Characteristics of Public and Private Elementary and Secondary Schools in the United States:

Results From the 2017–18 National Teacher and Principal Survey

First Look

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Institute of Education Sciences

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AUGUST 2019

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NTPS

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August 2019

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Suggested Citation
Taie, S., and Goldring, R. (2019). *Characteristics of Public and Private Elementary and Secondary Schools in the United States: Results From the 2017–18 National Teacher and Principal Survey First Look* (NCES 2019-140). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019140.

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Introduction

The 2017–18 National Teacher and Principal Survey (NTPS) [1] is a state and nationally representative sample survey of public [2] and private [3] K–12 schools, principals, and teachers in the 50 states and the District of Columbia. NTPS collects data on core topics including teacher and principal preparation, classes taught, school characteristics, and demographics of the teacher and principal labor forces. It is developed by the National Center for Education Statistics (NCES) of the Institute of Education Sciences (IES) within the U.S. Department of Education and conducted by the U.S. Census Bureau. This report presents selected findings from the Public and Private School Data Files of the 2017–18 NTPS, representing results of the second collection of NTPS.

The purpose of NTPS 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 school, principal, and teacher surveys. Information can be linked across all three surveys.

The 2017–18 NTPS uses a school-based sample of public and private schools. All principals associated with the sampled public and private schools were also included in the sample. Teachers associated with a selected school were sampled from a list of teachers that was provided by the school, collected from school websites, or purchased from a vendor. The selected samples include about 10,600 traditional and charter public schools and their principals, 60,000 public school teachers, 4,000 private schools and their principals, and 9,600 private school teachers. The samples for public schools and staff were drawn to support estimates by geography, grade span, and charter status for public schools; the samples for private schools were drawn to support estimates by geography, grade span, and affiliation group for a wide range of topics. The reader is referred to the *Survey Documentation for the 2017–18 National Teacher and Principal Survey* (Cox et al. forthcoming) for details about these estimation domains and their precision criteria.

The data were collected via mailed questionnaires and internet instruments with telephone and in-person field follow-up. Data collection began in September 2017, when the first questionnaires were mailed, and data collection ended in August 2018. The weighted unit response rate was 72.5 percent for public schools and 64.5 percent for private schools. For detailed information about response rates, bias analysis results, methodology, and design of the 2017–18 NTPS, please see the technical notes of this report in appendix B or the *Survey Documentation for the 2017–18 National Teacher and Principal Survey* (Cox et al. forthcoming).

The purpose of this First Look report 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 2017–18 NTPS Public and Private School Restricted-Use 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 issue. This First Look report highlights findings from the NTPS public and private school surveys. Findings from the principal and teacher surveys will be presented in two companion First Look reports:

- *Characteristics of Public and Private Elementary and Secondary School Principals in the United States: Results From the 2017–18 National Teacher and Principal Survey First Look* (NCES 2019-141); and

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[1] NTPS is a redesign of the Schools and Staffing Survey (SASS). NTPS was introduced in the 2015–16 school year.

[2] Public schools include traditional public and charter schools.

[3] While SASS included both public and private sector schools, principals, and teachers, the 2015–16 administration of NTPS only included the public sector.

- *Characteristics of Public and Private Elementary and Secondary School Teachers in the United States: Results From the 2017–18 National Teacher and Principal Survey First Look* (NCES 2019-142).

The tables in this report contain frequencies and percentages demonstrating bivariate relationships. All 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. Although the selected findings include only statistically significant findings, they do not include every statistically significant comparison. 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 9.4) and SUDAAN (11.1) 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.

More information about NTPS can be found at https://nces.ed.gov/surveys/ntps.

Selected Findings

- During the 2017–18 school year, 78 percent of all schools reported that they participated in the federal free or reduced-price lunch program, with 96 percent of public schools reporting participation and 19 percent of private schools reporting participation (table 1).

- About 99 percent of public schools reported having at least one student with an Individual Education Plan (IEP) because of special needs. Public schools reported that 13 percent of K–12 students had an IEP. Among private schools, 59 percent reported having at least one student with a formally identified disability. Private schools reported that 8 percent of K–12 students had a formally identified disability (table 2).

- Nationwide, about 21 percent of public schools and 13 percent of private schools offered any courses entirely online. Among public schools, a higher percentage of charter schools (30 percent) offered any courses entirely online, compared to traditional public schools (20 percent) (table 3).

- Overall, 57 percent of public schools and 37 percent of private school offered instruction beyond the normal school day for students who need academic assistance. Additionally, 39 percent of public schools and 31 percent of private schools offered instruction beyond the normal school day for students who seek academic advancement or enrichment. Among public schools, more charter schools offered instruction beyond the normal school day for students who sought assistance (65 percent) or enrichment (50 percent), compared to traditional public schools (56 percent and 38 percent, respectively) (table 4).

- Among public schools, primary schools (8:15 a.m.) had a later average start time than middle (8:05 a.m.), combined (8:05 a.m.), and high (8:03 a.m.) schools. A higher percentage of public high schools (10 percent) had start times before 7:30 a.m. when compared to middle (6 percent), combined (3 percent), and primary (2 percent) schools. Private schools had an average start time of 8:12 a.m., and 1 percent of private schools reported start times before 7:30 a.m. (table 5).

- Among public schools in the United States, about 88 percent reported they were regular schools, 6 percent reported they were alternative or other types of schools,[4] 4 percent reported they were special program emphasis,[5] 1 percent reported they were special education,[6] and 1 percent reported they were career/technical/vocational schools.[7] Among private schools about 79 percent reported they were regular schools, 7 percent reported they were special education, 6 percent reported they were Montessori, 4 percent reported they were special program emphasis, 3 percent reported they were early childhood program or day care centers,[8] and 1 percent reported they were alternative or other types of schools (table 6).

- Nationally, schools with a third grade reported a weekly average of 500 minutes of instruction in English, reading, and language arts; 350 minutes of instruction in arithmetic or mathematics; 170 minutes of instruction in science; and 170 minutes of instruction in social studies or history. Public schools with a third grade reported a weekly average of 540 minutes of instruction per week in English, reading, and language arts; 370 minutes in arithmetic or mathematics; 170 minutes in science; and 160 minutes in social studies or history. Private schools with a third grade reported a weekly average of 400 minutes per week in English, reading, and language arts; 280 minutes in

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[4] Alternative/other schools offer a curriculum designed to provide alternative or nontraditional education and do not specifically fall into the categories of regular, special program emphasis, special education, or vocational school.

[5] Special program emphasis schools include schools such as science or math schools, performing arts schools, talented or gifted schools, foreign language immersion schools, etc.

[6] Special education schools primarily serve students with disabilities.

[7] Career/technical/vocational schools primarily serve students being trained for occupations.

[8] Early childhood program or day care centers include schools with transitional first grade as the highest grade offered.

arithmetic or mathematics; 170 minutes in science; and 170 minutes in social studies or history (table 7).

- Among public schools with students enrolled in any grades 9–12, 82 percent offered dual or concurrent enrollment,[9] 37 percent offered a specialized career academy,[10] 74 percent offered career and technical education courses,[11] 56 percent offered internships outside of school,[12] and 39 percent had block scheduling.[13] A higher percentage of traditional public schools offered dual or concurrent enrollment (83 percent), a specialized career academy (39 percent), career and technical education courses 77 percent), and internships outside of school (58 percent) when compared to charter schools (77 percent, 22 percent, 53 percent, and 44 percent, respectively). Among private schools with any of grades 9–12, 56 percent offered dual or concurrent enrollment, 6 percent offered a specialized career academy, 23 percent offered career and technical education courses, 20 percent offered internships outside of school, and 30 percent had block scheduling (table 8).

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[9] Dual or concurrent enrollment offers both high school and college credit.

[10] A specialized career academy is a program that offers a set of specialized curriculum organized around a specific career area, such as automotive, business, carpentry, communications, construction, cosmetology, culinary arts, education, electricity, engineering, health, hospitality, IT, manufacturing, plumbing, protective and legal services, repair, transportation, etc.

[11] These courses are offered at the school but not as part of a specialized career academy.

[12] This includes work-based learning or internship outside of school, in which students earn course credits for supervised learning activities that occur in paid or unpaid workplace assignments.

[13] Block scheduling is when schools utilize extended class periods scheduled to create blocks of instruction time.

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Estimate Tables

Table 1. Percentage of schools and students that participated in the Title I and federal free or reduced-price lunch programs, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Title I services[1]		Federal free or reduced-price lunch program		
	Percent of all schools with students that received services	Percent of all K–12 students that received services[2]	Percent of all schools that participated	Among schools that participated, percent of students approved for free or reduced-price lunches[3]	Percent of K–12 students approved for free or reduced-price lunch in all schools[3, 4]
All schools	52.5	34.2	78.4	56.8	51.3
All public schools	60.7	37.0	95.6	57.1	55.2
School classification					
Traditional public	60.6	36.5	96.6	56.5	55.2
Charter school	61.5	43.3	83.6	65.8	55.6
Community type					
City	63.1	46.5	95.6	69.1	67.0
Suburban	52.6	29.1	95.5	48.4	46.7
Town	64.9	40.7	96.1	60.8	58.8
Rural	66.0	36.0	95.3	53.7	52.2
School level					
Primary	71.6	47.6	97.6	60.9	59.9
Middle	50.6	32.6	98.2	55.5	54.6
High	36.3	23.0	90.9	51.5	49.3
Combined	64.5	36.9	89.2	58.9	51.2
Student enrollment					
Less than 100	47.1	30.9	82.5	65.3	57.1
100–199	60.4	38.9	91.8	61.2	56.1
200–499	68.9	44.7	96.5	60.8	58.8
500–749	62.4	42.0	97.7	59.8	58.5
750–999	53.6	37.5	96.5	56.0	54.1
1,000 or more	40.1	25.2	96.9	51.3	49.5
Percent of K–12 students who were approved for free or reduced-price lunches					
0–34	31.9	10.0	83.6	19.3	17.2
35–49	56.1	23.5	100.0	42.0	42.0
50–74	67.4	41.2	100.0	60.9	60.9
75 or more	81.1	65.9	100.0	93.4	93.4

See notes at end of table.

Table 1. Percentage of schools and students that participated in the Title I and federal free or reduced-price lunch programs, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Title I services[1]		Federal free or reduced-price lunch program		
	Percent of all schools with students that received services	Percent of all K–12 students that received services[2]	Percent of all schools that participated	Among schools that participated, percent of students approved for free or reduced-price lunches[3]	Percent of K–12 students approved for free or reduced-price lunch in all schools[3, 4]
All private schools	24.3	4.0	18.8	42.0	8.7
School classification					
Catholic	54.4	6.3	40.0	31.0	10.5
Other religious	16.4	3.0	10.2	57.8	8.3
Nonsectarian	8.1	1.7	12.9	71.4	6.4
Community type					
City	29.8	5.2	23.0	52.5	12.8
Suburban	22.0	2.7	15.1	33.5	5.2
Town	39.2	6.5	31.0	26.2	11.2
Rural	13.3	2.4	13.3	30.3	4.2
School level					
Elementary	31.7	6.3	23.7	37.8	11.4
Secondary	18.5	2.2	21.3	32.4	6.8
Combined	13.0	2.2	9.5	63.0	6.7
Student enrollment					
Less than 100	14.7	6.0	13.8	52.8	9.3
100–199	36.5	6.7	26.7	43.4	12.0
200–499	34.4	4.1	23.4	36.4	8.4
500–749	27.1	2.1	18.3	37.6	6.8
750 or more	14.4	1.2 !	11.9	54.9	7.4

! 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).

[1] Respondents were provided the following explanation on the questionnaire for Title I of the Elementary and Secondary Education Act: "Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families." These services were received at the school or at any other location.

[2] Percentages are based on all students, including those in schools that did not receive Title I services.

[3] The 2017–18 NTPS collects information on the percentage of students in each school who are approved for free or reduced-price lunches. To calculate the percentage of students approved for free or reduced-price lunches in this table, a count of students approved for free or reduced-price lunches was estimated by multiplying the proportion of approved students (S0427/100) by the K–12 enrollment of the school (ENRK12UG). The weighted sum of students approved for free and reduced-price lunches was then divided by the weighted sum of K–12 enrollment to obtain an overall percentage of students approved for free and reduced-price lunches.

[4] Schools that did not participate in the federal free or reduced-price lunch program were considered to have zero students approved for the federal free or reduced-price lunch program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

Table 2. Percentage of schools that had any students with an Individual Education Plan (IEP) because of special needs, or who were English-language learners (ELLs) or limited-English proficient (LEP), and percentage of students with an IEP or who were ELLs/LEP, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	IEP because of special needs or formally identified disability[1]		ELL/LEP	
	Percent of schools with at least 1 student with an IEP or formally identified disability	Percent of K–12 students with an IEP or formally identified disability	Percent of all schools with at least 1 ELL/LEP students	Percent of K–12 students who were ELLs/LEP
All schools	89.8	12.2	65.5	9.9
All public schools	98.7	12.7	78.5	10.5
School classification				
Traditional public	98.8	12.8	78.5	10.6
Charter school	97.9	11.0	77.7	10.2
Community type				
City	98.3	13.0	85.8	15.4
Suburban	99.0	12.0	88.7	10.8
Town	98.2	13.2	75.5	7.1
Rural	99.1	13.1	59.5	4.3
School level				
Primary	99.2	12.2	82.9	14.8
Middle	99.5	13.5	86.4	8.9
High	97.1	12.5	72.7	5.9
Combined	98.3	14.2	52.2	6.2
Student enrollment				
Less than 100	92.6	31.0	38.5	9.1
100–199	98.0	19.5	49.5	4.7
200–499	99.4	13.9	75.6	10.0
500–749	99.1	12.5	90.2	13.3
750–999	99.0	11.7	93.6	12.2
1,000 or more	99.6	11.3	94.7	8.0
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	98.7	11.7	77.7	5.2
35–49	98.6	12.5	74.8	5.9
50–74	99.2	13.1	80.4	9.3
75 or more	98.6	13.4	79.5	18.7

See notes at end of table.

Table 2.   Percentage of schools that had any students with an Individual Education Plan (IEP) because of special needs, or who were English-language learners (ELLs) or limited-English proficient (LEP), and percentage of students with an IEP or who were ELLs/LEP, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	IEP because of special needs or formally identified disability[1]		ELL/LEP	
	Percent of schools with at least 1 student with an IEP or formally identified disability	Percent of K–12 students with an IEP or formally identified disability	Percent of all schools with at least 1 ELL/LEP students	Percent of K–12 students who were ELLs/LEP
All private schools	58.7	7.6	20.5	2.6
School classification				
Catholic	72.6	6.0	28.3	2.2
Other religious	47.9	4.5	16.7	3.6
Nonsectarian	63.6	15.6	19.5	1.5
Community type				
City	61.6	7.1	25.2	4.2
Suburban	62.8	8.6	21.8	1.2
Town	64.0	6.2	16.1	1.2
Rural	46.0	6.4	13.5	1.9
School level				
Elementary	54.0	5.7	17.9	2.3
Secondary	63.8	6.7	29.6	2.2
Combined	65.3	10.0	22.2	3.0
Student enrollment				
Less than 100	50.5	16.2	12.3	2.7
100–199	62.5	9.6	28.4	2.6
200–499	68.8	6.1	28.0	2.3
500–749	72.0	5.6	30.1	1.8
750 or more	72.3	4.6	30.0	3.6

[1] Public schools were asked about students with IEPs because of special needs. "Special needs" was not defined for respondents. In some public schools, gifted students have IEPs and may be reported here. Private schools were asked about students with a formally identified disability.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

Table 3.   Percentage of schools with a library media center, percentage with students attending across 12 months, percentage that offered any courses entirely online, and percentage that offered a foreign language immersion program, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Percent of schools with a library media center[1]	Percent of schools with students attending across 12 months	Percent of schools that offered	
			Any courses entirely online	A dual-language or foreign language immersion program[2]
All schools	87.0	4.0	19.2	15.9
All public schools	90.1	3.0	21.0	14.7
School classification				
Traditional public	92.5	2.8	20.2	15.0
Charter school	62.2	6.3	30.3	12.0
Community type				
City	85.7	3.9	16.2	17.4
Suburban	92.2	3.0	15.7	15.2
Town	90.1	2.6	24.4	14.6
Rural	92.1	2.4	31.0	11.5
School level				
Primary	95.2	1.9	2.7	12.6
Middle	94.8	1.4	12.7	18.5
High	79.6	5.4	58.9	17.2
Combined	75.1	7.4	61.3	16.0
Student enrollment				
Less than 100	55.8	12.8	41.9	7.3
100–199	75.6	5.0	29.8	8.4
200–499	91.9	2.4	15.2	11.1
500–749	95.1	1.6	12.5	18.4
750–999	96.8	1.8	19.4	20.8
1,000 or more	97.7	2.3	45.8	24.0
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	89.3	3.5	21.1	13.1
35–49	93.7	1.8	26.3	13.7
50–74	92.8	2.3	22.3	12.4
75 or more	87.2	3.7	17.7	18.1

See notes at end of table.

Table 3. Percentage of schools with a library media center, percentage with students attending across 12 months, percentage that offered any courses entirely online, and percentage that offered a foreign language immersion program, by school type and selected school characteristics: 2017–18—Continued

| School type and selected school characteristic | Percent of schools with a library media center[1] | Percent of schools with students attending across 12 months | Percent of schools that offered | |
			Any courses entirely online	A dual-language or foreign language immersion program[2]
All private schools	76.4	7.3	13.0	19.7
School classification				
Catholic	91.5	2.0 !	9.9	13.7
Other religious	71.1	3.2	16.1	23.6
Nonsectarian	70.7	19.6	10.9	18.9
Community type				
City	76.2	7.1	11.2	22.3
Suburban	81.6	8.4	13.5	15.6
Town	83.7	5.4 !	14.2	15.2
Rural	65.7	6.9	14.7	24.0
School level				
Elementary	76.9	4.4	4.0	19.7
Secondary	76.3	14.2	31.0	22.0
Combined	75.6	10.3	23.0	19.0
Student enrollment				
Less than 100	62.7	11.7	10.9	21.3
100–199	85.1	3.6	10.7	17.7
200–499	91.2	3.1	18.1	17.8
500–749	97.9	2.2 !	19.6	17.8
750 or more	98.3	2.5 !	19.7	25.4

! 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).

[1] A library media center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators. A library media center may be called a school library, media center, information center, instructional materials center, learning resource center, or any other similar name.

[2] A dual-language or foreign language immersion is a program in which the goal of instruction is that students are proficient in two languages. It doesn't include English as a Second Language (ESL) programs or classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

Table 4. Percentage of schools where various programs or services were available before or after school for students in any grades K–12, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Percent of schools with instruction beyond the normal school day for students who need academic assistance	Percent of schools with instruction beyond the normal school day for students who seek academic advancement or enrichment	Percent of schools with extended-day care	Percent of schools with school-related activities and clubs
All schools	52.4	37.2	36.2	76.3
All public schools	56.9	39.1	30.3	79.3
School classification				
Traditional public	56.2	38.2	30.1	78.9
Charter school	64.9	50.0	32.8	84.3
Community type				
City	63.7	46.8	34.9	81.5
Suburban	54.0	37.5	38.6	81.5
Town	57.1	36.7	18.5	71.3
Rural	53.0	34.1	21.1	78.3
School level				
Primary	51.1	33.7	51.3	73.2
Middle	68.7	48.2	3.9	94.3
High	65.4	47.9	0.7	88.1
Combined	53.9	37.7	12.3	72.1
Student enrollment				
Less than 100	40.0	26.4	8.4	40.7
100–199	49.7	34.4	17.5	71.3
200–499	54.2	35.9	35.1	76.7
500–749	58.4	40.9	41.0	83.8
750–999	64.1	44.3	29.7	92.3
1,000 or more	73.4	54.1	10.1	97.0
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	46.5	34.5	34.0	81.4
35–49	52.8	35.3	29.6	83.7
50–74	60.4	38.3	30.6	78.6
75 or more	64.6	45.0	27.6	76.0

See notes at end of table.

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Table 4.   Percentage of schools where various programs or services were available before or after school for students in any grades K–12, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Percent of schools with instruction beyond the normal school day for students who need academic assistance	Percent of schools with instruction beyond the normal school day for students who seek academic advancement or enrichment	Percent of schools with extended-day care	Percent of schools with school-related activities and clubs
All private schools	36.9	30.6	56.4	65.9
School classification				
Catholic	43.5	33.7	70.5	87.3
Other religious	34.8	27.0	48.6	56.5
Nonsectarian	34.0	33.6	56.0	61.1
Community type				
City	41.2	36.7	63.6	73.7
Suburban	40.5	33.0	68.8	75.2
Town	41.2	27.9	52.5	60.3
Rural	23.2	18.7	28.4	42.4
School level				
Elementary	33.5	28.4	70.6	64.0
Secondary	46.8	38.0	4.8	75.2
Combined	39.6	31.8	48.7	66.4
Student enrollment				
Less than 100	29.4	23.2	40.5	41.3
100–199	38.7	32.5	71.5	84.8
200–499	45.0	39.9	75.1	92.7
500–749	55.9	41.0	66.3	96.4
750 or more	60.6	54.6	57.6	94.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

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Table 5.   Average school start time and percentage distribution of school start time, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Average a.m. start time	Percentage distribution of start times				
		Before 7:30 a.m.	7:30 a.m. to 7:59 a.m.	8:00 a.m. to 8:29 a.m.	8:30 a.m. to 8:59 a.m.	9:00 a.m. or later
All schools	8:11	3.5	24.7	43.9	20.4	7.5
All public schools	8:10	4.3	27.5	40.3	19.8	8.2
School classification						
Traditional public	8:11	4.2	27.6	39.7	20.1	8.4
Charter school	8:05	4.6	26.1	46.9	16.4	5.9
Community type						
City	8:10	4.7	27.5	37.5	21.5	8.7
Suburban	8:15	5.1	23.2	34.8	25.8	11.1
Town	8:07	3.6	29.3	48.7	13.7	4.8
Rural	8:06	3.1	31.8	45.7	13.5	5.8
School level						
Primary	8:15	1.7	23.5	39.6	25.4	9.9
Middle	8:05	6.4	36.3	36.6	13.1	7.7
High	8:03	10.4	32.1	40.0	11.8	5.7
Combined	8:05	3.2	26.7	51.0	14.4	4.8
Student enrollment						
Less than 100	8:15	2.1 !	16.7	53.0	20.1	8.1
100–199	8:11	3.8	22.8	45.9	18.8	8.7
200–499	8:12	2.8	27.4	40.9	21.2	7.7
500–749	8:11	3.4	28.2	38.3	20.6	9.5
750–999	8:07	5.4	31.3	38.6	17.4	7.3
1,000 or more	8:01	13.1	32.8	31.7	15.0	7.4
Percent of K–12 students who were approved for free or reduced-price lunches						
0–34	8:16	4.3	23.1	37.0	24.8	10.8
35–49	8:10	4.0	25.5	41.8	21.4	7.4
50–74	8:08	3.7	29.5	42.9	16.7	7.2
75 or more	8:07	4.7	30.5	40.5	17.1	7.2

See notes at end of table.

Table 5.   Average school start time and percentage distribution of school start time, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Average a.m. start time	Percentage distribution of start times				
		Before 7:30 a.m.	7:30 a.m. to 7:59 a.m.	8:00 a.m. to 8:29 a.m.	8:30 a.m. to 8:59 a.m.	9:00 a.m. or later
All private schools	8:12	1.0	14.9	56.6	22.5	4.9
School classification						
Catholic	8:03	1.7 !	32.6	55.0	9.2	1.4
Other religious	8:13	0.8 !	9.9	61.4	24.1	3.9
Nonsectarian	8:19	0.9 !	6.2	49.9	33.0	10.1
Community type						
City	8:12	1.4 !	15.7	57.5	20.5	4.9
Suburban	8:12	1.5	15.2	53.6	23.5	6.3
Town	8:06	‡	18.1	67.2	11.9	2.5
Rural	8:13	‡	12.1	55.5	28.5	3.7
School level						
Elementary	8:11	1.0 !	15.1	55.0	25.7	3.2
Secondary	8:15	2.0	22.2	49.4	17.2	9.3
Combined	8:12	‡	12.2	61.9	18.7	6.5
Student enrollment						
Less than 100	8:17	0.9 !	9.1	52.5	30.6	6.9
100–199	8:09	1.0 !	16.8	60.4	18.8	3.0
200–499	8:06	1.3 !	22.9	60.4	12.4	3.0
500–749	8:02	1.4 !	24.2	66.1	3.9 !	4.4
750 or more	8:05	‡	26.8	53.9	18.0	#

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).
NOTE: 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, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

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Table 6. Percentage distribution of schools, by type of school program, school type, and selected school characteristics: 2017–18

School type and selected school characteristic	Regular school	Special program emphasis[1]	Special education[2]	Career/ technical/ vocational[3]	Alternative/ other[4]	Montessori school	Early childhood program or day care center[5]
All schools	85.7	3.7	2.7	1.1	4.8	†	†
All public schools	87.5	3.7	1.4	1.4	6.0	†	†
School classification							
Traditional public	88.8	3.2	1.4	1.5	5.1	†	†
Charter school	73.3	8.7	1.0 !	0.4 !	16.5	†	†
Community type							
City	80.1	7.9	2.2	1.5	8.3	†	†
Suburban	89.2	3.3	1.4	0.9	5.2	†	†
Town	88.5	0.7 !	1.1 !	2.2	7.6	†	†
Rural	92.8	1.2	0.7	1.6	3.8	†	†
School level							
Primary	95.2	3.6	0.5	‡	0.7	†	†
Middle	95.0	4.0	‡	#	0.8 !	†	†
High	71.5	3.5	0.6 !	6.9	17.6	†	†
Combined	64.9	3.7	10.3	‡	20.9	†	†
Student enrollment							
Less than 100	40.1	2.6 !	10.9	‡	46.1	†	†
100–199	71.3	3.1 !	5.8	1.6 !	18.2	†	†
200–499	91.6	3.7	0.3	1.7	2.7	†	†
500–749	94.3	3.6	0.2 !	1.1	0.9	†	†
750–999	92.8	4.7	‡	1.4	0.8 !	†	†
1,000 or more	93.4	3.7	#	1.5	1.3	†	†
Percent of K–12 students who were approved for free or reduced-price lunches							
0–34	86.6	3.1	0.7	3.0	6.6	†	†
35–49	91.9	2.9	1.3 !	1.0	2.8	†	†
50–74	90.1	3.3	1.3	0.9	4.5	†	†
75 or more	84.6	4.7	1.9	0.7	8.0	†	†

See notes at end of table.

Table 6. Percentage distribution of schools, by type of school program, school type, and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Regular school	Special program emphasis[1]	Special education[2]	Career/ technical/ vocational[3]	Alternative/ other[4]	Montessori school	Early childhood program or day care center[5]
All private schools	79.2	3.9	7.1	‡	0.6	5.8	3.5
School classification							
Catholic	97.0	1.6 !	0.9 !	#	‡	‡	‡
Other religious	90.9	2.7	1.1 !	‡	#	1.7 !	3.6
Nonsectarian	41.3	8.2	23.7	‡	2.0	18.3	6.5
Community type							
City	75.4	6.0	7.7	‡	1.0 !	7.0	2.8
Suburban	76.8	2.8	9.2	#	0.5 !	7.2	3.5
Town	85.4	3.0 !	5.5 !	#	‡	4.4 !	‡
Rural	86.0	2.7 !	3.7	#	‡	2.3 !	5.1
School level							
Elementary	82.0	3.6	2.6	#	‡	9.0	2.6
Secondary	79.9	4.1	5.9	‡	2.1 !	‡	7.1
Combined	73.9	4.2	15.4	#	0.8 !	1.9 !	3.7
Student enrollment							
Less than 100	68.5	3.1	11.3	‡	1.0 !	9.4	6.7
100–199	85.5	5.1	5.2	#	‡	3.9	‡
200–499	91.1	4.6	1.9	#	‡	1.4 !	0.7
500–749	97.3	2.7 !	#	#	#	#	#
750 or more	95.7	4.3 !	#	#	#	#	#

† Not applicable.
# 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).
[1] Special program emphasis includes schools such as a science or math schools, performing arts schools, talented or gifted schools, foreign language immersion schools, etc.
[2] Special education school primarily serves students with disabilities.
[3] Career/technical/vocational school primarily serves students being trained for occupations.
[4] Alternative/other school offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program emphasis, special education, or vocational school.
[5] Early childhood program or day care center includes such as kindergarten only, prekindergarten and kindergarten and transitional first grade only, day care and transitional kindergarten only, etc.
NOTE: 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, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

Table 7.   Among schools with students enrolled in third grade, average minutes third-grade students spend on different activities per week, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	English, reading, language arts	Arithmetic or mathematics	Social studies or history	Science	Foreign language[1]	Physical education	Music	Art	Recess[2]
All schools	500	350	170	170	100	110	70	60	140
All public schools	540	370	160	170	120	110	70	60	130
School classification									
Traditional public	540	370	160	170	120	110	70	60	130
Charter school	510	380	190	190	110	120	80	80	140
Community type									
City	540	380	170	180	140	110	70	70	130
Suburban	550	360	160	170	100	100	60	60	130
Town	550	390	160	160	200	110	70	60	150
Rural	510	370	160	170	110	110	70	60	140
School level									
Primary	550	380	160	170	120	100	70	60	130
Middle	†	†	†	†	†	†	†	†	†
High	†	†	†	†	†	†	†	†	†
Combined	450	330	190	190	110	130	90	80	140
Student enrollment									
Less than 100	450	320	170	170	120	120	80	70	140
100–199	500	360	170	170	100	110	80	60	150
200–499	540	380	160	170	110	100	70	60	140
500–749	550	380	160	170	130	100	60	60	130
750–999	560	380	160	180	110	120	60	60	120
1,000 or more	550	370	180	190	110	120	70	70	120
Percent of K–12 students who were approved for free or reduced-price lunches									
0–34	530	350	160	160	90	100	70	60	140
35–49	520	360	160	160	80	100	60	60	140
50–74	540	380	160	170	110	110	70	60	140
75 or more	560	390	170	180	160	120	70	70	120

See notes at end of table.

Table 7.   Among schools with students enrolled in third grade, average minutes third-grade students spend on different activities per week, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	English, reading, language arts	Arithmetic or mathematics	Social studies or history	Science	Foreign language[1]	Physical education	Music	Art	Recess[2]
All private schools	400	280	170	170	90	100	60	60	170
School classification									
Catholic	480	280	160	170	80	90	60	60	130
Other religious	370	280	160	160	90	100	60	60	180
Nonsectarian	360	280	190	190	110	130	80	90	170
Community type									
City	400	280	180	170	110	100	70	60	150
Suburban	400	270	170	170	80	100	60	60	150
Town	420	270	160	170	70	110	70	60	150
Rural	380	300	170	160	80	100	60	60	210
School level									
Elementary	410	280	170	170	90	100	60	60	170
Secondary	†	†	†	†	†	†	†	†	†
Combined	370	270	170	170	100	110	60	70	160
Student enrollment									
Less than 100	360	280	180	170	100	110	60	70	190
100–199	430	280	160	170	90	100	60	60	150
200–499	420	280	170	170	80	90	60	60	150
500–749	450	300	170	160	90	100	60	60	150
750 or more	420	280	160	160	100	110	70	70	150

† Not applicable.
[1] Foreign language doesn't include English as a Second Language (ESL).
[2] Recess doesn't include time allocated for lunch.
NOTE: Schools that reported 0 minutes per week for a subject were excluded from the calculations of average minutes per week. The percentage of public schools excluded from each subject are as follows: Arithmetic or mathematics 0.1 percent; social studies or history 2.0 percent; science 0.7 percent; foreign language 85.4 percent; physical education 1.0 percent; music 11.5 percent; art 15.7 percent; and recess 4.8 percent; The percentage of private schools excluded from each subject are as follows: English, reading, language arts 0.2 percent; arithmetic or mathematics 0.2 percent; social studies or history 0.4 percent; science 0.3 percent; foreign language 48.3 percent; physical education 10.4 percent; music 17.0 percent; art 7.6 percent; and recess 3.5 percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

Table 8.   Among schools with students enrolled in any of grades 9–12, percentage that offered various learning opportunities and types of classroom organization, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Dual or concurrent enrollment[1]	Specialized career academy[2]	Career and technical education courses[3]	Internship outside of school[4]	Block scheduling[5]
All schools	74.6	28.2	59.5	45.7	36.3
All public schools	82.0	37.3	74.3	56.3	38.8
School classification					
Traditional public	82.7	39.4	77.2	57.9	38.0
Charter school	76.9	22.0	53.3	44.4	44.0
Community type					
City	72.6	38.7	61.5	48.3	48.0
Suburban	80.3	42.3	72.4	61.4	42.8
Town	82.6	35.0	82.2	64.7	36.7
Rural	89.9	33.5	81.6	54.8	30.0
School level					
Primary	†	†	†	†	†
Middle	†	†	†	†	†
High	86.3	44.9	78.5	63.6	43.9
Combined	72.8	20.9	65.1	40.7	27.9
Student enrollment					
Less than 100	45.2	15.3	53.3	39.1	29.6
100–199	77.4	21.6	65.8	48.5	26.1
200–499	87.1	34.4	75.0	53.9	36.6
500–749	91.9	39.2	78.0	57.7	40.9
750–999	90.5	43.0	82.3	61.3	53.0
1,000 or more	94.1	59.3	86.5	71.4	47.6
Percent of K–12 students who were approved for free or reduced-price lunches					
0–34	84.4	40.1	75.5	62.5	42.0
35–49	92.9	35.8	82.3	63.1	36.2
50–74	85.4	42.0	79.3	57.5	37.3
75 or more	70.6	31.9	64.5	45.3	38.3

See notes at end of table.

Table 8.   Among schools with students enrolled in any of grades 9–12, percentage that offered various learning opportunities and types of classroom organization, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Dual or concurrent enrollment[1]	Specialized career academy[2]	Career and technical education courses[3]	Internship outside of school[4]	Block scheduling[5]
All private schools	56.2	6.0	23.2	19.7	30.1
School classification					
Catholic	68.4	5.8	20.4	12.1	39.6
Other religious	63.0	5.9	23.3	19.6	23.6
Nonsectarian	38.0	6.3	24.3	23.4	37.1
Community type					
City	54.0	6.5	21.4	18.6	35.0
Suburban	60.9	5.3	23.8	21.5	32.6
Town	63.7	11.8 !	28.5	19.9	21.4
Rural	50.2	4.3	23.0	18.6	23.2
School level					
Elementary	†	†	†	†	†
Secondary	54.9	8.1	24.5	20.9	36.5
Combined	56.6	5.3	22.7	19.2	27.8
Student enrollment					
Less than 100	44.8	5.6	25.6	21.8	25.0
100–199	68.3	4.2 !	21.7	21.9	27.7
200–499	67.3	7.5	20.1	16.4	33.7
500–749	60.2	4.8 !	17.6	15.9	41.3
750 or more	61.1	9.5	28.3	15.3	44.7

† Not applicable.

! 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).

[1] Dual or concurrent enrollment that offers both high school and college credit.

[2] A specialized career academy is a program that offers a set of specialized curriculum organized around a specific career area, such as automotive, business, carpentry, communications, construction, cosmetology, culinary arts, education, electricity, engineering, health, hospitality, IT, manufacturing, plumbing, protective and legal services, repair, transportation, etc.

[3] If courses are available to students but not part of a specialized career academy.

[4] Work-based learning or internship outside of school, in which students earn course credits for supervised learning activities that occur in paid or unpaid workplace assignments.

[5] Block scheduling is extended class periods scheduled to create blocks of instruction time.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

Appendix A: Standard Error Tables

Table A-1. Standard errors for Table 1: Percentage of schools and students that participated in the Title I and federal free or reduced-price lunch programs, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Title I services		Federal free or reduced-price lunch program		
	Percent of all schools with students that received services	Percent of all K–12 students that received services	Percent of all schools that participated	Among schools that participated, percent of students approved for free or reduced-price lunches	Percent of K–12 students approved for free or reduced-price lunch in all schools
All schools	0.50	0.50	0.28	0.36	0.33
All public schools	0.57	0.55	0.26	0.36	0.36
School classification					
Traditional public	0.59	0.57	0.26	0.37	0.37
Charter school	1.76	1.78	1.35	1.15	1.40
Community type					
City	1.06	1.05	0.41	0.71	0.71
Suburban	0.97	0.87	0.43	0.67	0.65
Town	1.34	1.30	0.71	0.73	0.75
Rural	1.15	1.07	0.64	0.57	0.58
School level					
Primary	0.78	0.80	0.30	0.48	0.49
Middle	1.29	1.18	0.39	0.76	0.78
High	1.14	1.05	0.80	0.82	0.80
Combined	1.76	1.68	1.14	1.13	1.26
Student enrollment					
Less than 100	3.05	2.76	2.53	2.09	2.06
100–199	2.44	2.39	1.33	1.43	1.63
200–499	0.94	0.98	0.34	0.54	0.56
500–749	1.10	1.02	0.33	0.71	0.70
750–999	1.68	1.54	0.71	1.05	1.06
1,000 or more	1.38	1.18	0.44	0.87	0.87
Percent of K–12 students who were approved for free or reduced-price lunches					
0–34	1.13	0.66	0.90	0.28	0.27
35–49	1.43	1.19	†	0.15	0.15
50–74	1.26	1.32	†	0.20	0.20
75 or more	0.90	1.06	†	0.20	0.20

See notes at end of table.

Table A-1. Standard errors for Table 1: Percentage of schools and students that participated in the Title I and federal free or reduced-price lunch programs, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Title I services		Federal free or reduced-price lunch program		
	Percent of all schools with students that received services	Percent of all K–12 students that received services	Percent of all schools that participated	Among schools that participated, percent of students approved for free or reduced-price lunches	Percent of K–12 students approved for free or reduced-price lunch in all schools
All private schools	0.95	0.27	0.84	2.47	0.76
School classification					
Catholic	2.03	0.46	2.10	2.20	0.90
Other religious	1.26	0.41	0.98	5.48	1.64
Nonsectarian	1.32	0.31	1.46	4.97	1.09
Community type					
City	1.57	0.52	1.53	3.61	1.49
Suburban	1.51	0.27	1.22	3.85	0.76
Town	4.21	0.87	2.53	3.66	1.93
Rural	1.93	0.46	1.92	3.89	0.76
School level					
Elementary	1.51	0.42	1.30	2.63	1.01
Secondary	1.72	0.29	2.02	2.89	0.78
Combined	1.35	0.37	1.00	5.58	1.39
Student enrollment					
Less than 100	1.37	0.65	1.22	3.48	0.92
100–199	2.28	0.70	1.96	3.34	1.28
200–499	2.07	0.49	1.82	3.37	1.04
500–749	3.66	0.39	3.04	6.47	1.59
750 or more	2.94	0.46	2.60	9.97	2.74

† Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

Table A-2. Standard errors for Table 2: Percentage of schools that had any students with an Individual Education Plan (IEP) because of special needs, or who were English-language learners (ELLs) or limited-English proficient (LEP), and percentage of students with an IEP or who were ELLs/LEP, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	IEP because of special needs or formally identified disability		ELL/LEP	
	Percent of schools with at least 1 student with an IEP or formally identified disability	Percent of K–12 students with an IEP or formally identified disability	Percent of all schools with at least 1 ELL/LEP students	Percent of K–12 students who were ELLs/LEP
All schools	0.30	0.10	0.34	0.23
All public schools	0.17	0.10	0.40	0.24
School classification				
Traditional public	0.18	0.11	0.43	0.25
Charter school	0.64	0.22	1.51	0.46
Community type				
City	0.39	0.21	0.77	0.55
Suburban	0.29	0.14	0.69	0.40
Town	0.53	0.25	1.50	0.37
Rural	0.20	0.23	1.00	0.22
School level				
Primary	0.17	0.14	0.63	0.37
Middle	0.21	0.20	1.04	0.53
High	0.58	0.19	1.11	0.24
Combined	0.62	0.44	1.63	1.22
Student enrollment				
Less than 100	1.48	1.77	2.69	1.39
100–199	0.87	0.93	2.37	0.50
200–499	0.19	0.20	0.82	0.32
500–749	0.31	0.19	0.64	0.58
750–999	0.36	0.19	0.84	0.60
1,000 or more	0.21	0.21	0.61	0.42
Percent of K–12 students who were approved for free or reduced–price lunches				
0–34	0.30	0.19	1.02	0.36
35–49	0.39	0.20	1.25	0.30
50–74	0.27	0.18	1.10	0.36
75 or more	0.35	0.20	0.90	0.58

See notes at end of table.

Table A-2. Standard errors for Table 2: Percentage of schools that had any students with an Individual Education Plan (IEP) because of special needs, or who were English-language learners (ELLs) or limited-English proficient (LEP), and percentage of students with an IEP or who were ELLs/LEP, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	IEP because of special needs or formally identified disability		ELL/LEP	
	Percent of schools with at least 1 student with an IEP or formally identified disability	Percent of K–12 students with an IEP or formally identified disability	Percent of all schools with at least 1 ELL/LEP students	Percent of K–12 students who were ELLs/LEP
All private schools	1.28	0.26	0.86	0.41
School classification				
Catholic	2.01	0.29	1.89	0.30
Other religious	2.14	0.30	1.34	0.98
Nonsectarian	2.06	0.97	1.52	0.18
Community type				
City	2.16	0.41	1.47	0.87
Suburban	1.94	0.49	1.61	0.13
Town	4.74	1.07	2.81	0.35
Rural	3.18	0.51	1.89	0.62
School level				
Elementary	1.68	0.28	1.34	0.38
Secondary	2.26	0.34	2.10	0.26
Combined	2.45	0.57	1.51	0.84
Student enrollment				
Less than 100	2.15	0.96	1.26	0.68
100–199	2.25	0.79	2.11	0.37
200–499	1.82	0.45	1.79	0.44
500–749	4.24	0.52	3.59	0.66
750 or more	3.00	0.51	3.01	1.70

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

Table A-3. Standard errors for Table 3: Percentage of schools with a library media center, percentage with students attending across 12 months, percentage that offered any courses entirely online, and percentage that offered a foreign language immersion program, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Percent of schools with a library media center	Percent of schools with students attending across 12 months	Percent of schools that offered	
			Any courses entirely online	A dual-language or foreign language immersion program
All schools	0.41	0.22	0.34	0.39
All public schools	0.40	0.23	0.40	0.45
School classification				
Traditional public	0.39	0.24	0.41	0.47
Charter school	1.64	0.94	1.65	1.07
Community type				
City	0.86	0.47	0.67	0.88
Suburban	0.55	0.40	0.61	0.83
Town	1.07	0.62	1.11	1.02
Rural	0.70	0.45	0.87	0.79
School level				
Primary	0.39	0.26	0.27	0.57
Middle	0.68	0.38	1.07	1.12
High	1.13	0.75	1.39	0.95
Combined	1.71	1.04	1.76	1.28
Student enrollment				
Less than 100	2.85	1.96	2.89	1.41
100–199	2.12	0.99	2.01	1.27
200–499	0.55	0.35	0.61	0.66
500–749	0.49	0.33	0.70	0.92
750–999	0.55	0.50	1.24	1.46
1,000 or more	0.38	0.44	1.41	1.46
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	0.70	0.52	0.86	0.79
35–49	0.83	0.47	1.20	1.04
50–74	0.64	0.40	0.93	0.83
75 or more	0.87	0.44	0.76	0.84

See notes at end of table.

Table A-3. Standard errors for Table 3: Percentage of schools with a library media center, percentage with students attending across 12 months, percentage that offered any courses entirely online, and percentage that offered a foreign language immersion program, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Percent of schools with a library media center	Percent of schools with students attending across 12 months	Percent of schools that offered	
			Any courses entirely online	A dual-language or foreign language immersion program
All private schools	1.27	0.53	0.74	1.01
School classification				
Catholic	1.33	0.76	0.95	1.34
Other religious	2.31	0.67	1.44	1.90
Nonsectarian	1.98	1.64	1.08	1.59
Community type				
City	1.76	0.98	1.12	1.45
Suburban	1.65	1.01	1.14	1.24
Town	3.29	2.01	2.46	3.45
Rural	4.32	0.97	2.24	3.33
School level				
Elementary	1.74	0.68	0.78	1.67
Secondary	2.02	1.93	2.34	1.86
Combined	2.09	1.04	1.75	1.55
Student enrollment				
Less than 100	2.30	1.00	1.27	1.88
100–199	1.57	0.89	1.22	1.72
200–499	1.14	0.65	1.45	1.51
500–749	0.83	1.06	2.97	2.84
750 or more	0.83	1.22	2.79	3.52

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

Table A-4.   Standard errors for Table 4: Percentage of schools where various programs or services were available before or after school for students in any grades K–12, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Percent of schools with instruction beyond the normal school day for students who need academic assistance	Percent of schools with instruction beyond the normal school day for students who seek academic advancement or enrichment	Percent of schools with extended-day care	Percent of schools with school-related activities and clubs
All schools	0.49	0.55	0.46	0.42
All public schools	0.54	0.59	0.54	0.48
School classification				
Traditional public	0.59	0.64	0.57	0.53
Charter school	1.72	1.63	1.52	1.22
Community type				
City	1.18	1.28	0.96	1.04
Suburban	0.95	0.96	0.90	0.87
Town	1.68	1.58	1.25	1.32
Rural	1.19	1.19	1.01	1.09
School level				
Primary	0.80	0.83	0.95	0.74
Middle	1.31	1.48	0.56	0.62
High	1.24	1.31	0.17	0.98
Combined	1.80	1.85	1.09	1.87
Student enrollment				
Less than 100	2.98	2.69	1.81	2.57
100–199	2.37	2.35	1.98	2.23
200–499	0.96	1.03	1.01	0.91
500–749	1.19	1.25	1.18	0.94
750–999	1.70	1.83	1.80	1.06
1,000 or more	1.40	1.47	0.86	0.65
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	1.07	1.08	1.09	0.94
35–49	1.55	1.45	1.40	1.22
50–74	1.36	1.42	1.25	1.08
75 or more	1.08	1.12	0.98	0.91

See notes at end of table.

Table A-4.　Standard errors for Table 4: Percentage of schools where various programs or services were available before or after school for students in any grades K–12, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Percent of schools with instruction beyond the normal school day for students who need academic assistance	Percent of schools with instruction beyond the normal school day for students who seek academic advancement or enrichment	Percent of schools with extended-day care	Percent of schools with school-related activities and clubs
All private schools	1.17	1.35	0.99	0.95
School classification				
Catholic	2.44	2.14	1.48	1.51
Other religious	1.76	1.93	1.73	1.69
Nonsectarian	2.21	2.09	1.91	2.13
Community type				
City	1.78	1.75	1.62	1.75
Suburban	2.00	1.75	1.59	1.77
Town	5.29	4.57	3.46	5.26
Rural	2.53	2.92	2.58	2.39
School level				
Elementary	1.82	1.78	1.60	1.57
Secondary	2.38	2.38	0.83	2.34
Combined	2.27	2.02	1.96	2.22
Student enrollment				
Less than 100	1.80	2.16	1.71	1.66
100–199	2.27	2.11	1.88	1.54
200–499	2.34	2.14	1.68	1.15
500–749	4.04	3.78	3.48	1.35
750 or more	3.68	3.69	3.18	2.38

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

Table A-5. Standard errors for Table 5: Average school start time and percentage distribution of school start time, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Average a.m. start time	Percentage distribution of start times				
		Before 7:30 a.m.	7:30 a.m. to 7:59 a.m.	8:00 a.m. to 8:29 a.m.	8:30 a.m. to 8:59 a.m.	9:00 a.m. or later
All schools	0.006	0.17	0.43	0.53	0.46	0.29
All public schools	0.006	0.21	0.52	0.61	0.43	0.34
School classification						
Traditional public	0.007	0.22	0.55	0.65	0.47	0.37
Charter school	0.017	0.75	1.48	1.68	1.36	0.84
Community type						
City	0.011	0.46	1.07	1.19	0.90	0.68
Suburban	0.014	0.38	0.85	1.07	0.92	0.72
Town	0.024	0.56	1.49	1.58	1.07	0.79
Rural	0.010	0.36	1.19	1.29	0.86	0.61
School level						
Primary	0.007	0.24	0.68	0.88	0.71	0.51
Middle	0.014	0.69	1.29	1.45	0.96	0.79
High	0.024	0.71	1.14	1.26	0.79	0.75
Combined	0.015	0.55	1.82	1.89	1.19	0.75
Student enrollment						
Less than 100	0.055	0.67	2.66	3.18	2.28	1.70
100–199	0.025	0.83	2.10	2.30	1.98	1.57
200–499	0.011	0.31	0.90	1.03	0.78	0.58
500–749	0.012	0.40	1.04	1.19	0.95	0.75
750–999	0.017	0.78	1.71	1.88	1.49	0.96
1,000 or more	0.015	0.96	1.40	1.39	1.04	0.76
Percent of K–12 students who were approved for free or reduced–price lunches						
0–34	0.018	0.41	0.96	1.17	1.02	0.75
35–49	0.015	0.54	1.26	1.57	1.30	0.92
50–74	0.012	0.47	1.27	1.32	0.99	0.69
75 or more	0.010	0.39	0.93	1.12	0.75	0.56

See notes at end of table.

Table A-5.　Standard errors for Table 5: Average school start time and percentage distribution of school start time, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Average a.m. start time	Percentage distribution of start times				
		Before 7:30 a.m.	7:30 a.m. to 7:59 a.m.	8:00 a.m. to 8:29 a.m.	8:30 a.m. to 8:59 a.m.	9:00 a.m. or later
All private schools	0.011	0.23	0.78	1.30	1.33	0.55
School classification						
Catholic	0.018	0.54	2.07	2.12	1.35	0.58
Other religious	0.018	0.35	1.22	2.22	2.34	0.76
Nonsectarian	0.019	0.36	0.82	2.18	2.13	1.41
Community type						
City	0.021	0.52	1.24	1.77	1.57	0.82
Suburban	0.016	0.45	1.20	1.97	1.68	1.09
Town	0.022	†	3.19	3.63	2.54	1.22
Rural	0.025	†	2.41	4.05	4.34	1.16
School level						
Elementary	0.011	0.34	1.17	1.95	2.02	0.69
Secondary	0.053	0.50	1.66	2.37	1.77	1.79
Combined	0.021	†	1.28	2.23	1.63	1.05
Student enrollment						
Less than 100	0.022	0.37	1.29	2.46	2.46	1.00
100–199	0.014	0.48	1.60	2.13	1.65	0.70
200–499	0.015	0.48	1.89	2.06	1.43	0.86
500–749	0.023	0.63	3.55	3.89	1.35	1.72
750 or more	0.025	†	2.94	4.03	3.19	†

† Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

Table A-6.   Standard errors for Table 6: Percentage distribution of schools, by type of school program, school type, and selected school characteristics: 2017–18

School type and selected school characteristic	Regular school	Special program emphasis	Special education[2]	Career/ technical/ vocational	Alternative/ other	Montessori school	Early childhood program or day care center
All schools	0.32	0.20	0.13	0.09	0.23	†	†
All public schools	0.36	0.23	0.12	0.12	0.28	†	†
School classification							
Traditional public	0.39	0.25	0.13	0.13	0.28	†	†
Charter school	1.40	0.88	0.32	0.18	1.24	†	†
Community type							
City	0.89	0.68	0.29	0.23	0.56	†	†
Suburban	0.54	0.37	0.22	0.16	0.44	†	†
Town	0.99	0.24	0.32	0.61	0.77	†	†
Rural	0.67	0.32	0.16	0.27	0.56	†	†
School level							
Primary	0.40	0.36	0.13	†	0.13	†	†
Middle	0.67	0.63	†	†	0.27	†	†
High	1.10	0.53	0.20	0.58	1.07	†	†
Combined	1.67	0.54	1.03	†	1.60	†	†
Student enrollment							
Less than 100	2.43	1.00	1.22	†	2.61	†	†
100–199	2.05	0.92	0.92	0.63	1.85	†	†
200–499	0.52	0.41	0.08	0.22	0.30	†	†
500–749	0.52	0.43	0.07	0.21	0.19	†	†
750–999	0.99	0.87	†	0.36	0.27	†	†
1,000 or more	0.70	0.55	†	0.34	0.33	†	†
Percent of K–12 students who were approved for free or reduced-price lunches							
0–34	0.83	0.44	0.17	0.40	0.63	†	†
35–49	0.94	0.56	0.46	0.25	0.61	†	†
50–74	0.78	0.48	0.31	0.22	0.51	†	†
75 or more	0.86	0.49	0.21	0.15	0.71	†	†

See notes at end of table.

Table A-6. Standard errors for Table 6: Percentage distribution of schools, by type of school program, school type, and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Regular school	Special program emphasis	Special education	Career/ technical/ vocational	Alternative/ other	Montessori school	Early childhood program or day care center
All private schools	0.89	0.45	0.44	†	0.16	0.40	0.65
School classification							
Catholic	0.78	0.61	0.38	†	†	†	†
Other religious	1.41	0.61	0.37	†	†	0.56	1.12
Nonsectarian	1.71	1.17	1.37	†	0.55	1.16	1.23
Community type							
City	1.54	0.95	0.90	†	0.38	0.62	0.85
Suburban	1.33	0.59	0.67	†	0.26	0.84	0.90
Town	2.91	1.29	2.08	†	†	1.87	†
Rural	2.33	0.87	0.81	†	†	0.72	2.09
School level							
Elementary	1.11	0.59	0.51	†	†	0.73	0.69
Secondary	2.04	1.02	1.08	†	0.67	†	1.56
Combined	2.09	0.88	1.09	†	0.37	0.62	1.52
Student enrollment							
Less than 100	1.53	0.64	0.90	†	0.31	0.83	1.28
100–199	1.46	1.10	0.80	†	†	0.79	†
200–499	1.19	0.95	0.46	†	†	0.57	0.33
500–749	1.11	1.11	†	†	†	†	†
750 or more	1.47	1.47	†	†	†	†	†

† Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

Table A-7. Standard errors for Table 7: Among schools with students enrolled in third grade, average minutes third-grade students spend on different activities per week, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	English, reading, language arts	Arithmetic or mathematics	Social studies or history	Science	Foreign language	Physical education	Music	Art	Recess
All schools	3	1	1	1	3	1	1	1	1
All public schools	3	2	2	2	5	1	1	1	1
School classification									
Traditional public	3	2	2	2	6	1	1	1	1
Charter school	8	5	4	4	7	3	3	3	3
Community type									
City	6	3	3	3	11	2	2	2	2
Suburban	5	3	3	3	7	2	2	2	2
Town	8	5	4	4	39	3	2	2	3
Rural	7	3	3	3	10	2	2	1	2
School level									
Primary	3	2	2	2	6	1	1	1	1
Middle	†	†	†	†	†	†	†	†	†
High	†	†	†	†	†	†	†	†	†
Combined	9	5	3	4	9	4	4	4	3
Student enrollment									
Less than 100	18	9	6	7	19	6	9	4	6
100–199	11	6	6	6	16	5	4	3	4
200–499	4	3	2	2	8	2	2	1	2
500–749	5	3	3	3	11	2	1	1	2
750–999	9	6	5	5	14	6	4	3	3
1,000 or more	17	8	8	9	11	6	5	5	4
Percent of K–12 students who were approved for free or reduced-price lunches									
0–34	5	3	3	3	6	2	2	1	2
35–49	8	4	4	4	9	3	2	2	3
50–74	6	4	3	4	13	2	3	2	3
75 or more	5	3	3	3	10	2	2	2	2

See notes at end of table.

Table A-7. Standard errors for Table 7: Among schools with students enrolled in third grade, average minutes third-grade students spend on different activities per week, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	English, reading, language arts	Arithmetic or mathematics	Social studies or history	Science	Foreign language	Physical education	Music	Art	Recess
All private schools	5	2	2	2	3	2	1	1	4
School classification									
Catholic	10	4	4	4	6	5	2	2	3
Other religious	8	4	4	3	4	3	1	2	7
Nonsectarian	8	5	4	4	8	4	3	4	4
Community type									
City	7	4	3	4	8	3	2	2	3
Suburban	7	3	4	3	3	3	2	2	3
Town	15	7	9	10	5	14	3	2	6
Rural	13	7	6	5	8	5	2	3	12
School level									
Elementary	6	3	3	3	4	3	1	2	5
Secondary	†	†	†	†	†	†	†	†	†
Combined	9	4	3	3	5	3	1	2	4
Student enrollment									
Less than 100	9	4	4	4	8	4	2	3	7
100–199	8	4	4	3	6	5	2	2	4
200–499	8	4	3	5	4	3	1	2	3
500–749	19	8	8	10	8	6	3	4	8
750 or more	18	7	9	9	11	6	4	4	6

† Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

Table A-8. Standard errors for Table 8: Among schools with students enrolled in any of grades 9–12, percentage that offered various learning opportunities and types of classroom organization, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Dual or concurrent enrollment	Specialized career academy	Career and technical education courses	Internship outside of school	Block scheduling
All schools	0.83	0.73	0.88	0.88	0.82
All public schools	0.87	0.96	0.97	1.02	1.04
School classification					
Traditional public	0.98	1.05	1.07	1.11	1.15
Charter school	2.33	1.80	2.50	2.63	2.51
Community type					
City	1.83	1.77	1.93	2.05	2.23
Suburban	1.80	1.87	1.91	1.96	1.89
Town	2.31	2.57	2.42	2.59	2.79
Rural	1.34	1.82	1.56	1.84	1.62
School level					
Primary	†	†	†	†	†
Middle	†	†	†	†	†
High	1.07	1.26	1.17	1.21	1.30
Combined	1.52	1.61	1.74	1.75	1.56
Student enrollment					
Less than 100	3.37	2.85	3.75	3.29	3.68
100–199	2.62	2.84	3.48	3.27	3.06
200–499	1.24	1.93	1.61	2.07	1.84
500–749	1.34	2.55	2.03	2.41	2.57
750–999	1.77	2.96	2.57	2.87	3.04
1,000 or more	0.71	1.54	1.06	1.38	1.67
Percent of K–12 students who were approved for free or reduced-price lunches					
0–34	1.46	1.96	1.69	1.90	1.75
35–49	1.16	2.19	2.16	2.06	2.34
50–74	1.72	2.22	2.06	2.45	2.08
75 or more	2.01	1.83	1.90	2.01	1.97

See notes at end of table.

Table A-8. Standard errors for Table 8: Among schools with students enrolled in any of grades 9–12, percentage that offered various learning opportunities and types of classroom organization, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Dual or concurrent enrollment	Specialized career academy	Career and technical education courses	Internship outside of school	Block scheduling
All private schools	1.55	0.70	1.69	1.63	1.26
School classification					
Catholic	3.33	1.39	2.91	1.86	3.46
Other religious	2.49	1.14	2.56	2.54	1.90
Nonsectarian	2.39	1.00	2.43	2.33	2.35
Community type					
City	2.51	1.31	2.33	2.01	2.54
Suburban	2.61	0.80	2.35	2.48	2.32
Town	6.84	4.06	5.55	4.08	4.73
Rural	3.69	1.09	4.61	4.52	2.84
School level					
Elementary	†	†	†	†	†
Secondary	2.28	1.21	2.25	2.04	2.36
Combined	1.94	0.80	2.07	2.02	1.64
Student enrollment					
Less than 100	3.17	1.10	3.04	3.08	2.17
100–199	3.06	1.36	2.88	3.10	3.45
200–499	2.57	1.49	2.57	1.93	2.43
500–749	4.84	1.77	2.98	2.87	4.27
750 or more	3.26	2.14	3.58	2.47	3.91

† Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2017–18.

Appendix B: Methodology and Technical Notes

Overview of the NTPS School Survey

The National Teacher and Principal Survey (NTPS) 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. NTPS is a state and nationally representative sample survey of public and private K–12 schools, principals, and teachers in the 50 states and the District of Columbia. The NTPS was first conducted during the 2015–16 school year, and 2017–18 is the second NTPS collection.

The 2017–18 NTPS consisted of questionnaires for six types of respondents: public schools, private schools, public school principals, private school principals, public school teachers, and private schools teachers. The information can be linked across teachers, principals, and schools by each sector (public and private). There is a separate data file for each type of respondent by sector (public school, private school, public school principal, private school principal, public school teacher, and private school teacher). For the content of the questionnaires, see https://nces.ed.gov/surveys/ntps/question1718.asp.

NTPS was designed to produce national, regional, and state estimates for public elementary and secondary schools, principals, and teachers, including public charter schools and the principals and teachers within them. For private schools, the sample supports national, regional, and affiliation strata estimates for schools, principals, and teachers. Comparisons between public and private schools and their principals and teachers are possible only at the regional and national levels, because private schools were selected for sampling by affiliation strata and region rather than state. Additionally, the teacher survey was designed to produce national estimates of teachers by subject matter taught and by full-time or part-time status.

For additional information on the specific NTPS-related topics discussed in this appendix, consult the *Survey Documentation for the 2017–18 National Teacher and Principal Survey* (Cox et al. forthcoming) or the *User's Manual for the 2017–18 National Teacher and Principal Survey, Volumes 1–4* (Goldring et al. 2019). To access additional general information on NTPS or for electronic copies of the questionnaires, go to the NTPS home page (https://nces.ed.gov/surveys/ntps).

Sampling Frames and Sample Selection

Public schools: The starting point for the 2017–18 NTPS public school sampling frame was the 2014–15 Common Core of Data (CCD) Nonfiscal School Universe data file.[1] The sampling frame was adjusted from the CCD to fit the definition of a school eligible for NTPS. To be eligible for NTPS, a school was defined as an institution or part of an institution that provides instruction to students, has one or more teachers to provide instruction, serves students in one or more of grades 1–12 or the ungraded equivalent, and is located in one or more buildings apart from a private home. It was possible for two or more schools to share the same building; in that case, they were treated as different schools if they had different administrators (i.e., principal or school head). This definition is unchanged from the Schools and Staffing Survey (SASS).

The 2017–18 NTPS universe of schools is confined to the 50 states plus the District of Columbia and excludes the other jurisdictions, Department of Defense overseas schools, and CCD schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. This last group includes schools that are essentially administrative units that may oversee entities that provide classroom instruction or may only provide funding and oversight. Although Bureau of Indian Education-funded

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[1] For more information about CCD, see https://nces.ed.gov/ccd/.

(BIE) schools are eligible for NTPS, these schools were not oversampled and the data do not support separate BIE estimates.

The NTPS definition of a school is generally similar to the CCD definition, with some exceptions. NTPS allows schools to define themselves. In past NCES data collections, Census Bureau staff observed that in situations where two or more schools have the same administration, these schools were reported separately on CCD but generally reported as one entity for sample surveys. Thus, CCD schools with the same location, address, and phone number were collapsed during the frame building on the assumption that the respondent would consider them to be one school. A set of rules was applied to determine in which instances school records should be collapsed together. When school records were collapsed together, the student and teacher counts, grade ranges, and names as reported to CCD were all modified to reflect the change.

Finally, since CCD and NTPS differ in scope and their definition of a school, some records were deleted, added, or modified to provide better coverage and a more efficient sample design for NTPS. For a detailed list of frame modifications, see the *Survey Documentation for the 2017–18 National Teacher and Principal Survey* (Cox et al. forthcoming). After deleting, collapsing, and adding school records, the 2017–18 NTPS public school sampling frame consisted of about 86,800 traditional public schools and 6,800 public charter schools.

NTPS uses a systematic, probability proportionate to size (PPS) sample, where size is defined to be the square root of the number of full-time-equivalent (FTE) teachers in the school (for an explanation of PPS sampling, see Cochran 1977). Schools were oversampled based on the following characteristics:

- School grade level (primary, middle, high, combined);
- State;
- Poverty status (low, high);
- Enrollment (less than 100, 100–200, 200–500, 500–750, 750–1000, and more than 1,000);
- Collapsed urbanicity (city, suburban, town, rural); and
- Charter status.

In addition to oversampling based on specific school characteristics, sample sizes were inflated for schools in 29 states with smaller numbers of schools, in order to ensure that all state-level estimates would meet the criteria for publishability.

Prior to sampling, schools were sorted by the following:

- smaller states (those with large standard errors within each region);
- charter status;
- combined grade status;
- small school status;
- school grade level (four levels);
- urbanicity (four levels);
- poverty status (four levels);
- school size category (six levels);
- state; and
- the number of FTE teachers.

These sampling procedures resulted in a total public school sample of about 9,180 traditional public schools and 1,400 public charter schools.

Private schools: The 2017–18 NTPS private school frame was based on the 2015–16 Private School Universe Survey (PSS) list frame and certainty area frame. In order to provide coverage of private schools founded since 2016 and to improve coverage of private schools existing in 2016, the Census Bureau collected membership lists during the summer of 2016 from private school associations and religious denominations. The associations were asked to list all schools meeting the PSS school definition. The 50 states and the District of Columbia were also asked to provide lists of private schools meeting the PSS definition of a school. Schools on the private school association membership lists and the state lists were compared to the 2015–16 PSS list frame. Any school that did not match to the 2015–16 PSS list frame was added to the existing 2017–18 PSS list frame. After these changes, the private school sampling frame for both the 2017–18 PSS and NTPS consisted of about 24,860 private schools.

The NTPS private school sample that is drawn from the list frame is a systematic probability proportionate to size (PPS) sample, where size is defined to be the square root of the number of full-time-equivalent (FTE) teachers in the school. However, some types of schools were oversampled by being placed into domains for oversampling. The domains were defined by

- affiliation strata (Catholic, Baptist/Seventh Day Adventist, Lutheran/Jewish/other religious, nonreligious regular, and nonreligious special education or special emphasis);
- grade level (elementary, secondary, and combined);
- school size (large, small); and
- Census region (Northeast, Midwest, South, and West).

Prior to sampling, schools were sorted by the following:

- affiliation (three level);
- grade level (three level);
- Census region (four level);
- urbanicity (four level);
- affiliation (eleven level);
- school size (five level);
- state;
- highest grade;
- urbanicity (twelve level);
- ZIP Code;
- school enrollment; and
- Personal Identification Number (PIN).

The 11 affiliation strata included 3 strata for Catholic (parochial, diocesan, and private); Baptist; Jewish; Lutheran; Seventh-day Adventist; other religious; and 3 strata for nonsectarian (regular, special emphasis, and special education).

In addition to the list frame, NTPS uses an area frame to improve coverage; as a result, of the 4,000 private schools sampled for the 2017–18 NTPS, about 3,760 were from the list frame and about 240 were from the area frame. The area frame serves as coverage improvement since the list frame is believed to yield under-coverage of private schools.

Data Collection Procedures

In 2017–18, NTPS employed a combined mail-based and internet survey approach, with subsequent telephone and in-person follow-up. Data collection included the Teacher Listing Form (TLF), the Principal Questionnaire, the School Questionnaire, and the Teacher Questionnaire. This report focuses on the School Questionnaire.

In preparation for school-level data collection, advance letters were mailed to the sampled schools in July 2017 to verify their addresses. Initial school packages were mailed in September 2017.[2] Next, schools were telephoned to verify school information, establish a survey coordinator, and follow up on the Teacher Listing Form if the school had not already provided an electronic teacher list. The in-person follow-up period was preceded by phone calls from the telephone centers to remind the survey coordinators to have staff complete and return all forms. Data collection ended in August 2018.

One of the main goals of the data collection plan for the 2017–18 NTPS was to target the schools that presented a challenge to data collection during previous administrations of SASS and NTPS. During the sampling stage, certain types of schools with historically low response rates were identified as well as schools with a potentially large impact on weighting. These schools were then placed on a priority track for data collection with additional strategies to improve response.

Contact strategies that were more proactive were employed during the early phases of data collection of the 2017–18 NTPS to mitigate potential low response rates for these cases, such as in-person visits by Census field representatives. The data collection procedures also used survey coordinators to improve response. The role of the survey coordinator was to be the primary contact person at the school. A survey coordinator's duties included facilitating data collection by passing out questionnaires to the appropriate staff, reminding the staff to complete their questionnaires, and collecting the questionnaires to return. The data collection follow-up strategies for schools with a survey coordinator were different from schools without a survey coordinator, with more proactive approaches taken for those schools without a survey coordinator.

The web was the primary mode of data collection for all questionnaire types for the 2017–18 NTPS. Paper questionnaires were introduced in later mailings, with some exceptions for the TLF.

Data Processing and Imputation

The Census Bureau checked returned questionnaires, keyed the data, and implemented quality control procedures. Questionnaires that had a preliminary classification of a complete interview were submitted to a series of computer edits consisting of a range check, a consistency edit,[3] a blanking edit,[4] and a logic edit.[5] After these edits were implemented and reviewed by analysts, the records were put through another edit to make a final determination as to whether the case was eligible for the survey and whether sufficient data had been collected for the case to be classified as a complete interview.

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[2] The NTPS school package contained a letter to the principal or survey coordinator, sealed envelope containing letter with login info for the Teacher Listing Form, sealed envelope containing letter with login info for the Principal Questionnaire, and sealed envelope containing letter with login info for the School Questionnaire.

[3] The consistency edits identified inconsistent entries within each case and, whenever possible, corrected them. If the inconsistencies could not be corrected, the inconsistent entries were deleted.

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

[5] Data were added to questionnaire records during the logic edits, which filled in some items where data were missing or incomplete using other information on the same questionnaire or from other related data sources.

After the final edits were run, cases with "not-answered" values for items remained. Values were imputed for these cases using two main approaches. First, donor respondent methods, such as hot-deck imputation, were used. Second, if no suitable donor case could be matched, the few remaining items were imputed using mean or mode from groups of similar cases to impute a value to the item with missing data. After each stage of imputation, data checks were used to verify that the imputed data were consistent with the existing questionnaire data. If the imputed data were inconsistent with the existing questionnaire data, the imputed value was removed by one of these computer edits due to inconsistency with other data within the same questionnaire or because it was out of the range of acceptable values. In these situations, Census Bureau analysts looked at the items and tried to determine an appropriate value. Edit and imputation flags, indicating which edit or imputation method was used, were assigned to each relevant survey variable. For further information, see the sections on data processing and imputation in the *Survey Documentation for the 2017–18 National Teacher and Principal Survey* (Cox et al. forthcoming).

Response Rates

Unit response rates. The unit response rate indicates the percentage of sampled cases that met the definition of a complete interview. The weighted NTPS 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).[6] The weighted response rate using the initial base weight was 72.5 percent for public schools and 64.5 percent for private schools.

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, the NTPS school file was evaluated for potential bias. National-level estimates were first examined for potential bias. The base-weighted[7] unit response rate was calculated. The following frame characteristics were used for the Public School Data File:

- *Charter status:* noncharter, charter;
- *Enrollment:* less than 100, 100 to less than 200, 200 to less than 500, 500 to less than 750, 750 to less than 1,000, 1,000 or more;
- *Percent of enrollment with race other than White:* less than 5 percent, 5 to less than 10 percent, 10 to less than 20 percent, 20 to less than 30 percent, 30 to less than 50 percent, 50 percent or more;
- *Percent free or reduced-price lunch eligible:* less than 35 percent, 35 to less than 50 percent, 50 to less than 75 percent, 75 percent or more;
- *Community type (locale):* city, suburb, town, rural;
- *Pupil-teacher ratio:* less than 10, 10 to less than 15, 15 to less than 20, 20 or more;
- *Grade level:* primary, middle, high, combined;
- *Region:* Northeast, Midwest, South, West;
- *Number of teachers:* less than 10, 10 to less than 25, 25 to less than 50, 50 to less than 75, 75 or more;
- *Title I status:* Title I program, Title I noneligible, Title I eligible but no Title I program; and
- *State:* 50 states and District of Columbia.

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[6] For the formula used to calculate the unit response rate, see *2012 Revision of NCES Statistical Standards: Final* (NCES 2014-097).

[7] Unit nonresponse bias analysis was conducted using the base weight, defined as the product of the initial base weight (the inverse of the probability of selection) and the sampling adjustment factor. The sampling adjustment factor is an adjustment that accounts for circumstances that affect the school's probability of selection that are identified after the data collection has begun, such as a merger, duplication, or incorrect building-level collapsing (e.g., a junior high school and a senior high school merge to become a junior/senior high school).

The following frame characteristics were used for the Private School Data File:

- *Affiliation:* Catholic—Parochial, Catholic—Diocesan, Catholic—Private, Baptist, Jewish, Lutheran, Seventh-Day Adventist, Other religious, Nonsectarian—Regular, Nonsectarian—Special Emphasis, Nonsectarian—Special Education;
- *Enrollment:* less than 100, 100 to less than 200, 200 to less than 500, 500 to less than 750, 750 to less than 1,000, 1,000 or more;
- *Community type (locale):* city, suburb, town, rural;
- *Grade level:* elementary, secondary, combined;
- *Region:* Northeast, Midwest, South, West; and
- *Number of teachers:* less than 5, 5 to less than 15, 15 to less than 30, 30 to less than 50, 50 to less than 75, 75 or more.

First, the base-weighted distribution of responding schools was compared to the base-weighted distribution of sampled schools through *t* tests to find any school groups with potential bias prior to weighting adjustments. Tables B-1 and B-2 present national-level groups with a statistically significant difference in base-weighted percentages between the sampled cases and respondents for public and private schools, respectively. Additionally, the unit base-weighted response rate of each school group was compared to the overall base-weighted response rate through a *t* test and the base-weighted distribution of responding schools and the base-weighted distribution of nonrespondents were compared through a likelihood ratio chi-square test to find any groups that would have been over- or under-represented by the respondents without nonresponse adjustment. The results for each set of tests were consistent with the results presented in tables B-1 and B-2. Each school group listed in tables B-1 and B-2 had a significant difference in response rate from the overall response rate and the respondents and nonrespondents had different distributions by each sampling characteristic listed in table B-1 (for public schools) or B-2 (for private schools).

Table B-1.   Indication of potential sources of bias for public school data at the national level based on comparisons between frame distribution and base-weighted or nonresponse-adjusted respondent distributions: 2017–18

Potential source of bias		Base-weighted respondent distribution	Nonresponse-adjusted respondent distribution
Characteristic	Value		
School type	Charter	x	
School type	Traditional public	x	
School enrollment	100 to less than 200	x	
School enrollment	200 to less than 500	x	
School enrollment	500 to less than 750	x	
School enrollment	750 to less than 1000	x	
School enrollment	1000 or more	x	
Percent non-White students	Less than 5%	x	
Percent non-White students	5% to less than 10%	x	
Percent non-White students	10% to less than 20%	x	
Percent non-White students	30% to less than 50%	x	x
Percent non-White students	50% or more	x	
Percent eligible for free and reduced-price lunches	Less than 35%		x
Percent eligible for free and reduced-price lunches	35% to less than 50%	x	
Percent eligible for free and reduced-price lunches	75% or more	x	

See notes at end of table.

Table B-1. Indication of potential sources of bias for public school data at the national level based on comparisons between frame distribution and base-weighted or nonresponse-adjusted respondent distributions: 2017–18—Continued

Characteristic	Value	Base-weighted respondent distribution	Nonresponse-adjusted respondent distribution
Community type	City		
Community type	Suburban	x	
Community type	Town	x	
Community type	Rural	x	
Region	Northeast	x	
Region	Midwest	x	
Region	South	x	x
Region	West		x
Number of teachers	Less than 10		x
Number of teachers	20 to less than 25	x	
Number of teachers	25 to less than 50	x	
Number of teachers	50 to less than 75	x	
Number of teachers	75 or more	x	
Title I status	Has Title I program		x
State	Alaska		x
State	Arkansas	x	
State	California	x	x
State	District of Columbia	x	
State	Florida		x
State	Hawaii	x	x
State	Indiana	x	
State	Iowa	x	
State	Kansas	x	
State	Kentucky	x	
State	Maryland	x	x
State	Michigan	x	
State	Mississippi	x	
State	Nebraska		x
State	Nevada		x
State	New Hampshire	x	
State	New Mexico		x
State	New York	x	
State	North Dakota	x	
State	Ohio		x
State	Oklahoma	x	
State	Oregon	x	x
State	Pennsylvania	x	
State	Rhode Island	x	x
State	South Carolina	x	
State	Texas	x	x
State	Utah	x	x
State	Wyoming	x	

NOTE: x denotes comparisons that are a potential source of bias.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Documentation Data File," 2017–18.

Table B-2. Indication of potential sources of bias for private school data at the national level based on comparisons between frame distribution and base-weighted or nonresponse-adjusted respondent distributions: 2017–18

Potential source of bias		Base-weighted respondent distribution	Nonresponse-adjusted respondent distribution
Characteristic	Value		
Affiliation	Catholic—Parochial	x	
Affiliation	Catholic—Diocesan	x	
Affiliation	Baptist	x	
Affiliation	Jewish	x	
Affiliation	Lutheran	x	
Affiliation	Other religious	x	
Affiliation	Nonsectarian—regular	x	
Affiliation	Nonsectarian—special education	x	
School enrollment	Less than 100	x	
School enrollment	100 to less than 200	x	
School enrollment	750 or more	x	
Community type	Town	x	
School level	Elementary	x	
Region	Midwest	x	
Number of teachers	5 to less than 15	x	
Number of teachers	50 or more	x	

NOTE: x denotes comparisons that are a potential source of bias.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Documentation Data File," 2017–18.

Weighting adjustments were designed to reduce or eliminate nonresponse bias and to reduce the variance introduced due to sampling by adjusting the sample estimates to known totals from the frame. The final-weighted comparisons to eligible cases shown in tables B-1 and B-2 reflect the effect of weighting adjustment. Table B-1 shows that weighting adjustments eliminated most but not all evidence of potential bias for public schools, while Table B-2 shows that the weighting adjustments for private schools were successful in eliminating all evidence of potential bias in the categories included in the analysis.

For public schools, evidence of potential bias remains after weighting adjustments for the following national-level items included in the analysis:

- Percent non-White students, for schools with 30percent to less than 50percent non-White students;
- Percent of students eligible free or reduced-price lunch, for schools where less than 35 percent of students were eligible for free or reduced-price lunches;
- Region, for schools in the South and West regions;
- Title I status, for schools that have a Title I program; and
- State, for schools in Alaska, California, Florida, Hawaii, Maryland, Nebraska, Nevada, New Mexico, Ohio, Oregon, Rhode Island, Texas, and Utah.

For private schools, no evidence of potential bias remains after weighting adjustments for any national-level items included in the analysis.

For public schools, a limited set of characteristics (community type and grade level) were also examined for potential nonresponse bias at the state level. Before weighting adjustments, 72 out of the 408 state by characteristic cells showed a significant difference in response rate; after weighting adjustments, this was

reduced to only 55 cells. The following states had multiple significant differences in community type and/or grade level domains after weighting adjustments, which is evidence of potential bias at the state level: Alaska, Arkansas, California, Delaware, Illinois, Kentucky, Maine, Maryland, Montana, Nebraska, Rhode Island, Utah, Vermont, Wisconsin, and Wyoming.

For private schools, a limited set of characteristics (region and grade level) were also examined for potential nonresponse bias at the affiliation level. Before weighting adjustments, 4 out of the 21 affiliation by characteristic cells showed a significant difference in response rate; after weighting adjustments, this was reduced to only one cell. There were no affiliations with multiple significant differences in region and/or grade level domains after weighting adjustments.

For further information on unit response rates and nonresponse bias analysis, see the *Survey Documentation for the 2017–18 National Teacher and Principal Survey* (Cox et al. forthcoming).

Item response rates. The item response rate indicates the percentage of respondents who answered a given survey question or item. The weighted NTPS 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.[8] Table B-3 provides a summary of the weighted item response rates. For the public school data, four of the survey items included in this report have item response rates less than 85 percent. Those items were (1) percentage of prekindergarten students approved for free or reduced-price lunches (question 5-6b, item 1); (2) percentage of grades K–12 students approved for free or reduced-price lunches (question 5-6c); (3) number of students whose National School Lunch Program eligibility was determined through direct certification (question Q5-6d); and (4) number of K–-12 students who participate in the Title I program (question 5-8b).

For the private school data, four of the survey items included in this report have item response rates less than 85 percent. Those items were (1) minutes per day on science by third graders (question 2-3d); (2) days per week on science by third graders (question 2-3d); (3) minutes per day on science by eighth graders (question 2-6d); and (4) number of prekindergarten students participating in Title I (question 5-8a). For further information on item response rates and bias analysis, see the *Survey Documentation for the 2017–18 National Teacher and Principal Survey* (Cox et al. forthcoming).

Table B-3.   Summary of weighted item response rate, by survey: 2017–18

Survey	Percent of items with a response rate of 85 percent or more	Percent of items with a response rate of less than 85 percent
Public School	96.5	3.5
Private School	97.3	2.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Documentation Data File," 2017–18.

Weighting

The general purpose of weighting is to scale up the sample estimates to represent the target survey population. For NTPS, a base weight is used as the starting point. In most 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

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[8] For the formula to calculate the item response rate, see *2012 Revision of NCES Statistical Standards: Final* (NCES 2014-097).

cases, adjustments are made to this frame base weight to reflect multiple chances of selection from the frame or other situations such as subsampling.

Next, a series of nonresponse adjustment factors are calculated and applied based on a weighting cell adjustment. Weighting cells are developed using tree search algorithms. These cells are selected to be homogeneous in response propensity within cells and heterogeneous in response propensity across cells (response propensity is the underlying chance that a particular sample unit will respond by completing the questionnaire: its individual response rate). The adjustment is the inverse of the weighted response rate within each cell, and each respondent in the cell receives this adjustment. Nonrespondents are given weights of zero and the respondents are reweighted to represent the nonrespondents. The variables examined for potential bias overlap substantially with those used by the tree search algorithms and include all subgroups that showed potential bias. For public schools, the variables used were enrollment, percent of enrollment with race other than White, percent free or reduced-price lunch eligible, community type, region, number of teachers, state, and special district flag; all but special district flag were also used in the bias analysis. For private schools, the variables used were affiliation, enrollment, community type, region, and number of teachers; all were also used in the bias analysis. These variables may show differential response conditional on other subgroups (i.e., they may be chosen as cell generators by the tree search algorithm within particular branches).

Finally, for the school file, a raking factor is calculated and applied to the sample to adjust the sample totals to the frame totals, so that the sum of the weights within each of the specified cells is equal to the corresponding frame total for the cell. These cells are defined based on school level, urbanicity, and percentage of students eligible for free or reduced-price lunch for public schools; and on school level, affiliation, and urbanicity for private schools. The weights are then adjusted to the control totals by an iterative process, referred to as raking, until the weights simultaneously aggregate to be equal to each set of control totals. In some cases, extreme weights may be trimmed back to a cutoff value. This all improves the precision of survey estimates.

The product of these factors is the final weight for each NTPS respondent, which appears as SFNLWGT on the NTPS Public and Private School Data Files.

Variance Estimation

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

NTPS uses jackknife replication to calculate appropriate sampling errors that account for the complex sample design. Jackknife replication methods involve dropping a small portion of the sample from the full sample and computing the statistic of interest for the retained and reweighted sample (the jackknife replicate). The sum of squares of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. The NTPS school data file includes a set of 200 replicate weights designed to produce variance estimates. The set of replicate weights for each file should be applied to the respondents in that file. The replicate weights for NTPS respondents are SREPWT1–SREPWT200 for schools.

Reliability of Data

A survey estimate is subject to two types of errors: nonsampling and sampling. 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. Sampling errors result from the collection of data from a sample of the population rather than the full target population, and estimates of the magnitude of sampling error for NTPS data can be derived or calculated. Because of both types of errors, the survey estimates may differ from the values that would be obtained from the target population using the same questionnaire, instructions, and field representatives.

Caution Concerning Changes in Estimates

The 2017–18 NTPS collects information on the National School Lunch Program differently than previous years of both NTPS and SASS. Rather than asking for a count of K–12 students approved for the program, schools were asked to report the percentage of K–12 students approved for the program. Additionally, schools that did not participate in the program used to be treated as a separate category for reporting purposes, but in this report, are grouped with schools that participated in the program but had no students approved for the program. This decision was based on the small size of the number of schools that did not participate and the categories used for sampling, calculating response rates, and conducting bias analyses. Due to both the change in the question and the change in categorization of non participating schools, 2017–18, users should exercise caution when comparing estimates for, or reported by, the percentage of students approved for free and reduced-price lunches.

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 "S" and are followed by four digits are survey variables that come from items on the public and private school questionnaires. The variables without the letter plus four-digit names are derived 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 publications and have been added to the data files to facilitate data analysis. The definitions for the created variables follow table C-1.

Table C-1.   Variables used in the *Characteristics of Public and Private Elementary and Secondary Schools in the United States: Results From the National Teacher and Principal Survey* report: 2017–18

Variable	Variable name in data files
Charter school identifier[1]	CHARFLAG
Four-category school level[1]	SCHLEV_4CAT
Grades 9-12 opportunities, career and technical education courses	S2315
Grades 9-12 opportunities, dual enrollment of high school and college credit	S2310
Grades 9-12 opportunities, specialized career academy	S2314
Grades 9-12 opportunities, work-based learning or internship outside of school	S2316
Number of K–12 students that participate in Title I program	S0414
Number of K–12 students with English-language learners (ELLs/LEP)	S0422
Number of K–12 students with an Individualized Education Program (IEP) because of special needs	S0401
Official start time at the school	S0117&S0131
Percentage of K–12 students in the school approved for the National School Lunch Program	S0427
Percentage of students in the school approved for the National School Lunch Program[1]	NSLAPP_S
School participation in the National School Lunch Program	S0409
School type	S0120
Student enrollment in K–12 and ungraded[1]	SCHSIZE
Students and classroom organization, block scheduling	S2306
Students and classroom organization, grades subdivided into small groups	S2302
Students and classroom organization, looping	S2303
Students and classroom organization, multi age grouping or composite classes	S2305
Students and classroom organization, students for two or more years with different teachers	S2304
Students and classroom organization, tracking	S2301
Students and classroom organization, traditional grades	S2300
Third-grade students, time spent on different activities	S2205-S2222
Three-category school level[1]	SCHLEV_3CAT
Three-category private school typology	RELIG

See notes at end of table.

Table C-1. Variables used in the *Characteristics of Public and Private Elementary and Secondary Schools in the United States: Results From the National Teacher and Principal Survey* report: 2017–18—Continued

Variable	Variable name in data files
Total number of K–12 and ungraded students	ENRK12UG
Urban-centric school locale code[1]	URBANS12
Whether students attend the school across 12 months	S2307
Whether the school has before-school or after-school program for students who need assistance	S0144
Whether the school has before-school or after-school program for students who seek advancement	S0145
Whether the school has before-school or after-school day care programs	S0146
Whether the school has before-school or after-school related activities and clubs	S0147
Whether the school has dual-language program	S0142
Whether the school has library media center	S0124
Whether the school has students who receive Title I services	S0412
Whether the school has students with English-language learners (ELLs/LEP)	S0421
Whether the school has students with Individualized Education Program (IEPs) because of special needs	S0400
Whether the school has third grade enrollment	S2200
Whether the school has 9–12 grade enrollment	S2309
Whether the school offers any courses entirely online	S0125

[1]The definition for this variable can be found below.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2017–18.

Charter school identifier (CHARFLAG): A flag variable taken from the Public School Data File 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 S0500 from the Public School Data File.

Four-category school level (SCHLEV_4CAT): Taken from the Public School Data File, SCHLEV_4CAT 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): Taken from the Public School and Private School Data Files, NSLAPP_S is a continuous variable for the percentage of K–12 students (S0427) approved for the National School Lunch Program, among schools that participated in the National School Lunch Program (NSLP) (S0409=1). For this report, NSLAPP_S is recoded as a categorical variable describing the proportion of students approved for free or reduced-price lunches. Schools that did not participate in the NSLP have valid skip values, but were categorized as having no approved students for the purposes of this report.

Student enrollment in K–12 and ungraded (SCHSIZE): Taken from the Public School and Private School Data Files, SCHSIZE is a categorical variable based on the number of K–12 and ungraded students enrolled in the school (S0115 for public and S0115 subtract by S0151 for private). For this report, SCHSIZE was recoded into six categories for public schools and five categories for private schools.

Three-category private school typology (RELIG): Taken from the Private School Data File, RELIG is a three-category variable based on the variables that identify the religious or nonreligious orientation of a private school (S0186–S0297): Catholic, Other religious, or Nonsectarian.

Three-category school level (SCHLEV_3CAT): Taken from the Private School Data File, 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 K–12 and ungraded students (ENRK12UG): Taken from the Public School and Private School Data Files, ENRK12UG is a continuous variable based on the number of K–12 and ungraded students enrolled in the school (S0115 for public and S0115 subtract by S0151 for private).

Urban-centric school locale code (URBANS12): 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) that was updated to incorporate Census population and geography information and recoded into four categories: city, suburban, town, and rural.