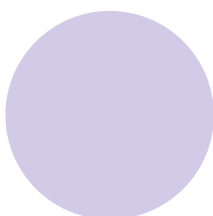


# Characteristics of Public and Private Elementary and Secondary Schools in the United States:

Results From the 2011–12 Schools and Staffing Survey

First Look



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**AUGUST 2013**

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## Introduction

This report presents selected findings from the Public School and Private School Data Files of the 2011–12 Schools and Staffing Survey (SASS). SASS is a nationally representative sample survey of public<sup>1</sup> and private K–12 schools, principals, and teachers in the 50 states and the District of Columbia. School districts associated with public schools and library media centers in public schools are also part of SASS. Developed by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education and conducted by the U.S. Census Bureau, SASS was first conducted in school year 1987–88. Since then, SASS has been conducted six times: in school years 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and, most recently, 2011–12.

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

The 2011–12 SASS uses a school-based sample of public and private schools. Because SASS uses a school-based sample design, districts, principals, and library media centers associated with public schools were included, as were principals associated with private schools. Teachers associated with a selected school were sampled from a teacher list provided by the school or district. The selected samples include about 11,000 traditional and charter public schools, public school principals, and public school library media centers; 5,800 public school districts; 51,100 public school teachers; 3,000 private schools and their principals; and 7,100 private school teachers. The samples were drawn to support estimates by geography, grade span, and charter school status for public schools, and by geography, grade span, and affiliation group for private schools for a wide range of topics. The reader is referred to the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming) for details about these estimation domains and their precision criteria.

The data were collected via mailed questionnaires with telephone and in-person field follow-up. The first questionnaires were mailed in October 2011, and data collection ended in June 2012. The weighted unit response rates varied from 65 percent for private school principals to 81 percent for public school districts. For information about response rates, bias analysis results, methodology, and design of the 2011–12 SASS, please see the technical notes of this report in appendix B or the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming).

The purpose of this First Look is to introduce new data through the presentation of tables containing descriptive information. Selected findings chosen for this report demonstrate the range of information available on the 2011–12 SASS Public School and Private School Data Files. The selected findings do not represent a complete review of all observed differences in the data and are not meant to emphasize any particular issue. This First Look report highlights findings from the SASS public and private school surveys. Findings from the district, principal, teacher, and library media center data files will be presented in four companion First Look reports:

- *Characteristics of Public School Districts in the United States: Results From the 2011–12 Schools and Staffing Survey* (NCES 2013-311);
- *Characteristics of Public and Private Elementary and Secondary School Principals in the United States: Results From the 2011–12 Schools and Staffing Survey* (NCES 2013-313);

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



- *Characteristics of Public and Private Elementary and Secondary School Teachers in the United States: Results From the 2011–12 Schools and Staffing Survey* (NCES 2013-314); and
- *Characteristics of Public Elementary and Secondary School Library Media Centers in the United States: Results From the 2011–12 Schools and Staffing Survey* (NCES 2013-315).

The tables in this report contain counts and percentages demonstrating bivariate relationships. All of the results have been weighted to reflect the sample design and to account for nonresponse and other adjustments. Comparisons drawn in the selected findings have been tested for statistical significance at the .05 level using Student's *t* statistics to ensure that the differences are larger than those that might be expected due to sampling variation. No adjustments were made for multiple comparisons. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Statistical Analysis Software (SAS 9.3) and SUDAAN (10.0) were used to compute the statistics for this report. Tables of standard errors are provided in appendix A. Detailed information about the survey methodology is provided in appendix B. Appendix C contains a description of the survey data files, and appendix D contains a description of the variables used in this report.

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

## Selected Findings

- During the 2011–12 school year, there were an estimated 116,240 K–12 schools in the United States, including 85,530 traditional public, 4,480 public charter, and 26,230 private schools (table 1). The percentage of K–12 students who received Title I services<sup>2</sup> was 37 percent in traditional public schools, 49 percent in public charter schools, and 4 percent in private schools.
- About 98 percent of public schools had at least one student with an Individual Education Plan (IEP) because of special needs, while 64 percent of private schools had at least one student with a formally identified disability (table 2). The percentage of public school K–12 students who were English-language learners (ELLs) or limited-English proficient (LEP) was 13 percent in primary schools, 7 percent in middle schools, 5 percent in high schools, and 6 percent in combined schools.
- The racial and ethnic composition of K–12 students in public schools included the following non-Hispanic, single race groups: 54 percent White, 15 percent Black, 5 percent Asian, 1 percent Native Hawaiian/Pacific Islander, and 1 percent American Indian/Alaska Native (table 3).<sup>3</sup> In addition, there were 22 percent Hispanic students and 2 percent non-Hispanic students of 2 or more races. Within private schools, K–12 students included the following non-Hispanic, single race groups: 72 percent White, 9 percent Black, 5 percent Asian, 1 percent Native Hawaiian/Pacific Islander, and 1 percent American Indian/Alaska Native. In addition, there were 10 percent Hispanic students and 3 percent non-Hispanic students of 2 or more races.
- Among schools with 12th-grade students during the 2010–11 school year, the average percentage of 12th-grade students who graduated with a high school diploma<sup>4</sup> was 89 percent for traditional public schools, 91 percent for public charter schools, and 92 percent for private schools (table 4). Within this group of schools, the average percentage of graduates who went to a 4-year college was 40 percent for traditional public schools, 37 percent for public charter schools, and 64 percent for private schools.
- Including full-time and part-time staff, public schools employed an estimated 120,920 school counselors, 61,470 psychologists, and 40,570 social workers (table 5). They also employed 93,290 speech therapists and 81,410 nurses, as well as 78,570 librarians/library media specialists and 69,970 instructional coordinators and supervisors. In addition, public schools employed a variety of full-time and part-time aides, such as 438,250 special education aides. These schools employed 397,620 food service personnel; 367,370 custodial, maintenance, and security personnel; and 262,340 secretaries and other clerical support staff.
- About two-thirds (65 percent) of public schools had teachers or staff with specialist or coaching assignments<sup>5</sup> (table 6). Among public schools, 76 percent of primary schools, 61 percent of middle schools, 46 percent of high schools, and 49 percent of combined schools had teachers or staff with these assignments.
- Among private schools, 39 percent overall, 51 percent of city schools, 44 percent of suburban schools, 23 percent of town schools, and 25 percent of rural schools had teachers or staff with specialist or coaching assignments (table 6).

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<sup>2</sup> 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.

<sup>3</sup> Hispanic includes Latino. Black includes African American.

<sup>4</sup> Among schools with 12th-grade students in 2010–11, the average of the percentage calculated for each school by dividing the number of 12th-graders who graduated with a high school diploma in 2010–11 by the number of students enrolled in 12th grade around October 1, 2010.

<sup>5</sup> A specialist works with students and a coach works with teachers. Coaching includes observing lessons, providing feedback, and demonstrating teaching strategies.

- Among public schools with students in any of grades 9–12, about 75 percent offered these students career and technical education courses, and 56 percent offered work-based learning or internships outside of school<sup>6</sup> (table 7). About 75 percent of these schools offered dual or concurrent enrollment with both high school and college credit, and 56 percent offered Advanced Placement (AP) courses for college credit.

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<sup>6</sup> Programs in which students earn course credits for supervised learning activities in paid or unpaid workplace assignments.

## References

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## Estimate Tables

Table 1. Total number of schools and students, and 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: 2011–12

School type and selected school characteristic	Total number of schools	Total number of students	Title I services <sup>1</sup>		Federal free or reduced-price lunch program	
			Percent of all schools that received services	Percent of all K–12 students that received services <sup>2</sup>	Percent of all schools that participated	Percent of all K–12 students who were approved for free or reduced-price lunches <sup>3</sup>
All schools	116,240	53,988,330	49.1	34.6	79.7	44.2
All public schools	90,010	49,508,800	57.4	37.4	96.3	47.5
School classification						
Traditional public	85,530	47,685,650	56.9	36.9	97.0	47.3
Charter school	4,480	1,823,150	66.3	48.8	82.8	51.5
Community type						
City	23,560	14,152,560	62.0	49.5	96.7	60.6
Suburban	24,260	16,215,460	49.2	29.1	97.1	37.5
Town	12,250	5,707,540	60.8	41.5	96.4	49.9
Rural	29,940	13,433,240	59.0	32.8	95.4	44.6
School level						
Primary	50,310	23,224,490	70.4	50.8	98.5	53.3
Middle	13,990	8,674,240	44.1	30.9	98.8	46.4
High	18,360	14,995,050	31.0	20.1	93.1	38.9
Combined	7,350	2,615,020	59.4	38.7	85.2	47.9
Student enrollment						
Less than 100	6,800	357,010	40.6	31.7	78.0	51.6
100–199	6,540	975,490	66.2	43.5	93.2	49.3
200–499	37,060	13,254,050	66.3	45.4	98.0	52.2
500–749	21,680	13,133,550	57.4	42.6	98.8	48.2
750–999	8,860	7,538,340	48.2	36.6	98.5	48.7
1,000 or more	9,080	14,250,360	35.9	25.2	97.4	41.5
Percent of K–12 students who were approved for free or reduced-price lunches						
0–34	26,990	16,948,940	35.3	12.6	100.0	16.6
35–49	14,640	8,313,070	52.0	23.3	100.0	42.5
50–74	23,020	12,469,470	67.7	50.0	100.0	61.2
75 or more	22,070	10,623,060	81.6	75.6	100.0	89.6
School did not participate in free or reduced-price lunch program	3,300	1,154,260	27.2	14.4!	†	†

See notes at end of table.

Table 1. Total number of schools and students, and 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: 2011–12—Continued

School type and selected school characteristic	Total number of schools	Total number of students	Title I services <sup>1</sup>		Federal free or reduced-price lunch program	
			Percent of all schools that received services	Percent of all K–12 students that received services <sup>2</sup>	Percent of all schools that participated	Percent of all K–12 students who were approved for free or reduced-price lunches <sup>3</sup>
All private schools	26,230	4,479,530	20.8	3.7	22.7	8.2
School classification						
Catholic	6,760	1,892,480	47.8	5.1	50.0	9.1
Other religious	13,040	1,604,900	13.0	2.8	13.3	8.8!
Nonsectarian	6,430	982,140	8.0	2.5	12.9	5.6
Community type						
City	8,430	1,918,870	30.3	5.0	29.6	13.6
Suburban	8,150	1,550,370	15.6	2.7	18.7	3.4
Town	2,660	297,920	36.4	5.5	41.3	11.4
Rural	6,980	712,370	9.2	1.7	11.8	3.1
School level						
Elementary	15,000	2,133,810	28.1	5.6	27.9	9.5
Secondary	2,820	731,620	14.7!	1.8!	27.2	7.0
Combined	8,400	1,614,100	9.6	2.2	11.9	7.1!
Student enrollment						
Less than 100	13,370	547,460	13.2	7.8	14.9	9.2
100–199	5,010	725,540	34.0	6.3	36.8	13.3
200–499	6,170	1,888,670	29.4	3.7	29.5	7.6
500–749	1,040	634,790	12.2	‡	20.4	4.6!
750 or more	‡	‡	‡	‡	‡	‡

† 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).

‡ 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) or the response rate is below 50 percent.

<sup>1</sup> 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.

<sup>2</sup> Percentages are based on all students, including those in schools that did not receive Title I services.

<sup>3</sup> Percentages are based on all students, including those in schools that did not participate in the federal free or reduced-price lunch program.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School and Private School Data Files,” 2011–12.

Table 2. Number and percentage of all schools that had any students with an Individual Education Plan (IEP) because of special needs or formally identified disability, or who were English-language learners (ELLs) or limited-English proficient (LEP), and percentage of students with an IEP/formally identified disability or who were ELLs/LEP, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	IEP because of special needs/formally identified disability <sup>1</sup>			ELLs/LEP		
	Number of schools with at least 1 IEP student	Percent of all schools with at least 1 IEP student	Percent of K–12 students with an IEP	Number of schools with at least 1 ELL/LEP student	Percent of all schools with at least 1 ELL/LEP student	Percent of K–12 students who were ELLs/LEP
All schools	105,070	90.4	11.3	70,780	60.9	8.6
All public schools	88,240	98.0	11.6	66,530	73.9	9.2
School classification						
Traditional public	83,840	98.0	11.7	63,580	74.3	9.1
Charter school	4,390	98.0	9.9	2,940	65.6	9.8
Community type						
City	23,300	98.9	11.6	19,610	83.2	15.1
Suburban	23,690	97.6	11.6	20,410	84.1	8.6
Town	12,040	98.3	12.5	8,770	71.6	6.5
Rural	29,200	97.5	11.5	17,740	59.2	4.8
School level						
Primary	49,560	98.5	10.7	40,000	79.5	13.0
Middle	13,820	98.8	12.1	10,980	78.5	6.6
High	17,770	96.8	12.2	12,230	66.6	5.4
Combined	7,090	96.4	14.5	3,310	45.0	5.6
Student enrollment						
Less than 100	5,970	87.8	26.6	1,760	25.8	3.4
100–199	6,310	96.5	16.6	2,820	43.1	5.5
200–499	36,730	99.1	11.9	26,990	72.8	8.3
500–749	21,430	98.8	11.2	18,660	86.1	10.6
750–999	8,760	98.9	11.3	8,010	90.4	10.9
1,000 or more	9,040	99.5	11.3	8,290	91.3	8.2
Percent of K–12 students who were approved for free or reduced-price lunches						
0–34	26,440	98.0	11.1	20,380	75.5	4.4
35–49	14,350	98.1	11.6	10,550	72.1	5.4
50–74	22,770	98.9	12.1	17,600	76.5	8.7
75 or more	21,710	98.4	11.8	16,720	75.8	20.9
School did not participate in free or reduced-price lunch program	2,960	89.6	12.9	1,280	38.6	2.9

See notes at end of table.



Table 2. Number and percentage of all schools that had any students with an Individual Education Plan (IEP) because of special needs or formally identified disability, or who were English-language learners (ELLs) or limited-English proficient (LEP), and percentage of students with an IEP/formally identified disability or who were ELLs/LEP, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	IEP because of special needs/formally identified disability <sup>1</sup>			ELLs/LEP		
	Number of schools with at least 1 IEP student	Percent of all schools with at least 1 IEP student	Percent of K–12 students with an IEP	Number of schools with at least 1 ELL/LEP student	Percent of all schools with at least 1 ELL/LEP student	Percent of K–12 students who were ELLs/LEP
All private schools	16,830	64.2	7.1	4,260	16.2	2.6!
School classification						
Catholic	5,410	80.0	5.0	1,090	16.2	1.1
Other religious	6,960	53.4	4.3	2,280	17.5	‡
Nonsectarian	4,470	69.5	15.8	890	13.8	1.4!
Community type						
City	5,850	69.4	7.1	1,670	19.8	‡
Suburban	5,800	71.1	7.6	1,340	16.4	1.4
Town	1,810	67.9	6.0	240!	9.1!	‡
Rural	3,380	48.4	6.6	1,000	14.4	1.9
School level						
Elementary	9,020	60.1	4.7	2,220	14.8	1.7
Secondary	2,320	82.3	7.5	540	19.2	1.1
Combined	5,490	65.3	10.1	1,490	17.8	‡
Student enrollment						
Less than 100	7,200	53.8	16.1	1,700	12.7	2.0
100–199	3,500	69.9	7.2	820	16.4	1.5
200–499	4,800	77.9	6.4	1,490	24.1	2.2
500–749	820	78.7	4.3	170	16.4	‡
750 or more	‡	‡	‡	‡	‡	‡

! 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) or the response rate is below 50 percent.

<sup>1</sup>Public schools were asked about students with IEPs because of special needs, and private schools were asked about students with formally identified disabilities who may or may not have IEPs. “Special needs” was not defined for respondents. In some public schools, gifted students have IEPs and may be reported here.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School and Private School Data Files,” 2011–12.

Table 3. Percentage distribution of K–12 students, by sex, race/ethnicity, school type, and selected school characteristics: 2011–12

School type and selected school characteristic	Sex		Race/ethnicity						
	Male	Female	Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Asian, non-Hispanic	Native Hawaiian/Pacific Islander, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Two or more races, non-Hispanic
All schools	50.2	49.8	21.2	55.9	14.4	4.6	0.5	1.2	2.3
All public schools	50.1	49.9	22.3	54.4	14.9	4.5	0.5	1.3	2.2
School classification									
Traditional public	50.2	49.8	22.0	55.0	14.4	4.6	0.5	1.3	2.2
Charter school	49.3	50.7	29.2	37.6	26.3	3.2	‡	1.2	1.9
Community type									
City	50.1	49.9	33.5	32.6	23.4	6.8	0.6	0.8	2.4
Suburban	50.1	49.9	21.3	55.6	13.4	5.9	0.5	0.6	2.6
Town	50.4	49.6	17.6	66.3	10.5	1.2	‡	2.2	1.7
Rural	50.2	49.8	13.5	70.8	9.5	1.9	0.4	2.2	1.6
School level									
Primary	50.2	49.8	24.1	51.7	15.4	4.7	0.4	1.2	2.4
Middle	50.2	49.8	21.7	55.6	14.7	4.3	0.6	1.1	2.0
High	50.1	49.9	20.4	57.5	13.9	4.7	0.6	1.1	1.9
Combined	50.3	49.7	18.8	56.3	16.5	2.5	‡	3.4	2.0
Student enrollment									
Less than 100	58.7	41.3	16.2	60.6	15.6	1.2	0.5	4.4	1.5
100–199	52.1	47.9	14.2	66.4	12.1	1.4	0.2	4.4	1.3
200–499	50.4	49.6	16.8	58.9	16.6	3.1	0.5	1.9	2.3
500–749	50.2	49.8	21.9	55.6	14.5	4.3	0.4	1.1	2.2
750–999	50.0	50.0	26.0	50.7	14.7	5.0	0.7!	0.8	2.2
1,000 or more	49.6	50.4	26.5	50.1	13.9	6.1	0.5	0.8	2.1
Percent of K–12 students who were approved for free or reduced-price lunches									
0–34	50.2	49.8	11.8	71.1	7.6	5.8	0.4	0.9	2.4
35–49	49.5	50.5	15.1	65.6	11.5	3.9	0.4	1.2	2.3
50–74	50.2	49.8	23.3	51.7	17.2	3.6	0.7	1.4	2.1
75 or more	50.1	49.9	43.7	21.4	27.0	4.0	0.4	1.8	1.8
School did not participate in free or reduced-price lunch program	53.9	46.1	19.5	62.2	8.6	5.2	0.6!	1.1!	2.7

See notes at end of table.

Table 3. Percentage distribution of K–12 students, by sex, race/ethnicity, school type, and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Sex		Race/ethnicity						
	Male	Female	Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Asian, non-Hispanic	Native Hawaiian/Pacific Islander, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Two or more races, non-Hispanic
All private schools	51.0	49.0	9.5	72.2	8.8	5.0	0.6	0.6	3.3
School classification									
Catholic	50.3	49.7	13.2	69.8	7.7	4.5	0.8	0.6!	3.5
Other religious	50.4	49.6	7.2	75.4	9.9	4.0	0.5!	0.5	2.5
Nonsectarian	53.5	46.5	6.0	71.7	9.4	7.6	0.3	‡	4.2
Community type									
City	51.6	48.4	11.4	65.7	12.0	5.6	0.6	0.3	4.3
Suburban	50.0	50.0	9.9	72.9	7.7	5.4	0.6	0.4!	3.1
Town	51.0	49.0	5.8	83.9	4.2!	1.7	‡	‡	1.6!
Rural	51.9	48.1	5.1	83.2	4.6	3.9	0.3!	‡	1.7
School level									
Elementary	50.6	49.4	11.4	69.6	9.1	5.0	0.6	0.7!	3.6
Secondary	51.6	48.4	10.7	73.3	6.9	5.1	0.5	0.3	3.2
Combined	51.3	48.7	6.5	75.2	9.4	4.9	0.5!	‡	2.9
Student enrollment									
Less than 100	52.7	47.3	9.3	69.4	12.7	4.2	1.0!	0.6	2.7
100–199	51.0	49.0	12.9	64.1	12.3	5.3	0.5!	‡	3.7
200–499	50.9	49.1	9.7	72.8	8.1	5.3	0.5	0.3!	3.2
500–749	50.8	49.2	9.2	75.6	7.1	4.5	‡	0.3	2.9
750 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡

! 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) or the response rate is below 50 percent.

NOTE: Black includes African American; Hispanic includes Latino. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Private School Data Files," 2011–12.

Table 4. Number and percentage of schools that had any 12th-grade students the previous year (2010–11), and among those schools, percentage of 12th-grade students who graduated and percentage of graduates who went on to a 4-year college, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Number of schools with students enrolled in the 12th grade during the previous year (2010–11)	Percent of all schools with students enrolled in the 12th grade during the previous year (2010–11)	Among schools that had any 12th-grade students during 2010–11	
			Average percent of 12th-grade students who graduated with a high school diploma during the previous year (2010–11) <sup>1</sup>	Average percent of graduates from the previous year (2010–11) who went on to a 4-year college <sup>2</sup>
All schools	32,130	27.6	89.8	46.2
All public schools	23,250	25.8	88.7	39.4
School classification				
Traditional public	21,580	25.2	88.5	39.5
Charter school	1,670	37.2	91.3	37.2
Community type				
City	5,070	21.5	81.3	38.6
Suburban	4,780	19.7	86.1	42.2
Town	3,280	26.8	89.9	35.3
Rural	10,130	33.8	93.4	39.8
School level				
Primary	‡	‡	‡	‡
Middle	‡	‡	‡	‡
High	17,310	94.3	90.5	40.7
Combined	5,930	80.6	83.5	35.2
Student enrollment				
Less than 100	3,530	51.9	76.0	15.5
100–199	2,700	41.3	81.9	29.4
200–499	6,090	16.4	92.1	40.6
500–749	3,130	14.4	91.7	44.8
750–999	1,740	19.6	93.1	44.2
1,000 or more	6,070	66.8	93.1	50.0
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	7,300	27.0	92.9	49.2
35–49	4,220	28.8	93.9	42.1
50–74	5,380	23.4	89.9	35.6
75 or more	4,430	20.1	82.5	28.9
School did not participate in free or reduced-price lunch program	1,920	58.3	72.8	27.6

See notes at end of table.

Table 4. Number and percentage of schools that had any 12th-grade students the previous year (2010–11), and among those schools, percentage of 12th-grade students who graduated and percentage of graduates who went on to a 4-year college, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Number of schools with students enrolled in the 12th grade during the previous year (2010–11)	Percent of all schools with students enrolled in the 12th grade during the previous year (2010–11)	Among schools that had any 12th-grade students during 2010–11	
			Average percent of 12th-grade students who graduated with a high school diploma during the previous year (2010–11) <sup>1</sup>	Average percent of graduates from the previous year (2010–11) who went on to a 4-year college <sup>2</sup>
All private schools	8,880	33.9	92.4	64.3
School classification				
Catholic	1,330	19.7	95.1	81.4
Other religious	4,870	37.4	94.8	60.8
Nonsectarian	2,670	41.6	86.6	62.1
Community type				
City	2,900	34.4	93.2	72.9
Suburban	2,440	30.0	95.6	62.2
Town	940	35.4	89.2	49.2
Rural	2,590	37.2	89.7	62.0
School level				
Elementary	‡	‡	‡	‡
Secondary	2,630	93.1	88.8	67.8
Combined	6,160	73.4	94.0	63.5
Student enrollment				
Less than 100	3,660	27.4	86.0	42.7
100–199	1,600	31.9	92.3	65.4
200–499	2,250	36.6	98.8	80.5
500–749	790	75.7	98.6	86.6
750 or more	‡	‡	‡	‡

‡ 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) or the response rate is below 50 percent.

<sup>1</sup> Among schools with 12th-grade students in 2010–11, the average of the percentage calculated for each school by dividing the number of 12th-graders who graduated with a high school diploma in 2010–11 by the number of students enrolled in 12th grade around October 1, 2010.

<sup>2</sup> Among schools with students who graduated with a high school diploma in 2010–11, the average of the percentage reported by each school for graduates who went to a 4-year college.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Private School Data Files," 2011–12.

Table 5. Total number of full-time and part-time school staff (head counts), by type of staff, school type, and selected school characteristics: 2011–12

School type and selected school characteristic	Vice principals and assistant principals/school heads	Instructional coordinators and supervisors, such as curriculum specialists	Librarians/library media specialists	School counselors, excluding psychologists and social workers	Student support services professional staff				Other student support services professional staff
					Nurses	Social workers	Psychologists	Speech therapists or pathologists	
All schools	88,470	78,830	92,650	134,180	91,290	44,100	64,910	95,200	94,010
All public schools	75,850	69,970	78,570	120,920	81,410	40,570	61,470	93,290	75,960
School classification									
Traditional public	72,780	66,710	76,820	116,890	79,200	39,220	59,460	90,320	70,980
Charter school	3,070	3,260	1,750	4,030	2,210	1,340	2,010	2,970	4,980
Community type									
City	24,220	24,710	19,350	33,000	21,440	13,510	17,980	25,450	24,770
Suburban	23,800	24,040	22,240	37,280	23,870	13,370	20,600	29,630	21,680
Town	8,180	6,750	10,410	14,930	10,760	4,730	7,320	11,560	9,200
Rural	19,650	14,480	26,570	35,720	25,340	8,960	15,580	26,650	20,320
School level									
Primary	25,430	38,300	44,460	42,040	46,480	21,030	36,050	62,310	44,040
Middle	16,610	11,200	13,260	23,090	13,150	6,770	9,800	13,470	8,630
High	29,870	16,800	16,080	47,930	16,200	9,500	12,100	12,060	15,680
Combined	3,940	3,680	4,760	7,850	5,580	3,260	3,520	5,450	7,600
Student enrollment									
Less than 100	960	910	2,170	3,490	3,450	2,040	2,860	3,110	4,760
100–199	1,380	2,020	4,400	5,170	4,360	2,290	2,850	4,720	4,200
200–499	15,610	22,490	31,400	33,590	33,010	16,010	23,780	37,910	26,770
500–749	18,450	19,090	20,850	25,500	20,640	9,480	16,770	25,720	19,630
750–999	13,030	10,000	8,930	16,900	9,240	4,540	6,810	11,130	8,360
1,000 or more	26,440	15,470	10,820	36,270	10,710	6,210	8,400	10,710	12,230
Percent of K–12 students who were approved for free or reduced-price lunches									
0–34	23,240	19,530	26,250	41,640	25,290	12,200	22,130	30,540	23,510
35–49	12,890	9,180	13,760	21,180	13,740	5,970	9,960	15,170	10,960
50–74	20,050	18,000	20,680	31,160	21,650	10,230	13,870	24,050	18,460
75 or more	18,160	21,890	16,830	24,030	18,990	11,200	14,100	21,970	21,150
School did not participate in free or reduced-price lunch program	1,520	1,380	1,040	2,910	1,730	960	1,400	1,560	1,880

See notes at end of table.

Table 5. Total number of full-time and part-time school staff (head counts), by type of staff, school type, and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Vice principals and assistant principals/school heads	Instructional coordinators and supervisors, such as curriculum specialists	Librarians/library media specialists	School counselors, excluding psychologists and social workers	Student support services professional staff				Other student support services professional staff
					Nurses	Social workers	Psychologists	Speech therapists or pathologists	
All private schools	12,610	8,860	14,090	13,260	9,880	3,530	3,440	1,910	18,050
School classification									
Catholic	3,700	1,520	5,500	5,130	3,980	900	740	360	3,680
Other religious	4,650	3,430	4,950	3,960	2,420	520!	560	130!	4,110
Nonsectarian	4,260	3,920	3,640	4,170	3,480	2,110	2,140	1,430	10,260
Community type									
City	5,310	3,940	5,920	5,820	3,030	1,280!	1,400	800	10,060
Suburban	4,300	3,070	4,430	3,950	4,160	1,470	1,130	730	4,550
Town	680	710	1,300	1,080	720	‡	160!	170!	‡
Rural	2,320	1,140	2,450	2,400	1,970	560!	740	210!	2,420
School level									
Elementary	4,760	2,860	7,010	3,090	4,220	850	950	590	4,930
Secondary	2,700	1,640	1,880	3,980	2,090	1,110	820	‡	2,850
Combined	5,160	4,360	5,200	6,190	3,560	1,580	1,670	1,260	10,260
Student enrollment									
Less than 100	2,580	2,090	2,110	2,040	2,190	1,620	1,310	710	6,460
100–199	2,070	1,380	2,870	2,140	1,870	710	590	450!	2,460
200–499	5,020	3,340	6,070	4,700	4,140	1,080!	1,120	600	4,670
500–749	1,440	650	1,410	1,800	930	70!	200!	‡	1,870
750 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡

See notes at end of table.

Table 5. Total number of full-time and part-time school staff (head counts), by type of staff, school type, and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Aides								Other employees not previously reported
	Regular Title I aides	English as a second language (ESL) or bilingual teacher aides	Special education aides <sup>1</sup>	Library media center aides <sup>1</sup>	Other classroom aides <sup>1</sup>	Secretaries and other clerical support staff	Food service personnel	Custodial maintenance and security personnel	
All schools	100,900	52,640	464,310	51,210	212,510	310,020	428,710	411,840	104,720
All public schools	92,180	50,630	438,250	47,440	172,250	262,340	397,620	367,370	75,250
School classification									
Traditional public	86,750	49,170	430,770	46,800	163,540	249,990	389,370	356,740	70,000
Charter school	5,430	1,460	7,480	640	8,710	12,360	8,250	10,630	5,250
Community type									
City	26,580	18,340	112,340	10,240	42,330	71,910	100,480	100,100	28,400
Suburban	19,830	15,030	154,010	14,020	57,570	83,920	118,240	113,750	22,780
Town	15,950	6,430	58,060	7,280	20,120	30,760	53,590	45,470	5,750
Rural	29,820	10,830	113,840	15,900	52,240	75,740	125,310	108,040	18,320
School level									
Primary	69,150	32,810	236,270	26,700	128,370	109,400	194,810	161,220	40,720
Middle	7,370	7,380	74,450	7,880	13,660	44,330	77,160	64,260	7,000
High	7,350	8,310	96,660	10,400	19,710	88,960	105,930	117,620	17,610
Combined	8,310	2,130	30,870	2,460	10,520	19,650	19,730	24,270	9,930
Student enrollment									
Less than 100	3,240	770	12,110	1,060	5,060	8,790	5,930	8,970	2,840
100–199	5,190	1,360	20,930	2,600	5,030	10,190	12,950	13,580	3,590
200–499	37,990	18,390	153,300	17,730	68,960	75,370	127,800	114,860	23,350
500–749	26,280	16,580	112,460	12,250	54,290	61,950	105,920	87,980	19,780
750–999	10,170	6,290	55,000	5,740	19,770	34,430	56,600	48,160	10,360
1,000 or more	9,310	7,240	84,460	8,060	19,130	71,610	88,420	93,830	15,340
Percent of K–12 students who were approved for free or reduced-price lunches									
0–34	15,790	13,660	165,620	16,510	54,610	88,480	121,060	121,000	23,600
35–49	12,340	6,670	76,270	9,160	27,420	44,040	68,590	61,550	11,990
50–74	30,490	12,990	107,570	12,380	50,300	65,410	111,510	94,090	15,850
75 or more	32,170	16,800	82,440	8,780	34,370	57,610	93,900	83,450	21,150
School did not participate in free or reduced-price lunch program	1,390	510	6,350	610	5,550	6,800	2,560	7,270	‡

See notes at end of table.



Table 5. Total number of full-time and part-time school staff (head counts), by type of staff, school type, and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Aides								Other employees not previously reported
	Regular Title I aides	English as a second language (ESL) or bilingual teacher aides	Special education aides <sup>1</sup>	Library media center aides <sup>1</sup>	Other classroom aides <sup>1</sup>	Secretaries and other clerical support staff	Food service personnel	Custodial maintenance and security personnel	
All private schools	8,720	2,010	26,060	3,770	40,260	47,670	31,090	44,470	29,470
School classification									
Catholic	2,940	290	4,220	1,730	14,530	14,870	13,620	14,840	7,770
Other religious	2,980	950	2,080	1,110!	14,380	18,470	10,600	15,890	7,680
Nonsectarian	2,800	770	19,770	920	11,350	14,340	6,860	13,740	14,020
Community type									
City	4,080	840	8,570	1,280	14,850	19,960	12,210	19,080	9,200
Suburban	2,960	670	10,910	1,640	16,330	15,880	10,280	14,600	8,770
Town	510	60!	3,110!	260!	4,340	3,290	3,400	3,380	3,440!
Rural	1,180	440!	3,470	590	4,740	8,550	5,200	7,420	8,070
School level									
Elementary	6,100	1,000	4,340	1,980	26,900	17,610	13,010	17,550	9,900
Secondary	‡	150!	2,390	‡	1,120	8,920	6,340	8,070	7,390
Combined	2,200	860	19,330	1,240	12,240	21,140	11,740	18,860	12,180
Student enrollment									
Less than 100	3,020	760	13,960	500	10,470	9,210	5,360	8,130	7,490
100–199	1,790	350	5,790!	550	6,690	8,250	5,840	7,960	4,430!
200–499	3,100	730!	5,330!	1,560	17,630	17,420	12,640	17,280	10,760
500–749	‡	90!	860!	620!	3,130	6,390	3,580	5,260	1,950!
750 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡

! 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) or the response rate is below 50 percent.

<sup>1</sup> Includes both instructional and noninstructional staff.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Private School Data Files," 2011–12.

Table 6. Number and percentage of schools that had staff with specialist or coaching assignments, and among those schools, the percentage that had staff with a particular specialist or coaching assignment, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Number of schools that had staff with specialist or coaching assignments	Percent of all schools that had staff with specialist or coaching assignments	Among schools that had staff with specialist or coaching assignments, percent that had						
			Reading specialists	Math specialists	Science specialists	Reading coaches	Math coaches	Science coaches	General instructional/not subject-specific coaches
All schools	68,790	59.2	69.4	32.9	15.8	35.8	22.8	8.3	27.8
All public schools	58,510	65.0	71.3	31.2	13.4	38.4	23.5	7.7	25.4
School classification									
Traditional public	55,530	64.9	72.2	30.7	13.3	38.3	22.8	7.3	24.3
Charter school	2,980	66.5	54.3	40.0	16.2	39.8	35.1	15.8	45.8
Community type									
City	16,710	70.9	62.8	31.7	17.6	46.4	34.0	11.3	37.7
Suburban	17,540	72.3	75.7	30.2	13.3	38.0	21.4	7.2	21.2
Town	7,300	59.6	74.4	32.4	9.1	37.7	20.8	6.0	20.7
Rural	16,960	56.7	73.7	31.3	11.4	31.2	16.4	5.5	19.5
School level									
Primary	38,020	75.6	76.2	29.9	13.1	41.9	22.5	6.7	22.7
Middle	8,500	60.8	63.8	33.0	9.3	34.0	26.1	8.1	27.3
High	8,400	45.8	59.0	33.0	16.3	29.9	27.9	10.9	34.4
Combined	3,590	48.9	65.7	36.4	20.2	31.5	17.5	9.9	28.2
Student enrollment									
Less than 100	2,510	36.9	58.0	42.3	25.5	25.4	14.9	3.9!	26.9
100–199	3,280	50.2	71.6	34.5	13.0	21.7	15.7	4.3!	21.0
200–499	25,260	68.2	74.5	29.1	11.6	39.6	21.8	6.3	21.8
500–749	15,540	71.7	73.1	31.9	14.2	39.7	24.5	8.5	29.9
750–999	6,280	71.0	68.3	34.3	15.0	43.8	29.1	11.3	22.8
1,000 or more	5,640	62.1	61.2	28.1	12.5	38.9	30.2	11.9	33.7
Percent of K–12 students who were approved for free or reduced-price lunches									
0–34	17,240	63.9	78.5	27.2	11.5	29.5	15.0	5.2	20.0
35–49	9,200	62.9	78.4	31.2	9.9	34.4	17.8	5.1	20.1
50–74	15,060	65.4	70.3	33.7	10.9	38.8	23.6	7.3	24.4
75 or more	15,550	70.5	60.2	30.8	19.2	51.7	36.3	12.6	34.7
School did not participate in free or reduced-price lunch program									
	1,470	44.5	69.4	56.9	23.3	22.9!	21.0!	6.7!	31.9!

See notes at end of table.

Table 6. Number and percentage of schools that had staff with specialist or coaching assignments, and among those schools, the percentage that had staff with a particular specialist or coaching assignment, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Number of schools that had staff with specialist or coaching assignments	Percent of all schools that had staff with specialist or coaching assignments	Among schools that had staff with specialist or coaching assignments, percent that had						
			Reading specialists	Math specialists	Science specialists	Reading coaches	Math coaches	Science coaches	General instructional/not subject-specific coaches
All private schools	10,280	39.2	58.6	42.4	28.9	20.9	19.0	11.3	41.8
School classification									
Catholic	2,720	40.2	68.2	43.0	24.2	18.0	11.4	6.2!	29.8
Other religious	4,500	34.5	49.0	41.1	26.2	21.2	24.1	13.0	45.0
Nonsectarian	3,060	47.5	64.2	44.0	36.9	23.1	18.2	13.3	47.6
Community type									
City	4,290	50.8	61.7	49.7	32.9	22.2	20.0	14.3	41.4
Suburban	3,610	44.3	60.6	39.6	26.2	18.6	15.5	8.3	43.0
Town	620	23.2	58.5	23.6!	27.9!	36.9	26.2!	‡	33.9
Rural	1,760	25.3	47.0	37.4	25.0	16.9	21.0	11.9!	42.8
School level									
Elementary	5,780	38.6	60.1	43.1	34.0	21.6	15.2	8.9	40.3
Secondary	1,130	39.9	43.9	37.3	22.8	20.0!	25.9!	19.6!	57.7
Combined	3,360	40.0	60.9	43.1	22.2	19.9	23.2	12.5	39.0
Student enrollment									
Less than 100	4,510	33.7	45.7	40.7	29.4	22.3	21.6	13.8	46.0
100–199	1,820	36.4	64.5	46.7	33.0	23.8	18.4	9.3!	44.7
200–499	3,000	48.7	68.9	44.4	28.9	17.6	15.1	8.6!	35.2
500–749	560	54.0	77.3	26.8	11.0!	20.8!	19.5!	14.1!	41.9
750 or more	‡	‡	‡	‡	‡	‡	‡	‡	‡

! 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) or the response rate is below 50 percent.

NOTE: A specialist works with students and a coach works with teachers. Coaching includes observing lessons, providing feedback, and demonstrating teaching strategies. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Private School Data Files," 2011–12.

Table 7. Number of schools with students enrolled in any of grades 9–12, and among those schools, percentage that offered various college/career preparation opportunities, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Number of schools with students enrolled in any of grades 9–12	Among schools with students in any of grades 9–12, percent that offered					
		Dual or concurrent enrollment that offers high school and college credit	Advanced Placement (AP) courses for college credit	International Baccalaureate (IB) <sup>1</sup>	Work-based learning or internships outside of school <sup>2</sup>	Career and technical education courses	Specialized career academy <sup>3</sup>
All schools	36,370	—	52.6	2.4	—	—	—
All public schools	25,690	75.2	55.7	2.7	55.8	75.5	24.6
School classification							
Traditional public	23,640	75.9	56.5	2.8	56.8	77.1	25.3
Charter school	2,050	67.6	45.7	‡	43.7	56.5	‡
Community type							
City	5,790	64.6	53.6	5.9!	52.4	62.7	27.5
Suburban	5,430	69.9	61.0	3.3	59.3	73.7	25.4
Town	3,690	73.4	52.5	1.6!	56.0	76.6	22.2
Rural	10,790	84.1	55.2	1.2	55.7	82.9	23.5
School level							
Primary	‡	‡	‡	‡	‡	‡	‡
Middle	‡	‡	‡	‡	‡	‡	‡
High	18,360	81.7	63.8	3.5	64.1	79.2	30.0
Combined	7,240	59.4	35.7	‡	34.4	65.7	11.4
Student enrollment							
Less than 100	4,390	40.5	10.1	‡	36.5	50.1	11.5
100–199	2,820	73.7	27.4	#	49.5	70.7	11.9
200–499	6,660	80.9	47.7	‡	51.3	76.3	17.9
500–749	3,530	79.9	71.7	1.5!	59.3	81.6	26.8
750–999	1,930	84.2	82.1	5.0!	63.1	84.4	28.8
1,000 or more	6,360	88.6	91.1	7.9	72.4	88.2	43.9
Percent of K–12 students who were approved for free or reduced-price lunches							
0–34	7,860	82.4	71.0	3.7	61.4	82.5	24.8
35–49	4,450	85.2	66.3	2.8	65.0	82.2	26.4
50–74	5,780	81.9	57.8	3.3	59.8	78.1	27.3
75 or more	5,260	58.6	37.5	1.4!	39.5	61.9	19.9
School did not participate in free or reduced-price lunch program	2,340	52.7	19.5	‡	45.7	62.7	24.7

See notes at end of table.

Table 7. Number of schools with students enrolled in any of grades 9–12, and among those schools, percentage that offered various college/career preparation opportunities, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Number of schools with students enrolled in any of grades 9–12	Among schools with students in any of grades 9–12, percent that offered					
		Dual or concurrent enrollment that offers high school and college credit	Advanced Placement (AP) courses for college credit	International Baccalaureate (IB) <sup>1</sup>	Work-based learning or internships outside of school <sup>2</sup>	Career and technical education courses	Specialized career academy <sup>3</sup>
All private schools	10,680	—	45.3	1.6!	—	—	—
School classification							
Catholic	1,390	—	82.1	3.0!	—	—	—
Other religious	6,150	—	37.3	‡	—	—	—
Nonsectarian	3,140	—	44.7	1.2!	—	—	—
Community type							
City	3,240	—	53.0	3.7!	—	—	—
Suburban	2,850	—	49.3	‡	—	—	—
Town	1,160	—	31.0	‡	—	—	—
Rural	3,430	—	39.6	‡	—	—	—
School level							
Elementary	†	†	†	†	†	†	†
Secondary	2,780	—	63.5	2.6!	—	—	—
Combined	7,890	—	38.9	‡	—	—	—
Student enrollment							
Less than 100	5,250	—	25.5	‡	—	—	—
100–199	1,700	—	41.6	‡	—	—	—
200–499	2,340	—	67.1	‡	—	—	—
500–749	800	—	90.7	‡	—	—	—
750 or more	‡	—	‡	‡	—	—	—

— Not available.

† 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) or the response rate is below 50 percent.

<sup>1</sup> An international curriculum certified by the International Baccalaureate Organization.

<sup>2</sup> Programs in which students earn course credits for supervised learning activities in paid or unpaid workplace assignments.

<sup>3</sup> Curriculum organized around a specific career area, such as health, hospitality, or information technology.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Private School Data Files," 2011–12.

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

Table A-1. Standard errors for Table 1: Total number of schools and students, and percentage of schools and students that participated in the Title I and federal free or reduced-price lunch programs, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Total number of schools	Total number of students	Title I services		Federal free or reduced-price lunch program	
			Percent of all schools that received services	Percent of all K–12 students that received services	Percent of all schools that participated	Percent of all K–12 students who were approved for free or reduced-price lunches
All schools	740	661,389	0.65	0.76	0.43	0.49
All public schools	406	653,139	0.69	0.83	0.30	0.52
School classification						
Traditional public	309	561,555	0.73	0.84	0.25	0.52
Charter school	213	158,911	3.51	3.29	5.48	3.43
Community type						
City	299	345,864	1.78	1.80	0.67	1.19
Suburban	363	340,421	1.67	1.55	0.41	1.02
Town	377	188,102	1.66	1.70	1.76	1.08
Rural	426	304,650	1.15	1.27	0.57	0.71
School level						
Primary	466	257,186	1.15	1.39	0.26	0.87
Middle	169	135,804	1.32	1.26	0.25	0.80
High	434	413,633	1.12	1.28	0.88	0.84
Combined	571	300,563	2.36	2.77	3.42	2.83
Student enrollment						
Less than 100	457	23,477	2.97	3.05	2.36	2.93
100–199	339	51,789	2.61	2.49	2.51	1.88
200–499	666	255,893	1.12	1.18	0.66	0.75
500–749	601	361,227	1.70	1.57	0.25	0.96
750–999	420	357,284	2.61	2.16	0.48	1.63
1,000 or more	384	668,703	1.75	1.65	0.64	1.12
Percent of K–12 students who were approved for free or reduced-price lunches						
0–34	616	421,404	1.30	0.88	†	0.31
35–49	544	327,398	1.76	1.87	†	0.17
50–74	539	451,584	1.32	1.65	†	0.25
75 or more	624	362,359	1.23	1.63	†	0.27
School did not participate in free or reduced-price lunch program	268	215,038	3.62	5.42	†	†

See notes at end of table.

Table A-1. Standard errors for Table 1: Total number of schools and students, and percentage of schools and students that participated in the Title I and federal free or reduced-price lunch programs, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Total number of schools	Total number of students	Title I services		Federal free or reduced-price lunch program	
			Percent of all schools that received services	Percent of all K–12 students that received services	Percent of all schools that participated	Percent of all K–12 students who were approved for free or reduced-price lunches
All private schools	541	105,651	1.11	0.32	1.01	1.19
School classification						
Catholic	39	59,899	2.30	0.58	2.40	0.89
Other religious	550	84,424	1.68	0.55	1.32	3.01
Nonsectarian	68	67,032	1.71	0.62	1.96	1.37
Community type						
City	256	95,260	2.09	0.63	2.08	2.61
Suburban	296	78,191	1.58	0.46	1.51	0.69
Town	274	31,702	4.62	1.28	5.18	2.30
Rural	510	47,719	1.78	0.52	2.12	0.68
School level						
Elementary	434	59,964	1.71	0.56	1.46	1.00
Secondary	153	53,646	4.48	0.57	3.16	1.08
Combined	220	98,602	1.40	0.43	1.47	2.72
Student enrollment						
Less than 100	535	23,235	1.76	1.14	1.57	1.05
100–199	269	39,650	3.19	0.82	2.87	1.76
200–499	235	72,942	2.74	0.57	2.32	1.10
500–749	115	71,454	3.65	†	4.03	1.73
750 or more	†	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Private School Data Files," 2011–12.



Table A-2. Standard errors for Table 2: Number and percentage of all schools that had any students with an Individual Education Plan (IEP) because of special needs or formally identified disability, or who were English-language learners (ELLs) or limited-English proficient (LEP), and percentage of students with an IEP/formally identified disability or who were ELLs/LEP, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	IEP because of special needs/formally identified disability			ELLs/LEP		
	Number of schools with at least 1 IEP student	Percent of all schools with at least 1 IEP student	Percent of K–12 students with an IEP	Number of schools with at least 1 ELL/LEP student	Percent of all schools with at least 1 ELL/LEP student	Percent of K–12 students who were ELLs/LEP
All schools	635	0.43	0.10	634	0.51	0.27
All public schools	435	0.24	0.09	567	0.56	0.27
School classification						
Traditional public	366	0.23	0.09	530	0.57	0.27
Charter school	206	1.05	1.02	225	3.72	1.86
Community type						
City	300	0.33	0.22	305	1.07	0.69
Suburban	378	0.58	0.15	357	0.88	0.43
Town	393	0.61	0.32	352	1.73	0.51
Rural	440	0.52	0.16	411	1.11	0.44
School level						
Primary	483	0.36	0.14	552	0.82	0.49
Middle	177	0.36	0.16	195	1.04	0.27
High	423	0.56	0.17	327	1.22	0.26
Combined	554	0.91	0.67	366	2.91	0.86
Student enrollment						
Less than 100	399	1.90	2.02	214	2.63	0.48
100–199	345	1.40	0.90	277	3.44	1.05
200–499	660	0.27	0.17	665	1.05	0.46
500–749	594	0.42	0.17	587	0.90	0.56
750–999	414	0.69	0.29	414	1.07	1.02
1,000 or more	381	0.23	0.19	385	0.92	0.56
Percent of K–12 students who were approved for free or reduced-price lunches						
0–34	593	0.53	0.12	603	1.20	0.27
35–49	520	0.66	0.19	463	1.36	0.43
50–74	528	0.30	0.20	550	1.14	0.47
75 or more	621	0.40	0.28	587	1.41	0.94
School did not participate in free or reduced-price lunch program	271	2.51	0.90	217	5.33	0.81

See notes at end of table.

Table A-2. Standard errors for Table 2: Number and percentage of all schools that had any students with an Individual Education Plan (IEP) because of special needs or formally identified disability, or who were English-language learners (ELLs) or limited-English proficient (LEP), and percentage of students with an IEP/formally identified disability or who were ELLs/LEP, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	IEP because of special needs/formally identified disability			ELLs/LEP		
	Number of schools with at least 1 IEP student	Percent of all schools with at least 1 IEP student	Percent of K–12 students with an IEP	Number of schools with at least 1 ELL/LEP student	Percent of all schools with at least 1 ELL/LEP student	Percent of K–12 students who were ELLs/LEP
All private schools	399	1.43	0.35	349	1.31	1.11
School classification						
Catholic	159	2.39	0.27	146	2.15	0.28
Other religious	349	2.19	0.43	297	2.19	†
Nonsectarian	161	2.42	1.36	116	1.79	0.42
Community type						
City	228	2.34	0.68	186	2.17	†
Suburban	268	2.24	0.55	162	1.87	0.41
Town	211	4.22	1.02	88	3.19	†
Rural	277	3.14	0.87	228	3.10	0.44
School level						
Elementary	299	1.77	0.28	264	1.74	0.42
Secondary	153	3.36	0.87	130	4.42	0.26
Combined	263	2.61	0.96	169	1.88	†
Student enrollment						
Less than 100	359	2.18	1.07	294	2.09	0.58
100–199	213	2.65	0.85	134	2.55	0.35
200–499	255	2.45	0.76	150	2.46	0.49
500–749	105	5.24	0.49	41	3.90	†
750 or more	†	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Private School Data Files," 2011–12.

Table A-3. Standard errors for Table 3: Percentage distribution of K–12 students, by sex, race/ethnicity, school type, and selected school characteristics: 2011–12

School type and selected school characteristic	Sex		Race/ethnicity						
	Male	Female	Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Asian, non-Hispanic	Native Hawaiian/Pacific Islander, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Two or more races, non-Hispanic
All schools	0.15	0.15	0.42	0.40	0.25	0.16	0.04	0.05	0.06
All public schools	0.14	0.14	0.47	0.45	0.27	0.16	0.05	0.06	0.07
School classification									
Traditional public	0.15	0.15	0.49	0.45	0.27	0.17	0.03	0.06	0.07
Charter school	0.48	0.48	2.93	4.51	2.69	0.42	†	0.35	0.19
Community type									
City	0.28	0.28	1.01	0.87	0.67	0.42	0.06	0.05	0.14
Suburban	0.26	0.26	0.80	0.81	0.53	0.31	0.10	0.04	0.14
Town	0.25	0.25	0.85	1.06	0.56	0.12	†	0.26	0.11
Rural	0.24	0.24	0.85	0.86	0.41	0.12	0.09	0.15	0.08
School level									
Primary	0.26	0.26	0.85	0.76	0.46	0.28	0.06	0.10	0.13
Middle	0.21	0.21	0.67	0.80	0.50	0.27	0.16	0.08	0.08
High	0.23	0.23	0.87	0.86	0.54	0.31	0.12	0.06	0.11
Combined	0.53	0.53	1.54	2.02	1.62	0.43	†	0.51	0.23
Student enrollment									
Less than 100	0.90	0.90	1.56	2.17	1.50	0.17	0.11	0.57	0.24
100–199	0.56	0.56	1.70	1.96	1.29	0.20	0.04	0.61	0.15
200–499	0.25	0.25	0.67	0.75	0.66	0.21	0.13	0.16	0.15
500–749	0.25	0.25	1.00	1.01	0.62	0.32	0.09	0.11	0.15
750–999	0.37	0.37	1.61	1.61	0.71	0.58	0.23	0.10	0.17
1,000 or more	0.31	0.31	1.13	1.11	0.65	0.40	0.09	0.06	0.12
Percent of K–12 students who were approved for free or reduced-price lunches									
0–34	0.24	0.24	0.52	0.69	0.34	0.31	0.06	0.07	0.13
35–49	0.36	0.36	0.75	1.05	0.57	0.38	0.11	0.12	0.15
50–74	0.21	0.21	1.04	1.14	0.67	0.38	0.18	0.11	0.08
75 or more	0.42	0.42	1.30	0.83	0.91	0.39	0.07	0.19	0.15
School did not participate in free or reduced-price lunch program	0.94	0.94	4.20	5.48	0.90	1.12	0.20	0.51	0.71

See notes at end of table.

Table A-3. Standard errors for Table 3: Percentage distribution of K–12 students, by sex, race/ethnicity, school type, and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Sex		Race/ethnicity						
	Male	Female	Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Asian, non-Hispanic	Native Hawaiian/Pacific Islander, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Two or more races, non-Hispanic
All private schools	0.68	0.68	0.54	0.91	0.52	0.21	0.10	0.16	0.18
School classification									
Catholic	0.86	0.86	0.88	1.38	0.88	0.32	0.17	0.28	0.24
Other religious	1.12	1.12	0.62	1.47	0.99	0.29	0.15	0.14	0.35
Nonsectarian	1.56	1.56	0.74	1.38	0.87	0.59	0.09	†	0.48
Community type									
City	1.15	1.15	1.03	1.71	1.00	0.35	0.14	0.05	0.38
Suburban	0.97	0.97	0.95	1.57	0.76	0.43	0.14	0.13	0.26
Town	0.76	0.76	1.32	2.94	1.37	0.34	†	†	0.52
Rural	0.85	0.85	0.92	1.28	0.48	0.45	0.12	†	0.22
School level									
Elementary	0.61	0.61	0.66	1.20	0.88	0.28	0.13	0.26	0.28
Secondary	2.67	2.67	1.63	2.32	0.87	0.59	0.15	0.04	0.43
Combined	1.04	1.04	0.70	1.49	0.89	0.38	0.18	†	0.30
Student enrollment									
Less than 100	0.70	0.70	0.79	1.54	1.15	0.41	0.39	0.16	0.37
100–199	0.75	0.75	1.23	2.08	1.57	0.54	0.23	†	0.56
200–499	0.96	0.96	0.78	1.37	0.86	0.41	0.12	0.11	0.25
500–749	2.06	2.06	1.81	2.34	1.49	0.49	†	0.06	0.42
750 or more	†	†	†	†	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Private School Data Files," 2011–12.

Table A-4. Standard errors for Table 4: Number and percentage of schools that had any 12th-grade students the previous year (2010–11), and among those schools, percentage of 12th-grade students who graduated and percentage of graduates who went on to a 4-year college, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Number of schools with students enrolled in the 12th grade during the previous year (2010–11)	Percent of all schools with students enrolled in the 12th grade during the previous year (2010–11)	Among schools that had any 12th-grade students during 2010–11	
			Average percent of 12th-grade students who graduated with a high school diploma during the previous year (2010–11)	Average percent of graduates from the previous year (2010–11) who went on to a 4-year college
All schools	460	0.37	0.77	0.75
All public schools	332	0.35	0.90	0.59
School classification				
Traditional public	276	0.30	0.72	0.54
Charter school	232	4.58	7.36	5.07
Community type				
City	219	0.83	3.11	1.53
Suburban	161	0.62	1.50	1.42
Town	264	1.73	2.21	1.76
Rural	257	0.73	0.67	0.88
School level				
Primary	†	†	†	†
Middle	†	†	†	†
High	453	0.62	0.60	0.68
Combined	513	2.03	2.71	1.57
Student enrollment				
Less than 100	259	2.73	3.28	1.32
100–199	222	2.75	4.26	1.87
200–499	323	0.87	1.45	1.26
500–749	161	0.79	1.08	1.69
750–999	125	1.62	0.78	1.44
1,000 or more	270	1.82	0.41	1.10
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	238	0.93	0.76	0.99
35–49	212	1.37	1.22	1.27
50–74	264	1.10	0.97	1.31
75 or more	232	1.04	1.91	1.60
School did not participate in free or reduced-price lunch program	246	4.41	7.11	5.24

See notes at end of table.

Table A-4. Standard errors for Table 4: Number and percentage of schools that had any 12th-grade students the previous year (2010–11), and among those schools, percentage of 12th-grade students who graduated and percentage of graduates who went on to a 4-year college, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Number of schools with students enrolled in the 12th grade during the previous year (2010–11)	Percent of all schools with students enrolled in the 12th grade during the previous year (2010–11)	Among schools that had any 12th-grade students during 2010–11	
			Average percent of 12th-grade students who graduated with a high school diploma during the previous year (2010–11)	Average percent of graduates from the previous year (2010–11) who went on to a 4-year college
All private schools	305	1.14	1.34	2.10
School classification				
Catholic	46	0.63	2.04	2.21
Other religious	271	2.02	1.62	3.31
Nonsectarian	132	1.97	2.77	3.67
Community type				
City	223	2.02	2.35	3.17
Suburban	226	2.09	1.08	4.00
Town	157	4.77	4.76	8.90
Rural	212	3.28	2.91	4.21
School level				
Elementary	†	†	†	†
Secondary	162	2.32	2.92	3.01
Combined	266	2.49	1.26	2.57
Student enrollment				
Less than 100	257	1.91	2.86	4.09
100–199	141	2.46	3.23	4.03
200–499	186	2.43	0.40	2.48
500–749	95	4.29	0.78	2.74
750 or more	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Private School Data Files," 2011–12.

Table A-5. Standard errors for Table 5: Total number of full-time and part-time school staff (head counts), by type of staff, school type, and selected school characteristics: 2011–12

School type and selected school characteristic	Vice principals and assistant principals/school heads	Instructional coordinators and supervisors, such as curriculum specialists	Librarians/library media specialists	School counselors, excluding psychologists and social workers	Student support services professional staff				Other student support services professional staff
					Nurses	Social workers	Psychologists	Speech therapists or pathologists	
All schools	1,441	2,031	982	1,942	1,105	1,016	742	1,063	2,943
All public schools	1,372	1,803	872	1,930	1,012	836	679	1,008	2,468
School classification									
Traditional public	1,480	1,747	787	1,772	928	841	681	1,002	2,263
Charter school	282	298	247	408	257	148	187	251	950
Community type									
City	738	1,104	556	1,080	559	489	393	537	1,562
Suburban	843	1,086	472	971	495	495	433	688	1,320
Town	318	444	401	460	424	271	283	447	835
Rural	715	745	526	733	534	351	412	656	1,450
School level									
Primary	782	1,318	630	833	711	683	608	956	1,803
Middle	352	574	199	440	216	252	177	253	443
High	1,005	910	428	1,307	486	346	276	449	1,302
Combined	379	365	378	834	713	339	257	320	1,393
Student enrollment									
Less than 100	148	113	198	277	278	241	259	242	856
100–199	187	229	290	315	312	262	240	324	460
200–499	598	1,019	650	763	765	570	624	873	1,300
500–749	604	1,211	720	824	684	509	616	890	1,432
750–999	642	750	476	892	443	282	401	663	1,325
1,000 or more	1,357	1,079	452	1,702	592	352	405	633	1,196
Percent of K–12 students who were approved for free or reduced-price lunches									
0–34	762	995	651	1,095	676	447	638	986	1,403
35–49	698	835	453	865	603	323	460	679	924
50–74	908	983	607	1,157	659	589	526	830	1,209
75 or more	777	1,261	682	905	691	501	526	731	1,860
School did not participate in free or reduced-price lunch program	267	303	157	388	316	162	169	245	330

See notes at end of table.

Table A-5. Standard errors for Table 5: Total number of full-time and part-time school staff (head counts), by type of staff, school type, and selected school characteristics: 2011–12—  
Continued

School type and selected school characteristic	Vice principals and assistant principals/school heads	Instructional coordinators and supervisors, such as curriculum specialists	Librarians/library media specialists	School counselors, excluding psychologists and social workers	Student support services professional staff				
					Nurses	Social workers	Psychologists	Speech therapists or pathologists	Other student support services professional staff
All private schools	452	766	483	546	479	531	318	300	1,413
School classification									
Catholic	245	198	217	294	241	196	106	87	416
Other religious	335	491	325	314	255	165	137	55	528
Nonsectarian	332	540	306	382	371	497	279	278	1,267
Community type									
City	397	604	374	425	277	438	243	225	1,213
Suburban	365	554	294	318	294	322	144	144	524
Town	148	162	164	173	181	†	55	73	†
Rural	231	217	245	277	255	174	133	94	403
School level									
Elementary	310	330	290	252	305	152	119	131	459
Secondary	249	446	151	292	291	283	145	†	648
Combined	349	602	364	422	341	426	250	269	1,305
Student enrollment									
Less than 100	258	246	281	219	328	331	219	147	1,096
100–199	203	198	255	228	273	165	144	156	421
200–499	341	497	276	373	353	409	170	176	708
500–749	219	123	189	249	166	31	86	†	456
750 or more	†	†	†	†	†	†	†	†	†

See notes at end of table.



Table A-5. Standard errors for Table 5: Total number of full-time and part-time school staff (head counts), by type of staff, school type, and selected school characteristics: 2011–12—  
Continued

School type and selected school characteristic	Aides							Custodial maintenance and security personnel	Other employees not previously reported
	Regular Title I aides	English as a second language (ESL) or bilingual teacher aides	Special education aides	Library media center aides	Other classroom aides	Secretaries and other clerical support staff	Food service personnel		
All schools	3,396	1,878	9,013	1,235	4,505	4,031	5,374	6,254	5,188
All public schools	3,310	1,838	8,109	1,008	3,921	3,512	5,114	6,008	4,581
School classification									
Traditional public	2,888	1,845	7,753	987	3,912	3,308	4,933	5,338	4,431
Charter school	1,366	261	972	138	1,051	811	769	1,381	1,179
Community type									
City	2,232	1,265	4,395	535	2,525	1,733	2,631	3,351	2,217
Suburban	1,806	676	4,557	408	2,563	2,042	3,191	2,981	3,651
Town	1,415	534	2,160	356	1,410	1,385	1,944	1,486	794
Rural	1,556	598	3,277	533	2,195	1,653	3,104	3,119	1,188
School level									
Primary	2,761	1,671	6,060	821	4,029	1,694	2,965	2,236	3,965
Middle	504	228	1,773	233	699	775	1,331	1,077	594
High	806	407	3,483	355	1,221	2,574	3,419	4,394	1,740
Combined	2,074	319	2,514	234	1,332	1,965	1,559	2,441	1,574
Student enrollment									
Less than 100	453	148	1,327	177	725	980	453	719	584
100–199	725	276	1,685	290	712	618	831	853	598
200–499	1,626	890	5,302	654	2,442	1,755	2,867	2,581	1,680
500–749	1,963	1,348	4,994	606	3,273	1,871	3,246	2,695	1,931
750–999	1,415	590	3,567	370	1,828	1,777	2,771	2,869	3,506
1,000 or more	1,941	471	4,293	434	1,751	3,618	4,356	4,922	2,351
Percent of K–12 students who were approved for free or reduced-price lunches									
0–34	1,384	900	4,890	562	2,971	2,401	3,428	3,571	3,907
35–49	1,806	486	3,480	532	1,920	1,789	2,669	2,438	1,614
50–74	1,651	877	3,975	561	2,870	2,199	3,486	3,284	1,380
75 or more	2,154	1,343	4,063	492	2,485	2,054	3,356	3,270	2,305
School did not participate in free or reduced-price lunch program	356	121	1,143	104	1,086	1,166	577	1,526	†

See notes at end of table.

Table A-5. Standard errors for Table 5: Total number of full-time and part-time school staff (head counts), by type of staff, school type, and selected school characteristics: 2011–12—  
Continued

School type and selected school characteristic	Aides							Other employees not previously reported	
	Regular Title I aides	English as a second language (ESL) or bilingual teacher aides	Special education aides	Library media center aides	Other classroom aides	Secretaries and other clerical support staff	Food service personnel		Custodial maintenance and security personnel
All private schools	817	325	3,472	501	2,523	1,468	1,363	1,574	3,436
School classification									
Catholic	425	82	941	265	955	636	783	617	1,674
Other religious	486	206	365	347	1,343	1,029	926	967	1,805
Nonsectarian	553	229	3,227	178	1,730	1,075	908	1,165	2,462
Community type									
City	547	209	2,163	184	1,367	1,077	999	1,088	1,668
Suburban	449	162	1,988	436	1,732	1,201	825	1,109	2,085
Town	131	24	1,395	86	911	387	421	394	1,353
Rural	304	166	807	158	670	685	582	676	2,017
School level									
Elementary	652	246	636	304	1,684	661	683	680	2,047
Secondary	†	49	495	†	311	737	691	566	1,854
Combined	405	206	3,285	201	1,735	1,296	1,046	1,442	2,226
Student enrollment									
Less than 100	440	219	2,425	129	1,577	651	553	649	1,891
100–199	294	98	1,854	139	697	596	494	563	1,810
200–499	614	223	1,733	362	1,789	1,083	1,026	1,059	2,115
500–749	†	46	296	218	725	877	631	723	645
750 or more	†	†	†	†	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Private School Data Files," 2011–12.

Table A-6. Standard errors for Table 6: Number and percentage of schools that had staff with specialist or coaching assignments, and among those schools, the percentage that had staff with a particular specialist or coaching assignment, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Number of schools that had staff with specialist or coaching assignments	Percent of all schools that had staff with specialist or coaching assignments	Among schools that had staff with specialist or coaching assignments, percent that had						
			Reading specialists	Math specialists	Science specialists	Reading coaches	Math coaches	Science coaches	General instructional/not subject-specific coaches
All schools	826	0.73	1.09	0.96	0.70	0.77	0.79	0.57	0.69
All public schools	718	0.82	1.13	1.05	0.75	0.85	0.89	0.61	0.78
School classification									
Traditional public	734	0.85	1.06	1.02	0.78	0.88	0.89	0.62	0.70
Charter school	247	4.58	6.04	5.53	3.93	5.25	5.10	3.44	5.79
Community type									
City	464	1.75	2.28	2.08	1.35	2.21	1.97	1.32	2.03
Suburban	368	1.24	1.55	1.83	1.54	1.65	1.55	1.18	1.35
Town	398	2.05	3.62	2.73	1.53	2.84	2.93	1.09	3.59
Rural	424	1.22	1.66	1.61	0.98	1.45	1.41	0.76	1.43
School level									
Primary	629	1.18	1.39	1.36	1.07	1.25	1.21	0.83	1.05
Middle	211	1.22	1.65	1.62	0.76	1.58	1.65	1.03	1.41
High	326	1.25	1.94	2.00	1.57	1.74	1.66	1.02	2.09
Combined	511	3.77	5.33	3.99	3.01	4.28	4.42	2.28	6.37
Student enrollment									
Less than 100	245	3.14	4.36	4.05	3.31	3.43	3.00	1.46	4.17
100–199	301	3.51	4.79	4.30	2.79	4.02	3.37	1.57	5.34
200–499	673	1.18	1.84	1.72	1.23	1.57	1.45	0.81	1.45
500–749	522	1.53	1.99	2.06	1.33	1.97	1.70	1.30	1.60
750–999	359	1.79	2.36	2.94	2.41	2.82	2.27	1.83	2.11
1,000 or more	286	1.48	2.07	2.02	1.75	2.40	2.32	1.58	2.27
Percent of K–12 students who were approved for free or reduced-price lunches									
0–34	536	1.41	1.58	1.48	1.25	1.73	1.20	0.60	1.23
35–49	423	1.70	1.89	2.55	1.77	2.69	2.06	1.25	1.78
50–74	517	1.42	2.10	2.19	1.32	2.11	1.79	1.09	1.73
75 or more	569	1.52	2.20	1.84	1.80	2.09	2.13	1.34	1.94
School did not participate in free or reduced-price lunch program	268	5.76	11.22	8.47	6.29	10.67	10.04	2.92	10.32

See notes at end of table.

Table A-6. Standard errors for Table 6: Number and percentage of schools that had staff with specialist or coaching assignments, and among those schools, the percentage that had staff with a particular specialist or coaching assignment, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Number of schools that had staff with specialist or coaching assignments	Percent of all schools that had staff with specialist or coaching assignments	Among schools that had staff with specialist or coaching assignments, percent that had						
			Reading specialists	Math specialists	Science specialists	Reading coaches	Math coaches	Science coaches	General instructional/not subject-specific coaches
All private schools	432	1.69	2.62	2.38	1.96	1.83	1.98	1.40	2.31
School classification									
Catholic	194	2.86	3.68	4.25	3.65	3.58	2.45	2.00	4.39
Other religious	328	2.51	4.82	4.16	3.17	3.28	3.76	2.36	4.21
Nonsectarian	160	2.46	4.23	3.56	3.75	2.89	2.60	2.46	3.20
Community type									
City	220	2.41	3.66	3.63	3.36	3.09	3.08	2.47	3.21
Suburban	262	2.77	3.82	3.67	3.04	2.32	2.25	1.66	3.39
Town	120	3.90	9.28	9.59	10.52	10.47	10.52	†	9.88
Rural	223	3.08	6.31	4.84	4.48	4.40	5.05	4.24	5.21
School level									
Elementary	308	2.06	3.05	2.62	2.74	2.12	1.72	1.43	3.10
Secondary	164	4.90	8.54	6.85	5.89	7.98	8.32	6.25	8.63
Combined	217	2.37	4.72	4.32	2.93	3.13	3.38	2.92	4.50
Student enrollment									
Less than 100	360	2.59	4.39	3.98	3.43	3.44	3.55	2.65	4.05
100–199	173	3.11	4.21	5.85	4.83	4.49	4.11	2.95	4.83
200–499	195	2.66	4.28	4.35	3.49	2.82	2.59	2.63	4.20
500–749	74	4.66	5.75	6.67	4.75	6.65	6.61	5.95	7.92
750 or more	†	†	†	†	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Private School Data Files," 2011–12.

Table A-7. Standard errors for Table 7: Number of schools with students enrolled in any of grades 9–12, and among those schools, percentage that offered various college/career preparation opportunities, by school type and selected school characteristics: 2011–12

School type and selected school characteristic	Number of schools with students enrolled in any of grades 9–12	Among schools with students in any of grades 9–12, percent that offered						
		Dual or concurrent enrollment that offers high school and college credit	Advanced Placement (AP) courses for college credit	International Baccalaureate (IB)	Work-based learning or internships outside of school	Career and technical education courses	Specialized career academy	
All schools	443	†	1.07	0.38	†	†	†	
All public schools	362	1.32	1.23	0.52	1.37	1.01	1.27	
School classification								
Traditional public	259	1.14	1.18	0.32	1.28	0.89	1.04	
Charter school	255	6.86	6.88	†	8.03	6.16	†	
Community type								
City	239	3.34	3.43	2.03	3.61	2.86	2.09	
Suburban	209	2.34	2.22	0.62	2.27	2.11	2.10	
Town	260	3.40	4.07	0.53	3.90	3.09	4.63	
Rural	251	1.51	1.59	0.35	1.52	1.34	1.45	
School level								
Primary	†	†	†	†	†	†	†	
Middle	†	†	†	†	†	†	†	
High	434	0.97	1.43	0.41	1.18	1.18	1.29	
Combined	573	2.86	2.56	†	3.03	2.51	3.04	
Student enrollment								
Less than 100	282	2.87	1.62	†	3.40	3.07	1.93	
100–199	227	5.42	3.33	†	4.17	3.84	2.18	
200–499	340	1.81	2.58	†	2.52	2.60	3.17	
500–749	179	2.83	2.56	0.69	2.79	2.60	2.91	
750–999	142	3.63	2.23	1.68	4.03	3.07	3.13	
1,000 or more	282	1.15	1.16	1.01	1.53	1.15	1.81	
Percent of K–12 students who were approved for free or reduced-price lunches								
0–34	249	1.54	1.81	0.62	1.77	1.37	1.54	
35–49	219	1.86	2.64	0.65	2.54	2.33	2.00	
50–74	274	2.17	2.75	0.78	2.45	2.20	2.02	
75 or more	238	3.15	2.82	0.46	2.58	2.68	2.65	
School did not participate in free or reduced-price lunch program	245	6.80	5.75	†	7.05	5.40	7.26	

See notes at end of table.

Table A-7. Standard errors for Table 7: Number of schools with students enrolled in any of grades 9–12, and among those schools, percentage that offered various college/career preparation opportunities, by school type and selected school characteristics: 2011–12—Continued

School type and selected school characteristic	Number of schools with students enrolled in any of grades 9–12	Among schools with students in any of grades 9–12, percent that offered					
		Dual or concurrent enrollment that offers high school and college credit	Advanced Placement (AP) courses for college credit	International Baccalaureate (IB)	Work-based learning or internships outside of school	Career and technical education courses	Specialized career academy
All private schools	237	†	2.18	0.54	†	†	†
School classification							
Catholic	42	†	3.61	1.36	†	†	†
Other religious	237	†	3.44	†	†	†	†
Nonsectarian	101	†	3.55	0.58	†	†	†
Community type							
City	241	†	3.97	1.57	†	†	†
Suburban	220	†	4.40	†	†	†	†
Town	189	†	7.41	†	†	†	†
Rural	207	†	4.52	†	†	†	†
School level							
Elementary	†	†	†	†	†	†	†
Secondary	155	†	3.34	1.03	†	†	†
Combined	223	†	2.42	†	†	†	†
Student enrollment							
Less than 100	263	†	3.52	†	†	†	†
100–199	136	†	5.59	†	†	†	†
200–499	186	†	4.39	†	†	†	†
500–749	95	†	3.92	†	†	†	†
750 or more	†	†	†	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Private School Data Files," 2011–12.

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

## Overview of the Schools and Staffing Survey

The Schools and Staffing Survey (SASS) is sponsored by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education and is conducted by the U.S. Census Bureau. SASS is a nationally representative sample survey of public and private K–12 schools, principals, and teachers in the 50 states and the District of Columbia. School districts associated with public schools and library media centers in public schools are also part of SASS. SASS has been conducted seven times: in school years 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12.

The 2011–12 SASS consisted of questionnaires for five types of respondents: school districts (public), schools (public and private), principals (public and private), teachers (public and private), and school library media centers (public). Modified versions of the public school principal, public school, and public school teacher questionnaires that incorporated wording and questions appropriate for private school settings were sent to private schools. Charter schools and schools in single-school districts received a modified public school questionnaire that included both district and school items.

For public schools, information can be linked across teachers and their principals, schools, library media centers, and districts. For private schools, information can be linked across teachers and their principals and schools. For the content of the questionnaires, see <http://nces.ed.gov/surveys/sass/questionnaire.asp>. Appendix C of this report provides information about how the SASS data files used to produce this report were created.

SASS was designed to produce national, regional, and state estimates for public elementary and secondary schools, school districts, principals, teachers, and school library media centers; and national and regional estimates for public charter schools, as well as principals, teachers, and school library media centers within these schools. 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 by state.

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

**This appendix includes information on all components of SASS. For additional information on the specific SASS-related topics discussed in this appendix, consult the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming) or the *User’s Manual for the 2011–12 Schools and Staffing Survey Volumes 1–6* (Goldring et al. 2013). To access additional general information on SASS or for electronic copies of the questionnaires, go to the SASS home page (<http://nces.ed.gov/surveys/sass>).**

### Sampling Frames and Sample Selection

**Public schools.** The starting point for the 2011–12 SASS public school sampling frame was the preliminary 2009–10 Common Core of Data (CCD) Nonfiscal School Universe data file.<sup>1</sup> The sampling frame was adjusted from the CCD in order to fit the definition of a school eligible for SASS. To be eligible for SASS, a school was defined as an institution or part of an institution that provides classroom

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<sup>1</sup> For more information about the CCD, see <http://nces.ed.gov/ccd/>.



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).

The SASS 2011–12 universe of schools is confined to the 50 states plus the District of Columbia and excludes the other jurisdictions, Department of Defense overseas schools, Bureau of Indian Education 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.

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

Finally, additional school records were added to the sampling frame. Most of these records were for alternative, special education, or juvenile justice facilities in California, Pennsylvania, and New York.<sup>2</sup> For a detailed list of frame modifications, see the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming). After deleting, collapsing, and adding school records, the SASS public school sampling frame consisted of about 90,530 traditional public schools and 5,080 public charter schools.

SASS uses a stratified, probability proportionate to size (PPS) sample (for an explanation of PPS sampling, see Cochran, 1977). The first level of stratification was school type: (1) schools in a subset of the states where counties are the school districts (Florida, Maryland, Nevada, and West Virginia) so that each of these districts had school(s) selected; (2) public charter schools; and (3) all other traditional public schools. The second-level stratification was state and school district for type 1 schools, and states or groups of states for type 2 and 3 schools. Each of the school types was then stratified by grade level (elementary, secondary, and combined for public charter schools; primary, middle, high, and combined for traditional public schools). Within each stratum, schools were sorted prior to sampling by state, community type (12 categories), collapsed ZIP code, percent free or reduced-price lunch (2 categories), highest grade in the school, percent minority enrollment (4 categories), and enrollment. The measure of size used for the schools was the square root of the number of full-time-equivalent teachers reported or imputed for each school during sampling frame development. If a school's measure of size was greater than the sampling interval, the school was included in the sample with certainty. Each stratum was assigned a sample size to meet the defined precision goals of the survey. For example, for public primary schools, the goal was 15 percent or lower for coefficient of variation (CV) for national, regional, and state estimates for key characteristics. These sampling procedures resulted in a total public school sample of about 10,250 traditional public schools and 750 public charter schools.

**Private schools.** The 2011–12 SASS private school frame was based on the 2009–10 Private School Universe Survey (PSS) as updated for the 2011–12 PSS.<sup>3</sup> That update is conducted prior to each

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<sup>2</sup> In the 2007–08 SASS, records for Career Technical Centers (CTCs) were added to the frame because they were believed to be underrepresented in CCD. In 2011–12 SASS, special handling of CTCs was not deemed necessary. However, CTCs listed in CCD that met the SASS eligibility criteria were included on the SASS sampling frame.

<sup>3</sup> For more information about the PSS, see <http://nces.ed.gov/surveys/pss>.

administration of PSS by collecting membership lists from private school associations and religious denominations, as well as private school lists from state education departments. The 2011–12 SASS private school frame was further augmented by the inclusion of additional schools that were identified through the 2009–10 PSS area frame data collection; these area frame schools were included in the SASS sample survey with certainty. Schools with kindergarten as the highest grade level were deleted from the frame to fit the SASS definition. After these changes, the private school sampling frame consisted of about 28,490 private schools.

Private schools were stratified by affiliation strata, grade level (elementary, secondary, and combined), and Census region (Northeast, Midwest, South, and West). 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). Within each stratum, private schools in the list frame were sorted prior to sampling by: state, highest grade in the school, community type (12 categories), ZIP code, and enrollment. The measure of size and PPS procedures described for public schools were used for private schools as well. Of the 3,000 private schools sampled for the 2011–12 SASS, about 2,750 were from the list frame and about 250 were from the 2009–10 PSS area frame.

**Public school districts.** Since the SASS sample design calls for schools to be selected first, the public school district sample consists of the districts that were associated with the schools in the public school sample. This provides the linkage between the district and the school. In Florida, Maryland, Nevada, and West Virginia, school sampling was done in such a way that all districts were taken with certainty. About 5,800 public school districts were pulled into the sample by being associated with sampled public schools.

**Teachers.** Teachers are defined as staff members who teach regularly scheduled classes to students in any of grades K–12. Teacher Listing Forms (i.e., teacher rosters) were collected from sampled schools and districts, primarily by mail, and compiled at the Census Bureau. This compilation was done on an ongoing basis throughout the roster collection period. Along with the names of teachers, sampled schools were asked to provide information about each teacher’s teaching experience (1st year, 2–3 years, 4–19 years, and 20 or more years), teaching status (full or part time), and subject matter taught (special education, general elementary, math, science, English/language arts, social studies, vocational/technical, or other).

Sampling was also done on an ongoing basis throughout the roster collection period. The Census Bureau first stratified teachers into four teacher strata: (1) beginning teachers (in their first year of teaching); (2) early-career teachers (in their second or third years of teaching), (3) mid-career teachers (in their 4th through 19th years of teaching), and (4) experienced teachers (in their 20th or later years of teaching). Beginning and early-career teachers were oversampled to improve the survey estimates for this subpopulation. Teachers within a school were sorted by the teacher stratum code, the subject matter taught, and the teacher line number code. The teacher line number is a unique number assigned to identify the individual within the teacher list. Within each teacher stratum in each school, teachers were selected systematically with equal probability.

So that a school would not be overburdened by sampling too large a proportion of its teachers, the maximum number of teachers per school was set at 20. About 20 percent of the eligible public schools and 28 percent of the eligible private schools did not provide teacher lists that could be used for sampling teachers. For these schools, no teachers were selected. About 51,100 public schools teachers and 7,100 private school teachers were sampled.

**Principals.** The principal of each sampled school was selected. About 14,000 school principals were sampled (10,250 traditional public school principals, 750 public charter school principals, and 3,000 private school principals).

**Library media centers.** A library media center in each sampled public school was also selected. Private schools were not included in the library media center survey. About 10,250 traditional public school and 750 public charter school library media centers were sampled.

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

## Data Collection Procedures

In 2011–12, SASS employed a mail-based survey approach with subsequent telephone and in-person field follow-up. Prior to the beginning of data collection, research applications were submitted to public school districts that required applications to conduct research in their schools. Starting in June 2011, all districts were contacted by telephone to verify or collect the information about the district and sampled school(s) needed for data collection, identify the best person to receive the district questionnaire, and determine if the district would provide an electronic teacher list for sampled school(s). Survey packages were mailed to districts in October 2011.<sup>4</sup> Follow-up was conducted sequentially by mail, telephone, and in person to districts that did not provide the requested questionnaire and/or teacher list.

In preparation for school-level data collection, advance letters were mailed to the sampled schools in June 2011 to verify their addresses. School packages were mailed in October 2011.<sup>5</sup> Next, schools were telephoned using a computer-assisted telephone-interviewing instrument to verify school information, establish a survey coordinator (who became the main contact person at the school for subsequent communication), and follow up on the Teacher Listing Form if the school district had not already provided an electronic teacher list. Teacher questionnaires were mailed to schools on a flow basis as teachers were sampled on an ongoing basis from the data provided on the Teacher Listing Form or electronic teacher list. The field 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. Individual survey respondents (principal, librarian, and teachers) were also called from the telephone centers and asked to complete the questionnaire by phone. Data collection ended in June 2012.

## Data Processing and Imputation

The Census Bureau used both central processing and headquarters staff to check returned questionnaires, key the data, and implement quality control procedures. Questionnaires that had a preliminary classification of a complete interview were submitted to a series of computer edits consisting of a range check, a consistency edit, a blanking edit,<sup>6</sup> and a logic edit. After these edits were run and reviewed by analysts, the records were put through another edit to make a final determination as to whether the case

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<sup>4</sup> The SASS district package contained a cover letter, the School District Questionnaire, and postage-paid return envelope. Districts that indicated they would provide electronic list(s) of teachers for their selected school(s) received a letter that explained the purpose of the teacher list and provided instructions for uploading the file. In districts with only one school, the school received the Public School Questionnaire (With District Items) in lieu of the School District Questionnaire and School Questionnaire.

<sup>5</sup> The SASS school package contained a cover letter to the principal, a cover letter to the survey coordinator, the Teacher Listing Form if the district could not provide it, the Public School Principal Questionnaire or Private School Principal Questionnaire, the Public School Questionnaire or Public School Questionnaire (With District Items) or Private School Questionnaire, the School Library Media Center Questionnaire (for public schools only), postage-paid return envelopes, and the *Statistical Abstract of the United States: 2011 CD*.

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

was eligible for the survey and whether sufficient data had been collected for the case to be classified as a complete interview.

After the final edits were run, cases with “not-answered” values for items remained. Values were imputed using two main approaches. Donor respondent methods, such as hot-deck imputation, were used. 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, computer edits were run again to verify that the imputed data were consistent with the existing questionnaire data. If that was not the case, an imputed value was blanked out by one of these computer edits due to inconsistency with other data within the same questionnaire or because it was out of the range of acceptable values. In these situations, Census Bureau analysts looked at the items and tried to determine an appropriate value. 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 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming).

## Response Rates

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

**Table B-1. Weighted unit and overall response rates using initial base weight, by survey: 2011–12**

Survey	Unit response rate (percent)	Overall response rate (percent)
Public School Teacher Listing Form	79.6	†
Private School Teacher Listing Form	71.6	†
Public School District	80.6	†
Public School	72.5	†
Private School	65.7	†
Public School Principal	72.7	†
Private School Principal	64.7	†
Public School Teacher	77.7	61.8
Private School Teacher	69.9	50.1
Public School Library Media Center	72.9	†

† Not applicable.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School and Private School Teacher Listing Forms; Public School District, Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, Private School Teacher, and Public School Library Media Center Documentation Data Files,” 2011–12.

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

**Overall response rates.** The overall response rate represents the response rate to the survey taking into consideration each stage of the survey. For teachers, the overall response rate is calculated as the product of the response rate to two stages: the Teacher Listing Form and the teacher questionnaire.<sup>8</sup> The weighted overall response rate using the initial base weight for public school teachers was 61.8 percent; and for private school teachers, 50.1 percent. For the other surveys, the overall and unit response rates are the same since these surveys have only one sampling stage.

**Unit nonresponse bias analysis.** Because the *NCES Statistical Standards* (4-4) require analysis of nonresponse bias for any survey stage with a base-weighted response rate less than 85 percent, all SASS files were evaluated for potential bias. For each survey, national-level estimates were first examined for potential bias. For public schools, principals, teachers, and library media centers, these national-level estimates were evaluated within charter and noncharter schools. Next, the base-weighted<sup>9</sup> unit response rate was calculated by state or affiliation strata depending on the sector (public and private, respectively). If the base-weighted response rate for any state or affiliation stratum was below 85 percent, a detailed comparison of respondents to the frame population was conducted by examining characteristics. These characteristics were enrollment, community type, and school level for public schools; school level and region for private schools. A difference between the frame and respondent population was considered noteworthy if the difference was statistically significant and the following three conditions were met:

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

As shown in table B-1, the weighted response rate using the initial base weight was 80.6 percent for public school districts. The weighted response rate using the initial base weight was 72.5 percent for public schools and 65.7 percent for private schools. Table B-2 contains a list of the comparisons between the frame and the weighted distribution where evidence of potential bias was found for national-level data on the public school file. Table B-3 contains a similar list for national-level data on the private school file. The weighted response rate using the initial base weight was 72.7 percent for public school principals and 64.7 percent for private school principals. The weighted response rate using the initial base weight for the teacher listing form was 79.6 for public schools and 71.6 for private schools. The weighted questionnaire response rate using the initial base weight for the teacher survey was 77.7 percent for public school teachers and 69.9 percent for private school teachers. The weighted response rate using the initial base weight was 72.9 percent for public school library media centers.

Nonresponse adjustments were designed to reduce or eliminate nonresponse bias. The nonresponse-adjusted comparisons to the frame shown in tables B-2 and B-3 reflect the nonresponse adjustment. These tables show that there is no evidence of potential bias after nonresponse adjustments were made for the national-level items included in the analysis. For further information on unit response rates and nonresponse bias analysis, see the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming).

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

<sup>9</sup> 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 (i.e., a junior high school and a senior high school merge to become a junior/senior high school).

**Table B-2. 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: 2011–12**

Potential source of bias					
Estimate level	School type (traditional or charter)	Characteristic	Value	Base-weighted respondent distribution	Nonresponse- adjusted respondent distribution
National	Traditional	Community type	(City)	x	
National	Traditional	Community type	(Town)	x	
National	Traditional	Community type	(Rural)	x	
National	Traditional	Number of teachers	(50–74)	x	
National	Traditional	Percent free lunch eligible	(75% or more)	x	
National	Traditional	Percent non-White	(5–9%)	x	
National	Traditional	Percent non-White	(10–19%)	x	
National	Traditional	Percent non-White	(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, Schools and Staffing Survey (SASS), “Public School Documentation Data File,” 2011–12.

**Table B-3. 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: 2011–12**

Potential source of bias				
Estimate level	Characteristic	Value	Base-weighted respondent distribution	Nonresponse- adjusted respondent distribution
National	Number of teachers	(30–49)	x	
National	Number of teachers	(50 or more)	x	
National	School level	(Combined)	x	
National	Affiliation	(Catholic, Parochial)	x	
National	Affiliation	(Catholic, Diocesan)	x	
National	Affiliation	(Lutheran)	x	
National	Affiliation	(Nonsectarian, Regular)	x	

NOTE: x denotes comparisons that are a potential source of bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Documentation Data File,” 2011–12.

**Item response rates.** The item response rate indicates the percentage of respondents who answered a given survey question or item. The weighted SASS item response rate is calculated by dividing the weighted number of respondents who provided an answer to an item by the weighted number of respondents who were eligible to answer that item.<sup>10</sup> Table B-4 provides a brief summary of the weighted item response rates for each questionnaire. For the public school data, only two of the survey items included in this report have item response rates less than 85 percent. The first item is the 12th-grade enrollment at the start of the previous school year (October 1, 2010). The second item is the percentage of last year’s graduates who went to a 4-year college among schools that had students who graduated with a high school diploma the previous school year (2010-11). Each of these items has a weighted item response rate of 84 percent. For the private school data, all survey items included in this report have item

<sup>10</sup> For the formula to calculate the item response rate, see *NCES Statistical Standards* (U.S. Department of Education 2003).

response rates of 85 percent or more. For further information on item response rates and bias analysis, see the *Survey Documentation for the 2011–12 Schools and Staffing Survey* (Chambers et al. forthcoming).

**Table B-4. Summary of weighted item response rates, by survey: 2011–12**

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 District	100.0	0.0
Public School	96.2	3.8
Private School <sup>1</sup>	93.5	6.1
Public School Principal	98.9	1.1
Private School Principal	98.3	1.7
Public School Teacher	94.2	5.8
Private School Teacher	92.5	7.5
Public School Library Media Center	100.0	0.0

<sup>1</sup> There was one item on the Private School Questionnaire that had 0 eligible respondents; thus, the response rate could not be calculated. For this reason, the percentages on this row do not sum to 100.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School and Private School Teacher Listing Forms; Public School District, Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, Private School Teacher, and Public School Library Media Center Documentation Data Files,” 2011–12.

## Weighting

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

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: the respondents are reweighted to represent the nonrespondents.

Finally, for some files, a ratio-adjustment factor is calculated and applied to the sample to adjust the sample totals to the frame totals. This improves the precision of survey estimates.

The product of these factors is the final weight for each SASS respondent, which appears as DFNLWGT on the SASS Public School District Data File, AFNLWGT on all SASS Principal Data Files, SFNLWGT on all SASS School Data Files, TFNLWGT on all SASS Teacher Data Files, and MFNLWGT on the SASS Library Media Center Data File.

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

## **Variance Estimation**

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

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

## **Reliability of Data**

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

## **Caution Concerning Changes in Estimates**

Care must be taken in estimating change over time in a SASS data element, because some of the measured change may not be attributable to a change in the education system.

Some of the change may be due to changes in the sampling frame, changes in questionnaire item wording, or other changes. For example, the definition of locale codes has undergone major changes since the 2000 Decennial Census. The first major change was an improvement in geocoding technology, which improved the assignment of specific addresses to physical locations. In 2005, a new locale code for CCD was implemented based on the new urban-centric method of classifying locale. Changes in how areas and, thus, schools are categorized may account for at least some changes that are noted from previous administrations.



## **Appendix C: Description of Data Files**

## Description of Data Files

The 2011–12 Schools and Staffing Survey (SASS) data are being released in eight restricted-use data files. Those data files were created from nine survey questionnaires: the School District Questionnaire, School Questionnaire (public), Public School Questionnaire (With District Items),<sup>1</sup> Private School Questionnaire, Principal Questionnaire (public), Private School Principal Questionnaire, Teacher Questionnaire (public), Private School Teacher Questionnaire, and Library Media Center Questionnaire (public). Table C-1 identifies each data file and the questionnaire data used to build the file.

**Table C-1. Names of data files and the questionnaires from which the data were drawn: 2011–12**

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2011–12.

For the most part, there is a separate data file for each type of respondent (district, school, principal, teacher, and library media center) for each school sector (public<sup>2</sup> and private). There are two exceptions: 1) there is no district file for private schools, and 2) there is no library media center file for private schools.

The Public School District Data File includes responses from school districts to the School District Questionnaire along with the “district items” taken from the Public School Questionnaire (With District Items) completed by the subset of public schools that were not associated with “traditional” school districts. These schools include state-run schools, traditional public schools in single-school districts, and independent charter schools. Rather than ask these public schools to complete two questionnaires, School and School District, the National Center for Education Statistics created the Public School Questionnaire (With District Items) to capture district data from these schools. Table C-2 shows the different respondents and questionnaires used to create the Public School District Data File. The “district items” gathered from the Public School Questionnaire (With District Items) were not placed on the Public School Data File.

<sup>1</sup> The School Questionnaire (With District Items) is an expanded version of the Public School Questionnaire that includes items from the School District Questionnaire.

<sup>2</sup> Public includes traditional public and public charter.

**Table C-2. The number of cases in the Public School District Data File, by respondent and source of data: 2011–12**

Respondent	Source of data in the district file	Number of cases
Total		4,640
Regular districts	School District Questionnaire	4,000
State-run schools <sup>1</sup>	Public School Questionnaire (With District Items)	50
Schools in single-school districts	Public School Questionnaire (With District Items)	330
Independent charter schools	Public School Questionnaire (With District Items)	200
Dependent charter schools in charter school districts	Public School Questionnaire (With District Items)	60

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

NOTE: Rounded, unweighted number of respondents in the data file. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District and Public School Documentation Data Files,” 2011–12.

## **Appendix D: Description of Variables**

## Description of Variables

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

**Table D-1. Variables used in the *Characteristics of Public and Private Elementary and Secondary Schools in the United States: Results From the Schools and Staffing Survey* report: 2011–12**

Variable	Variable name in data file
12th-grade enrollment during the previous year	S0134
Charter school identifier <sup>1</sup>	CHARFLAG
Four-category school level <sup>1</sup>	SCHLEVE2
Number of Individual Education Plan students (public schools) or students with formally identified disabilities (private schools)	S0251
Number of K–12 students approved for free or reduced-price lunch	S0273
Number of K–12 students that participate in Title I program	S0276–S0277
Number of limited-English-proficiency students and English-language learners	S0261
Number of male/female students in school <sup>1</sup>	<i>Not in file</i>
Number of students of different race/ethnicity enrolled in grades K–12 or comparable ungraded levels	S0045–S0051
Percentage of 12th-grade students who graduated with a high school diploma <sup>1</sup>	<i>Not in file</i>
Percentage of graduates who went to a 4-year college	S0136
Percentage of students in the school approved for the National School Lunch Program <sup>1</sup>	NSLAPP_S
School participation in National School Lunch Program	S0272
Staff–full-time/part-time positions or assignments	S0170–S0211
Student enrollment in K–12 and ungraded <sup>1</sup>	SCHSIZE
Three-category private school typology <sup>1</sup>	RELIG
Three-category school level <sup>1</sup>	SCHLEVEL

See notes at end of table.

**Table D-1. Variables used in the *Characteristics of Public and Private Elementary and Secondary Schools in the United States: Results From the Schools and Staffing Survey* report: 2011–12—Continued**

Variable	Variable name in data file
Total number of K–12 and ungraded students	S0039
Urban-centric school locale code <sup>1</sup>	URBANS12
Whether any students were enrolled in 12th grade last school year	S0133
Whether the school has general instructional/not subject-specific coach(es)	S0221
Whether the school has limited-English-proficiency students or English-language learners	S0260
Whether the school has math coach(es)	S0219
Whether the school has math specialist(s)	S0216
Whether the school has reading coach(es)	S0218
Whether the school has reading specialist(s)	S0215
Whether the school has science coach(es)	S0220
Whether the school has science specialists	S0217
Whether the school has students in any grades 9–12 (public schools)	S0127
Whether the school has students who receive Title I services	S0275
Whether the school has students with Individual Education Plans (public schools) or students with formally identified disabilities (private schools)	S0250
Whether the school offers Advanced Placement (AP) courses for college credit	S0095
Whether the school offers career and technical education courses to students in grade 9–12 (public schools)	S0130
Whether the school offers dual or concurrent enrollment to students in grade 9–12 (public schools)	S0128
Whether the school offers International Baccalaureate (IB) courses	S0096
Whether the school offers specialized career academy to students in grade 9–12 (public schools)	S0132
Whether the school offers work-based learning or internships outside of school to students in grade 9–12 (public schools)	S0131

<sup>1</sup> The definition for this variable can be found below.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School and Private School Data Files,” 2011–12.

**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 S0290 from the public school.

**Number of male/female students in school:** A variable based on S0041—the number of enrolled male students in grades K–12 and comparable ungraded levels—and S0039—total number of enrolled K–12 and ungraded students. For public schools, the number of enrolled male students equals S0041. The number of female students was created by subtracting S0041 from S0039. In the Private School Data File, S0041 was asked only from schools that indicated they were coeducational (S0735=1). If both male and

female students were enrolled, this variable was coded the same way as in the Public School Data File. If a school was not coeducational, the number of male/female students enrolled in school equals S0039.

**Percentage of 12th-grade students who graduated with a high school diploma:** A variable created for this analysis by dividing S0135—number of 12th-grade students who graduated with a high school diploma—by S0134—number students enrolled in 12th grade.

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

**(NSLAPP\_S):** Taken from the Public School Data File, NSLAPP\_S is a continuous variable created by dividing the number of K–12 and ungraded students approved for free or reduced-price lunches (S0273) by the total number of K–12 and ungraded students enrolled (S0039) among schools that participated in the National School Lunch Program (NSLP) (S0272=1). Schools that did not participate in the NSLP have valid skip values. For this report, NSLAPP\_S is recoded as a categorical variable describing the proportion of students approved for free or reduced-price lunches.

**Student enrollment in K–12 and ungraded (SCHSIZE):** Taken from the Public and Private School Data Files, SCHSIZE is a categorical variable based on the number of K–12 and ungraded students enrolled in the school (S0039). For this report, SCHSIZE was recoded into six categories for public schools and five categories for private schools.

**Three-category private school typology (RELIG):** 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 (S0738–S0762): Catholic, other religious, or nonsectarian.

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

**Four-category school level (SCHLEVE2):** Taken from the Public School Data File, SCHLEVE2 is a four-category variable based on grades reported by the school: primary, middle, high, and combined. Primary schools are those with at least one grade lower than 5 and no grade higher than 8. Middle schools have no grade lower than 5 and no grade higher than 8. High schools have no grade lower than 7 and at least one grade higher than 8. Combined schools are those with at least one grade lower than 7 and at least one grade higher than 8, or with all students in ungraded classrooms.

**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) which was assigned using the 2000 Decennial Census data and recoded into four categories: city, suburban, town, and rural.