 education, but not directly associated with any schools or school systems  | 50!                | 20.2!   | ‡   | #         | #         | ‡                |
| Position unknown   | ‡                  | ‡       | ‡   | #         | #         | #                |

# Rounds to zero.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

<sup>1</sup> These estimates do not include principals about whom no information was available in 2012–13. These Principal Follow-up Survey (PFS) nonrespondents represent 3.6 percent of the weighted total of 25,700 private school principals in 2011–12.

NOTE: Of all private school principal leavers, about 1,080 had less than 3 years of experience, 740 had 3–5 years of experience, 300 had 6–9 years of experience, and 760 had 10 or more years of experience. “Leavers” are principals who were no longer principals after the base year (2011–12). Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Private School Principal Status Data File,” 2012–13.



## **Appendix A: Standard Error Tables**

Table A-1. Standard errors for table 1: Number and percentage distribution of school principals, by status, school type, and school classification: 2008–09 and 2012–13

| Year and sector       | Number |         |        |         |       | Percent |        |         |       |
|-----------------------|--------|---------|--------|---------|-------|---------|--------|---------|-------|
|                       | Total  | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| All schools, 2008–09  | 656    | 936     | 540    | 643     | 352   | 0.75    | 0.46   | 0.54    | 0.30  |
| Public                | 554    | 862     | 538    | 586     | 277   | 0.88    | 0.60   | 0.64    | 0.31  |
| School classification |        |         |        |         |       |         |        |         |       |
| Traditional public    | 517    | 865     | 518    | 578     | 245   | 0.91    | 0.60   | 0.66    | 0.28  |
| Public charter        | 156    | 218     | 120    | 132     | 118   | 5.14    | 3.45   | 3.73    | 3.22  |
| Private               | 302    | 384     | 98     | 226     | 241   | 1.10    | 0.36   | 0.84    | 0.88  |
| All schools, 2012–13  | 763    | 784     | 401    | 496     | 411   | 0.56    | 0.34   | 0.43    | 0.35  |
| Public                | 415    | 642     | 396    | 417     | 307   | 0.59    | 0.44   | 0.48    | 0.34  |
| School classification |        |         |        |         |       |         |        |         |       |
| Traditional public    | 322    | 593     | 391    | 418     | 309   | 0.62    | 0.46   | 0.49    | 0.36  |
| Public charter        | 217    | 203     | 83     | 102     | 97    | 2.84    | 1.85   | 2.36    | 2.12  |
| Private               | 565    | 501     | 91     | 282     | 273   | 1.47    | 0.37   | 1.11    | 1.02  |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal and Private School Principal Data Files," 2007–08; Principal Follow-up Survey (PFS), "Public School Principal Status and Private School Principal Status Data Files," 2008–09; Schools and Staffing Survey (SASS), "Public School Principal and Private School Principal Data Files," 2011–12; and Principal Follow-up Survey (PFS), "Public School Principal Status and Private School Principal Status Data Files," 2012–13.

Table A-2. Standard errors for table 2: Number and percentage distribution of public school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year: 2012–13

| Principal or school characteristic in 2011–12        | Number |         |        |         |       | Percent |        |         |       |
|--|--------|---------|--------|---------|-------|---------|--------|---------|-------|
|  | Total  | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| All public schools                                   | 415    | 642     | 396    | 417     | 307   | 0.59    | 0.44   | 0.48    | 0.34  |
| Age  |        |         |        |         |       |         |        |         |       |
| Less than 45 years                                   | 735    | 651     | 308    | 274     | 244   | 1.12    | 0.83   | 0.74    | 0.68  |
| 45–54 years  | 815    | 693     | 226    | 184     | 143   | 0.90    | 0.70   | 0.59    | 0.49  |
| 55 years or more                                     | 647    | 605     | 150    | 315     | 176   | 1.46    | 0.62   | 1.24    | 0.71  |
| Sex  |        |         |        |         |       |         |        |         |       |
| Male   | 906    | 783     | 244    | 340     | 174   | 0.82    | 0.55   | 0.75    | 0.39  |
| Female   | 806    | 757     | 307    | 333     | 238   | 0.96    | 0.64   | 0.70    | 0.51  |
| Race/ethnicity                                       |        |         |        |         |       |         |        |         |       |
| Hispanic or Latino, of any race                      | 399    | 334     | 133    | 190     | 151   | 3.90    | 2.07   | 2.94    | 2.34  |
| White, not Hispanic or Latino                        | 731    | 720     | 321    | 363     | 233   | 0.55    | 0.44   | 0.50    | 0.32  |
| Black, not Hispanic or Latino                        | 393    | 339     | 143    | 153     | 137   | 2.42    | 1.53   | 1.57    | 1.48  |
| All other races                                      | 259    | 196     | 127    | 83      | †     | 5.32    | 4.74   | 3.23    | 2.65  |
| Salary   |        |         |        |         |       |         |        |         |       |
| Less than \$60,000                                   | 304    | 234     | 81     | 105     | 83    | 3.21    | 1.86   | 2.28    | 1.89  |
| \$60,000–\$79,999                                    | 612    | 553     | 169    | 177     | 130   | 0.92    | 0.70   | 0.78    | 0.53  |
| \$80,000–\$99,999                                    | 741    | 703     | 262    | 325     | 229   | 1.19    | 0.74   | 0.90    | 0.65  |
| \$100,000 or more                                    | 561    | 538     | 243    | 287     | 161   | 1.25    | 0.88   | 1.00    | 0.59  |
| Highest degree                                       |        |         |        |         |       |         |        |         |       |
| Bachelor's degree or less                            | 263    | 220     | 29     | 62      | 66    | 5.19    | 1.57   | 3.43    | 3.23  |
| Master's degree                                      | 666    | 656     | 315    | 388     | 262   | 0.74    | 0.56   | 0.69    | 0.47  |
| Educational specialist or professional diploma       | 491    | 473     | 171    | 237     | 127   | 1.23    | 0.72   | 0.95    | 0.54  |
| Doctorate or first professional degree               | 441    | 424     | 108    | 146     | 128   | 2.37    | 1.23   | 1.65    | 1.42  |
| Years of experience as a principal at 2011–12 school |        |         |        |         |       |         |        |         |       |
| Less than 3 years                                    | 755    | 690     | 235    | 332     | 237   | 1.08    | 0.59   | 0.81    | 0.59  |
| 3–5 years  | 754    | 768     | 231    | 280     | 159   | 1.57    | 0.88   | 1.09    | 0.63  |
| 6–9 years  | 452    | 390     | 218    | 173     | 115   | 1.75    | 1.44   | 1.17    | 0.78  |
| 10 years or more                                     | 480    | 397     | 125    | 182     | 124   | 2.17    | 1.19   | 1.68    | 1.21  |
| Years of experience as a principal at any school     |        |         |        |         |       |         |        |         |       |
| Less than 3 years                                    | 658    | 582     | 176    | 219     | 184   | 1.33    | 0.79   | 0.96    | 0.83  |
| 3–5 years  | 723    | 647     | 234    | 247     | 163   | 1.44    | 1.01   | 1.05    | 0.72  |
| 6–9 years  | 707    | 543     | 214    | 203     | 137   | 1.34    | 0.93   | 0.88    | 0.63  |
| 10 years or more                                     | 678    | 604     | 198    | 291     | 174   | 1.28    | 0.77   | 1.16    | 0.69  |

See notes at end of table.

Table A-2. Standard errors for table 2: Number and percentage distribution of public school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year: 2012–13—Continued

| Principal or school characteristic in 2011–12                                | Number |         |        |         |       | Percent |        |         |       |
|--|--------|---------|--------|---------|-------|---------|--------|---------|-------|
|  | Total  | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| Years of experience as a teacher prior to becoming a principal               |        |         |        |         |       |         |        |         |       |
| Less than 5 years  | 415    | 343     | 61     | 175     | 111   | 2.74    | 0.97   | 2.45    | 1.67  |
| 5–10 years   | 766    | 682     | 235    | 264     | 188   | 1.06    | 0.75   | 0.87    | 0.63  |
| 10–15 years  | 651    | 595     | 246    | 241     | 229   | 1.49    | 0.98   | 0.93    | 0.86  |
| 15 years or more   | 757    | 665     | 173    | 285     | 162   | 1.05    | 0.61   | 0.93    | 0.56  |
| School classification  |        |         |        |         |       |         |        |         |       |
| Traditional public   | 322    | 593     | 391    | 418     | 309   | 0.62    | 0.46   | 0.49    | 0.36  |
| Charter school   | 217    | 203     | 83     | 102     | 97    | 2.84    | 1.85   | 2.36    | 2.12  |
| Community type   |        |         |        |         |       |         |        |         |       |
| City   | 282    | 435     | 279    | 299     | 171   | 1.60    | 1.19   | 1.30    | 0.72  |
| Suburban   | 345    | 370     | 204    | 229     | 183   | 1.14    | 0.84   | 0.90    | 0.75  |
| Town   | 341    | 377     | 119    | 136     | 107   | 1.74    | 0.99   | 1.05    | 0.86  |
| Rural  | 425    | 414     | 158    | 212     | 165   | 0.84    | 0.53   | 0.69    | 0.56  |
| School level   |        |         |        |         |       |         |        |         |       |
| Primary  | 418    | 595     | 338    | 362     | 301   | 0.95    | 0.68   | 0.73    | 0.60  |
| Middle   | 179    | 180     | 103    | 116     | 81    | 1.07    | 0.75   | 0.77    | 0.58  |
| High   | 469    | 432     | 114    | 166     | 105   | 1.12    | 0.63   | 0.94    | 0.55  |
| Combined   | 629    | 515     | 91     | 146     | 67    | 1.95    | 1.20   | 1.40    | 0.84  |
| Student enrollment   |        |         |        |         |       |         |        |         |       |
| Less than 100  | 396    | 375     | 60     | 140     | 97    | 2.73    | 0.93   | 2.20    | 1.50  |
| 100–199  | 355    | 319     | 99     | 110     | 87    | 2.47    | 1.48   | 1.72    | 1.32  |
| 200–499  | 679    | 704     | 275    | 289     | 245   | 1.18    | 0.75   | 0.78    | 0.65  |
| 500–749  | 602    | 616     | 225    | 221     | 160   | 1.55    | 1.01   | 1.05    | 0.73  |
| 750–999  | 444    | 381     | 103    | 145     | 42    | 1.77    | 1.10   | 1.58    | 0.46  |
| 1,000 or more  | 352    | 296     | 84     | 94      | 72    | 1.45    | 0.84   | 0.94    | 0.76  |
| Percent of K–12 students who were approved for free or reduced-price lunches |        |         |        |         |       |         |        |         |       |
| 0–34   | 641    | 629     | 219    | 260     | 151   | 1.15    | 0.82   | 0.97    | 0.56  |
| 35–49  | 554    | 479     | 146    | 184     | 107   | 1.68    | 0.99   | 1.07    | 0.72  |
| 50–74  | 541    | 542     | 186    | 216     | 165   | 1.35    | 0.77   | 0.96    | 0.72  |
| 75 or more   | 633    | 501     | 255    | 281     | 217   | 1.39    | 1.08   | 1.21    | 0.96  |
| School did not participate in free or reduced-price lunch program            | 264    | 265     | 41     | 82      | 60    | 3.88    | 1.36   | 2.70    | 1.90  |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2012–13.

Table A-3. Standard errors for table 3: Number and percentage distribution of private school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year: 2012–13

| Principal or school characteristic in 2011–12        | Number |         |        |         |       | Percent |        |         |       |
|--|--------|---------|--------|---------|-------|---------|--------|---------|-------|
|  | Total  | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| All private schools                                  | 565    | 501     | 91     | 282     | 273   | 1.47    | 0.37   | 1.11    | 1.02  |
| Age  |        |         |        |         |       |         |        |         |       |
| Less than 45 years                                   | 387    | 355     | 50     | 179     | 175   | 3.95    | 0.76   | 2.47    | 2.41  |
| 45–54 years  | 387    | 276     | 62     | 120     | 217   | 3.34    | 1.04   | 1.82    | 3.22  |
| 55 years or more                                     | 428    | 368     | 49     | 173     | 122   | 1.51    | 0.42   | 1.36    | 0.94  |
| Sex  |        |         |        |         |       |         |        |         |       |
| Male   | 459    | 371     | 64     | 204     | 247   | 2.33    | 0.59   | 1.83    | 2.04  |
| Female   | 474    | 442     | 66     | 217     | 123   | 1.73    | 0.48   | 1.45    | 0.87  |
| Race/ethnicity                                       |        |         |        |         |       |         |        |         |       |
| Hispanic or Latino, of any race                      | 139    | 135     | †      | †       | †     | 3.88    | †      | †       | †     |
| White, not Hispanic or Latino                        | 591    | 506     | 82     | 271     | 263   | 1.53    | 0.38   | 1.21    | 1.11  |
| Black, not Hispanic or Latino                        | 181    | 163     | †      | 49      | 64    | 4.89    | †      | 3.07    | 3.92  |
| All other races                                      | 131    | 115     | †      | †       | †     | 8.50    | †      | †       | †     |
| Salary   |        |         |        |         |       |         |        |         |       |
| Less than \$60,000                                   | 608    | 521     | 47     | 253     | 262   | 2.19    | 0.33   | 1.72    | 1.66  |
| \$60,000–\$79,999                                    | 267    | 250     | 58     | 84      | 54    | 2.03    | 1.08   | 1.52    | 1.07  |
| \$80,000–\$99,999                                    | 195    | 187     | †      | 55      | 77    | 4.09    | 1.04   | 2.61    | 3.61  |
| \$100,000 or more                                    | 174    | 175     | 28     | 72      | 37    | 2.92    | 0.89   | 2.27    | 1.22  |
| Highest degree                                       |        |         |        |         |       |         |        |         |       |
| Bachelor's degree or less                            | 521    | 368     | 39     | 219     | 241   | 3.55    | 0.53   | 2.74    | 2.85  |
| Master's degree                                      | 362    | 331     | 64     | 175     | 85    | 1.39    | 0.50   | 1.34    | 0.66  |
| Educational specialist or professional diploma       | 201    | 188     | 45     | 68      | 68    | 3.70    | 1.69   | 2.65    | 2.42  |
| Doctorate or first professional degree               | 215    | 204     | 25     | 77      | 67    | 4.02    | 1.12   | 3.09    | 2.94  |
| Years of experience as a principal at 2011–12 school |        |         |        |         |       |         |        |         |       |
| Less than 3 years                                    | 431    | 341     | 58     | 182     | 240   | 3.16    | 0.70   | 2.02    | 2.52  |
| 3–5 years  | 306    | 292     | 42     | 146     | 93    | 3.48    | 0.88   | 2.85    | 1.92  |
| 6–9 years  | 400    | 324     | 26     | 98      | †     | 3.18    | 0.69   | 2.12    | 2.49  |
| 10 years or more                                     | 368    | 357     | 55     | 127     | 61    | 1.87    | 0.73   | 1.73    | 0.80  |
| Years of experience as a principal at any school     |        |         |        |         |       |         |        |         |       |
| Less than 3 years                                    | 364    | 307     | †      | 170     | 143   | 4.50    | †      | 3.03    | 2.62  |
| 3–5 years  | 324    | 257     | 39     | 141     | 207   | 4.79    | 0.93   | 3.26    | 4.42  |
| 6–9 years  | 343    | 306     | 23     | 77      | 105   | 2.80    | 0.63   | 2.15    | 2.39  |
| 10 years or more                                     | 352    | 356     | 82     | 159     | 96    | 1.56    | 0.69   | 1.33    | 0.82  |

See notes at end of table.

Table A-3. Standard errors for table 3: Number and percentage distribution of private school principals, by 2012–13 status and selected principal or school characteristics in the 2011–12 school year: 2012–13—Continued

| Principal or school characteristic in 2011–12                  | Number |         |        |         |       | Percent |        |         |       |
|--|--------|---------|--------|---------|-------|---------|--------|---------|-------|
|  | Total  | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| Years of experience as a teacher prior to becoming a principal |        |         |        |         |       |         |        |         |       |
| Less than 5 years  | 401    | 279     | †      | 158     | 224   | 4.66    | †      | 3.08    | 4.15  |
| 5–10 years   | 264    | 259     | 57     | 94      | 78    | 2.89    | 1.25   | 2.10    | 1.66  |
| 10–15 years  | 306    | 255     | 39     | 119     | 116   | 3.13    | 0.77   | 2.36    | 2.25  |
| 15 years or more   | 390    | 388     | 53     | 164     | 72    | 1.74    | 0.51   | 1.48    | 0.65  |
| School classification  |        |         |        |         |       |         |        |         |       |
| Catholic   | 63     | 149     | 44     | 128     | 59    | 2.03    | 0.66   | 1.90    | 0.89  |
| Other religious  | 559    | 433     | 62     | 228     | 267   | 2.31    | 0.53   | 1.86    | 1.96  |
| Nonsectarian   | 110    | 161     | 46     | 102     | 93    | 2.13    | 0.75   | 1.62    | 1.51  |
| Community type   |        |         |        |         |       |         |        |         |       |
| City   | 259    | 279     | 59     | 147     | 99    | 2.12    | 0.68   | 1.72    | 1.16  |
| Suburban   | 309    | 322     | 34     | 101     | 69    | 1.67    | 0.43   | 1.28    | 0.89  |
| Town   | 323    | 254     | †      | 113     | 53    | 3.94    | †      | 3.70    | 1.66  |
| Rural  | 449    | 316     | 44     | 190     | 228   | 3.93    | 0.76   | 3.05    | 3.38  |
| School level   |        |         |        |         |       |         |        |         |       |
| Elementary   | 468    | 396     | 62     | 209     | 243   | 2.04    | 0.45   | 1.48    | 1.58  |
| Secondary  | 135    | 162     | 31     | 75      | 29    | 3.42    | 1.23   | 3.05    | 1.15  |
| Combined   | 228    | 261     | 54     | 142     | 137   | 2.29    | 0.64   | 1.63    | 1.64  |
| Student enrollment   |        |         |        |         |       |         |        |         |       |
| Less than 100  | 518    | 407     | 44     | 234     | 266   | 2.44    | 0.38   | 1.87    | 2.02  |
| 100–199  | 274    | 253     | 52     | 100     | 44    | 2.35    | 1.03   | 1.92    | 0.86  |
| 200–499  | 241    | 238     | 52     | 112     | 62    | 2.11    | 0.83   | 1.76    | 1.03  |
| 500–749  | 118    | 108     | †      | 44      | †     | 3.73    | †      | 3.41    | †     |
| 750 or more  | 75     | 70      | †      | 27      | †     | 4.70    | †      | 3.83    | †     |
| Participation in free or reduced-price lunch program           |        |         |        |         |       |         |        |         |       |
| School did participate   | 299    | 290     | 51     | 119     | 62    | 2.05    | 0.73   | 1.76    | 0.91  |
| School did not participate                                     | 552    | 436     | 75     | 262     | 278   | 1.88    | 0.43   | 1.35    | 1.40  |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Private School Principal Status Data File," 2012–13.

Table A-4. Standard errors for table 4: Number and percentage distribution of public school principals, by 2012–13 status and selected working conditions or school climate characteristics in the 2011–12 school year: 2012–13

| Working condition or school climate characteristic in 2011–12   | Number |         |        |         |       | Percent |        |         |       |
|---|--------|---------|--------|---------|-------|---------|--------|---------|-------|
|   | Total  | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| All public schools  | 415    | 642     | 396    | 417     | 307   | 0.59    | 0.44   | 0.48    | 0.34  |
| Hours per week spent on all school-related activities   |        |         |        |         |       |         |        |         |       |
| Less than 45  | 319    | 284     | 73     | 116     | 93    | 2.65    | 1.22   | 2.01    | 1.61  |
| 45–54   | 745    | 688     | 154    | 250     | 90    | 1.24    | 0.70   | 1.05    | 0.40  |
| 55–59   | 641    | 528     | 180    | 169     | 156   | 1.74    | 1.18   | 1.18    | 1.11  |
| 60 or more  | 880    | 811     | 289    | 317     | 256   | 0.90    | 0.59   | 0.68    | 0.51  |
| Hours per week spent interacting with students  |        |         |        |         |       |         |        |         |       |
| Less than 10  | 487    | 456     | 84     | 133     | 95    | 1.67    | 0.83   | 1.22    | 0.94  |
| 10–19   | 696    | 584     | 220    | 291     | 180   | 1.20    | 0.75   | 0.96    | 0.61  |
| 20–24   | 589    | 434     | 211    | 226     | 151   | 1.89    | 1.27   | 1.36    | 0.98  |
| 25 or more  | 762    | 671     | 251    | 275     | 232   | 1.12    | 0.67   | 0.72    | 0.63  |
| Bargaining agreements   |        |         |        |         |       |         |        |         |       |
| Represented under a meet-and-confer agreement   | 478    | 428     | 175    | 226     | 161   | 1.66    | 0.95   | 1.28    | 0.89  |
| Represented under a collective bargaining agreement   | 511    | 532     | 222    | 205     | 153   | 1.32    | 0.96   | 0.89    | 0.68  |
| Not represented under a meet-and-confer or collective bargaining agreement                                | 662    | 631     | 296    | 280     | 248   | 0.75    | 0.58   | 0.59    | 0.49  |
| Professional development  |        |         |        |         |       |         |        |         |       |
| Participated in professional development activities in the last 12 months                                 | 423    | 650     | 400    | 445     | 303   | 0.61    | 0.45   | 0.50    | 0.34  |
| Did not participate in professional development activities in the last 12 months                          | 111    | 83      | 33     | †       | †     | 10.71   | 5.83   | 12.00   | †     |
| The following problems occurred at least once a month or more often:                                      |        |         |        |         |       |         |        |         |       |
| Physical conflicts among students   | 538    | 490     | 291    | 247     | 166   | 1.45    | 1.05   | 0.87    | 0.62  |
| Student bullying  | 633    | 608     | 298    | 289     | 199   | 1.08    | 0.77   | 0.73    | 0.51  |
| Student acts of disrespect for teachers   | 544    | 491     | 220    | 237     | 172   | 1.35    | 0.95   | 1.03    | 0.77  |
| More than 50 percent of students had at least one parent or guardian participate in the following events: |        |         |        |         |       |         |        |         |       |
| Open house or back-to-school night  | 552    | 722     | 369    | 427     | 296   | 0.81    | 0.56   | 0.65    | 0.45  |
| Parent-teacher conference   | 585    | 681     | 314    | 410     | 302   | 0.80    | 0.52   | 0.67    | 0.50  |
| Special subject-area events   | 704    | 725     | 282    | 358     | 276   | 1.00    | 0.56   | 0.71    | 0.56  |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2012–13.

Table A-5. Standard errors for table 5: Number and percentage distribution of private school principals, by 2012–13 status and selected working conditions or school climate characteristics in the 2011–12 school year: 2012–13

| Working condition or school climate characteristic in 2011–12   | Number |         |        |         |       | Percent |        |         |       |
|---|--------|---------|--------|---------|-------|---------|--------|---------|-------|
|   | Total  | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| All private schools   | 565    | 501     | 91     | 282     | 273   | 1.47    | 0.37   | 1.11    | 1.02  |
| Hours per week spent on all school-related activities   |        |         |        |         |       |         |        |         |       |
| Less than 45  | 362    | 277     | †      | 128     | 192   | 4.42    | †      | 3.05    | 4.34  |
| 45–54   | 427    | 390     | 57     | 152     | 143   | 2.59    | 0.71   | 1.89    | 1.67  |
| 55–59   | 216    | 195     | 47     | 87      | 49    | 3.31    | 1.52   | 2.65    | 1.60  |
| 60 or more  | 372    | 372     | 50     | 137     | 79    | 1.79    | 0.50   | 1.39    | 0.79  |
| Hours per week spent interacting with students  |        |         |        |         |       |         |        |         |       |
| Less than 10  | 419    | 349     | 50     | 133     | 187   | 3.59    | 0.95   | 2.41    | 3.14  |
| 10–19   | 338    | 297     | 44     | 156     | 105   | 2.44    | 0.68   | 2.12    | 1.57  |
| 20–24   | 333    | 284     | 22     | 86      | 105   | 3.58    | 0.68   | 2.58    | 3.00  |
| 25 or more  | 408    | 389     | 53     | 173     | 118   | 1.96    | 0.57   | 1.81    | 1.17  |
| Professional development  |        |         |        |         |       |         |        |         |       |
| Participated in professional development activities in the last 12 months                                 | 452    | 446     | 91     | 234     | 229   | 1.40    | 0.40   | 1.04    | 0.97  |
| Did not participate in professional development activities in the last 12 months                          | 328    | 238     | †      | 124     | 137   | 6.32    | †      | 4.90    | 4.49  |
| The following problems occurred at least once a month or more often:                                      |        |         |        |         |       |         |        |         |       |
| Physical conflicts among students   | 173    | 159     | †      | 64      | 43    | 4.26    | †      | 3.50    | 2.29  |
| Student bullying  | 262    | 242     | 28     | 105     | 47    | 2.84    | 0.69   | 2.33    | 1.16  |
| Student acts of disrespect for teachers   | 153    | 142     | 29     | 68      | 37    | 3.92    | 1.53   | 3.52    | 1.95  |
| More than 50 percent of students had at least one parent or guardian participate in the following events: |        |         |        |         |       |         |        |         |       |
| Open house or back-to-school night  | 449    | 450     | 80     | 215     | 131   | 1.32    | 0.40   | 1.04    | 0.66  |
| Parent-teacher conference   | 509    | 484     | 77     | 267     | 264   | 1.68    | 0.38   | 1.27    | 1.19  |
| Special subject-area events   | 400    | 405     | 74     | 205     | 125   | 1.40    | 0.43   | 1.14    | 0.71  |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Private School Principal Status Data File," 2012–13.



Table A-6. Standard errors for table 6: Number and percentage distribution of public school principals who thought they had a major influence on decisions concerning various activities in the 2011–12 school year, by 2012–13 status: 2012–13

| Activity in the 2011–12 school year   | Number |         |        |         |       | Percent |        |         |       |
|---|--------|---------|--------|---------|-------|---------|--------|---------|-------|
|   | Total  | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| All public schools  | 410    | 640     | 400    | 420     | 310   | 0.59    | 0.44   | 0.48    | 0.34  |
| Setting performance standards for students of this school   | 740    | 790     | 360    | 360     | 290   | 0.78    | 0.53   | 0.56    | 0.43  |
| Establishing curriculum at this school  | 770    | 700     | 240    | 290     | 170   | 0.96    | 0.61   | 0.75    | 0.44  |
| Determining the content of in-service professional development programs for teachers of this school | 700    | 710     | 300    | 380     | 250   | 0.71    | 0.48   | 0.60    | 0.41  |
| Evaluating teachers of this school  | 490    | 630     | 390    | 430     | 310   | 0.61    | 0.45   | 0.51    | 0.36  |
| Hiring new full-time teachers of this school  | 620    | 670     | 310    | 350     | 260   | 0.61    | 0.40   | 0.47    | 0.33  |
| Setting discipline policy at this school  | 700    | 710     | 340    | 390     | 270   | 0.66    | 0.47   | 0.53    | 0.38  |
| Deciding how your school budget will be spent   | 710    | 690     | 310    | 390     | 260   | 0.81    | 0.53   | 0.65    | 0.45  |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2012–13.

Table A-7. Standard errors for table 7: Number and percentage distribution of private school principals who thought they had a major influence on decisions concerning various activities in the 2011–12 school year, by 2012–13 status: 2012–13

| Activity in the 2011–12 school year   | Number |         |        |         |       | Percent |        |         |       |
|---|--------|---------|--------|---------|-------|---------|--------|---------|-------|
|   | Total  | Stayers | Movers | Leavers | Other | Stayers | Movers | Leavers | Other |
| All private schools   | 565    | 501     | 91     | 282     | 273   | 1.47    | 0.37   | 1.11    | 1.02  |
| Setting performance standards for students of this school   | 439    | 433     | 87     | 222     | 151   | 1.36    | 0.43   | 1.07    | 0.71  |
| Establishing curriculum at this school  | 475    | 473     | 78     | 203     | 139   | 1.52    | 0.44   | 1.18    | 0.76  |
| Determining the content of in-service professional development programs for teachers of this school | 418    | 395     | 80     | 213     | 124   | 1.37    | 0.42   | 1.07    | 0.65  |
| Evaluating teachers of this school  | 476    | 437     | 83     | 240     | 154   | 1.36    | 0.40   | 1.11    | 0.71  |
| Hiring new full-time teachers of this school  | 458    | 441     | 86     | 238     | 155   | 1.33    | 0.41   | 1.10    | 0.70  |
| Setting discipline policy at this school  | 460    | 466     | 79     | 225     | 182   | 1.52    | 0.39   | 1.07    | 0.85  |
| Deciding how your school budget will be spent   | 429    | 399     | 66     | 173     | 155   | 1.42    | 0.43   | 1.11    | 0.93  |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Private School Principal Status Data File," 2012–13.

Table A-8. Standard errors for table 8: Number and percentage distribution of public school principals who moved to a different school, by total years of experience as a principal at 2011–12 school and type of move: 2012–13

| Type of move  | Total  |         | Years of experience as a principal at 2011–12 school |           |           |                  |
|---|--------|---------|--|-----------|-----------|------------------|
|   | Number | Percent | Less than 3 years                                    | 3–5 years | 6–9 years | 10 years or more |
| All public school principal movers  | 396    | †       | †  | †         | †         | †                |
| Moved from a public school to another public school in the same district    | 311    | 3       | 4.74   | 5.24      | 8.05      | 12.02            |
| Moved from a public school to another public school in a different district | 196    | 3       | 4.49   | 4.98      | 7.01      | 5.28             |
| Moved from a public school to another public school, district unknown       | 110    | 2       | 2.70   | 3.82      | †         | †                |
| Moved from a public school to a private school                              | 41     | 1       | 1.17   | †         | †         | †                |
| Moved from a public school to another school, sector unknown                | 105    | 2       | †  | 2.00      | †         | 12.62            |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2012–13.

Table A-9. Standard errors for table 9: Number and percentage distribution of private school principals who moved to a different school, by total years of experience as a principal at 2011–12 school and type of move: 2012–13

| Type of move  | Total  |         | Years of experience as a principal at 2011–12 school |           |           |                  |
|---|--------|---------|--|-----------|-----------|------------------|
|   | Number | Percent | Less than 3 years                                    | 3–5 years | 6–9 years | 10 years or more |
| All private school principal movers                           | 91     | †       | †  | †         | †         | †                |
| Moved from a private school to a public school                | 35     | 6.01    | 10.50  | †         | †         | †                |
| Moved from a private school to another private school         | 75     | 7.30    | 11.59  | 18.24     | 25.76     | †                |
| Moved from a private school to another school, sector unknown | 36     | 6.46    | †  | †         | †         | †                |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2011–12; and Principal Follow-up Survey (PFS), "Private School Principal Status Data File," 2012–13.

Table A-10. Standard errors for table 10: Number and percentage distribution of 2012–13 status of public school principal leavers, by total years of experience as a principal in any school in 2011–12: 2012–13

| Status   | Total  |         | Years of experience as a principal in any school in 2011–12 school |           |           |                  |
|--|--------|---------|--|-----------|-----------|------------------|
|  | Number | Percent | Less than 3 years  | 3–5 years | 6–9 years | 10 years or more |
| All public school principal leavers  | 417    | †       | †  | †         | †         | †                |
| Status of all leavers  |        |         |  |           |           |                  |
| Retired—not working outside of home  | 254    | 1.89    | 3.59   | 4.52      | 3.88      | 3.34             |
| Deceased   | †      | †       | †  | †         | †         | †                |
| Not working outside of home and not retired  | †      | †       | †  | †         | †         | †                |
| Working in a K–12 school, but not as a principal   | 210    | 1.86    | 5.45   | 4.63      | 4.74      | 1.90             |
| Working in K–12 education, but not in a K–12 school  | 257    | 2.12    | 4.75   | 5.42      | 3.95      | 3.37             |
| Working at a job outside of K–12 education   | 137    | 1.31    | 3.26   | 3.71      | 2.25      | 1.45             |
| Status of leavers who were working in a position in a K–12 school, but not as a principal  |        |         |  |           |           |                  |
| Working in current school, but not as a principal  | 140    | 5.02    | 10.13  | 5.89      | 12.51     | 10.06            |
| Working in a different public school, but not as a principal   | 168    | 4.98    | 11.63  | 6.35      | 12.58     | 10.55            |
| Working in a private school, but not as a principal  | †      | †       | †  | †         | †         | †                |
| Working in a different school, but not as a principal—unknown school type  | 13     | 0.53    | †  | †         | †         | †                |
| Status of leavers who were working in a position in K–12 education, but not in a K–12 school   |        |         |  |           |           |                  |
| Working in a district or administrative office as a superintendent, assistant superintendent, or other higher level administrator                                | 202    | 4.56    | 11.27  | 9.12      | 5.62      | 6.91             |
| Working in a district or administrative office, in a position other than that of a superintendent, assistant superintendent, or other higher level administrator | 150    | 3.99    | 8.38   | 9.94      | 5.38      | 4.70             |
| Working at a job associated with K–12 education, but not directly associated with any schools or school systems  | 85     | 2.74    | 9.17   | †         | †         | 6.29             |
| Position unknown   | 26     | 0.86    | †  | †         | †         | †                |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2012–13.

Table A-11. Standard errors for table 11: Number and percentage distribution of 2012–13 status of private school principal leavers, by total years of experience as a principal in any school in 2011–12: 2012–13

| Status   | Total  |         | Total years of experience as a principal in any school in 2011–12 |           |           |                  |
|--|--------|---------|---|-----------|-----------|------------------|
|  | Number | Percent | Less than 3 years   | 3–5 years | 6–9 years | 10 years or more |
| All private school principal leavers   | 282    | †       | †   | †         | †         | †                |
| Status of all leavers  |        |         |   |           |           |                  |
| Retired—not working outside of home  | 126    | 4.32    | †   | 9.40      | 8.78      | 7.32             |
| Deceased   | 38     | †       | †   | †         | †         | †                |
| Not working outside of home and not retired  | †      | †       | †   | †         | †         | †                |
| Working in a K–12 school, but not as a principal   | 190    | 4.89    | 9.59  | 9.80      | 12.69     | 6.47             |
| Working in K–12 education, but not in a K–12 school  | 71     | 2.48    | †   | †         | †         | 3.89             |
| Working at a job outside of K–12 education   | 140    | 4.28    | 10.64   | 7.56      | 12.92     | 6.67             |
| Status of leavers who were working in a position in a K–12 school, but not as a principal  |        |         |   |           |           |                  |
| Working in current school, but not as a principal  | 134    | 6.57    | 13.96   | 18.79     | †         | 10.27            |
| Working in a different public school, but not as a principal   | 45     | 3.89    | †   | †         | †         | †                |
| Working in a different private school, but not as a principal  | 82     | 6.02    | †   | †         | 21.53     | 9.85             |
| Working in a different school, but not as a principal—unknown school type  | †      | †       | †   | †         | †         | †                |
| Status of leavers who were working in a position in K–12 education, but not in a K–12 school   |        |         |   |           |           |                  |
| Working in a district or administrative office as a superintendent, assistant superintendent, or other higher level administrator                                | 42     | 13.90   | †   | †         | †         | †                |
| Working in a district or administrative office, in a position other than that of a superintendent, assistant superintendent, or other higher level administrator | †      | 14.40   | †   | †         | †         | †                |
| Working at a job associated with K–12 education, but not directly associated with any schools or school systems  | 26     | 9.89    | †   | †         | †         | †                |
| Position unknown   | †      | †       | †   | †         | †         | †                |

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Principal Data File,” 2011–12; and Principal Follow-up Survey (PFS), “Private School Principal Status Data File,” 2012–13.

## **Appendix B: Methodology and Technical Notes**

## Overview of the Principal Follow-up Survey

The Principal Follow-up Survey (PFS), first conducted in the 2008–09 school year, is a component of the Schools and Staffing Survey (SASS). 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. In order to provide a comprehensive picture of American public and private elementary and secondary schools and their staff, SASS has collected data on the characteristics of teachers, principals, schools, school districts, and library media centers since the 1987–88 school year.

NCES created the PFS in order to provide attrition rates for principals in K–12 public and private schools. The goal of the 2012–13 PFS was to assess how many principals in the 2011–12 school year still worked as a principal in the same school in the 2012–13 school year, how many had moved to become a principal in another school, and how many had left the principal profession altogether. The PFS sample included all schools whose principals completed questionnaires in SASS. Schools that had returned a completed 2011–12 SASS principal questionnaire were mailed the PFS form in March 2013.

The PFS data produce national, regional, and state estimates for principals in public schools and national, regional, and affiliation estimates for principals in private schools. The PFS data files include responses only to the principal's current occupational status and have been merged with the 2011–12 SASS principal data files for the convenience of data users. This combined data file can be merged with other SASS data files (i.e., school district, schools, teachers, and library media centers) to provide a rich dataset for analyzing principals in K–12 schools in the United States.

For more information about specific PFS-related topics discussed in this appendix, consult the *User's Manual for the 2011–12 Schools and Staffing Survey Volume 4: Public and Private School Principal Data Files, updated to include the Principal Follow-up Survey* (Goldring et al. 2014) and the *Survey Documentation for the 2012–13 Principal Follow-up Survey* (Graham, Parmer, and Cox forthcoming).

For additional information on the specific SASS- and PFS-related topics discussed in this appendix, consult the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Graham et al. forthcoming), the *User's Manual for the 2011–12 Schools and Staffing Survey Volumes 1–6* (Goldring et al. 2013), the *Survey Documentation for the 2012–13 Principal Follow-up Survey* (Graham, Parmer, and Cox forthcoming), and the *User's Manual for the 2011–12 Schools and Staffing Survey Volume 4: Public and Private School Principal Data Files, updated to include the Principal Follow-up Survey* (Goldring et al. 2014). To access additional general information on SASS and PFS or for electronic copies of the questionnaires, go to the SASS home page (<http://nces.ed.gov/surveys/sass>).

## Sampling Frames and Sample Selection

The 2012–13 PFS target population includes principals in public, public charter, and private schools with students in any of grades K–12 or in comparable ungraded levels and in operation in the 2011–12 school year. All public and private schools whose principal replied to the 2011–12 SASS principal questionnaires were included in the PFS sample.



For details on sampling at all levels or SASS, see the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Graham et al. forthcoming).

## **Data Collection Procedures**

The 2012–13 PFS primarily utilized a mail-based collection methodology, with telephone follow-up for nonrespondents. Interviewers were provided with classroom training (including a portion intended for self-study) and a call script to follow for the telephone follow-up. Approximately 9,200 schools were contacted for this survey (7,500 public and 1,700 private); about 4,800 schools that were included in the 2011–12 SASS were not included in the 2012–13 PFS because the principal did not respond to the Principal Questionnaire during the 2011–12 SASS; about 10 additional schools interviewed during SASS were not contacted because their district refused participation in SASS after SASS data collection had closed.

Beginning in early March 2013, an introductory letter and the Principal Status Form (i.e., the survey questionnaire) were mailed to the sampled schools. The letter introduced the survey and asked the school to complete and mail the questionnaire in the return envelope. The letter was addressed to the principal, or if the principal's name had not been provided during the 2011–12 SASS data collection, it was addressed to the "School Principal/Administrator" for public schools and the "School Head/Principal" for private schools. Public and private schools received slightly different versions of the form, with answer categories to question 1 tailored specifically for each school type. Eligible respondents included any school employee with knowledge of the 2011–12 principal's employment status.<sup>1</sup> To ensure the validity of responses collected from schools, a validation study was conducted. Once complete Principal Status Forms were returned by schools, a sample of principals was drawn from the completed forms. The appropriate public or private Principal Status Form was mailed to the homes<sup>2</sup> of these sub-sampled principals and the data collected was used to validate the form returned by the school. For additional information on the PFS validation study, see *Survey Documentation for the 2012–13 Principal Follow-up Survey* (Graham, Parmer, and Cox forthcoming).

Nonresponse follow-up followed each stage of data collection. In mid-March 2013, a reminder letter and second copy of the Principal Status Form were mailed to any outstanding sampled schools. In early May 2013, any outstanding principals from the initial mailing to the schools in March were mailed an introductory letter and the Principal Status Form directly to the principal's home. Telephone nonresponse follow-up was conducted in mid-April for schools and from late May through early June for principals. Mailed questionnaires were accepted through early June 2013.

For additional information on Principal Status Form content and language, see appendix D of this report or go to <http://nces.ed.gov/surveys/sass/question1213pfs.asp>.

## **Data Processing and Imputation**

Respondents were encouraged to complete and mail back the form sent to the school. Questionnaires mailed to the National Processing Center (NPC) were immediately checked into the Automatic Tracking and Control (ATAC) system by clerical staff. Questionnaires received an outcome code of "complete" if question 1 was answered. Additional outcome codes included refusals, blanks, duplicates, out of scope and Undeliverable as Addressed (UAA). For nonresponding schools, Census Bureau telephone

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<sup>1</sup> There were some cases where respondents noted on the form that someone in the front office who was not the principal had filled the form out on the principal's behalf. A decision was made to accept these forms.

<sup>2</sup> Principals' home addresses were collected on the 2011–12 Principal Questionnaire (public) and Private School Principal Questionnaire.

interviewers updated the status of cases during data collection. Interviewers assigned an outcome code indicating the status (i.e., unable to contact, refusal, etc.) of each questionnaire using a paper-based tracking system. Once this was completed, all cases were shipped to the Census Bureau clerical processing staff at the NPC. There, the cases were assigned a check-in code that indicated their completion status.

The data were captured (converted from paper to electronic format) using manual data keying and imaging technology, facilitated by the ATAC system. Responses to the two questions on the form were recorded into the ATAC system and sent to Census Bureau analysts in Suitland, Maryland.

## Response Rates

**Unit response rates.** The unit response rate indicates the percentage of sampled cases that met the definition of a complete interview. Since the PFS was treated as an additional item and added to the SASS public and private school principal data files, PFS unit response rates are identical to the SASS unit response rates for public and private school principals. The weighted unit response rate was produced by dividing the weighted number of respondents who completed questionnaires by the weighted number of eligible sampled cases, using the initial base weight (the inverse of the probability of selection).<sup>3</sup> For additional information on SASS unit response rates, see *User's Manual for the 2011–12 Schools and Staffing Survey Volume 1: Overview* (Goldring et al. 2013) and *User's Manual for the 2011–12 Schools and Staffing Survey Volume 4: Public and Private School Principal Data Files, updated to include the Principal Follow-up Survey* (Goldring et al. 2014).

**Table B-1. Weighted unit and item response rates for public and private school principals included in the Principal Follow-up Survey (PFS), using initial base weight, by school type: 2012–13**

| School type        | 2011–12 SASS unit<br>response rate (percent) | 2012–13 PFS item<br>response rate (percent) |
|--------------------|--|---|
| Public             | 72.7   | 99.7  |
| Traditional public | 72.9   | 99.7  |
| Public charter     | 69.7   | 99.1  |
| Private            | 64.7   | 96.3  |

NOTE: Response rates were weighted using the inverse of the probability of selection (initial base weight).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal and Private School Principal Documentation Data Files,” 2011–12; and Principal Follow-up Survey (PFS), “Public School Principal Status and Private School Principal Status Data Files,” 2012–13.

**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. For each survey, national-level estimates were first examined for potential bias. Since PFS inherits the SASS public and private school principal unit response rates, no additional bias analysis was conducted. For further information on unit response rates and nonresponse bias analysis, see the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Graham et al. forthcoming), *User's Manual for the 2011–12 Schools and Staffing Survey Volume 4: Public and Private School Principal Data Files, updated to include the Principal Follow-up Survey* (Goldring et al. 2014), and the *User's Manual for the 2011–12 Schools and Staffing Survey Volumes 1–6* (Goldring et al. 2013).

<sup>3</sup> For the formula used to calculate the unit response rate, see *NCES Statistical Standards* (U.S. Department of Education 2003) (<https://nces.ed.gov/statprog/standards.asp>).

**Item response rates.** The item response rate indicates the percentage of respondents who answered a given survey question or item. The weighted item response rate is calculated by dividing the weighted number of respondents who provided an answer to an item by the weighted number of respondents who were eligible to answer that item.<sup>4</sup>

For the PFS, only one item, the principal's current occupational status, was collected. As shown in table B-1, the item response rate for the PFS item was nearly 100 percent for traditional public schools, 99 percent for public charter schools, and 96 percent for private schools. Since the response rates were above 85 percent for the item, an additional nonresponse bias analysis for the item was not necessary.

## Weighting

The general purpose of weighting is to scale up the sample estimates to represent the target survey population. For SASS, a base weight is used as the starting point. In some cases, this base weight is the simple reciprocal of the unit's probability of selection on the frame (the initial base weight), and in other cases, adjustments are made to this frame base weight to reflect multiple chances of selection from the frame or other situations such as subsampling.

Because the PFS instrument was sent to virtually all schools whose principals were interviewed in SASS, new weights were not calculated. Therefore the 2011–12 SASS public and private school principal weights should be used when analyzing the public and private school principal status data files, respectively. This weight, to be used on all principal status data files, is AFNLWGT. For more information on SASS weighting, please refer to the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Graham et al. forthcoming).

## 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.

New replicate weights were not assigned to the 2012–13 PFS. Instead, the 2011–12 SASS public and private school principal replicate weights should be used when analyzing the public and private school principal status data files, respectively. These weights are AREPWT1–AREPWT88.

## Reliability of Data

PFS 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

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<sup>4</sup> For the formula to calculate the item response rate, see *NCES Statistical Standards* (U.S. Department of Education 2003).

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 PFS 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 PFS 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, as seen in table 1, the percentage distribution of principals by stayer/mover/leaver/other status changed between 2008–09 and 2012–13. Most notably, the “other” group increased; although there was an apparent decrease in the “stayer” group, the change is not statistically significant. This change may have more to do with changes in data collection between the two administrations than with actual changes in the population. In 2012–13 some principal status forms were sent directly to the principal’s home and some were sent to the 2011–12 SASS school. In 2008–09, principal status forms were only sent to the 2007–08 SASS school. It is possible that the difference in respondent type, or even where the forms were completed (at home vs. at work), impacted responses to the principal status forms.

## **Appendix C: Description of Variables**

## Description of Variables

The variables that are included in this report are listed in table C-1. Those with variable names that begin with “A” and are followed by four digits are survey variables from the 2011–12 Schools and Staffing Survey (SASS) principal questionnaires. For these variables, the numeric part of the variable name can be found in the SASS principal 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 National Center for Education Statistics (NCES) publications and have been added to the data files to facilitate data analysis. The definitions for the Principal Follow-up Survey (PFS) and SASS created variables follow table C-1.

**Table C-1. Variables used in the *Principal Attrition and Mobility: Results From the 2012–13 Principal Follow-up Survey* report: 2012–13**

| Variable   | Variable name<br>in data files |
|--|--------------------------------|
| Annual salary  | A0335                          |
| Charter school identifier  | CHARFLAG                       |
| Four-category principal status in 2008–09 and 2012–13  | STATUS_P4                      |
| Four-category school level   | SCHLEVE2                       |
| Highest degree earned  | A0058                          |
| Hours spent per week interacting with students   | A0241                          |
| Hours spent per week on school-related activities  | A0240                          |
| Parent or guardian attended an open house or back-to-school night  | A0180                          |
| Parent or guardian attended a parent-teacher conference  | A0181                          |
| Parent or guardian attended a special subject event  | A0182                          |
| Participated in professional development activities the past 12 months   | A0059                          |
| Percentage of students in the school approved for National School Lunch Program  | NSLAPP_S                       |
| Physical conflicts among students  | A0149                          |
| Principal’s age  | AGE_P                          |
| Principal’s influence on deciding how your school budget will be spent   | A0089                          |
| Principal’s influence on determining the content of in-service professional development programs for teachers of this school | A0085                          |
| Principal’s influence on establishing curriculum at this school  | A0084                          |
| Principal’s influence on evaluating teachers of this school  | A0086                          |
| Principal’s influence on hiring new full-time teachers of this school  | A0087                          |
| Principal’s influence on setting discipline policy at this school  | A0088                          |
| See notes at end of table.   |                                |

**Table C-1. Variables used in the *Principal Attrition and Mobility: Results from the 2012–13 Principal Follow-up Survey* report: 2012–13—Continued**

| Variable   | Variable name in data files |
|--|-----------------------------|
| Principal’s influence on setting performance standards for students of this school | A0083                       |
| Principal’s interview status   | ISR_PF                      |
| Principal’s race/ethnicity   | RACETH_P                    |
| Principal’s sex  | A0320                       |
| Principal’s status in 2012–13 school year  | ATAC                        |
| Represented under a meet-and-confer or collective bargaining agreement             | A0248                       |
| Student bullying   | A0157                       |
| Student disrespect for teachers  | A0160                       |
| 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                       |
| Total years of experience as a teacher prior to becoming a principal               | TCHEXPER                    |
| 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 and Private School Principal Data Files,” 2011–12; and Principal Follow-up Survey (PFS) “Public School Principal Status and Private School Principal Status Data Files,” 2012–13.

**Charter school identifier (CHARFLAG):** A SASS created 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 S0290 from the public school data file.

**Four-category principal status in 2008–09 and 2012–13 (STATUS\_P4):** A PFS created variable. Respondents to the PFS are classified as stayers, movers, leavers, or other. 1 = stayer, 2 = mover, 3 = leaver, 4 = other. For the 2008–09 PFS, “stayers” are 2007–08 principals who were principals in the same school in 2008–09; “movers” are 2007–08 principals who were principals in different schools in 2008–09; “leavers” are 2007–08 principals who were no longer principals in 2008–09; and “other” includes principals who had left their 2007–08 school, but for whom it was not possible to determine a mover or leaver status in 2008–09. For the 2012–13 PFS, “stayers” are 2011–12 principals who were principals in the same school in 2012–13; “movers” are 2011–12 principals who were principals in different schools in 2012–13; “leavers” are 2011–12 principals who were no longer principals in 2012–13; and “other” includes principals who had left their 2011–12 school, but for whom it was not possible to determine a mover or leaver status in 2012–13.

**Four-category school level (SCHLEVE2):** Taken from the Public School Data File, SCHLEVE2 is a four-category variable based on grades reported by the school: primary, middle, high, and combined. Primary schools are those with at least one grade lower than 5 and no grade higher than 8. Middle schools

have no grade lower than 5 and no grade higher than 8. High schools have no grade lower than 7 and at least one grade higher than 8. Combined schools are those with at least one grade lower than 7 and at least one grade higher than 8, or with all students in ungraded classrooms.

**Percentage of students in the school approved for the National School Lunch Program**

**(NSLAPP\_S):** A SASS created variable taken from the public and private school data files, NSLAPP\_S is a continuous variable created by dividing the number of students approved for free or reduced-price lunches (S0273) by the total number of K–12 students enrolled (S0039) among schools that participated in the National School Lunch Program (NSLP) (S0272=1). Schools that did not participate in the NSLP have valid skip values and are reported separately in the tables. For public schools in this report, NSLAPP\_S is recoded as a categorical variable describing the proportion of students approved for free or reduced-price lunches. For private schools in this report, NSLAPP\_S is recoded as dichotomous variable of schools that participated and did not participate.

**Principal's age (AGE\_P):** A SASS created variable based on respondents' reported year of birth. AGE\_P is a continuous variable that was created by subtracting the principal's reported year of birth (A0330) from the year of data collection (2011).

**Principal interview status (ISR\_PF):** A PFS created variable for the interview status of the PFS respondent, which is an aggregation of the variable Principal's status in the 2012–13 school year (STATUS). Categories are 1 = Interview, 2 = Noninterview, and 3= Out of scope.

**Principal's race/ethnicity (RACETH\_P):** A SASS created variable based on respondents' reported race and ethnicity (A0321-A0326). The 2011–12 SASS allowed respondents to mark more than one racial category, which were 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.

**Principal's status in the 2012–13 school year (ATAC):** A PFS collection variable based on the status of the 2011–12 principal in the 2012–13 school year. This 36-level variable largely corresponds to question 1 on the principal status forms (see appendix D).

**Student enrollment (SCHSIZE):** A SASS created variable taken from the public and private school data files, SCHSIZE is a continuous variable based on the number of K–12 and ungraded students enrolled in a respondent's school (S0039). For this report, SCHSIZE was recoded into six categories for public schools and five categories for private schools.

**Three-category private school typology (RELIG):** A SASS created variable 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 (S0740-S0741): Catholic, Other religious, or Nonsectarian.

**Three-category school level (SCHLEVEL):** A SASS created variable taken from the public and private 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.



**Total years of experience as a teacher prior to becoming a principal (TCHEXPER):** Total years of the principal's experience as a teacher. Calculated as the sum of years of teaching experience prior to becoming a principal (A0027) plus years of teaching experience after becoming a principal (A0028).

**Urban-centric school locale code (URBANS12):** A SASS frame variable taken from the public and private school data files, URBANS12 is a created variable collapsed from the 12-category urban-centric school locale code (SLOCP12), which was assigned using the 2000 Decennial Census data and recoded into four categories: city, suburban, town, and rural.

## **Appendix D: Principal Status Forms**

U.S. DEPARTMENT OF EDUCATION  
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:  
U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration  
U.S. CENSUS BUREAU

# **SCHOOLS AND STAFFING SURVEY**

## **PRINCIPAL STATUS FORM**

**(Regarding your school's 2011-2012 Principal)**

|  |  |
|--|--|
|  |  |
|--|--|



*(Please correct any errors in school's name, address, and ZIP Code.)*

## **PRINCIPAL STATUS FORM for PUBLIC SCHOOLS**

**Please return this form within 2 weeks in the enclosed envelope, or mail it to:**

**U.S. CENSUS BUREAU  
Attn: DCB-60A  
1201 E 10th STREET  
JEFFERSONVILLE IN 47132-0001**

**NOTICE**

**This survey is authorized by the Education Sciences Reform Act of 2002, 20 U.S. Code § 9541(b) and § 9543(a). The results will only be produced as statistical summaries.**

FORM **PFS-1A**  
(12-12-2012)

The National Center for Education Statistics is interested in Principal attrition and mobility. Please answer the following two questions about this school's Principal last year.

1. Which of the following best describes the current occupational status of last year's Principal?

🍏 Please mark (X) one box.

🍏 If this school had more than one Principal last year, think of the one who was Principal on October 1, 2011.

🍏 If this school did not have a Principal last year (2011-12 school year), mark (X) here <sup>50</sup> ☐ and return the form.

**Still working as Principal of this school**

<sup>20</sup> ☐ Still working as Principal of this school

**Still working as a Principal, but not at this school**

<sup>24</sup> ☐ Working as a Principal, but in a different public school

Is the principal's new school in the same District as this school?

<sup>21</sup> ☐ Yes

<sup>22</sup> ☐ No

<sup>23</sup> ☐ Don't know

<sup>25</sup> ☐ Working as a Principal, but in a private school

**Still working in a K-12 school, but not as a Principal**

<sup>26</sup> ☐ Working in this school, but not as Principal

<sup>27</sup> ☐ Working in a different public school, but not as Principal

<sup>28</sup> ☐ Working in a private school, but not as Principal

**Still working in K-12 Education, but not in a K-12 school**

<sup>29</sup> ☐ Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

<sup>30</sup> ☐ Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

<sup>31</sup> ☐ Working at a job associated with K-12 education, but not directly associated with any schools or school system

**Working at a job outside of K-12 Education**

<sup>32</sup> ☐ Working at a job outside of K-12 education

**Other**

<sup>33</sup> ☐ Retired – not working outside the home

<sup>34</sup> ☐ On leave (e.g., maternity/paternity, military, disability, sabbatical)

<sup>35</sup> ☐ Deceased

<sup>36</sup> ☐ Other – Specify \_\_\_\_\_

2. For some schools, we have a record of the name of last year's Principal (who may also be the current Principal).

Name we have:

Is this the name of the school's 2011–12 Principal, with first and last names in the right order and no nicknames?

<sup>1</sup> ☐ Yes

<sup>2</sup> ☐ No, this is not the name of the 2011–12 Principal OR

↓  
there is no name above

What is the name of this school's 2011–12 Principal? *(Please print)*

Title \_\_\_\_\_

First Name \_\_\_\_\_

Middle Initial \_\_\_\_\_

Last Name \_\_\_\_\_

Suffix \_\_\_\_\_

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### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 5 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns about the content of this form, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., Washington, DC 20006-5651.

U.S. DEPARTMENT OF EDUCATION  
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:  
U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration  
U.S. CENSUS BUREAU

# **SCHOOLS AND STAFFING SURVEY**

## **SCHOOL HEAD/PRINCIPAL STATUS FORM**

**(Regarding your school's 2011-2012 School Head/Principal)**

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*(Please correct any errors in school's name, address, and ZIP Code.)*

## **SCHOOL HEAD/PRINCIPAL STATUS FORM**

### **for**

## **PRIVATE SCHOOLS**

**Please return this form within 2 weeks in the enclosed envelope, or mail it to:**

**U.S. CENSUS BUREAU  
Attn: DCB-60A  
1201 E 10th STREET  
JEFFERSONVILLE IN 47132-0001**

**NOTICE**

**This survey is authorized by the Education Sciences Reform Act of 2002, 20 U.S. Code § 9541(b) and § 9543(a). The results will only be produced as statistical summaries.**

FORM **PFS-1B**  
(1-17-2013)

The National Center for Education Statistics is interested in Principal attrition and mobility. Please answer the following two questions about this school's School Head/Principal last year.

1. Which of the following best describes the current occupational status of last year's School Head/Principal?

🍏 Please mark (X) one box.

🍏 If this school had more than one School Head/Principal last year, think of the one who was School Head/Principal on October 1, 2011.

🍏 If this school did not have a School Head/Principal last year (2011-12 school year), mark (X) here ☐ and return the form.

**Still working as School Head/Principal of this school**

20 ☐ Still working as School Head/Principal of this school

**Still working as a School Head/Principal, but not at the same school**

24 ☐ Working as a School Head/Principal, but in a public school

25 ☐ Working as a School Head/Principal, but in a different private school

**Still working in a K–12 school, but not as a School Head/Principal**

26 ☐ Working in this school, but not as School Head/Principal

27 ☐ Working in a public school, but not as School Head/Principal

28 ☐ Working in a different private school, but not as School Head/Principal

**Still working in K–12 Education, but not in a K–12 school**

29 ☐ Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

30 ☐ Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

31 ☐ Working at a job associated with K–12 education, but not directly associated with any schools or school system

**Working at a job outside of K–12 Education**

32 ☐ Working at a job outside of K–12 education

**Other**

33 ☐ Retired – not working outside the home

34 ☐ On leave (e.g., maternity/paternity, military, disability, sabbatical)

35 ☐ Deceased

36 ☐ Other – Specify \_\_\_\_\_

2. For some schools, we have a record of the name of last year's School Head/Principal (who may also be the current School Head/Principal).

Name we have:

Is this the name of the school's 2011–12 School Head/Principal, with first and last names in the right order and no nicknames?

<sup>1</sup> ☐ Yes

<sup>2</sup> ☐ No, this is not the name of the 2011–12 School  
↓  
Head/Principal OR there is no name above

What is the name of this school's 2011–12 School Head/Principal? *(Please print)*

Title \_\_\_\_\_

First Name \_\_\_\_\_

Middle Initial \_\_\_\_\_

Last Name \_\_\_\_\_

Suffix \_\_\_\_\_

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### Paperwork Burden Statement

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## SCHOOLS AND STAFFING SURVEY

### PRINCIPAL STATUS FORM

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*(Please correct any errors in your name, address, and ZIP Code.)*

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Attn: DCB-60A  
1201 E 10th STREET  
JEFFERSONVILLE IN 47132-0001**

**NOTICE**

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The National Center for Education Statistics is interested in Principal attrition and mobility. According to our records, you were the principal of

during the 2011-12 school year. Please answer the following question about your current occupational status.

Which of the following best describes your current occupational status?

🍏 Please mark (X) one box.

🍏 If you were not the Principal of last year (2011-12 school year), mark (X) here ☐ and return the form.

**Still working as Principal of the same school**

<sup>20</sup> ☐ Still working as Principal of the same school

**Still working as a Principal, but not at the same school**

<sup>24</sup> ☐ Working as a Principal, but in a different public school

Is your new school in the same District as last year's school?

<sup>21</sup> ☐ Yes

<sup>22</sup> ☐ No

<sup>23</sup> ☐ Don't know

<sup>25</sup> ☐ Working as a Principal, but in a private school

**Still working in a K–12 school, but not as a Principal**

<sup>26</sup> ☐ Working in the same school, but not as Principal

<sup>27</sup> ☐ Working in a different public school, but not as Principal

<sup>28</sup> ☐ Working in a private school, but not as Principal

**Still working in K–12 Education, but not in a K–12 school**

<sup>29</sup> ☐ Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

<sup>30</sup> ☐ Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

<sup>31</sup> ☐ Working at a job associated with K–12 education, but not directly associated with any schools or school system

**Working at a job outside of K–12 Education**

<sup>32</sup> ☐ Working at a job outside of K–12 education

**Other**

<sup>33</sup> ☐ Retired – not working outside the home

<sup>34</sup> ☐ On leave (e.g., maternity/paternity, military, disability, sabbatical)

<sup>35</sup> ☐ Deceased

<sup>36</sup> ☐ Other – Specify \_\_\_\_\_

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## SCHOOLS AND STAFFING SURVEY

### SCHOOL HEAD/PRINCIPAL STATUS FORM

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*(Please correct any errors in your name, address, and ZIP Code.)*

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1201 E 10th STREET  
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FORM **PFS-1D**  
(1-17-2013)

The National Center for Education Statistics is interested in Principal attrition and mobility. According to our records, you were the principal of

during the 2011-12 school year. Please answer the following question about your current occupational status.

Which of the following best describes your current occupational status?

🍏 Please mark (X) one box.

🍏 If you were not the School Head/Principal of

last year (2011-12 school year), mark (X) here <sup>50</sup> ☐ and return the form.

**Still working as School Head/Principal of the same school**

<sup>20</sup> ☐ Still working as School Head/Principal of the same school

**Still working as a School Head/Principal, but not at the same school**

<sup>24</sup> ☐ Working as a School Head/Principal, but in a public school

<sup>25</sup> ☐ Working as a School Head/Principal, but in a different private school

**Still working in a K–12 school, but not as a School Head/Principal**

<sup>26</sup> ☐ Working in the same school, but not as School Head/Principal

<sup>27</sup> ☐ Working in a public school, but not as School Head/Principal

<sup>28</sup> ☐ Working in a different private school, but not as School Head/Principal

**Still working in K–12 Education, but not in a K–12 school**

<sup>29</sup> ☐ Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

<sup>30</sup> ☐ Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

<sup>31</sup> ☐ Working at a job associated with K–12 education, but not directly associated with any schools or school system

**Working at a job outside of K–12 Education**

<sup>32</sup> ☐ Working at a job outside of K–12 education

**Other**

<sup>33</sup> ☐ Retired – not working outside the home

<sup>34</sup> ☐ On leave (e.g., maternity/paternity, military, disability, sabbatical)

<sup>35</sup> ☐ Deceased

<sup>36</sup> ☐ Other – Specify \_\_\_\_\_

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