

PRIVATE SCHOOL PRINCIPAL QUESTIONNAIRE SCHOOLS AND STAFFING SURVEY 2003-04 SCHOOL YEAR



[Empty box for name, address, and ZIP code]

(Please correct any errors in name, address, and ZIP code.)

THIS SURVEY HAS BEEN ENDORSED BY:

American Montessori Society
Association of Boarding Schools
Association of Christian Schools International
Association of Christian Teachers and Schools
Association of Waldorf Schools of North America
Christian Schools International
Council for American Private Education
Council of Islamic Schools in North America
Evangelical Lutheran Church in America
Islamic School League of America
Jesuit Secondary Education Association
Lutheran Church-Missouri Synod
National Association of Episcopal Schools

National Association of Independent Schools
National Association of Private Special Education Centers
National Catholic Educational Association
National Christian School Association
National Coalition of Girls' Schools
National Council for Private School Accreditation
National Independent Private Schools Association
North American Division of Seventh-Day Adventists
Oral Roberts University Educational Fellowship
Solomon Schechter Day School Association
Toussaint Institute
United States Conference of Catholic Bishops
Wisconsin Evangelical Lutheran Synod



This survey is authorized by Title I, Part E, Sections 151(b) and 153(a) of Public Law 107-279, the Education Sciences Reform Act of 2002.



DEAR PRINCIPAL/SCHOOL HEAD:

The Schools and Staffing Survey is the largest sample survey of America’s elementary and secondary schools. Your participation is important. Below are answers to some general questions.

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to obtain information about principals, such as professional background, training, and experience.

WHO IS CONDUCTING THIS SURVEY?

The U.S. Census Bureau is conducting this survey for the National Center for Education Statistics (NCES) of the U.S. Department of Education.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

Policymakers and educational leaders rely on data from this survey to inform their decisions concerning K–12 schools. Because it is a sample survey, your responses represent the responses of many. Higher response rates give us confidence that the findings are accurate.

WILL YOUR RESPONSES BE KEPT CONFIDENTIAL?

Your responses are protected from disclosure by federal statute (P.L. 107-279, Title I, Part E, Sec. 183). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purposes, unless otherwise compelled by law.

HOW WILL YOUR INFORMATION BE REPORTED?

The information you provide will be combined with the information provided by others in statistical reports. No individual data that links your name, address, or telephone number with your responses will be included in the statistical reports.

WHERE SHOULD YOU RETURN YOUR COMPLETED QUESTIONNAIRE?

Please place your completed questionnaire in the enclosed envelope and follow the return instructions provided by your Census Bureau field representative.

WE HOPE YOU WILL PARTICIPATE IN THIS VOLUNTARY SURVEY.

SINCERELY,



**JEFFREY A. OWINGS
ASSOCIATE COMMISSIONER
NATIONAL CENTER FOR EDUCATION STATISTICS
ELEMENTARY/SECONDARY AND LIBRARY STUDIES DIVISION**



INSTRUCTIONS

- a. It is important that this questionnaire be completed by the school PRINCIPAL/SCHOOL HEAD, not by anyone else.
- b. Please use black ink to complete this questionnaire. Do not write any comments near the answer spaces.
- c. The data you enter on this form will be captured through the use of imaging technology. Please print all information clearly in ordinary characters.

Correct marking example –
(Use care to keep characters in their designated spaces.)

E N G L I S H

Incorrect marking example –

e n g l i s h

1 Yes

2 No

1 Yes

2 No

or

1 Yes

2 No

- d. If you are unsure about how to answer a question, please give the best answer you can rather than leave it blank.
- e. If you have any questions, call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time). The Census Bureau is also available to answer your questions via e-mail at: dsd.sass@census.gov.
- f. **At the end of the survey, you will be asked how long it took to complete this questionnaire. Please record the time you begin.**

: Time started

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 25 minutes per response, including the time spent to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, e-mail: dsd.sass@census.gov, or write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., #9018, Washington, DC 20006.



EXPERIENCE, TRAINING, AND WORKING CONDITIONS

1. PRIOR to this school year, how many years did you serve as the principal/school head of THIS OR ANY OTHER school?

🍏 Count part of a year as 1 year. If none, please mark (X) the box.

0 None

0025

Year(s) as principal/school head of this or any school

2. PRIOR to this school year, how many years did you serve as the principal/school head of THIS school?

🍏 Count part of a year as 1 year. If none, please mark (X) the box.

0 None

0026

Year(s) as principal/school head of this school

3. Before you became a principal/school head, how many years of elementary or secondary teaching experience did you have?

🍏 Count part of a year as 1 year. If none, please mark (X) the box.

0 None

0027

Year(s) of teaching before becoming a principal/school head

4. SINCE becoming a principal/school head, how many years of elementary or secondary teaching experience have you had?

🍏 Count part of a year as 1 year. If none, please mark (X) the box.

0 None → GO TO item 6 on page 5.

0028

Year(s) of teaching since becoming a principal/school head

5. In addition to serving as principal/school head, are you currently teaching in this school?

0029

1 Yes

2 No

YOUR COMMENTS



6. BEFORE you became a principal/school head, did you hold the following school positions?

 *Include temporary positions.*

a. Department head

- 0030 1 Yes
2 No
-

b. Curriculum specialist or coordinator

- 0031 1 Yes
2 No
-

c. Assistant principal/school head or program director

- 0032 1 Yes
2 No
-

d. Guidance counselor

- 0033 1 Yes
2 No
-

e. Library media specialist/Librarian

- 0034 1 Yes
2 No
-

f. Athletic coach/Athletic director

- 0035 1 Yes
2 No
-

g. Sponsor for student clubs, debate teams

- 0036 1 Yes
2 No
-

7. Before you became a principal/school head, did you participate in a school training or development program for ASPIRING school principals/school heads?

- 0037 1 Yes
2 No

YOUR COMMENTS



8. What is the highest degree you have earned?

🍎 *Mark (X) only one box.*

- 0039
- 1 Associate degree
 - 2 Bachelor's degree (B.A., B.S., B.E., etc.)
 - 3 Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
 - 4 Education specialist or professional diploma (at least one year beyond master's level)
 - 5 Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
 - 6 Do not have a degree

9. How many total hours do you spend on ALL school-related activities for this school during a typical FULL WEEK?

🍎 *Include hours spent working during the school day, before school, after school, and on weekends.*

0040 Total weekly hours

10. How many total hours do you spend interacting with students during a typical FULL WEEK at this school?

🍎 *Include both formal and informal interactions.*

0041 Total weekly hours

11. How many months is the contract year for your position as principal/school head of this school?

🍎 *Mark (X) only one box.*

- 0042
- 1 Less than 9 months
 - 2 9 months
 - 3 9-1/2 months
 - 4 10 months
 - 5 10-1/2 months
 - 6 11 months
 - 7 11-1/2 months
 - 8 12 months

YOUR COMMENTS



12. Please indicate the extent to which you agree or disagree with each of the following statements.

 <i>Mark (X) ONE box on each line.</i>				
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
<p>a. The stress and disappointments involved in serving as principal/school head of this school aren't really worth it.</p> <p style="text-align: right;">0043</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<p>b. The faculty and staff at this school like being here; I would describe them as a satisfied group.</p> <p style="text-align: right;">0044</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<p>c. If I could get a higher paying job, I'd leave education as soon as possible.</p> <p style="text-align: right;">0046</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<p>d. I think about transferring to another school.</p> <p style="text-align: right;">0047</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<p>e. I don't seem to have as much enthusiasm now as I did when I began my career as a principal/school head.</p> <p style="text-align: right;">0048</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<p>f. I think about staying home from school because I'm just too tired to go.</p> <p style="text-align: right;">0049</p>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

YOUR COMMENTS





GOALS AND DECISION MAKING

13. We are interested in the importance you place on various educational goals. From the following nine goals, which do you consider the most important, the second most important, and the third most important?

1 – Building basic literacy skills (reading, math, writing, speaking)

2 – Encouraging academic excellence

3 – Promoting occupational or vocational skills

4 – Promoting good work habits and self-discipline

5 – Promoting personal growth (self-esteem, self-knowledge, etc.)

6 – Promoting human relations skills

7 – Promoting specific moral values

8 – Promoting multi-cultural awareness or understanding

9 – Fostering religious or spiritual development

0056 Most important

0057 Second most important

0058 Third most important

YOUR COMMENTS



14. How much ACTUAL influence do you think each group or person has on decisions concerning the following activities?

a. SETTING PERFORMANCE STANDARDS FOR STUDENTS AT THIS SCHOOL

🍏 Mark (X) ONE box on each line.

	No influence	Minor influence	Moderate influence	Major influence	Not applicable
(1) Governing/Diocesan board 0060	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(2) Principal/School head 0062	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
(3) Teachers 0063	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
(4) Curriculum specialists 0064	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(5) Parent association 0065	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

b. ESTABLISHING CURRICULUM AT THIS SCHOOL

(1) Governing/Diocesan board 0067	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(2) Principal/School head 0069	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
(3) Teachers 0070	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
(4) Curriculum specialists 0071	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(5) Parent association 0072	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

YOUR COMMENTS



14. Continued –

How much ACTUAL influence do you think each group or person has on decisions concerning the following activities?

c. DETERMINING THE CONTENT OF IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS AT THIS SCHOOL

		🍏 <i>Mark (X) ONE box on each line.</i>				
		No influence	Minor influence	Moderate influence	Major influence	Not applicable
(1) Governing/Diocesan board	0074	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(2) Principal/School head	0076	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
(3) Teachers	0077	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
(4) Curriculum specialists	0078	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(5) Parent association	0079	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(6) College and university partners	0080	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

d. EVALUATING TEACHERS AT THIS SCHOOL

(1) Governing/Diocesan board	0082	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(2) Principal/School head	0084	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
(3) Teachers	0085	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
(4) Curriculum specialists	0086	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(5) Parent association	0087	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

YOUR COMMENTS



14. Continued –
How much ACTUAL influence do you think each group or person has on decisions concerning the following activities?

e. HIRING NEW FULL-TIME TEACHERS AT THIS SCHOOL

🍏 *Mark (X) ONE box on each line.*

	No influence	Minor influence	Moderate influence	Major influence	Not applicable
(1) Governing/Diocesan board 0089	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(2) Principal/School head 0091	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
(3) Teachers 0092	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
(4) Curriculum specialists 0093	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(5) Parent association 0094	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

f. SETTING DISCIPLINE POLICY AT THIS SCHOOL

(1) Governing/Diocesan board 0096	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(2) Principal/School head 0098	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
(3) Teachers 0099	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
(4) Curriculum specialists 0100	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(5) Parent association 0101	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

g. DECIDING HOW YOUR SCHOOL BUDGET WILL BE SPENT

(1) Governing/Diocesan board 0103	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(2) Principal/School head 0105	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
(3) Teachers 0106	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
(4) Curriculum specialists 0107	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
(5) Parent association 0108	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>





TEACHER AND PRINCIPAL PROFESSIONAL DEVELOPMENT

15. Does this school have its own budget for professional development, that is, an amount of money that YOU control?

- 0115 1 Yes
2 No

16. Does this school provide INSTRUCTIONAL AIDES with time for professional development during regular contract hours?

(Instructional aides are sometimes called paraprofessionals.)

- 0116 1 Yes
2 No

17. Does this school provide TEACHERS with time for professional development during regular contract hours?

- 0117 1 Yes
2 No → GO TO item 19 on page 13.

18. Are the following used to provide teachers in this school with time for professional development during regular contract hours?

a. Substitute teachers to cover teachers' classes

- 0118 1 Yes
2 No

b. Early dismissal or late start for students

- 0119 1 Yes
2 No

c. Professional days built in before the beginning of the students' school year

- 0120 1 Yes
2 No

d. Professional days built in during the students' school year

- 0121 1 Yes
2 No

e. Professional days built in after the students' school year

- 0122 1 Yes
2 No

f. Common planning time for teachers for professional development

- 0123 1 Yes
2 No

g. Reduced teacher work loads (less time in the classroom with students or less time on assigned non-instructional duties) for professional development

- 0124 1 Yes
2 No



19. How often is professional development for teachers at this school -

🍏 *Mark (X) ONE box on each line.*

		Never	Rarely	Sometimes	Frequently	Always
a. Designed or chosen to support the school's improvement goals?	0125	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Designed or chosen to support the implementation of academic standards?	0127	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Evaluated for evidence of improvement in teacher classroom practice?	0128	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Evaluated for evidence of effects on student achievement?	0129	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Considered part of teachers' regular work?	0130	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Planned by teachers in this school?	0131	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Presented by teachers in this school?	0132	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Accompanied by the resources that teachers need (e.g., time and materials) to make changes in the classroom?	0133	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

YOUR COMMENTS



20. In the past 12 months, have YOU participated in the following kinds of professional development?

a. University course(s) related to your role as principal/school head

- 0134 1 Yes
2 No
-

b. Visits to other schools designed to improve your own work as principal/school head

- 0135 1 Yes
2 No
-

c. Individual or collaborative research on a topic of interest to you professionally

- 0136 1 Yes
2 No
-

d. Mentoring and/or peer observation and coaching of principals/school heads, as part of a formal arrangement that is recognized or supported by the school

- 0137 1 Yes
2 No
-

e. Participating in a principal/school head network (e.g., a group of principals/school heads organized by an outside agency or through the Internet)

- 0138 1 Yes
2 No
-

f. Workshops, conferences, or training in which you were a presenter

- 0139 1 Yes
2 No
-

g. Other workshops or conferences in which you were not a presenter

- 0140 1 Yes
2 No
-

21. In the past 12 months, how often have you participated in professional development activities WITH TEACHERS from THIS school?

 Mark (X) only one box.

- 0141 1 Never
2 Once or twice
3 3–5 times
4 6 or more times
-

22. Are you a member of a national professional association of principals/school heads? (e.g., National Association of Elementary School Principals, National Association of Secondary School Principals, etc.)

- 0142 1 Yes
2 No



IV TEACHER AND SCHOOL PERFORMANCE

23. In your opinion, what percentage of teachers in this school are presently teaching to high academic standards?

0149 Percent

24. Are the following considered barriers to the dismissal of poor-performing or incompetent teachers at this school?

a. Personnel policies

0150 1 Yes
2 No

b. Termination decisions not upheld

0151 1 Yes
2 No

c. Length of time required for termination process

0152 1 Yes
2 No

d. Effort required for documentation

0153 1 Yes
2 No

e. Tight deadlines for completing documentation

0154 1 Yes
2 No

f. Tenure

0155 1 Yes
2 No

g. Teacher associations or unions

0156 1 Yes
2 No

h. Dismissal is too stressful and/or uncomfortable for you

0157 1 Yes
2 No

i. Difficulty in obtaining suitable replacements

0158 1 Yes
2 No

j. Resistance from parents

0159 1 Yes
2 No



V

SCHOOL CLIMATE AND SAFETY

25a. Does this school currently have a drug, alcohol, or tobacco use prevention program?

0185

1 Yes

2 No → GO TO item 26a below.

b. Is there a formal procedure in place to assess the effectiveness of this prevention program?

0186

1 Yes

2 No

26a. Does this school currently have a violence prevention program?

0187

1 Yes

2 No → GO TO item 27 below.

b. Is there a formal procedure in place to assess the effectiveness of this prevention program?

0188

1 Yes

2 No

27. LAST school year (2002-03), how many students were expelled from this school, that is, removed or transferred for at least the remainder of the school year?

🐛 If none, please mark (X) the box.

0 None

0189

, Students

28. What was the total number of suspensions during the LAST school year (2002-03)?

🐛 Include in-school and out-of-school suspensions. If none, please mark (X) the box.

0 None

0190

, Suspensions

YOUR COMMENTS



29. THIS school year (2003-04), is it the practice of this school to do the following?

a. Control access to school buildings during school hours (e.g., locked or monitored doors)

- 0191 1 Yes
2 No
-

b. Control access to school grounds during school hours (e.g., locked or monitored gates)

- 0192 1 Yes
2 No
-

c. Require students to pass through metal detectors each day

- 0193 1 Yes
2 No
-

d. Perform random metal detector checks on students

- 0194 1 Yes
2 No
-

e. Require that all or most students stay on campus during lunch

- 0195 1 Yes
2 No
-

f. Use random dog sniffs to check for drugs

- 0196 1 Yes
2 No
-

g. Perform random sweeps for contraband (e.g., drugs or weapons), but not including dog sniffs

- 0197 1 Yes
2 No
-

h. Require students to wear uniforms

- 0198 1 Yes
2 No
-

i. Enforce a strict dress code

- 0199 1 Yes
2 No
-

j. Require clear book bags or ban book bags on school grounds

- 0200 1 Yes
2 No



29. Continued –
THIS school year (2003-04), is it the practice of this school to do the following?

k. Require students to wear badges or picture IDs

- 0201 1 Yes
 2 No

l. Use one or more security cameras to monitor the school

- 0202 1 Yes
 2 No

m. Maintain a daily presence of police or security personnel

- 0203 1 Yes
 2 No

30. To the best of your knowledge, how often do the following types of problems occur at this school?

 Mark (X) ONE box for each line.

		Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
a. Physical conflicts among students	0204	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Robbery or theft	0205	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Vandalism	0206	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Student use of alcohol	0207	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Student use of illegal drugs	0208	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Student possession of weapons	0209	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Physical abuse of teachers	0210	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Student racial tensions	0211	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Student bullying	0212	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. Student verbal abuse of teachers	0213	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k. Widespread disorder in classrooms	0214	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
l. Student acts of disrespect for teachers	0215	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
m. Gang activities	0216	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>



31. To what extent is each of the following a problem in this school?

 *Mark (X) ONE box for each line.*

		Not a problem	Minor problem	Moderate problem	Serious problem
a. Student tardiness	0217	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Student absenteeism	0218	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Student class cutting	0219	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Teacher absenteeism	0220	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Student pregnancy	0221	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Students dropping out	0222	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Student apathy	0223	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Lack of parent involvement	0224	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Poverty	0225	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Students come to school unprepared to learn	0226	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. Poor student health	0227	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

YOUR COMMENTS



VI PARENT OR GUARDIAN INVOLVEMENT

32. LAST school year (2002-03), what percentage of students had at least one parent or guardian participating in the following events?

🍏 *Mark (X) ONE box for each line.*

	0-25%	26-50%	51-75%	76-100%	Not applicable
a. Open house or back-to-school night 0234	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. All regularly scheduled schoolwide parent-teacher conferences 0235	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. One or more special subject-area events (e.g., science fair, concerts, etc.) 0236	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

33. LAST school year (2002-03), were the following offered to parents or guardians?

a. Parent/Guardian education workshops or courses

- 0237 1 Yes
2 No

b. A written contract between the school and parent/guardian

- 0238 1 Yes
2 No

c. Opportunities for parents/guardians to serve as volunteers in the school on a regular basis

- 0239 1 Yes
2 No

YOUR COMMENTS



34. THIS school year (2003-04), does this school have the following?

a. A staff member assigned to work on parent involvement

- 0240 1 Yes
2 No
-

b. A log of parent participation maintained by parents or staff

- 0241 1 Yes
2 No
-

c. A reliable system of communication with parents, such as newsletters or phone trees

- 0242 1 Yes
2 No
-

d. Services to support parent participation, such as providing child care or transportation

- 0243 1 Yes
2 No
-

e. A parent drop-in center or lounge

- 0244 1 Yes
2 No
-

f. A requirement that teachers send information home to parents explaining school lessons

- 0245 1 Yes
2 No
-

g. A requirement that teachers provide suggestions for activities that parents can do at home with their child

- 0246 1 Yes
2 No
-

h. A requirement that teachers create homework assignments that involve parents

- 0247 1 Yes
2 No

YOUR COMMENTS



VII DEMOGRAPHIC INFORMATION

35. Are you male or female?

- 0254 1 Male
2 Female

36. Are you of Hispanic or Latino origin?

- 0255 1 Yes
2 No

37a. What is your race?

 Mark (X) one or more races to indicate what you consider yourself to be.

- 0256 1 White
0257 1 Black or African American
0258 1 Asian
0259 1 Native Hawaiian or Other Pacific Islander
0260 1 American Indian or Alaska Native

GO TO item 38 below.

b. Are you enrolled in a state or federally recognized tribe?

- 0261 1 Yes
2 No

38. What is your year of birth?

0262 Year of birth

39. What is your current ANNUAL salary for your position at this school before taxes and deductions?

 If your position includes multiple duties (e.g., you teach a class and serve as principal/school head at this school), please include your entire salary before taxes and deductions. Please report in whole dollars.

0263 \$, . Per year

40. How much time did it take you to complete this form, not counting interruptions?

 Please record the time in minutes, e.g., 25 minutes, 35 minutes, etc.

0264 Minutes

41. Please enter the date you completed this questionnaire.

 Report month as a number, i.e., 01 for January, 02 for February, etc.

0265 Month 0266 Day 0267 Year



Please place the questionnaire in the enclosed envelope and follow the return instructions provided by your Census Bureau field representative.

Thank you very much for your participation in this survey.

To learn more about this survey and to access reports from earlier collections, see the Schools and Staffing Survey (SASS) web site at:

<http://nces.ed.gov/surveys/sass>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' web site at:

<http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

<http://www.fedstats.gov>



