



**Status
Of the American
Public School
Teacher
2000–2001**



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Status of the American Public School Teacher 2000–2001

NEA RESEARCH
AUGUST 2003



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1201 16th Street, N.W., Washington, D.C. 20036

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Dedication

To Dr. Hazel Davis (1901–2000), consummate educator and the first female Director of NEA’s Research Division. Dr. Davis made significant contributions through her work on the historic gender gap in teachers’ pay. She is credited with developing the first *Status of the American Public School Teacher* survey and used these surveys to build on her earlier work on teachers’ salaries. Dr. Davis also pioneered the use of teachers’ profiles based on other important demographic characteristics.

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Preface

NEA Research has conducted surveys on the status of the American public school teacher every five years since 1956. The current report profiles the status of teachers for the school year 2000–2001. These surveys provide continuing data on the professional and personal characteristics of teachers, the current status of their teaching conditions, their attitudes toward the profession, and their community and civic activities.

This report does not include data from the 1956 survey because of differences in the sampling methods used for that survey. However, it does cover data for the 40-year span from 1961 through 2001, thus providing insights about trends in the composition of the teaching profession, the characteristics of teaching service, and the position of teachers in society over the past 40 years. Therefore, this most recent study should be especially valuable to education associations in collective bargaining, developing legislative programs, and planning services to meet the needs and interests of their members. Others in the education community and all those concerned about the life and work of public school teachers across this nation may also discover much of interest in this developing portrait of teachers, a portrait that also reveals a good deal about the changing nature of the educational system itself.

The past 40 years have been marked by significant changes in many aspects of our national life, and education has been affected not only by internal developments but also by shifts in attitudes and values throughout our society and all its institutions. NEA hopes that both the current information and the long-term picture presented in this report will help identify new avenues of opportunity for positive developments in the teaching profession and in public education.

Questions about the data in this publication should be directed to the Research Division of the National Education Association at 202-822-7400.

August 2003

Acknowledgments

Many people have contributed in one way or another to the development of the *Status of the American Public School Teacher* survey.

First and foremost, our very deep appreciation must be expressed to all of the teachers who took time out of their busy schedules to respond to the survey.

Development of the sample involved the cooperation of many individuals. NEA state executives and their appointed contacts were pivotal in providing the information required for sampling. We also need to thank Phil Kugler of the American Federation of Teachers for authorizing AFT support for this project. Many thanks also must be extended to Jewell Gould and Ray Foreman who worked many long hours to help develop the sample.

Tonya Terry provided technical assistance in all phases of the *Status of the American Public School Teacher* survey. Her dedication to quality, hard work, and attention to detail were absolutely critical to the successful completion of this study, and her expertise developed from working on these surveys for 30 years was invaluable.

Chuck Williams made major contributions to the questionnaire development. Melissa Hershcopf's vital role was tracking all of the survey returns. Teams of staff in the Research Division were instrumental in accomplishing the mailings, but Nenette Sanares and Gina Lewis-Carmon in particular are to be thanked for their continuous assistance and often-expressed willingness to help. Chi Chi Comsti, Darlene Brooks, and G.A. Treadaway also assisted.

Leah Gandy provided the vital sampling, analytical, and programming support required to turn the raw data into meaningful information, and her determination to ensure accuracy will always be appreciated. Allister Telesford also assisted with the data analysis and table generation phases of the project.

Special thanks also need to be extended to Ronald Henderson, who provided a tremendously insightful review of the entire manuscript, and, in doing so, improved the analysis and presentation.

Appreciation should be expressed to Bill Smith for his work on the chapter on economic status, to Paul Wolman and Carol Bell for their editorial review, and to Linda Hill and Lorraine Wilson for helping to get the book through the publication process. Finally, many thanks go to Hallie Shell and Christian Lopez whose hard work actually made the final publication a reality.

The survey was conducted and this report was prepared under the general direction of Brooke E. Whiting of the NEA Research Division.

Introduction and Survey Procedures

The continuing need for comprehensive and timely information about the public school teachers of the United States led the National Education Association (NEA) Research Division in 1956 to develop the first of a series of surveys and subsequent reports covering various aspects of the teacher's professional, family, and civic life. This survey, *The Status of the American Public School Teacher*, has been conducted every five years since 1956, with the questionnaire being revised to provide up-to-date and continuing data on matters of importance to the profession.

The major results of the most recent of these surveys, conducted in 2000–2001, are summarized here, together with comparable data from previous studies. Data are not included for the 1956 survey because of differences in sampling methods. In addition, data from 1961 are omitted in some instances because of differences in the wording of questions in the 1961 questionnaire compared to later years. Data from 1961 are included in the tables, however, when available.

Each of the 12 sections of this report contains important findings for 2000–2001 and indications of the significant trends that have become evident over the four decades since 1961.

Sampling Procedures

Survey participants were selected by means of a two-stage sample design. The first stage involved the selection of a sample of public school systems drawn from the U.S. Department of Education's comprehensive file of those systems, classified by pupil enrollment into nine strata. Systems were selected from each stratum, with a probability of selection proportionate to the frequency of occurrence of the various-sized systems. NEA's state affiliates were provided with a list of school systems in their state to be included in the sample and asked to provide a list of all teachers in each school system selected. When state affiliates could not provide rosters of teachers, they made available either a random sample or a systematic sample with a random start. The American Federation of Teachers (AFT) also provided lists of teachers for selected districts, as did several state departments of education. In districts where samples or sampling frames were not available, lists were obtained through Quality Education Data, Inc., an education data-

base company. A systematic sampling of teachers with a random start was used once the lists were received. The methodology in the two-stage sampling gives each teacher the same probability of being selected for the sample.

Response Rate and Sampling Variation

The *Status of the American Public School Teacher* questionnaire was sent to 2,826 of the nation's approximately 2,953,000 public school teachers.¹ With an initial and 10 follow-up mailings, 2,115 questionnaires were returned, of which 648 were not usable. Reasons for unusable questionnaires included inability to locate respondent, respondent on leave, and classification of respondent as other than teacher. Elimination of the 648 unusable questionnaires produced an adjusted sample size of 2,178; usable replies totaled 1,467, for a response rate of 67.4 percent (see Table A).²

Table A.
Sample Size and Response Rate

Description	Number or percentage
Sample size—number of questionnaires mailed.....	2,826
Unusable questionnaires returned	648
Adjusted sample size	2,178
Usable questionnaires returned	1,467
Response rate.....	67.4%

The ability to make inferences about the population from which a sample is drawn is based on the response rate and sampling variation. The response rate affects inferences about the population because one must assume that nonrespondents (32.6% of the sample in this survey) have the same characteristics and attitudes as respondents.

¹ U. S. Department of Education, *Digest of Education Statistics* (Washington, D.C.: Government Printing Office, 2001), Table 4.

² The number of follow-up mailings and the response rate were adversely affected because the *Status of the American Public School Teacher* survey was being fielded when the nation experienced the September 11th and the Anthrax crises.

Sampling variation refers to the fact that statistics such as means and percentages from any given sample can be expected to vary by at least some degree from those of any other sample that might have been selected from the same population. When interpreting the data in this report, under the condition of unrestricted random sampling, the following procedures should be used.³

Estimating Population Percentages

The highest possible standard error for a sample of 1,467 is 1.3 percent. Thus, to estimate the population percentage with 90 percent confidence, 1.3 percent is multiplied by 1.645, i.e., $0.013 \times 1.645 = 0.021$. Adding and subtracting 2.1 percent from the sample percentage gives the most conservative 90 percent confidence estimate, having taken into account the largest possible error for the estimate. For example, if a sample percentage is 60 percent, there is a 90 percent chance that the population percentage lies between 57.9 and 62.1 percent ($60\% \pm 2.1\%$).

Comparing Two Percentages

In comparing two sample percentages (for two subgroups in the same classification, such as teachers under 30 years of age compared to teachers 50 years of age and older), the difference in sample proportions necessary to be considered statistically significant is dependent on the subgroup sample sizes and the actual value of the two sample proportions. For purposes of this survey, Table B shows the minimum differences between two sample percentages required for significance at the 90 percent confidence level according to subgroup size. To illustrate the interpretation of these numbers, consider two subgroups of 300 and 500, respectively. The table indicates that the smallest percentage difference between the two sample subgroups for that difference to be significant, with 90 percent confidence, is 6.0 percent. In other words, if 52 percent of teachers in a 300-member subgroup answered “yes” to a question while 48 percent of those in a 500-member subgroup gave that answer, the difference of 4 percent is not statistically significant, i.e., the difference could be attributed to chance and not to an actual difference in the two populations.

³ Although a two-stage sampling procedure was used, estimates of sampling variation can be approximated by estimates one would obtain through unrestricted random sampling. Past experiences have shown that differences are minor.

Table B.
Minimum Differences Required for Significance
(90 Percent Confidence Level) Between Sample
Subgroups

Size of one subgroup	Size of other subgroup						
	100	200	300	400	500	600	700
100	11.6	10.1	9.5	9.2	9.0	8.9	8.8
200	10.1	8.2	7.5	7.1	6.9	6.7	6.6
300	9.5	7.5	6.7	6.3	6.0	5.8	5.7
400	9.2	7.1	6.3	5.8	5.5	5.3	5.2
500	9.0	6.9	6.0	5.5	5.2	5.0	4.8
600	8.9	6.7	5.8	5.3	5.0	4.7	4.6
700	8.8	6.6	5.7	5.2	4.8	4.6	4.4

Estimating Population Means

Similar confidence intervals for population means can be obtained from the sample means reported in this study by using the standard errors (STD ERR) displayed with the means. For example, suppose that the mean salary of a group (or subgroup) is reported as \$43,262 with a standard error of \$364. Multiplying this standard error by 1.645 (for the 90% confidence level) provides a precision (or error) of \$599. Finally, \$599 is subtracted from and added to the sample mean to obtain a range of \$43,626 to \$42,898. These are the 90 percent confidence limits, meaning that there is a 90 percent chance that the true average salary value in the population of interest falls within this range.

Comparing Two Means

The standard error for comparing differences between two sample means is given by the following formula:⁴

$$\text{STD ERR/DIFF} = \sqrt{\frac{n_1 (\text{STD ERR}_1)^2 + n_2 (\text{STD ERR}_2)^2}{n_1 + n_2}}$$

where STD ERR1 and STD ERR2

are the respective standard errors for the first sample mean (M1) and the second sample mean (M2).

⁴ When using this formula, the assumption is made that the two sample variances are not significantly different from each other. For a further discussion of the standard error of the difference between two means, see G. Dickhoff, *Statistics for the Social Behavioral Sciences* (Dubuque, IA: William C. Brown, 1992).

For example, if one wished to compare a mean salary for males of \$46,326 (STD ERR = \$891 and sample size of 299) with a mean salary for females of \$42,440 (STD ERR = \$391 and sample size of 1,101), use of the formula above would produce the following standard error of mean difference:

$$\begin{aligned}\text{STD ERR/DIFF} &= \sqrt{\frac{299(891)^2 + 1101(391)^2}{299 + 1101}} \\ &= \sqrt{289,780} \\ &= \$538\end{aligned}$$

The obtained standard error of \$538 is then multiplied by 1.645 (for the 90% confidence level) to provide an error of \$885. Since the difference between the two sample means (\$46,326 – \$42,440 = \$3,886) exceeds \$538, one can conclude with 90 percent confidence that the means of the populations from which these samples were selected were not the same. On the other hand, if the difference between the two sample means had been less than \$538, then one could state only that there was insufficient evidence to infer that populations from which these samples were drawn had different means.

Questionnaire

An eight-page, 60-item questionnaire was mailed in May 2001 to all teachers in the sample. Most items were identical or similar to items from previous surveys. Major item additions included questions relating to school reform. The complete questionnaire is reproduced in Appendix A.

Analysis of Data

Data are analyzed with reference to the following characteristics of respondents: sex, age, race, school level (elementary, middle or junior high, senior high, and combined secondary, which includes middle or junior and senior high), geographic region, and size of the school system. Table C shows the composition of the sample with regard to these subgroups. Data for other demographic subgroups are available on request from NEA Research.

Tables showing the historical trends are integrated into the text of the report, as are 2001 frequency and percentage distributions for all teachers and some subgroup comparisons for questions added in this administration

Table C.
Composition of the Sample

Subgroup	Number of teachers	Percentage of total
Sex		
Male	308	21
Female	1,158	79
Age		
Under 30	196	14
30–39	338	24
40–49	366	25
50+	536	37
Geographic region ^a		
Northeast	383	26
Southeast	297	20
Middle	427	29
West	360	25
School system size (enrollment)		
Large (25K+)	428	29
Medium (3K–24.9K)	636	43
Small (< 3K)	403	27
Level		
Elementary	764	53
Middle or Junior high school	324	22
Senior high	361	25
Combined secondary	685	47
Race		
Minority	145	10
White	1,261	90

^a Geographic regions and the states they include are as follows:

Northeast: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

Southeast: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Middle: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

of the survey. Detailed tables with the 2001 frequency and percentage distributions for all teachers and subgroup comparisons are displayed in Appendix B. The tables in Appendix B, for the most part, support text references to the 2001 data.

Related Studies

Previous studies in this series (conducted in 1961, 1966, 1971, 1976, 1981, 1986, 1991, and 1996) offer comparable data on a number of items. As noted earlier, data from the 1956 study are not included here because of differences in sampling methods. Data from the 1961 study provide comparable data only for subgroups based on sex and age. This publication includes available comparison data from the 1961, 1966, 1971, 1976, 1981, 1986, 1991, and 1996 studies and thus supersedes all previous volumes.

Highlights at a Glance

		1961	1966	1971	1976	1981	1986	1991	1996	2001
Professional Preparation	Highest degree held	Percentages of teachers								
	Less than bachelor's	15	7	3	1	0	0	1	0	0
	Bachelor's	62	70	70	62	50	48	46	44	43
	Master's or 6 years	23	23	27	37	49	51	53	54	56
	Doctor's	0	0	0	0	0	1	1	2	1
Teaching Experience	Years of experience	Number of years								
	Mean total years									
	All teachers	13	12	11	10	13	15	15	16	15
	Median total years									
	All teachers	11	8	8	8	12	15	15	15	14
	Males	7	7	8	9	13	17	18	20	15
	Females	14	10	8	8	11	14	14	14	14
	Median years in present system									
	All teachers	6	5	5	6	9	12	11	11	10
	Males	5	4	5	7	11	14	15	13	11
	Females	7	5	5	6	9	11	10	10	10
	Teachers teaching for first year	Percentages of teachers								
	All teachers	8	9	9	6	2	3	3	2	3
	Males	11	8	10	7	1	2	4	3	4
	Females	7	10	9	5	2	3	3	2	3
Teaching Assignment: Staffing Patterns	Size of school staff	Number of teachers								
	Mean number of classroom teachers									
	All teachers	—	39	42	43	39	43	46	49	49
	Elementary	—	23	25	26	23	24	30	29	33
	Secondary	—	57	61	60	53	64	63	67	67
	Mean number of additional personnel in school									
	All teachers	—	—	7	7	7	8	9	11	13
	Elementary	—	—	4	5	5	5	7	8	10
	Secondary	—	—	9	10	9	11	11	14	15
	School level for teachers	Percentages of teachers								
	Elementary	—	53	49	49	49	47	50	48	53
	Middle/junior high school	—	15	19	20	27	24	20	23	22
	Senior high school	—	24	26	25	33	30	30	29	25

Note: Percentages may not total 100 because of rounding or omission of the elementary/secondary and junior-senior-high combination rows.

— = data not available.

		1961	1966	1971	1976	1981	1986	1991	1996	2001
Teaching Assignment: Staffing Patterns (continued)	Subjects taught by secondary teachers									
		Percentages of teachers								
	Agriculture	3	2	1	1	1	1	0	1	1
	Art	2	2	4	2	3	2	3	3	3
	Business education	8	7	6	5	6	7	4	4	2
	English	19	18	20	20	24	22	25	24	22
	Foreign language	4	6	5	4	3	4	4	5	5
	Health, physical education	8	7	8	8	7	6	8	6	4
	Home economics	5	6	5	3	4	3	3	2	2
	Industrial arts	6	5	4	4	5	2	2	1	0
	Mathematics	11	14	14	18	15	19	15	17	18
	Music	2	5	4	3	4	5	4	4	3
	Science	12	11	11	13	12	11	13	13	15
	Social studies	13	15	14	12	11	14	11	13	15
	Special education	0	0	1	3	2	4	5	2	4
	Other	0	2	0	0	1	1	1	5	6
Teaching Assignment: Pupils	Pupil load									
	Elementary teachers									
	Mean number of pupils per class	29	28	27	25	25	24	24	24	21
	Secondary teachers									
	Mean number of periods taught per day	5	5	5	5	5	5	5	4	4
	Mean number of pupils taught per day	—	132	134	126	118	94	93	97	89
	Mean number of pupils per class	27	27	27	25	23	25	26	31	28
	Type of community where school is located									
		Percentages of teachers								
	Urban	—	—	34	27	23	22	25	25	30
Teaching Assignment: Hours										
	Mean number of hours per week spent on all duties									
	All teachers	47	47	47	46	46	49	47	49	50
	Elementary	49	47	46	44	44	47	44	47	49
	Secondary	46	48	48	48	48	51	50	52	52
	Preparation time per week for elementary teachers									
		Percentages of teachers								
	None	—	—	—	—	25	18	10	8	5
	Less than 1 hour	—	—	—	—	7	11	8	8	8
	From 1 to less than 3 hours	—	—	—	—	34	33	36	34	32
	From 3 to less than 5 hours	—	—	—	—	21	23	31	36	40
	5 or more hours	—	—	—	—	14	15	15	14	15
	Preparation time per week for secondary teachers									
	No preparation periods	—	23	19	19	11	14	6	11	3
	1–4 preparation periods	—	7	6	11	11	9	9	14	14
	5 or more preparation periods	—	70	75	70	78	77	85	76	83

Note: Percentages may not total 100 because of rounding.

— = data not available.

		1961	1966	1971	1976	1981	1986	1991	1996	2001
Teaching Assignment: Hours <i>(continued)</i>	Mean number of classroom teaching days per year									
		Number of days								
	All teachers	—	181	181	180	180	180	180	180	181
	Elementary	—	181	181	180	180	180	180	180	180
	Secondary	—	180	181	180	180	180	180	180	181
	Mean number of nonteaching days									
	All teachers	—	5	4	5	6	5	5	6	7
	Elementary	—	4	4	5	6	4	5	6	7
	Secondary	—	5	5	5	6	5	5	6	7
	Mean number of minutes for lunch period									
		Number of minutes								
	All teachers	40	38	37	35	33	32	31	31	32
	Elementary	44	41	39	36	34	32	32	31	32
	Secondary	35	35	34	33	32	32	31	30	32
	Teachers who eat lunch with pupils									
		Percentages of teachers								
	All teachers	39	47	31	33	45	42	39	41	41
	Elementary	51	63	41	43	52	51	46	46	46
	Secondary	23	29	20	23	37	31	32	36	36
Professional Development	Teachers earning college credits in past 3 years									
		Percentages of teachers								
	All teachers	—	—	61	63	56	53	50	50	47
	Males	—	—	68	65	51	48	47	44	42
	Females	—	—	57	62	59	55	53	52	49
	Membership in National Education Association									
	All teachers	—	60	59	77	78	77	66	73	68
	Large systems	—	57	52	65	69	71	56	64	56
	Medium systems	—	67	64	82	80	79	67	75	74
	Small systems	—	53	56	78	82	76	73	80	72
Attitudes Toward the Profession	Willingness to teach again									
		Percentages of teachers								
	Certainly would	50	53	45	38	22	23	29	32	32
	Probably would	27	25	30	26	25	26	31	31	29
	Chances about even	13	13	13	18	18	20	19	17	18
	Probably would not	8	7	9	13	24	22	17	16	16
	Certainly would not	3	2	4	6	12	9	5	4	6
Economic Status	Mean annual contract salary*									
		Dollars								
	All teachers	5,264	6,253	9,261	12,005	17,209	24,504	31,790	35,549	43,262
	Males	5,568	6,639	9,854	12,838	18,473	26,478	34,492	38,841	46,326
	Females	5,120	6,077	8,953	11,578	16,558	23,588	30,781	34,386	42,440
	Total income (including spouse's, if married)									
	All teachers	—	—	15,021	19,957	29,831	43,413	55,491	63,171	77,739
	Males	—	—	14,243	18,674	27,729	41,461	55,211	61,491	77,418
	Females	—	—	15,439	20,642	31,068	44,356	55,608	63,776	77,874

*1961 figures include extra pay for extra duties.

Note: Percentages may not total 100 because of rounding.

— = data not available.

		1961	1966	1971	1976	1981	1986	1991	1996	2001
Personal Life	Median age	Age (number of years)								
	All teachers	41	36	35	33	37	40	42	44	46
	Males	34	33	33	33	38	41	43	46	47
	Females	46	40	37	33	36	39	42	44	45
	Race	Percentages of teachers								
	Black	—	—	8	8	8	7	8	7	6
	White	—	—	88	91	92	90	87	91	90
	Other	—	—	4	1	1	3	5	2	5
	Sex									
	Male	31	31	34	33	33	31	28	26	21
	Female	69	69	66	67	67	69	72	74	79
	Marital status									
	All teachers									
	Single	22	22	20	20	19	13	12	12	15
	Married	68	69	72	71	73	76	76	76	73
	Widowed, divorced, separated	10	9	9	9	9	11	13	12	12
	Males									
	Single	17	20	15	20	15	9	10	13	17
	Married	81	78	82	76	81	83	83	79	77
	Widowed, divorced, separated	2	2	3	4	5	8	7	7	6
	Females									
	Single	25	23	22	20	20	15	13	12	15
	Married	62	65	67	69	69	72	73	75	72
	Widowed, divorced, separated	13	12	11	11	10	13	14	13	13
Community and Civic Life	Teachers with employed spouses (full- or part-time)									
	All teachers	50	51	54	57	62	65	62	62	65
	Males	32	36	45	48	59	66	67	60	65
	Females	57	58	59	62	64	65	62	62	66
	Married teachers with employed spouses									
	All teachers	73	74	76	80	85	87	88	92	91
	Males	41	46	55	62	73	80	84	89	87
	Females	93	89	89	90	92	91	90	93	93
	Political philosophy	Percentages of teachers								
	Conservative	—	—	17	17	20	20	18	20	19
	Tend to be conservative	—	—	44	45	50	45	47	41	37
	Tend to be liberal	—	—	28	30	24	27	27	31	34
	Liberal	—	—	12	8	5	7	8	8	10
	Political affiliation									
	Democrat	—	—	43	41	40	43	36	42	45
	Republican	—	—	34	25	29	29	32	29	28
	Other	—	—	2	1	0	0	0	0	1
	No affiliation	—	—	22	34	30	28	31	29	27

Note: Percentages may not total 100 because of rounding.
— = data not available.

Topical Analyses

1. Professional Preparation*

Highest Degree Held (Question 2)

2001

In 2001, virtually all teachers held at least a bachelor's degree. In fact, fewer than 1 percent (0.2%) of those responding reported not having a bachelor's degree. The majority (57%) reported holding one or more advanced degree, including 50 percent with master's degrees, 1 percent with doctorates, and 6 percent who were education specialists or had professional diplomas based on six years of college study.

- In 2001, a bachelor's was the highest degree for
 - 43 percent of all teachers
 - a larger percentage of teachers under 30 years old (70%) than those 30 or older (between 34% and 47%)
 - a larger percentage of elementary teachers (47%) than middle/junior high and senior high teachers (44% and 34%, respectively)
 - a larger percentage of teachers in small school systems than in medium-sized school systems (47% vs. 40%)
 - a larger percentage of teachers in the West and Southeast (53% and 50%, respectively) than in the Middle or Northeast regions (44% and 27%, respectively).

- In 2001, a master's or six-year diploma was held by
 - 56 percent of all teachers
 - a larger percentage of teachers over 30 years old (30–39 years, 52%; 40–49, 60%; 50+, 65%) than under 30 (29%)
 - a larger percentage of senior high teachers (64%) than middle/junior high and elementary teachers (56% and 52%, respectively)
 - a larger percentage of teachers in medium-sized school systems (60%) than in large and small systems (54% and 52%, respectively)
 - more teachers in the Northeast (72%) than in the Middle region, the Southeast, or the West (55%, 49%, and 46%, respectively).

1961–2001

The past 40 years have seen a significant downward trend in the percentage of teachers who have less than a bachelor's degree, from 15 percent in 1961 to less than 1 percent (0.2%) in 2001 (Table 1). At the same time, the percentage with master's degrees or higher has trended upward, from 23 percent in 1961 to 56 percent in 2001. Since 1986, more than half of all teachers have held an advanced degree.

As Figure 1 shows, a larger percentage of males than females have historically held at least a master's degree. The percentage for females increased more rapidly than that for males, narrowing the gap from 25 percentage points in 1961 to 5 percentage points in 1991. The gap rose to 14 percentage points in 1996 but decreased again to 4 percentage points in 2001.

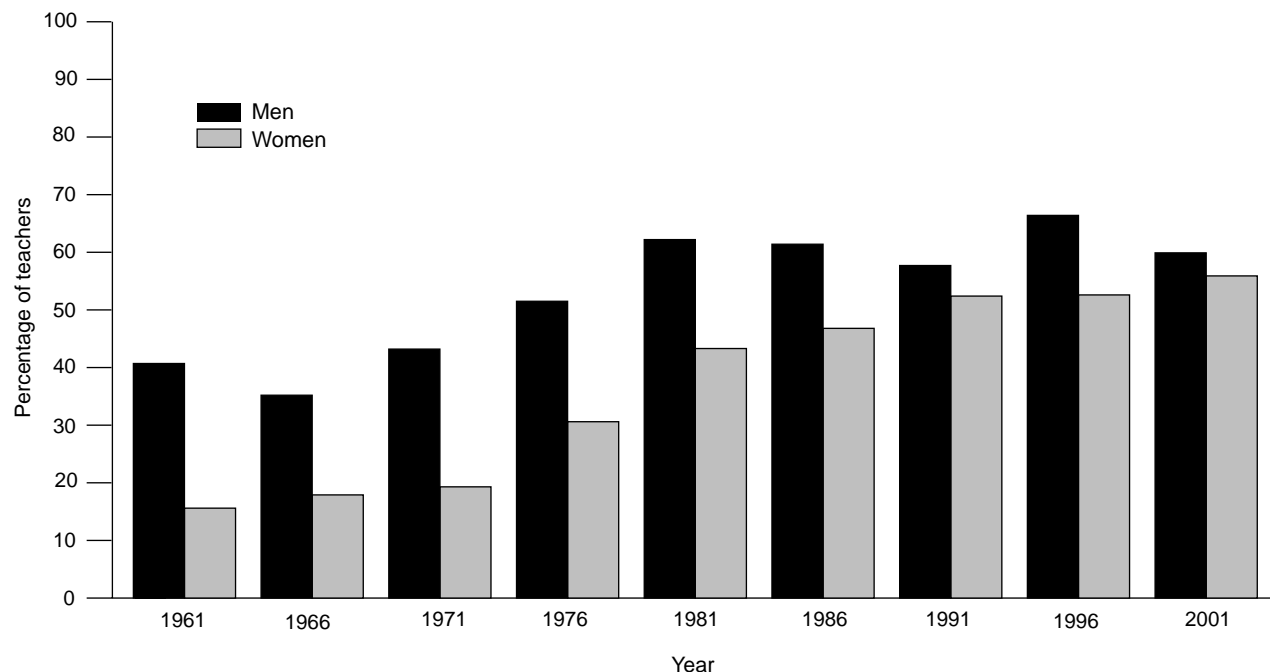
Table 1.
Highest College Degree Held by Teachers, 1961–2001 (%)

Degree	1961	1966	1971	1976	1981	1986	1991	1996	2001
Less than bachelor's	15	7	3	1	0	0	0	0	0
Bachelor's	62	70	70	62	50	48	46	44	43
Master's or 6 years	23	23	27	37	49	51	53	55	56
Doctor's	0	0	0	0	0	1	1	2	1

Note: Percentages may not total 100 because of rounding.

* Each chapter of this report summarizes the 2001 survey data and analyzes it in the context of historical data from previous surveys. Tables providing detailed results from the 2001 survey are in Appendix B. The Appendix B table numbers correspond to the survey questions (shown in Appendix A), which also are indicated in the report's subchapter titles.

Figure 1.
Teachers Holding Master's Degrees or Higher, by Sex, 1961–2001



Recency of Degrees (Question 3)

In the 1971 study, men's degrees tended to be more recent than women's. By 1981, however, that tendency had reversed (Figure 2). In 2001, differences had virtually disappeared in the recency of men's and women's degrees.

1966–2001

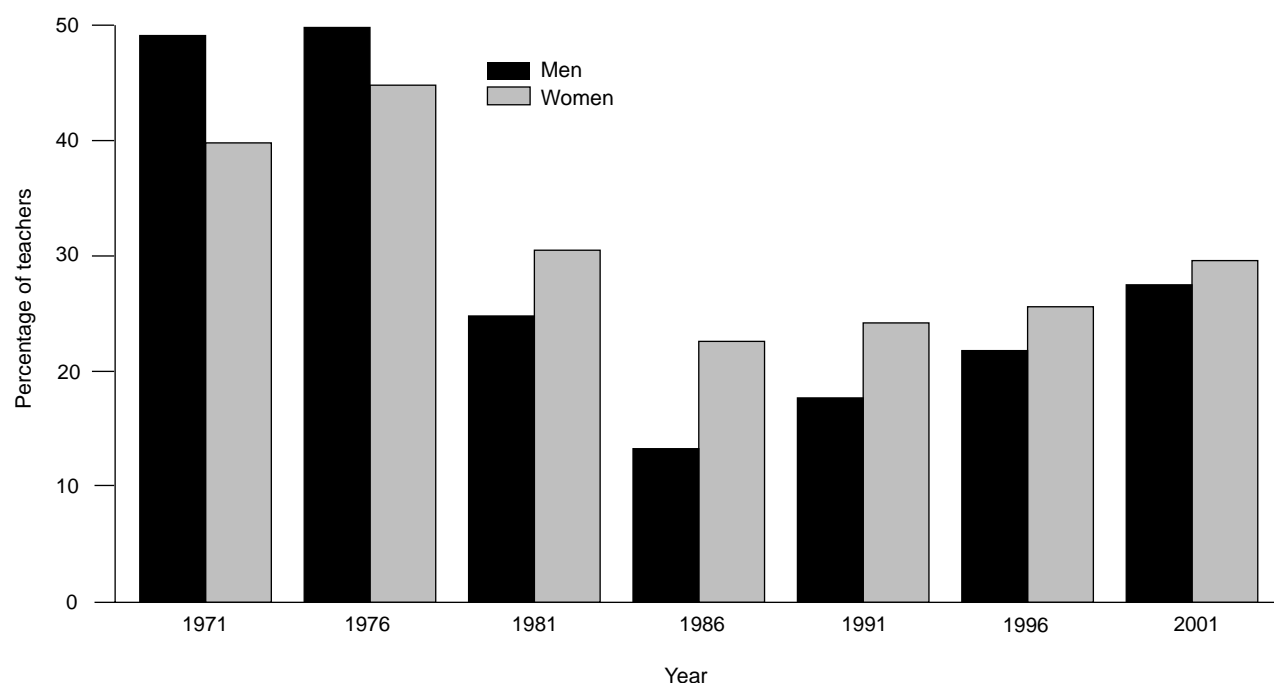
The percentage of teachers receiving their highest college degree within the previous five years dropped significantly from a high of 47 percent in 1976 to a low of 20 percent in 1986. It began to rise in 1991, to 22 percent, and reached 29 percent in 2001 (Table 2).

Table 2.
Recency of Highest College Degree, All Teachers, 1966–2001 (%)

Recency of degree	1966	1971	1976	1981	1986	1991	1996	2001
Within previous 5 years	41	43	47	29	20	22	25	29
6–10 years ago	19	19	21	29	21	18	17	17
11–20 years ago	18	20	19	29	40	37	29	21
20+ years ago	15	15	12	14	19	23	30	32
(Less than bachelor's)	7	3	1	0	0	1	0	0

Note: Percentages may not total 100 because of rounding.

Figure 2.
Teachers Receiving Their Highest College Degree Within the Previous Five Years, by Sex, 1971–2001



Type of Institution (Question 5)

1966–2001

Over the past 35 years, the percentage of teachers receiving their degrees from public institutions has increased (Table 3). The percentage of teachers who obtained a

bachelor's degree from a public institution increased from 71 percent in 1966 to 80 percent in 1986, decreased to 76 percent in 1991, rose slightly to 77 percent in 1996, and remained at that level in 2001. Among teachers with master's degrees or six-year diplomas, the percentage who received that degree at a public institution increased from 66 percent in 1966 to 86 percent in 1981, but it declined steadily to 78 percent in 1996 and remained close to that level in 2001.

Table 3.
Level of Degree and Type of Institution at Which Teachers Received Degree, 1966–2001 (%)

Degree and type	1966	1971	1976	1981	1986	1991	1996	2001
Bachelor's								
Public	71	76	76	78	80	76	77	77
Nonpublic	29	24	25	22	20	24	23	23
Master's or 6-year								
Public	66	76	80	86	83	79	78	77
Nonpublic	34	24	20	14	17	21	22	23

Note: Percentages may not total 100 because of rounding.

Participation in Teacher Preparation Programs (Question 4)

2001

In 1996, the survey asked teachers for the first time whether their highest degree was from a teacher preparation program. Nearly 80 percent (79%) responded affirmatively. This response increased to 83 percent in 2001.

- Female teachers were more likely to have gained their highest degree from a teacher preparation program than were male teachers (86% vs. 72%).
- Teachers in the Southeast and Middle regions (86% for both) were more likely than those in the West (77%) to say that their highest degree was from a teacher preparation program. Teachers in the Northeast were in between (83%).
- Elementary teachers (88%) were more likely than middle/junior high teachers (82%), and they were more likely than senior high teachers (72%), to have received their training in a teacher preparation program.
- Whites were more likely to have gained their highest degree from a teacher preparation program than were minorities (85% vs. 74%).

National Board Certification (Questions 6a, 6b)

2001

In 2001, the survey asked respondents for the first time about National Board Certification (NBC). This initial tracking effort revealed that 5 percent of teachers have achieved NBC since it was first offered in 1994 to teachers with more than three years of experience. An additional 4 percent are currently working to achieve National Board Certification. Although the number of teachers who have achieved NBC overall is small, rendering the identification of trends somewhat unreliable, a tendency seems to be emerging for teachers under 30, in small systems, and in the Northeast to achieve National Board Certification in larger percentages (Table 4).

A plurality (38%) of the teachers who have achieved National Board Certification did so between 1995 and 1996; 23 percent achieved it between 1997 and 1998; and another 23 percent received their certifications between 1999 and 2001. A little more than one-fourth (26%) of the teachers who received NBC said that the local school district was the most important source of support for them in seeking certification. Nearly as many (25%) pointed to their state's education department. Some 19 percent received no support; 18 percent received support from the local and state education associations; 9 percent got help from other organizations; and 4 percent had assistance from subject-matter associations.

Table 4.
National Board Certification Status, All Teachers and by Region, Age, and School System Size, 2001 (%)

Certification status	Region					Age				School system size		
	All teachers	North-east	South-east	Middle	West	< 30	30–39	40–49	50+	Large (25K+)	Medium (3K–24.9K)	Small (1–2.9K)
Achieved	5	8	4	4	5	11	7	4	3	4	6	7
Working on it	4	7	4	2	3	8	5	5	0	6	4	2
Not achieved it	91	86	91	94	92	81	88	91	96	90	91	91

Note: Percentages may not total 100 because of rounding.

2. Teaching Experience*

Entry into the Profession (Question 7)

2001

Of all the teachers teaching in 2001, 23 percent began full-time teaching within the past five years.

1966–2001

The rate of entry of new teachers into the profession after 1976 is lower than it was before and during the 1975–1976 school year (Table 5). The rate of entry of new teachers, which had stood fairly constant in the 30-plus percent range in previous years, dropped to 17 percent in 1981, then to 10 percent in 1986. The rise to 15 percent in 1991 reversed that trend. The rate rose again in 1996 to 17 percent and in 2001 to 23 percent.

Percentages of experienced teachers also have fluctuated significantly. The percentage of teachers who entered the profession more than 20 years ago dropped sharply between 1966 (31%) and 1976 (17%) but rose steadily after that date to a new high in 1996 (46%). It remained close to this level in 2001 (43%).

Figure 3 shows the percentages of teachers entering the profession within the previous 5 years by geographic region. The regional differences are discussed below.

- In the Northeast, the percentage of teachers beginning full-time teaching during the previous 5 years fell steadily, from 39 percent in 1966 to 6 percent in 1986. It remained close to that level in 1991. The cohort of beginning full-time teachers jumped to 17 percent of the workforce in 1996, and increased again to 24 percent in 2001.
- In the Southeast, the percentages were in the low to upper 30s until 1976. After that a major decline began. The 1991, 1996, and 2001 figures, however, showed a slight rise.
- The percentage of teachers entering the profession within the previous 5 years in the Middle region also ranged above 35 percent before 1981, when it declined to 17 percent. The decline continued until 1991 and 1996, when the percentage entering rose slightly each year. In 2001, the proportion rose more sharply, by 8 percentage points.
- The West has also experienced a similar new-teacher pattern, except that the decline there was evident by 1976. That decline continued until 1991, when the West's percentage of new teachers increased significantly. The percentage decreased a little in 1996 and increased again in 2001.

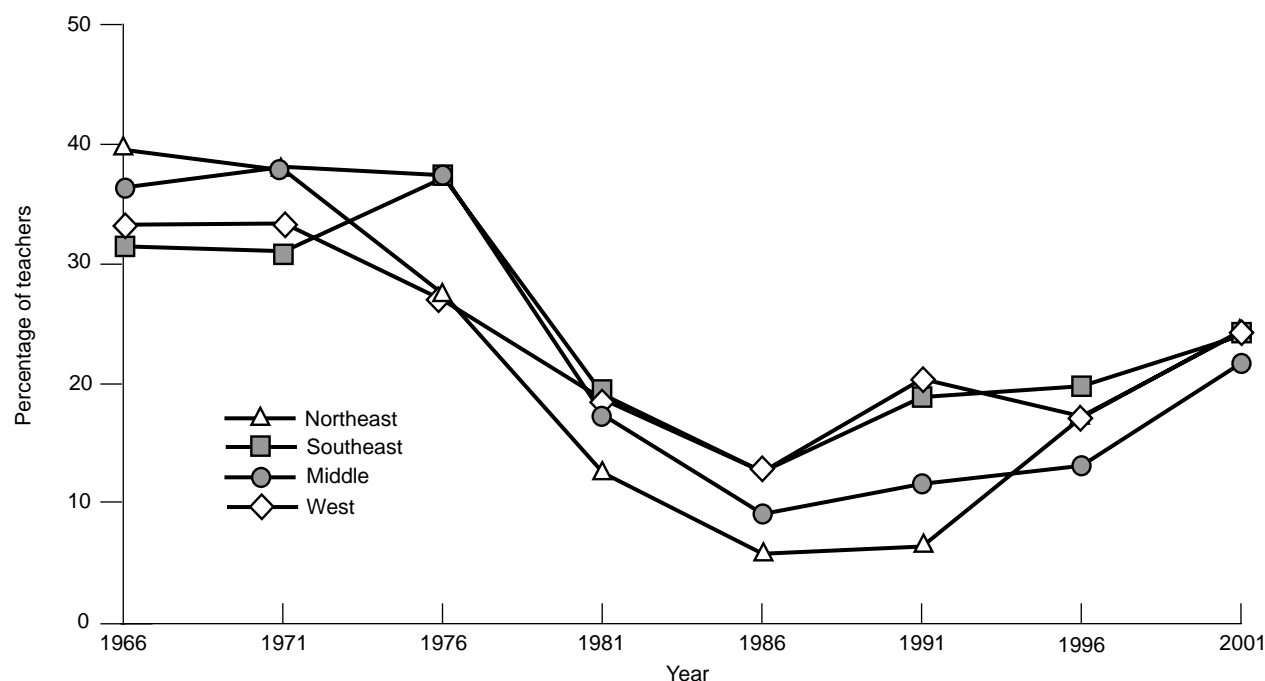
Table 5.
Recency of Entry of Full-Time Teachers, 1966–2001 (%)

Entry time	1966	1971	1976	1981	1986	1991	1996	2001
Within past 5 years	35	35	32	17	10	15	17	23
6–10 years ago	17	18	24	24	15	13	14	15
11–20 years ago	17	22	27	34	43	33	24	19
More than 20 years ago	31	24	17	25	32	40	46	43

Note: Percentages may not total 100 because of rounding.

* Each chapter of this report summarizes the 2001 survey data and analyzes it in the context of historical data from previous surveys. Tables providing detailed results from the 2001 survey are in Appendix B. The Appendix B table numbers correspond to the survey questions (shown in Appendix A), which also are indicated in the report's sub-chapter titles.

Figure 3.
Teachers Entering the Profession Within the Previous Five Years, by Geographic Region, 1966–2001



Total Years of Teaching Experience (Question 8)

2001

At the time of the 2001 survey, nearly half of all teachers (49%) had 15 or more years of full-time teaching experience, 42 percent had from 3 to 14 years, and 9 percent reported 2 years or less of full-time teaching experience. The mean number of years of full-time teaching experience in 2001 was nearly 15.5 years.¹

1961–2001

The average number of years of full-time teaching experience for all teachers from 1961 to 2001 has ranged from 10 to 16 years (Table 6). The teaching force, which has maintained about the same level of experience since 1986, has been the most experienced of the 40-year period.

- The percentage of teachers with less than 5 years of full-time teaching experience was fairly stable from 1961 to 1976, ranging between 27 and 33 percent. However, this group was a steadily declining propor-

tion of the workforce (between 14 and 10 percent in 1981, 1986, 1991, and 1996). This cohort's representation in the workforce rose to 19 percent in 2001.

- Teachers with 20 or more years of full-time teaching experience accounted for 28 percent of the workforce in 1961. This proportion declined to 14 percent in 1976. However, representation of those with 20+ years of teaching rose abruptly to 22 percent in 1981, and continued to rise to a high of 38 percent in 1996 and 2001.
- The percentage of male teachers having 20 or more years of full-time teaching experience increased dramatically from the 10–13 percent range during 1961–1976 to a high of 52 percent in 1996. This group of male teachers with 20 or more years of full-time teaching experience accounted for a smaller percentage in 2001, however (45%; Table 7). The percentage of female teachers with 20 or more years of full-time teaching showed a downward trend from 1961 to 1976 (34% and 15%, respectively). It began to rise in 1981, reaching a new high in 2001 (36%).

¹Figures in the text and Appendices are rounded to different levels of precision and therefore appear to be different. For example, the calculated mean number of years of full-time teaching experience is 15.458; when rounded to whole numbers it equals 15; when rounded to tenths it is 15.5.

- Although the percentage of elementary teachers with 20 or more years of full-time teaching experience exceeded that of secondary teachers from 1961 through 1976, the percentages were equal in 1981. Since 1986, the percentage of secondary teachers has exceeded that of elementary teachers in this category.
- The gap between average years of teaching experience for males and females narrowed considerably between 1961 and 1976. In 1981, for the first time, the teaching experience of males exceeded that of females. This trend has continued through 2001 (Figure 4).

Table 6.
Years of Full-Time Teaching Experience, 1961–2001

Years of full-time teaching	1961	1966	1971	1976	1981	1986	1991	1996	2001
Percentages of teachers									
1	8	9	9	6	2	3	3	2	3
2	6	9	8	6	4	2	4	4	6
3–4	13	14	16	16	8	5	7	8	10
5–9	19	22	24	29	26	18	16	17	19
10–14	15	14	16	17	23	22	17	17	13
15–19	10	10	10	13	15	23	18	14	11
20+	28	21	18	14	22	28	35	38	38
Number of years									
Mean	13	12	11	10	13	15	15	16	15
Median	11	8	8	8	12	15	15	15	14

Note: Percentages may not total 100 because of rounding.

Table 7.
Teachers with 20 or More Years of Full-Time Teaching Experience, by Selected Subgroups, 1961–2001

Subgroup	1961	1966	1971	1976	1981	1986	1991	1996	2001
Males	13	10	12	12	28	36	45	52	45
Females	34	27	22	15	19	24	31	33	36
Elementary	32	27	23	18	22	25	33	34	36
All secondary	22	16	14	11	22	30	36	41	40

Figure 4.
Teachers' Average Years of Teaching Experience, by Sex, 1961–2001



Years of Teaching in Present System (Question 8)

2001

In 2001, 15 percent of all teachers had been teaching full-time in their present school systems for 2 years or less; 46 percent had been teaching full-time in their present systems from 3 to 14 years; and 38 percent had been teaching full-time in their present systems for 15 years or more. The mean number of years of full-time teaching experience in the teachers' present system in 2001 was 12.6.

1966–2001

The percentages of teachers who had been in their current position for 20 years or more began to rise in 1981, and by 2001 a greater percentage of teachers had been in their current position for 20 years or more than at any other time in the past 35 years (Table 8).

The cohort of all teachers who had taught full-time in their present systems for 2 years or less decreased from a high of 31 percent in 1966 to a low of 11 percent in 1996 but rose slightly to 15 percent in 2001. In contrast, the proportion of all teachers with 10 or more years of service within their present systems increased from the 29–34 percent range of 1966–1976 to a high of 61 percent in 1986. It fell slightly to approximately 56 percent in 1991 and 1996 and dropped again, to 52 percent, in 2001. These figures indicate stability in the teacher workforce in that more than half of the teachers have remained with their school system for more than 10 years (Figure 5).

From 1966 to 1981, all subgroups trended downward in the percentages of teachers in their first 2 years of teaching in their present systems. At the same time, an accompanying upward trend was evident in the percentages of teachers with 5–19 years in the same system (Table 9). From 1986 to 2001, the percentages of teachers in their first 2 years of teaching in their present system seemed to stabilize or increase slightly for almost every subgroup. The percentages of teachers with 5–19 years of service dropped noticeably in all subgroups in 1991, and they remained below their 1986 levels through 2001.

Activities Last Year and Next Year

Table 8.
Years of Full-Time Teaching Experience in Present School System, 1966–2001

Years full-time in present system	1966	1971	1976	1981	1986	1991	1996	2001
Percentages of teachers								
1	18	17	10	5	7	6	4	8
2	13	12	10	7	6	8	7	7
3–4	17	19	17	11	7	11	11	13
5–9	22	23	30	27	20	19	22	19
10–14	13	13	17	25	21	16	17	14
15–19	7	7	9	12	22	15	13	11
20+	11	9	8	13	18	25	26	27
Number of years								
Mean	8	8	8	11	12	12	13	13
Median	5	5	6	9	12	11	11	10

Note: Percentages may not total 100 because of rounding.

Figure 5.
Prevalence of Teachers' Teaching 1–2 Years and 10+ Years in Present System, 1966–2001

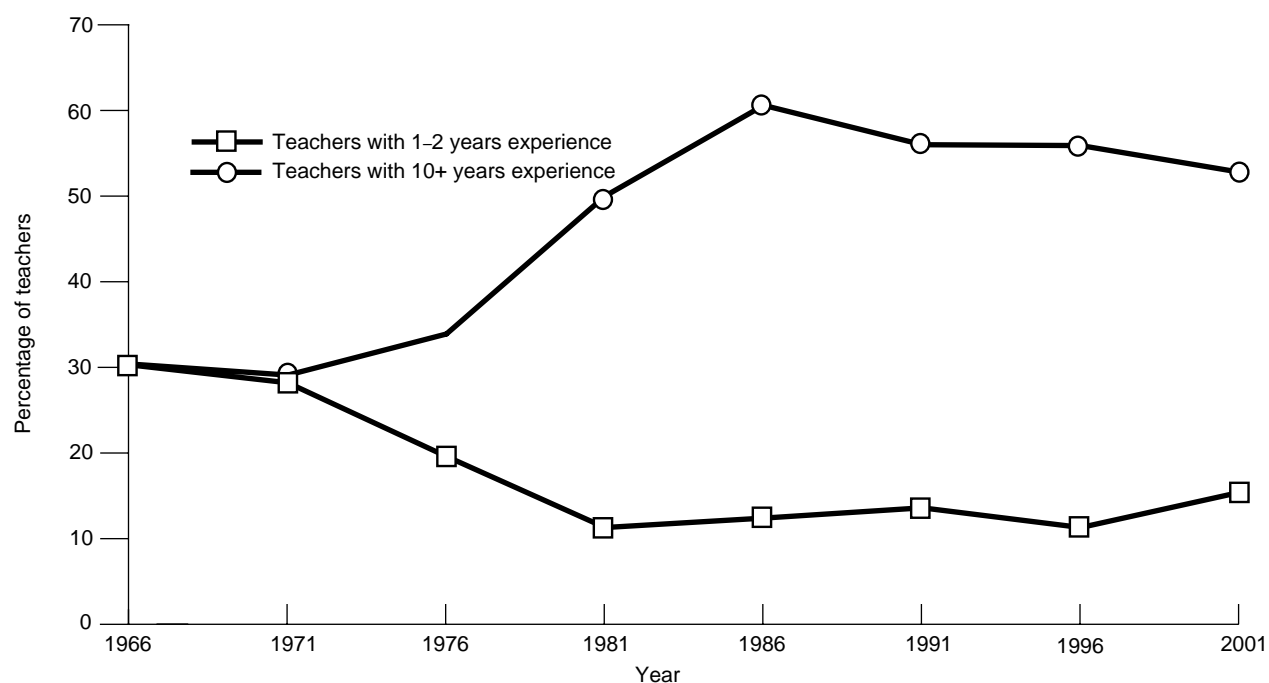


Table 9.
Teacher Subgroups in Present Systems for Selected Year Ranges, 1966–2001 (%)

Subgroup and year ranges	1966	1971	1976	1981	1986	1991	1996	2001
Elementary								
1–2	27	27	18	12	13	14	10	15
5–19	44	43	54	65	64	48	55	48
Secondary								
1–2	34	29	21	11	12	14	12	16
5–19	39	45	55	64	62	51	50	41
Males								
1–2	31	25	16	8	10	13	11	14
5–19	44	48	60	66	60	44	43	35
Females								
1–2	30	30	21	13	14	14	11	16
5–19	41	42	53	65	64	52	55	47
Large systems (25K+)								
1–2	23	22	15	9	10	12	12	18
5–19	50	47	64	67	59	48	54	47
Medium systems (3K–24.9K)								
1–2	32	28	16	11	12	14	12	14
5–19	41	45	57	66	63	54	50	47
Small systems (1K–2.9K)								
1–2	34	36	29	14	16	15	9	14
5–19	36	38	45	62	65	46	54	37

(Question 56)

2001

More than 90 percent of all teachers in 2001 (91%) had been teaching full-time in their present school system the previous year, and 3 percent were teaching in another school system during the 1999–2000 school year.

In the 2001–2002 school year, 94 percent of all teachers expected to be teaching full-time, either in their present school system (92%) or in another school system (2%), during the next school year.

1966–2001

Activities of teachers for the previous and following school years reported in the 1966–2001 surveys indicate the mobility of the teaching force (Table 10).

In 1981, for the first time, a larger percentage of teachers were teaching during the previous school year (95%) than planned to teach during the following school year (89%). This difference has continued, with small variations, through the years. In 2001, equal percentages (94%) of teachers surveyed were teaching during the previous year and expected to teach the following year.

Comparing the previous and next school year's teacher activities at the five-year intervals between 1966 and 1996 shows a steady decline in teacher mobility. Those who had been teaching in another system in the previous school year represented 7 percent of the workforce in 1966. They decreased to 2 percent in 1996 and rose to 3 percent in 2001. Teachers' plans for the next school year showed a similar pattern of general decline in mobility.

Other States in Which Teachers

Table 10.
Activities for Previous and Following School Years, All Teachers, 1966–2001 (%)

Year and activity	1966	1971	1976	1981	1986	1991	1996	2001
Previous								
Full-time teaching	87	88	91	95	95	93	96	94
Same system	81	84	88	93	92	90	94	91
Another system	7	4	3	2	2	3	2	3
Attending college full-time	9	7	5	1	1	2	1	2
Military service	0	0	0	0	0	0	0	0
Nonteaching position	1	1	1	1	1	1	0	1
Homemaking/childrearing	2	2	2	1	2	1	1	1
Unemployed, seeking work	0	0	0	0	0	0	0	0
Retired	0	0	0	0	0	0	0	0
Other	1	1	1	2	2	3	2	3
Following								
Full-time teaching	91	89	91	89	93	93	94	94
Same system	86	85	87	87	90	92	91	92
Another system	6	5	4	2	3	2	2	2
Attending college full-time	2	1	1	1	0	0	0	0
Military service	0	0	0	0	0	0	0	0
Nonteaching position	2	2	2	2	2	1	1	0
Homemaking/childrearing	3	3	2	2	1	1	1	1
Unemployed, seeking work	0	0	1	1	1	1	0	0
Retired	2	2	2	2	1	2	2	2
Other	1	1	1	2	2	3	3	2

Note: In 1991, the homemaking category included paternal care.

Have Taught (Question 27)

2001

Another measure of teacher mobility emerges from the question, first asked in the 1986 survey, “In how many states have you been a teacher?” In 1996, 72 percent had not taught in other states, 19 percent had taught in one other, 6 percent in two others, and 3 percent in three or more other states. The pattern did not change significantly in 2001. In fact, these figures have remained stable over the past 15 years.

In 2001, larger percentages of teachers in large school systems, successively older age groups, and in the Southeast region reported having taught in more than one state.

3. Teaching Assignment: Staffing Patterns*

Size of Classroom Teaching Staff (Question 10)

2001

In 2001, teachers were in schools with a mean of 49 classroom teachers, but more than half of the teachers were in schools with fewer than 40 teachers.

Figure 6 illustrates the distribution of teachers in schools of various sizes, as measured by the size of the teaching staff.

- By region, the mean number of classroom teachers ranged from a high of 58 in the Northeast to a low of 44 in the West.
- At the elementary level, teachers were in schools that had a mean of 33 teachers; at the middle or junior high level, 53; and at the senior high level, 80.
- Males were more likely than females to teach in large schools (mean of 59 vs. 46 classroom teachers).

1961–2001

Percentages of teachers who reported a classroom staff of fewer than 25 per building decreased from 48 percent

in 1961 to a low of 26 percent in 1996, where it remained in 2001 (Table 11).

The segment of the teaching workforce that reported 100 or more colleagues increased from 4 percent in 1961 to 8 percent in 1976. After a slight decrease to 6 percent in 1981, the segment grew steadily, reaching 10 percent in 1996 and remaining at that level in 2001.

Figure 6.
Distribution of Teachers, by Size of School Teaching Staff, 2001

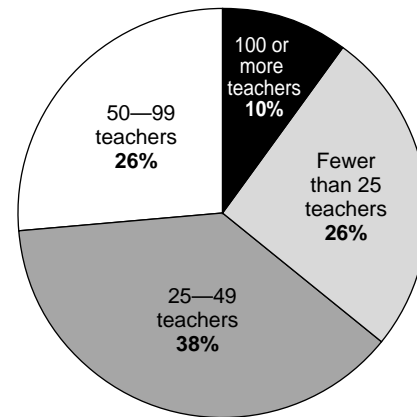


Table 11.
Number of Classroom Teachers in Schools, 1961–2001

Number of teachers	1961	1966	1971	1976	1981	1986	1991	1996	2001
Percentages of teachers									
Fewer than 25	48	44	37	37	39	36	27	26	26
25–49	33	33	34	33	36	34	39	39	38
50–99	15	17	21	22	19	22	25	26	26
100+	4	7	8	8	6	8	9	10	10
Number of classroom teachers									
Mean	—	39	42	43	39	43	46	49	49
Median	—	27	31	31	30	32	35	36	36

Note: Percentages may not total 100 because of rounding.

— = data not available.

* Each chapter of this report summarizes the 2001 survey data and analyzes it in the context of historical data from previous surveys. Tables providing detailed results from the 2001 survey are in Appendix B. The Appendix B table numbers correspond to the survey questions (shown in Appendix A), which also are indicated in the report's sub-chapter titles.

Other Professional Staff (Question 11)

2001

In addition to classroom teachers, respondents in 2001 reported a mean of 13 professional staff members per building (such as counselors, librarians, nurses, and administrative personnel).

- Elementary teachers and middle or junior high teachers in 2001 reported fewer full-time professional staff members (means of 11 and 12, respectively) than did senior high teachers (mean of 18).

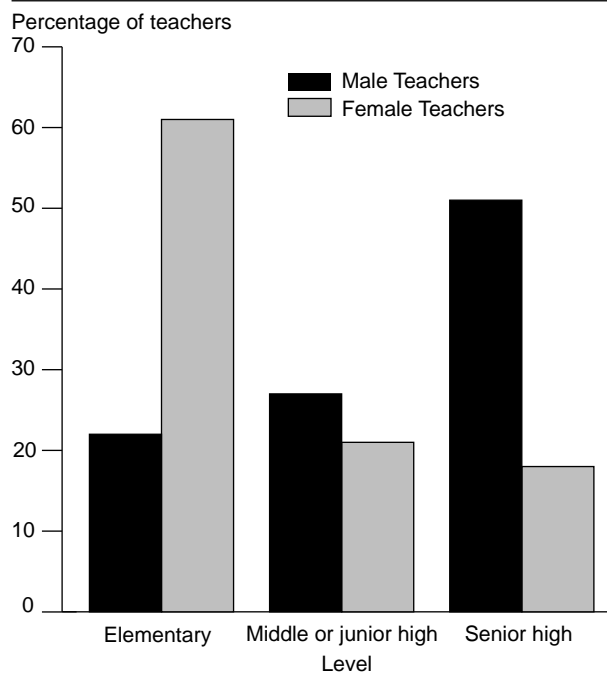
School Level Taught (Questions 13a, 13b)

2001

More than one-half (53%) of the respondents classified themselves as elementary teachers; more than one-fifth (22%) said they were middle or junior high school teachers; and one-quarter (25%) responded that they were senior high teachers. Nearly three-fourths (73%) of the respondents said they were regular classroom teachers; just over one-tenth (11%) said they were special education teachers; and less than one-tenth (8%) said they served as instructional specialists or resource teachers. A similar proportion (8%) worked in some other capacity in the schools.

- A much larger proportion of the female teacher workforce worked at the elementary level than of the male teacher workforce (61% vs. 22%). Conversely, a much higher proportion of male than female teachers taught at the senior high level (51% vs. 18%; Figure 7).
- In 1996, substantially larger percentages of minority teachers than white teachers classified themselves as special education teachers (20% vs. 8%). This differential disappeared in 2001, when similar proportions of each group responded that they were special education teachers (11%).

Figure 7.
Distribution of Teachers, by Sex and School Level, 2001



1966–2001

In the 35 years for which data are available, teachers who taught solely at the elementary level consistently made up the largest portion of teachers, ranging from 47 to 53 percent of the total teaching workforce (Table 12). In 2001, more than half (53%) of the teachers taught at the elementary level. The group of teachers at the middle and junior high level remained relatively stable in 1971 and 1976, at close to 20 percent, increased in 1981 to 27 percent, but returned to the levels of the 1970s in 1991 (20%). This group's representation increased slightly in 1996 to 23 percent and remained close to that level in 2001 (22%). The proportion of the workforce self-reporting as secondary teachers has fluctuated between 24 and 33 percent over the past 35 years. (Note that the figures for 1981 shown in Table 12 are not comparable with those for other years, as that year's survey allowed respondents to place themselves into more than one category.)

Table 12.
School Levels, All Teachers, 1966–2001 (%)

Level	1966	1971	1976	1981	1986	1991	1996	2001
Elementary	53	49	49	49	47	50	48	53
Middle school/junior high	15	19	20	27	24	20	23	22
Senior high	24	26	25	33	30	30	29	25
Elem./secondary combination	2	1	1	—	—	—	—	—

Note: Percentages may not total 100 because of rounding or omission of a junior-senior-high combination row.
— = data not available.

Grades Taught (Question 12)

2001

In 2001, 56 percent of all teachers taught in one grade or in a combination of grades from prekindergarten through grade 6; 12 percent taught in grades 7–9, single or combination; 7 percent taught in grades 10–12; 16 percent taught in a junior-high/senior-high combination; 6 percent reported teaching in an elementary and junior high combination; and 2 percent taught in an elementary, junior high, and/or senior high combination (Table 13).

- Females were more likely than males to teach prekindergarten and kindergarten classes, and in grades 1–6. Males were more likely than females to teach in grades 7–9, 10–12, and a junior high/senior high combination.
- Large systems were more likely than medium or small systems to include teachers of prekindergarten to grade 6 combinations.
- Teachers in the Southeast and West were more likely than those in the other two regions to teach prekindergarten to grade 6 combinations.

Table 13.
Grade Levels Taught by All Teachers, 2001 (%)

Level	All teachers	Males	Females
Prekindergarten (PK)—6	56	26	64
Grades 7—9	12	16	11
Grades 10—12	7	17	4
PK/elementary/junior high combination	6	7	6
PK/elementary/senior high combination	0	0	0
Junior high/senior high combination	16	31	13
PK/elementary/junior high/senior high combination	2	3	2
(Number responding)	(1,454)	(305)	(1,148)

Subjects Taught (Questions 16a, 16b)

1961–2001

Percentages of departmentalized elementary teachers teaching specified subjects are based on such small numbers that the data yield no reliable conclusions. However, some trends are apparent from the data on secondary teachers (Table 14). The relative apportionment of teachers among secondary subject areas has remained generally stable over the past 40 years. The largest subject-area groupings were in English, mathematics, science, and social studies.

- In 1991, 1996, and 2001, the survey asked teachers in secondary and departmentalized elementary grades whether they taught required or elective courses. Responses for senior high school teachers in 2001 are summarized in Figure 8.

Table 14.
Subjects Taught by Departmentalized Elementary (1976–2001) and Secondary (1961–2001) Teachers (%)

Subject	1976	1981	1986	1991	1996	2001			
Elementary									
Art	5	8	5	5	5	8			
Computer science ^a	—	—	—	—	4	1			
Drivers education	0	1	0	0	0	0			
English	32	29	32	42	36	36			
Foreign language	0	2	0	1	1	0			
Health, physical education	11	10	16	12	6	12			
Industrial arts	1	0	0	0	0	0			
Mathematics	15	16	11	5	16	11			
Music	7	16	9	15	12	12			
Science	8	7	5	4	10	10			
Social studies	8	6	5	5	6	4			
Special education	13	5	14	11	4	3			
Vocational education	1	0	0	0	0	0			
Other	0	0	5	0	0	4			
(Number responding)	(131)	(83)	(44)	(76)	(81)	(109)			
	1961	1966	1971	1976	1981	1986	1991	1996	2001
Secondary									
Agriculture	3	2	1	1	1	1	0	1	1
Art	2	2	4	2	3	2	2	3	3
Business education	8	7	6	5	6	7	4	4	2
Computer science ^a	—	—	—	—	—	—	—	2	3
Drivers education	0	—	1	1	1	1	0	1	0
English	19	18	20	20	24	22	22	24	22
Foreign language	4	6	5	4	3	4	4	5	5
Health, physical education	8	7	8	8	7	6	7	6	4
Home economics	5	6	5	3	4	3	4	2	2
Industrial arts ^b	6	5	4	4	5	2	3	1	0
Mathematics	11	14	14	18	15	19	16	17	18
Music	2	5	4	3	4	5	3	4	3
Science	12	11	11	13	12	11	15	13	15
Social studies	13	15	14	12	11	14	12	13	15
Special education	0	0	1	3	2	4	4	2	4
Vocational education	—	—	2	3	1	2	3	1	1
Other	1	2	1	0	1	1	1	5	3
(Number responding)	(778)	(1,088)	(707)	(670)	(619)	(463)	(487)	(581)	(593)

Notes: Elementary teachers not tabulated separately in 1961, 1966, and 1971.

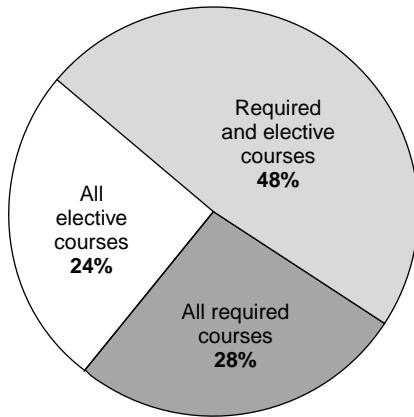
Percentages for each subject may not total 100 because of rounding or omission of some subject areas.

^a First appeared in 1996.

^b Includes vocational education in 1961.

— = data not available.

Figure 8.
Senior High School Teachers Teaching
Required and Elective Courses, 2001



Misassignment of Teachers (Questions 14, 14b)

2001

In 2001, 81 percent of all respondents reported that they spent *none* of their teaching time in grades or subjects outside their major fields of college preparation; 7 percent reported spending less than 50 percent of their teaching time teaching grades or subjects for which they were academically unprepared. Another 5 percent reported spending between 50 and 99 percent of their time on such activities, and 6 percent reported spending 100 percent of their time outside their field of preparation.

Table 15.
Teaching Time Spent Outside of College Preparation Area, All Teachers, 1961–2001 (%)

Percentage of time	1961	1966	1971	1976	1981	1986	1991	1996	2001
None	69	70	77	81	84	83	84	83	81
Less than 50	17	13	7	7	6	7	6	7	7
50–99	8	8	7	6	5	5	5	5	5
100	7	8	8	6	5	5	5	5	6

Note: Percentages may not total 100 because of rounding.

- Teachers in the other regions were more likely than those in the West to be teaching grades or subjects that match their fields of college preparation.
- White teachers were more likely than minority teachers to be working in grades or subject areas that were the same as their fields of college preparation.
- Teachers in elementary schools compared with teachers in senior high schools and middle or junior high schools were more likely to be assigned in the grades or subjects of their fields of college preparation.

1961–2001

Misassignment of teachers is much less prevalent in 2001 than it was in 1961, as more teachers have reported spending *no* time teaching outside of their field of college preparation (Table 15).

The proportion of teachers who were assigned within their field of college preparation at first showed an upward trend, rising from 69 percent in 1961 to 84 percent in 1981. The trend then leveled out and remained close to the 1981 level through 2001.

Table 16 shows the generally increasing assignment of teachers within their fields of college preparation, with the data broken out by subgroups of school level, gender, system size, and geographic region. Data for some subgroups are not available for 1961.

- The percentages of teachers assigned within areas of college preparation have increased at both the elementary and secondary levels. For elementary teachers, the greatest shift occurred between 1971 and 1991, with the percentage of those properly assigned rising from 78 to 89 percent. It began to decline slightly in 1996 and declined again in 2001. For secondary teachers, the greatest change, an increase from 62 to 80 percent, occurred between 1961 and 1981. Secondary teachers were less likely to be properly assigned than elementary teachers throughout the 40-year period.

Table 16.
Teachers Assigned Within Area of College Preparation, by Selected Subgroups, 1961–2001 (%)

Subgroup	1961	1966	1971	1976	1981	1986	1991	1996	2001
Elementary	74	75	78	86	89	89	89	87	86
Secondary	62	66	76	77	80	78	78	79	77
Males	61	61	69	74	80	78	77	78	75
Females	72	76	81	85	86	85	86	84	83
Large systems (25K+)	—	71	75	82	86	80	84	82	79
Medium systems (3K–24.9K)	—	72	79	82	83	84	84	82	83
Small systems (1K–2.9K)	—	66	77	79	84	83	84	84	81
Northeast	—	73	85	84	88	87	89	83	84
Southeast	—	76	81	87	89	85	88	88	86
Middle	—	72	76	83	83	85	82	85	85
West	—	64	68	72	78	77	78	74	70

Note: — = data not available.

- Increases in correct assignment have been greater for men than for women. However, female teachers continued to hold the edge in correct assignment over male teachers in 2001 (83% vs. 75%).
- Although correction of misassignment has occurred in all systems regardless of size, the most dramatic change has been in small systems, with correct assignments increasing from 66 percent in 1961 to 84 percent in 1981. The percentage has remained relatively stable in the 20 years since then. The proportion of correct assignments in large systems reached its peak in 1981 (86%). It was 79 percent in 2001. By 1991, the percentages of teachers correctly assigned in all of the system sizes became approximately equivalent, and remained so in 2001.

The 2001 survey included an additional measure of misassignment, asking teachers what percentage of total teaching time each week they spent teaching grades or subjects that were different from those of their teaching license. Measured in this way, the misassignment picture is even better. Most of the teachers (90%) reported that they spent *no* time teaching in grades or subjects outside their teaching license. (Of all teachers, 95 percent are licensed.) Some 4 percent reported teaching less than 25 percent of their time outside the areas of their teaching license. Another 4 percent reported teaching grades or subjects that were different from those of their license between 26 and 99 percent of their time, and 2 percent reported spending 100 percent of their instructional time outside the field of their teaching license (Table 17).

Table 17.
Teaching Time Spent Outside of Teaching License Subject, All Teachers and by Race and Region, 2001 (%)

Percentage of time	Total	Race		Region			
		Minority	White	Northeast	Southeast	Middle	West
None	90	81	91	90	93	93	84
Less than 25	4	6	4	5	5	4	3
25–74	3	6	3	4	4	4	2
75–99	1	3	1	1	0	1	1
100	2	4	2	1	3	1	2

Note: Percentages may not total 100 because of rounding.

- White teachers were more likely than minority teachers to say that they spend *no* teaching time in grades or subjects that are different from those of their teaching licenses (91% compared to 81%).
- Teachers in the Southeast, Middle, and Northeast regions were more likely than those in the West to say that they spend *no* teaching time in grades or subjects that are different from those of their teaching licenses (93–90% vs. 84%).

Teacher Aides (Questions 22a, 22b)

2001

In 2001, 32 percent of all teachers received some assistance from a teacher aide.

- By school level, 42 percent of the elementary teachers, 24 percent of the middle or junior high teachers, and 16 percent of the senior high teachers had teacher aide assistance.
- Teachers in the West (37%) and the Northeast (31%) were significantly more likely than those in the Middle region (30%) and Southeast (27%) to have the services of a teacher aide.
- More female than male teachers reported having the assistance of an aide (35% vs. 18%). This difference was probably in large part because a greater percentage of women teach at the elementary level, which is also the level at which most aides work.
- Teachers at the elementary level received the following types of services most frequently: help with instruction and assistance with the classroom environment (78% and 67%, respectively). Middle or junior high school and senior high teachers were much less likely than their elementary counterparts to receive help with instruction (61% and 57%, respectively) but

almost as likely to have assistance with the classroom environment (64% for both).

- The largest proportion of teachers receiving secretarial help was at the senior high level, followed distantly by teachers at the elementary level and more distantly by those at the middle or junior high levels (67%, 53%, and 41%, respectively).

1971–2001

The percentage of teachers having some assistance from teacher aides increased between 1971, when these data were first collected, and 1976 (from 29% to 33%), but dropped slightly during the 1980s. In 1991, it rose to 31 percent, and it climbed again to 35 percent in 1996. However, the proportion of teachers with some assistance from aides fell back in 2001 to 32 percent (Table 18).

The percentage of teachers having an exclusive aide increased from 5 percent in 1971 to 10 percent in 1991 but dropped slightly to 9 percent in 1996 and 2001. The percentage of teachers sharing an aide declined from a high of 24 percent in 1971 to 20 percent in 1991. It nearly regained its 1971 high in 1996, when the percentage climbed to 23 percent, but dropped back in 2001 to 20 percent.

Table 19 shows the types of assistance that all teachers who had aides received most frequently.

In all survey years before 1996, teachers received secretarial help most frequently from their aides (between 62% and 75%). But in 1996, larger proportions of teachers reported having had help with instruction and with assistance in the classroom environment (69% and 62%, respectively) than with secretarial help (57%). This pattern continued in 2001, with the largest proportion of the teachers saying they received help with instruction, the next-largest saying they received assistance in the classroom environment, followed by those reporting having had secretarial assistance (72%, 66%, and 53%, respectively).

Table 18.
Teachers' Aide Assistance, 1971–2001 (%)

Level of assistance	1971	1976	1981	1986	1991	1996	2001
Have own teacher aide	5	9	9	8	10	9	9
Share teacher aide	24	23	18	19	20	23	20
Both of above	1	2	1	1	1	3	3
Total having assistance	29	33	28	29	31	35	32

Table 19.
Types of Assistance Received from Teacher Aides, 1971–2001 (%)

Type of assistance	1971	1976	1981	1986	1991	1996	2001
All teachers							
Instructional assistance	—	—	53	60	60	69	72
Small group discussion	34	59	—	—	—	—	—
Individualized instruction	33	59	—	—	—	—	—
Lunch duty assistance	39	29	35	31	32	38	43
Playground duty assistance	34	30	39	34	35	38	37
Secretarial assistance	69	70	73	75	62	57	53
Assistance with grading papers	—	—	54	56	48	45	39
Grading objective papers	40	50	—	—	—	—	—
Grading theme or essay papers	6	5	—	—	—	—	—
Preparation of instructional resources	27	30	30	30	39	38	39
Use of instructional resources	20	23	26	23	—	—	—
Assistance with classroom environment	32	40	54	55	55	62	66
Other	4	6	—	—	—	—	—
(Number responding)	(432)	(456)	(367)	(368)	(377)	(453)	(468)
Elementary school (including preschool)							
Instructional assistance	—	—	60	67	64	75	78
Small group discussion	41	70	—	—	—	—	—
Individualized instruction	39	69	—	—	—	—	—
Lunch duty assistance	46	35	41	39	37	46	53
Playground duty assistance	43	41	50	44	45	53	51
Secretarial assistance	63	67	71	73	60	55	53
Assistance with grading papers	—	—	58	59	47	45	37
Grading objective papers	42	52	—	—	—	—	—
Grading theme or essay papers	6	5	—	—	—	—	—
Preparation of instructional resources	28	33	29	31	42	43	42
Use of instructional resources	21	27	25	23	—	—	—
Assistance with classroom environment	36	44	59	63	56	64	67
Other	4	5	—	—	—	—	—
(Number responding)	(323)	(313)	(260)	(261)	(263)	(301)	(321)
Middle or junior high school							
Instructional assistance	—	—	45	44	61	62	61
Small group discussion	—	—	—	—	—	—	—
Individualized instruction	—	—	—	—	—	—	—
Lunch duty assistance	—	—	27	16	27	30	22
Playground duty assistance	—	—	17	16	16	17	11
Secretarial assistance	—	—	78	74	57	53	41
Assistance with grading papers	—	—	52	42	65	42	45
Grading objective papers	—	—	—	—	—	—	—
Grading theme or essay papers	—	—	—	—	—	—	—
Preparation of instructional materials	—	—	35	32	27	30	28
Use of instructional resources	—	—	27	24	—	—	—
Assistance with classroom environment	—	—	45	38	57	63	64
Other	—	—	—	—	—	—	—
(Number responding)	—	—	(82)	(50)	(48)	(81)	(77)
Senior high school							
Instructional assistance	—	—	30	43	40	53	57
Small group discussion	—	—	—	—	—	—	—
Individualized instruction	—	—	—	—	—	—	—
Lunch duty assistance	—	—	11	8	11	11	16
Playground duty assistance	—	—	5	4	2	1	2
Secretarial assistance	—	—	87	84	78	70	67
Assistance with grading papers	—	—	38	61	42	50	43
Grading objective papers	—	—	—	—	—	—	—
Grading theme or essay papers	—	—	—	—	—	—	—
Preparation of instructional materials	—	—	32	18	35	27	36
Use of instructional resources	—	—	28	16	—	—	—
Assistance with classroom environment	—	—	41	29	55	57	64
Other	—	—	—	—	—	—	—
(Number responding)	—	—	(37)	(51)	(55)	(70)	(61)

Note: Total percentages may be greater than 100 because of multiple responses. Secondary teachers were not tabulated separately in 1971 and 1976.
 — = data not available.

- In 1981, 30 percent of senior high teachers with aides received assistance with instruction from them. By 2001 this percentage increased to 57 percent. The percentage of teachers receiving assistance with grading papers increased from 38 percent in 1981 to 61 percent in 1986 but decreased to 43 percent in 2001. Teachers' aides' assistance with classroom environment increased steadily from 1986, when it was 29 percent, to 55 percent in 1991, 57 percent in 1996, and 64 percent in 2001.

4. Teaching Assignment: Pupils*

School Size (Question 9)

2001

The average school had 797 students in 2001. Nearly equal percentages of teachers taught in schools with 500 or fewer students and in schools with 501–1,000 students (38–39%). The remainder taught in schools of more than 1,000 students (23%; Table 20).

- Teachers in the Northeast reported working in schools averaging 903 students. Schools in the Southeast averaged 814 students; in the West, 774 students; and in the Middle region, 711 students.

- Males reported working in larger schools than did females (averaging 956 vs. 753 students).
- Teachers at different school levels reported the largest differences in school size. Senior high school teachers reported working in schools averaging 1,258 students. Middle or junior high schools were next, with 828 students, and elementary schools were smallest, averaging 566 students.
- Teachers in large school systems worked in schools averaging a total of 983 students; those in medium-sized systems were in schools averaging 839 students; and teachers in small systems worked in schools averaging 534 students.

Table 20.
School Size, All Teachers and Selected Subgroups, 2001

Number of students	All teachers	Region				Sex	
		North-east	South-east	Middle	West	Males	Females
Percentages of teachers							
500 or fewer	38	32	29	48	41	30	40
501–1,000	39	40	48	35	36	35	40
More than 1,000	23	28	23	17	23	35	19
Number of students							
Mean	797	903	814	711	774	956	753
Median	650	750	680	530	615	780	600

Number of students	Level	Elementary	Middle/ junior high school	Senior high school	School system size		
					Large (25K+)	Medium (3–24.9K)	Small (1–2.9K)
Percentages of teachers							
500 or fewer	52	27	19	24	35	58	
501–1,000	41	48	27	42	39	36	
More than 1,000	7	25	54	34	25	6	
Number of students							
Mean	566	828	1,258	983	839	534	
Median	500	800	1,175	800	685	455	

Note: Percentages may not total 100 because of rounding.

* Each chapter of this report summarizes the 2001 survey data and analyzes it in the context of historical data from previous surveys. Tables providing detailed results from the 2001 survey are in Appendix B. The Appendix B table numbers correspond to the survey questions (shown in Appendix A), which also are indicated in the report's subchapter titles.

Pupil Load (Questions 15a, 16f)

2001

For teachers in nondepartmentalized elementary grades in 2001, the mean number of pupils per classroom was 21.

In 2001, the mean number of pupils that secondary or departmentalized elementary teachers faced in the classroom each day had declined from a 1996 figure of 94 to 87. Between 1996 and 2001, the average pupil loads diminished most in large and medium school systems (from 98 and 96 pupils per day to 89 and 88, respectively). The loads diminished less in small school systems (from 85 in 1996 to 82 in 2001).

1961–2001

The average class size for nondepartmentalized elementary teachers declined from 29 pupils in 1961 to 24 in 1996 (as noted above, this number declined further to 21 in 2001; Table 21). Further indicating this decrease in average elementary class size was an increase in the proportion of teachers having fewer than 25 pupils from 22 percent in 1961 to 73 percent in 2001.

- From 1966 to 2001, the mean number of pupils in elementary school classrooms decreased in systems of all sizes (Table 22).
- Teachers in large systems consistently carried a heavier pupil load than those in medium and small systems through 1986. By 1991, however, the average pupil load in large systems was comparable with that in medium-sized systems. Pupil loads in small systems were the lowest; this trend continued in 1996 and 2001.

The 20 years from 1961 to 1981 saw a slow but marked decrease in class size for secondary and departmentalized elementary teachers, with the mean number of pupils falling from 27 in 1961 to 23 in 1981 (Table 23). After 1981, the number of pupils per class began to rise again, reaching 31 in 1996. This result seems to reflect the influence of the increasing percentage of teachers reporting 30 or more pupils per class.

- The 35-year trend in the average number of pupils taught per day for secondary and departmentalized elementary teachers showed a consistent decrease from 132 in 1966 to 93 in 1991 (Table 24). Their num-

ber of pupils taught per day rose to 94 in 1996 but declined again in 2001 to 87.

- Secondary and departmentalized elementary teachers taught declining average numbers of pupils per day from 1966 to 1981 in all systems, regardless of their size (Table 25). However, 1986 brought about a particularly striking change because numerically, the decreases in the 5-year period between 1981 and 1986 equaled or exceeded the total decreases in the 15-year period from 1966 to 1981 in all system sizes. Large decreases continued in the large systems in 1991. By 2001, teachers in all systems again reported fall-offs in pupils taught per day, but the large and medium-sized systems showed the greatest declines.
- Differences between the number of pupils taught per day by teachers in large school systems and teachers in medium-sized and small school systems also declined between 1966 and 2001. In 1966, teachers in large systems taught an average of 7 pupils more per day than did teachers in medium systems, and 22 pupils more than did teachers in small systems. In 2001, teachers in large and medium systems taught about the same number of students per day (89 and 88, respectively), and teachers in large systems taught an average of 7 more students per day than did their colleagues in small systems.

Type of Community (Question 28)

2001

In 2001, 30 percent of all teachers described the community around their school as urban (18%, inner core of city; 12%, other part of city); 30 percent described it as suburban; and 40 percent characterized it as small town or rural (25% and 15%, respectively).

- Teachers in the Northeast, West, and Middle regions (38%, 31%, and 27%, respectively) more commonly reported working at schools in urban areas than did teachers in the Southeast (21%). Employment in suburban communities was more common for teachers in the Northeast (33%) than it was for those in the Middle, Southeast, and West regions (30%, 30%, and 27%, respectively). Although between one-fourth and one-half of all teachers in all regions characterized their schools as located in small towns or rural areas, this description was most common for teachers in the Southeast (50%), followed by those in the Middle region, West, and Northeast (43%, 42%, and 29%, respectively).

Table 21.
Class Size, Nondepartmentalized Elementary Teachers, 1961–2001

Class size	1961	1966	1971	1976	1981	1986	1991	1996	2001
Number of students									
Mean	29	28	27	25	25	24	23	24	21
Median	30	29	27	26	25	24	24	23	21
Percentages of teachers									
Fewer than 25	22	23	28	39	43	51	55	60	73
25–29	27	33	36	39	37	28	30	28	17
30–34	31	31	27	21	14	14	12	9	7
35+	19	13	8	2	6	7	3	3	3

Note: Percentages may not total 100 because of rounding.

Table 22.
Class Size, Nondepartmentalized Elementary Teachers, by School System Size, 1966–2001
(number of students)

System size	1966	1971	1976	1981	1986	1991	1996	2001
Large (25K+)								
Mean	30	29	27	26	25	23	24	22
Median	31	29	28	26	26	25	24	22
Medium (3K–24.9K)								
Mean	29	27	25	25	24	24	24	22
Median	29	27	25	26	24	24	24	22
Small (1K–2.9K)								
Mean	26	26	24	25	22	22	22	20
Median	27	26	25	24	22	22	22	20

Table 23.
Class Size, Secondary and Departmentalized Elementary Teachers, 1961–2001

Class size	1961	1966	1971	1976	1981	1986	1991	1996	2001
Number of students									
Mean	27	27	27	25	23	26	26	31	28
Median	27	27	26	25	24	22	21	24	21
Percentages of teachers									
Fewer than 20	18	21	16	22	29	39	43	32	41
20–24	21	19	22	21	25	20	20	20	20
25–29	28	29	31	29	29	20	18	19	15
30–34	24	21	23	19	11	10	8	11	9
35+	10	11	8	9	6	12	11	18	15

Note: Percentages may not total 100 because of rounding.

Table 24.
Students Taught per Day, Secondary and Departmentalized Elementary Teachers, 1966–2001

Students/day	1966	1971	1976	1981	1986	1991	1996	2001
Number of students								
Mean	132	135	127	118	97	93	97	86
Median	130	130	125	123	105	100	97	80
Percentages of teachers								
Fewer than 100	22	15	22	25	45	49	51	58
100–124	20	24	23	25	19	19	16	17
125–149	23	27	23	29	17	17	16	10
150–174	19	21	19	15	13	9	11	8
175–199	8	5	8	5	3	3	3	3
200+	9	7	4	2	4	3	4	4

Note: Percentages may not total 100 because of rounding.

Table 25.
Students Taught per Day, Secondary and Departmentalized Elementary Teachers, by School System Size, 1966–2001 (number of students)

System size	1966	1971	1976	1981	1986	1991	1996	2001
Large (25K+)								
Mean	144	141	135	126	108	96	98	89
Median	145	140	140	125	125	100	100	84
Medium (3K–24.9K)								
Mean	137	137	128	120	97	95	96	88
Median	132	135	125	125	105	100	100	81
Small (1K–2.9K)								
Mean	122	125	118	110	85	88	85	82
Median	120	120	118	110	82	90	83	80

- Teachers from large systems were more likely than not to describe their locations as urban (61%), and teachers from small systems were highly likely to say that they were in small town or rural areas (77%). Teachers in medium-sized systems were likely to report their location as suburban or small town (64%).
- Minority teachers were much more likely than white teachers to report that their school was in an urban area. More than one-third of minority teachers (37%) reported working in schools in core urban areas; a much smaller proportion of white teachers (15%) said the same. Nearly equal percentages of minority and white teachers reported their schools as located in cities but outside the urban core (15% and 12%, respectively) and as located in rural areas (15%). White teachers were more likely than their minority

colleagues to report their schools as located in suburbs (32% vs. 20%) and small towns (27% vs. 14%).

1971–2001

A smaller percentage of the teaching force worked in urban schools in 2001 than did in 1971, and a larger percentage worked in suburban schools. The segment of teachers employed in urban communities decreased from 34 percent in 1971 to 25 percent in 1996. It increased slightly in 2001 to 30 percent. At the same time, the group of teachers reporting employment in rural or small-town areas increased from 41 percent in 1971 to 47 percent in 1996, down from a high of 51 percent in 1981. That group decreased in 2001 to 40 percent. The cohort of teachers in suburban communities, which had increased from 24 percent in 1971 to a high of 30 percent

in 1991, fell to 28 percent in 1996 but increased again in 2001 to its 1991 high of 30 percent (Table 26.)

Table 26.
Types of Communities in Which Schools Are Located, All Teachers, 1971–2001 (%)

Community type	1971	1976	1981	1986	1991	1996	2001
Urban	34	27	23	22	25	25	30
Suburban	24	28	26	29	30	28	30
Rural/small town	41	46	51	49	45	47	40

Note: Percentages may not total 100 because of rounding.

5. Teaching Assignment: Hours*

Weekly Workload (Questions 17, 19, 20)

The questions relating to a teacher's workload have varied considerably throughout the 40-year span of this survey. Between 1981 and 2001, the survey considered four components in calculating the weekly workload of public school teachers. The first two focused mainly on instruction. One was length of the required school day. The other was hours spent after the required workday on instruction-related activities, such as lesson preparation and paper grading. The second two related to noninstructional activities. One was additional hours spent after the required school day on compensated noninstructional activities, such as coaching. The other was time spent in addition to required hours on noncompensated noninstructional activities, such as bus duty and club advising.

In the 1971 and 1976 surveys, questions relating to weekly workload covered only three elements: length of required school day, other compensated duty, and noncompensated activities. The survey considered lesson preparation and paper grading as noncompensated activities.

In 1966, teachers responded to questions about weekly workload in two categories only: length of required school day and noncompensated activities such as lesson preparation and paper grading.

In 1961, teachers reported weekly workload by length of the required school day and listed time spent in various categories of assigned activities other than scheduled classroom teaching.

2001

The average length of the required school day for all teachers in 2001 was 7.4 hours (7 hours, 24 minutes). The average school workweek for all teachers was thus 37 hours. Teachers in the Northeast averaged a slightly shorter required workweek of 35 hours (a school day of 7 hours), than did teachers in the Southeast, Middle, and

West regions. These three regions all indicated required workweeks of 37.5 hours.

In 2001, teachers spent an average of 10 hours weekly after the required workday on instruction-related activities such as lesson preparation and paper grading. The following subgroups spent less time per week on instruction-related activities:

- Teachers 30–39 years old spent less time on instruction (9.5 hours) than did teachers in the other age categories (under age 30, 10.2 hours; ages 40–49, 9.8 hours; ages 50+, 10.3 hours).
- Males spent fewer hours on instruction than did females (9.1 vs. 10.2).
- Middle or junior high teachers spent fewer hours (9.4) than did teachers in senior high and elementary schools (9.7 and 10.3, respectively).
- Teachers in small systems spent fewer hours (9.3) than did those in large and medium-sized systems (10.2 and 10.3, respectively).

In 2001, teachers who reported involvement in compensated noninstructional activities after the required school day (e.g., coaching) spent an average of 5.8 hours per week on such duties. The following subgroups spent more time per week on compensated activities:

- Teachers in small and medium-sized systems spent more time on compensated noninstructional activities (6.5 hours and 5.7 hours, respectively) than did teachers in large systems (5.0 hours).
- Teachers in senior high school spent more time on compensated noninstructional activities (8.4 hours) than did middle or junior high school teachers and elementary teachers (5.3 hours and 3.8 hours, respectively).
- Males spent more time than did females (8.3 hours vs. 4.7 hours).

* Each chapter of this report summarizes the 2001 survey data and analyzes it in the context of historical data from previous surveys. Tables providing detailed results from the 2001 survey are in Appendix B. The Appendix B table numbers correspond to the survey questions (shown in Appendix A), which also are indicated in the report's subchapter titles.

- Teachers under age 40 spent more time (under age 30, 7.3 hours; ages 30–39, 6.9 hours) than did those ages 40–49 and 50 or more (4.6 hours and 5.2 hours, respectively).
- Unlike the situation in 1996, when white teachers reported more hours than did minority teachers (6.4 vs. 4.6 hours), in 2001, minority and white teachers' time allocation was nearly the same (6.0 and 5.8 hours, respectively).
- Teachers in the West (6.1 hours), Northeast (5.9 hours), and Middle region (5.7 hours) spent more time on compensated noninstructional activities than did their colleagues in the Southeast (5.3 hours).

In 2001, teachers averaged 3 hours each week on non-compensated noninstructional activities such as bus duty and club advising.

In 2001, 99 percent of all teachers spent some time each week on all noncompensated school-related activities such as bus duty, club advising, or grading papers after the required workday. These teachers averaged 11.6 hours weekly on these activities. For many, doing such work was the equivalent of a part-time job. Of all teachers, 57 percent reported spending 10 hours or more each week on such activities.

In 2001, teachers spent a mean of 50.3 hours weekly on all teaching duties. Male teachers spent approximately 2 hours more per week on all teaching duties than did females. Senior high teachers spent about 3.6 hours per week more than did elementary teachers. Teachers under 30 spent nearly 1.4 more hours on all teaching activities than did those 40 and over. Teachers in the West spent 2.4 hours more than did those in the Northeast.

1961–2001

The length of teachers' required school week has remained relatively stable over the past 40 years at about 37 hours (Table 27). The proportion of teachers having a required workweek of 35.0–37.49 hours dropped from 41 percent in 1981 to 29 percent in 1996. It rose to 33 percent in 2001. In the same period, teachers working 37.5–39.9 hours accounted for between 32 and 41 percent of the workforce.

Between 1986 and 2001, the group of teachers having a required workweek of less than 35 hours increased from 10 to 15 percent, whereas the cohort of teachers with a 40-hour workweek fluctuated between 16 and 17 percent.

The size of school systems and their geographic location are important factors in relation to length of the required school week (Table 28).

- In 1996, the length of required school week was more or less inversely related to the size of the school system. That is, 21 percent of teachers in large systems tended to have short school weeks (less than 35 hours), whereas in medium and small systems, only 9 and 11 percent, respectively, reported the same. This trend was again evident in 2001, when 22 percent of teachers in large systems reported short workweeks (less than 35 hours), whereas in medium and small systems, 13 and 11 percent, respectively, reported the same. At the other end of the school-week-length spectrum, teachers who reported workweeks of 40 or more hours were in larger proportions in small and medium-sized systems than in large systems over the entire survey period.

Table 27.
Required Hours per Week, All Teachers, 1961–2001

Hours/week	1961	1966	1971	1976	1981	1986	1991	1996	2001
Number of hours									
Mean	37	37	37	36	37	36	36	36	37
Median	38	37	36	36	36	37	37	37	38
Percentages of teachers									
Less than 35	15	17	16	17	15	10	12	13	15
35.0–39.9	72	69	72	70	74	73	72	70	68
(35.0–37.49)	—	(39)	(38)	(40)	(41)	(36)	(36)	(29)	(33)
(37.5–39.9)	—	(30)	(34)	(30)	(32)	(38)	(36)	(41)	(35)
40+	14	15	11	13	11	17	16	17	17

Note: Percentages may not total 100 because of rounding.

— = data not available.

Table 28.
Selected Workweek Hours, Teacher Subgroups, by System Size and Region, 1966–2001

Subgroup	1966	1971	1976	1981	1986	1991	1996	2001
Fewer than 35 hours								
Large systems (25K+)	27	26	27	23	17	16	21	22
Medium systems (3K–24.9K)	13	13	15	14	8	11	9	13
Small systems (1K–2.9K)	14	12	13	11	6	10	11	11
Northeast	34	31	41	36	20	32	41	38
Southeast	14	11	10	6	3	4	6	4
Middle	12	12	11	13	11	13	11	8
West	8	12	10	8	7	6	10	8
40 or more hours								
Large systems (25K+)	7	7	4	4	6	10	10	12
Medium systems (3K–24.9K)	13	10	13	10	20	14	21	19
Small systems (1K–2.9K)	23	19	20	19	22	24	19	19
Northeast	3	3	3	4	1	0	3	3
Southeast	10	8	5	3	6	10	14	11
Middle	26	21	23	14	23	19	27	22
West	17	10	16	20	28	29	17	30

- Since 1966, a larger percentage of teachers in the Northeast have reported required workweeks of less than 35 hours than have teachers in other geographic regions. During this same period, teachers in both the Middle and the West regions were more likely to report workweeks of 40 hours or more. Teachers in the Southeast were not likely to report workweeks of either duration, which suggests that they were most likely to have 35–39.9 hour workweeks.

Table 29 provides comparative information on the non-compensated hours teachers expended after their required workdays on noninstructional activities, such as grading papers, preparing lessons, and doing bus duty, over the 1966–2001 period. Between 1966 and 1971, teachers spent a decreasing average number of hours on noncompensated school-related activities (from 11 in 1966 to 8 in 1971). Since 1971, however, the average number of hours that teachers spent on such activities increased (from 9 in 1976 to 12 in 2001).

Table 30 provides data on the number of noncompensated hours elementary and secondary teachers expended

each week on school-related activities between 1966 and 2001.

Status of the American Public School Teacher has reported comparative data on compensated hours that teachers expended after the required workday on noninstructional activities, such as coaching, since 1971 (Table 31). The proportion of all teachers reporting compensated hours decreased between 1971 and 1991 (from 41% to 30%). This proportion rose in 1996 to 34 percent and remained close to the same level in 2001 (33%). Teachers' average number of compensated after-school hours per week increased from a low of 6.0 in 1971 to a high of 10.0 in 1976. These hours decreased to 7.0 in 1981 and to 6.2 in both 1991 and 1996. Teachers' mean number of compensated after-school hours matched the 1971 low of 6 in 2001.

Table 32 shows that the mean number of hours per week teachers expended on all teaching duties reached a high point in 2001 (50 hours).

Table 29.
Noncompensated Hours Expended per Week on School-Related Activities, All Teachers, 1966–2001

Hours	1966	1971	1976	1981	1986	1991	1996	2001
Number of hours								
Mean	11	8	9	9	11	10	11	12
Median	10	8	7	8	10	9	10	10
Percentages of teachers								
Less than 4	8	16	17	23	14	16	14	13
4–6	21	29	30	22	19	20	18	16
7–9	16	14	12	14	17	14	16	13
10–12	27	24	26	20	21	21	19	20
13–15	13	10	8	10	12	10	12	12
16+	15	7	8	11	18	18	22	25
(Number responding)	(2,109)	(1,271)	(1,203)	(1,292)	(1,071)	(1,286)	(1,325)	(1,447)

Note: Percentages may not total 100 because of rounding.

Table 30.
Noncompensated Hours Expended per Week on School-Related Activities, Elementary and Secondary Teachers, 1966–2001

Teachers' hours	1966	1971	1976	1981	1986	1991	1996	2001
Elementary teachers								
Number of hours								
Mean	10	8	8	8	10	10	11	10
Median	10	7	7	7	9	8	10	10
Percentages of teachers								
Less than 4	8	17	17	25	15	17	16	16
4–6	22	32	31	24	20	22	19	18
7–9	18	14	13	15	19	14	15	12
10–12	26	21	25	18	21	20	19	24
13–15	12	8	7	9	10	10	12	14
16+	14	7	7	8	16	17	20	17
Secondary teachers								
Number of hours								
Mean	11	8	9	9	11	11	12	10
Median	10	8	8	8	10	10	10	9
Percentages of teachers								
Less than 4	7	16	16	20	13	14	12	17
4–6	21	27	28	22	17	19	18	21
7–9	14	13	12	14	15	15	16	12
10–12	27	26	27	21	22	22	18	25
13–15	14	12	10	10	13	10	13	12
16+	17	7	8	13	20	20	23	13

Note: Percentages may not total 100 because of rounding.

Table 31.
Compensated Hours Teachers Expended per Week on Noninstructional Activities, 1971–2001

Hours	1971	1976	1981	1986	1991	1996	2001
Number of hours							
Mean	6	10	7	7	6	6	6
Median	5	7	5	5	4	3	4
Percentages of teachers							
Less than 4	26	30	41	45	51	52	50
4–6	38	20	21	19	18	17	19
7–9	13	5	5	4	6	4	6
10–12	15	22	14	12	10	12	11
13–30	8	23	18	19	16	15	13
(Number responding)	(634)	(336)	(300)	(339)	(406)	(456)	(490)

Note: Percentages may not total 100 because of rounding.

Table 32.
Total Number of Hours per Week Teachers Expended on All Teaching Duties, 1961–2001

Total hours	1961	1966	1971	1976	1981	1986	1991	1996	2001
Number of hours									
Mean	47	47	47	46	46	49	47	49	50
Median	—	47	46	45	45	47	46	48	49
Percentages of teachers									
Less than 35	—	1	1	4	4	2	7	4	1
35–39	—	10	9	17	17	10	13	8	8
40–44	—	29	29	30	28	24	23	23	21
45–49	—	30	29	24	24	27	20	21	23
50–54	—	17	19	11	13	17	15	19	19
55–59	—	7	8	6	7	9	11	10	12
60+	—	5	5	8	7	11	11	15	15

Note: Percentages may not total 100 because of rounding.

— = data not available.

Class Periods— Secondary Teachers (Questions 16c, 16d, 16e)

The survey explored some additional measures about the workweek for secondary teachers—length and number of class periods in schools and total number of periods taught per week.

2001

In 2001, the mean number of class periods per week in teachers' middle or junior high schools was 31. The average length of the periods was 54 minutes. The mean for senior high schools was 28 class periods per week, with an average length of 64 minutes per period.

In 2001, middle or junior high teachers taught an average of 23 classes per week. Senior high teachers taught an average of 20 classes per week.

1961–2001

Nationwide, nearly 50 percent of secondary teachers continued to teach in schools with 34 or fewer class periods per week (Table 33).

The mean number of class periods per week for all secondary teachers remained relatively stable at 33–34

between 1961 and 1981. This average dropped to 31 in 1986, rose to 32 in 1991, dropped to 29 in 1996, and remained at that level in 2001.

The length of class periods at the secondary level began to exceed its 1961 level of 55 minutes in 1996, when the average rose to 57. It increased further in 2001 to 59 (Table 34).

Table 33.
Number of Class Periods per Week, Secondary Teachers, 1961–2001

Periods in school	1961	1971	1976	1981	1986	1991	1996	2001
Number of periods								
Mean	34	34	33	34	31	32	29	29
Median	36	35	35	33	35	35	30	35
Percentages of teachers								
Fewer than 30	3	6	8	5	14	15	30	36
30–34	40	42	41	45	28	24	22	13
35–39	40	33	35	30	40	36	30	24
40–44	14	14	12	15	14	20	13	16
45+	3	4	4	5	5	7	5	10

Note: Percentages may not total 100 because of rounding. Data not available for 1966.

Table 34.
Length of Class Periods, Secondary Teachers, 1961–2001

Time (minutes)	1961	1966	1971	1976	1981	1986	1991	1996	2001
Number of minutes									
Mean	55	53	53	53	52	53	52	57	59
Median	55	55	55	55	54	55	52	54	53
Percentages of teachers									
Less than 45	7	11	9	11	9	5	10	8	12
45–49	20	17	18	18	20	19	21	17	19
50–54	23	17	22	19	22	25	27	26	21
55–59	21	28	28	28	26	30	23	23	15
60–64	25	24	21	22	22	18	18	11	10
65+	5	3	2	3	1	3	2	15	22

Note: Percentages may not total 100 because of rounding.

The mean number of periods that secondary teachers taught per week remained stable at 26 from 1961 to 1981 (Table 35). Over those 20 years, the trend was for fewer teachers to teach 20–24 periods and for more teachers to teach 25–29 periods. A marked change took place in 1986, when the percentages teaching more than 20 periods dropped in all categories, and the percentage of secondary teachers teaching fewer than 20 periods per week rose (from 2% in 1981 to 16% in 1986). By 1991, the percentage of teachers teaching 25–29 periods had dropped, and the percentage of teachers teaching 30 or more periods had increased. However, the percentage of teachers teaching fewer than 20 periods per week increased substantially (from 18% in 1991 to 33% in 2001). The percentage of teachers who taught 20 or more periods per week also fell (from 83% in 1991 to 67% in 2001). The increased proportion of teachers having an average class length of 65 or more minutes between 1991 and 2001 (2% in 1991, 15% in 1996, 22% in 2001), in conjunction with the decreased number of classes taught in that same time span, may indicate the implementation of flexible “block” scheduling.

**Preparation Periods—
Elementary and Secondary
Teachers**
(Questions 15b, 16g)

2001

Secondary teachers have responded to questions relating to preparation periods in every survey. Elementary teachers, however, supplied information on preparation time for the first time in 1981.

In 2001, elementary teachers in self-contained settings had an average of 3 hours per week for preparation. The percentage with no preparation time at all in their schedules fell by nearly half between 1996 and 2001 (from 8% to 5%).

Middle or junior high school teachers in self-contained settings in 2001 had an average of four hour-long preparation periods per week. Less than 1 percent reported having no preparation periods in their weekly schedules.

At the senior high level, teachers in self-contained settings averaged three preparation periods per week in 2001. Of the senior high teachers, 6.3 percent reported having no preparation periods.

1961–2001

Since 1961, more secondary teachers have tended to have preparation periods (Table 36). The percentage of secondary teachers having no preparation time decreased from 21 percent in 1961 to 6 percent in 1991. It rose to 11 percent in 1996 but then declined again to 3 percent in 2001. The proportion of teachers having five unassigned periods increased notably from 1976 to 1981 (from 56% to 67%), and it remained at approximately this level until 1996 when it dropped to 63 percent. It was 64 percent in 2001.

Contract Year
(Questions 18, 49)

2001

The mean number of scheduled teaching days for all teachers in the 2000–2001 school year was 181.

Table 35.
Number of Periods Taught per Week, Secondary Teachers, 1961–2001

Periods taught	1961	1966	1971	1976	1981	1986	1991	1996	2001
Number of periods									
Mean	26	26	26	26	26	23	23	21	21
Median	28	25	25	25	25	25	25	25	25
Percentages of teachers									
Fewer than 20	4	4	1	2	2	16	18	31	33
20–24	19	17	16	13	12	9	9	8	9
25–29	45	52	58	58	58	48	43	38	34
30+	32	27	25	27	28	27	31	22	24

Note: Percentages may not total 100 because of rounding.

The mean number of days scheduled for activities other than teaching (such as orientation and in-service) for all teachers in the 1995–1996 school year was 6. The average number of such nonteaching days was considerably larger in 2000–2001 for teachers in the Southeast (10 per year) than it was for teachers in the West, Middle, or Northeast regions (6.6, 6.4, and 5 per year, respectively).

1966–2001

The mean number of scheduled teaching days remained at 180 from 1976 to 1996 but matched its 1966–1971 high of 181 in 2001 (Table 37).

The proportion of teachers teaching 179 or fewer days per year decreased from 27 percent of the workforce in 1966 to 19 percent in 2001. In addition, the proportion of teachers teaching 182 or more days per year decreased from 27 percent in 1966 to 21 percent in 1991. It rose slightly to 22 percent in 1996 and then returned to its 1966 level of 27 percent in 2001. On the other hand, an increasing proportion of teachers moved into the 180- to 181-day classification between 1966 and 1976 (from 46% to 56%). In the succeeding years, the percentage of teachers teaching 180 or 181 days remained relatively stable at about 55 percent. It rose to 57 percent in 1996 and then fell back to 54 percent in 2001.

Table 36.
Number of Unassigned Class Periods per Week, Secondary Teachers, 1961–2001

Periods unassigned	1961	1966	1971	1976	1981	1986	1991	1996	2001
Number of periods									
Mean	4	4	5	4	5	5	5	5	5
Median	5	5	5	5	5	5	5	5	5
Percentages of teachers									
None	21	23	19	19	11	14	6	11	3
1–4	10	7	6	11	11	9	9	14	14
5	58	53	59	56	67	67	68	63	64
6–9	5	6	5	6	5	3	5	3	4
10	5	9	10	7	6	6	11	8	15
11+	2	1	1	1	1	1	1	1	1

Note: Percentages may not total 100 because of rounding.

Table 37.
Number of Annual Teaching Days, All Teachers, 1966–2001

Teaching days	1966	1971	1976	1981	1986	1991	1996	2001
Number of days								
Mean	181	181	180	180	180	180	180	181
Median	180	180	180	180	180	180	180	180
Percentages of teachers								
Fewer than 176	10	9	9	14	13	16	13	11
176–177	9	6	10	6	5	4	5	5
178–179	8	6	4	4	4	4	4	3
180–181	46	54	56	55	55	55	57	54
182–183	9	8	6	7	8	7	8	9
184+	18	17	15	14	15	14	14	17

Note: Percentages may not total 100 because of rounding.

The distribution of nonteaching days remained fairly stable from 1966 to 1981 (Table 38). In 1986, however, declines in the percentages of teachers reporting 3–4 and 9 or more scheduled nonteaching days per year in their contracts offset a marked increase in the percentage of teachers reporting no nonteaching days. In 1991, the cohort of teachers reporting no nonteaching days remained close to its 1986 level of 18 percent of all teachers. This cohort decreased slightly in 1996 to 17 percent. In 1996, the percentage of teachers reporting 3–6 nonteaching days in the contract decreased, and the percentage reporting more than 7 increased. In 2001, the proportion of teachers without nonteaching days declined considerably to 3 percent. Also in 2001, the percentage reporting 3–6 nonteaching days increased. The percentage reporting 7 or more days increased as well.

In 2001, the *Status of the American Public School Teacher* survey asked teachers the length in months of the teaching contract in effect for them that year. Figure 9 shows their responses.

- Teachers under age 40 (under age 30, 26%; ages 30–39, 24%) were more likely to have a 12-month contract than were those ages 40–49 and 50 or more (16% and 17%, respectively).
- Teachers in the Southeast and the Northeast were most likely to have 10-month contracts. Nearly half the teachers in the Middle region (44%) had 9-month contracts, but nearly one-third (28%) had 10-month contracts, and more than one-fifth (22%) had 12-month contracts. Of the West-region teachers, 39 percent had 10-month contracts, about one-third (29%) had 9-month contracts, and nearly one-quarter (24%) had 12-month contracts.

Between the 1991 and 2001 survey years, the percentage of teachers with 9-month school years decreased (from 42% in 1991 to 35% in 1996 to 26% in 2001), and the percentage with 10-month school years increased (from 40 to 44 to 48% in those same intervals). Teachers under contract for 12 months rose in this period as well (from 15 to 18 to 20% in those intervals).

Figure 9.
Length of Teaching Contracts, 2000–2001

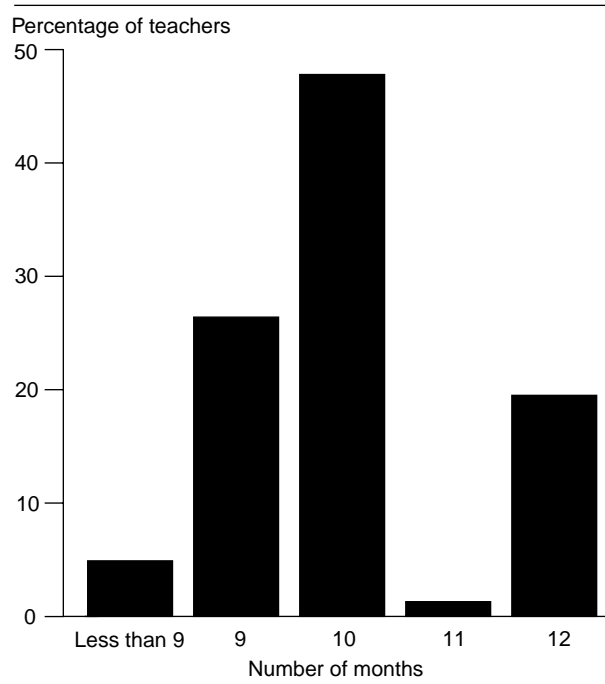


Table 38.
Number of Nonteaching Days in Contract, All Teachers, 1966–2001 (%)

Days	1966	1971	1976	1981	1986	1991	1996	2001
None	—	—	—	4	19	18	17	3
1–2	18	17	15	18	14	10	10	8
3–4	27	19	26	25	19	18	14	21
5–6	27	30	21	21	24	25	24	25
7–8	6	5	7	7	8	7	9	12
9–10	12	18	19	14	11	13	17	19
11+	10	11	12	12	6	8	10	12
(Number responding)	(1,522)	(933)	(985)	(973)	(1,279)	(1,336)	(1,310)	(1,205)

Note: Data in the “None” category are omitted for 1966 to 1976 because of inconsistent methods of analysis used in those years. Percentages may not total 100 because of rounding.

Lunch Periods (Questions 21a, 21b)

2001

The average length of lunch periods for all teachers in 2001 was 32 minutes. Small differences occurred in the subgroups by geographic region and school level. Lunch periods were shortest in the Southeast, at an average of 27 minutes. Other regions averaged between 32 and 34 minutes.

In 2001, 9 percent of all teachers said that they were always required to supervise pupils during their lunch periods. Another 33 percent reported sometimes having to perform this duty, and 59 percent reported never having to do so.

The percentage of teachers in the Southeast (25%) who were always required to supervise pupils during their lunch periods was far greater than that in other regions (6% in the West, 4% in the Northeast, and 3% in the Middle). Elementary teachers and middle or junior high school teachers (all 10%) were more likely to report always being required to supervise students than were senior high teachers (5%).

1961–2001

Since 1961, the mean lunch hour for teachers has declined from 40 to 32 minutes in 2001, indicating that fewer teachers were at the higher ranges of 40–49 and 50–59 minutes than in 1961 (Table 39). Since 1961, the

most frequently reported range for lunch periods has been 30–39 minutes. Furthermore, the percentage of teachers with lunch periods in the 30–39 minute range increased steadily from 29 percent in 1961 to 47 percent in 1986. It declined slightly to 44 percent in 1991, increased to 47 percent again in 1996, and remained at that level in 2001. The proportion of teachers with fewer than 30 minutes for lunch increased steadily. It rose from 21 percent in 1961 to 32 percent in 1996. It decreased to 26 percent in 2001, however.

- Teachers in all subgroups (except the Southeast, where the average was 27 minutes) had lunch periods in 2001 that averaged between 31 and 34 minutes (Table 40).
- The difference between average lengths of lunch periods for elementary and secondary teachers decreased from 9 minutes in 1961 to virtually no difference in 2001.
- The slight differences between average lengths of lunch periods for teachers in large, medium, and small systems in 1966 had all but disappeared by 1976.
- The trend for teachers in the Southeast to have shorter lunch periods than teachers in other geographic regions continued from 1966 to 2001. In 2001, teachers in the West and Northeast had the longest average lunch period of all the geographic regions, 34 minutes. Teachers in the Middle region had 32 minutes.
- Lunch periods of teachers in most subgroups began to get shorter in 1976 (Figure 10). They seemed to stabilize in 1986 and remained at approximately those levels through 1996.

Table 39.
Length of Lunch Period, All Teachers, 1961–2001

Minutes	1961	1966	1971	1976	1981	1986	1991	1996	2001
Number of minutes									
Mean	40	38	37	35	33	32	31	31	32
Median	40	30	30	30	30	30	30	30	30
Percentages of teachers									
Less than 30	21	23	22	24	26	28	29	32	26
30–39	29	33	36	41	44	47	44	47	46
40–49	21	21	24	21	20	19	20	15	23
50–59	11	10	9	7	5	3	5	4	4
60+	18	13	9	7	5	3	3	2	1

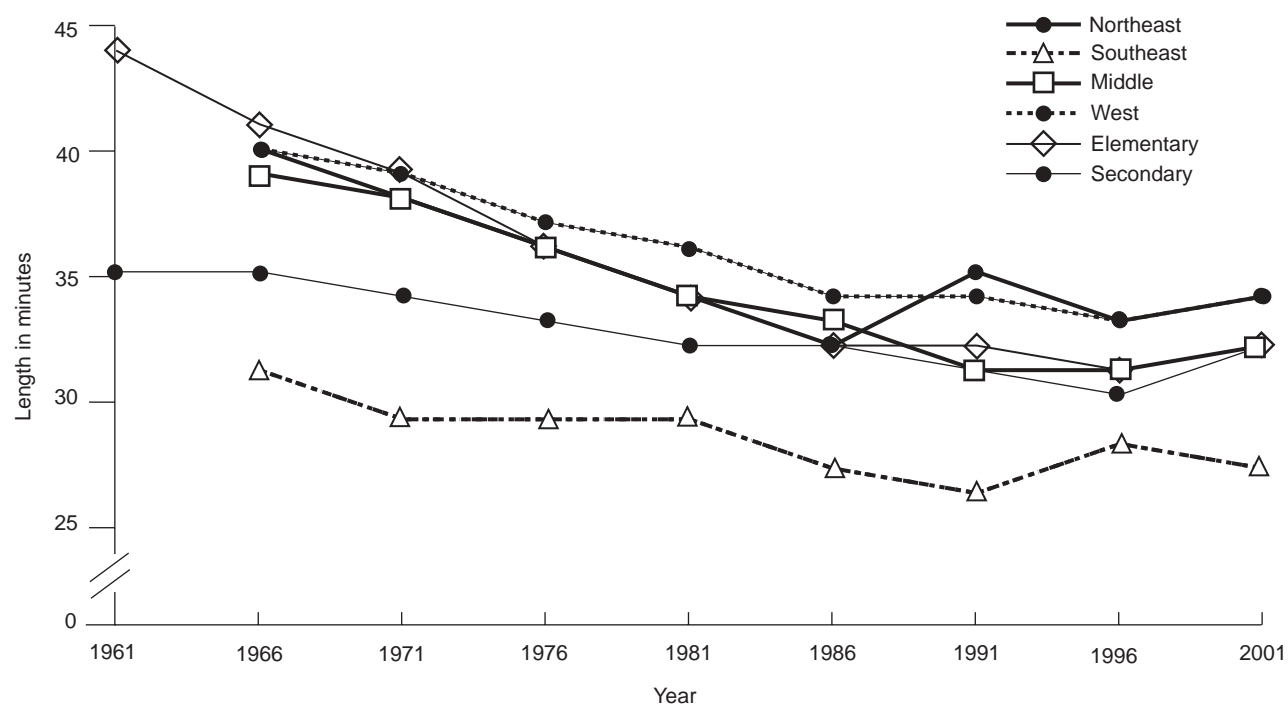
Note: Percentages may not total 100 because of rounding.

Table 40.
Mean Length of Lunch Periods, Selected Teacher Subgroups, 1961–2001 (minutes)

Subgroup	1961	1966	1971	1976	1981	1986	1991	1996	2001
Elementary	44	41	39	36	34	32	32	31	32
Secondary	35	35	34	33	32	32	31	30	32
Large systems (25K+)	—	39	38	36	34	32	31	32	33
Medium systems (3K–24.9K)	—	36	36	34	33	32	32	30	32
Small systems (1K–2.9K)	—	39	36	35	34	31	32	30	31
Northeast	—	40	38	36	33	32	35	33	34
Southeast	—	31	29	29	29	27	26	28	27
Middle	—	39	38	36	34	33	31	31	32
West	—	40	39	37	36	34	34	33	34

Note: — = data not available.

Figure 10.
Lunch Periods for Teachers in Selected Subgroups, Mean Length, 1961–2001



Survey questions on the percentages of teachers eating with pupils have varied over the 40-year period, reflecting changing practices (Table 41).

In 2001, 41 percent of all teachers did not have a daily

“duty free” lunch period. In 1961, 39 percent were required to supervise students during lunch. This percentage increased to 47 in 1966. The percentage dropped to 31 in 1971, rose to 33 in 1976, increased sharply to 45 in 1981, and decreased slightly to 42 in 1986. It remained close to the 1986 level, ranging between 39 and 41 percent, from 1991 to 2001.

Table 41.
Teachers Required to Supervise Pupils During Lunch, All Teachers and by Level, 1961–2001 (%)

Group/subgroup	1961	1966	1971	1976	1981	1986	1991	1996	2001
All teachers	39	47	31	33	45	42	39	41	41
Elementary	51	63	41	43	52	51	46	46	46
(Middle or junior high)	—	—	—	—	41	38	36	37	39
(Senior high)	—	—	—	—	34	29	30	35	34
Secondary	23	29	20	22	37	31	32	36	36

Note: Percentages for 1961–1966 include teachers eating with pupils by requirement, custom, or preference. Data for 1971–1976 include only teachers eating with pupils by requirement or custom. From 1981 on, the percentages include teachers who always or sometimes were required to eat lunch with pupils.

— = data not available.

6. Instructional Resources*

Purchasing of Resources (Question 23)

2001

In 1996, the survey asked teachers for the first time to indicate about how much of their own money they had spent during the past school year to meet the needs of their students. The survey repeated the question in 2001. Few teachers (3%) said they had spent nothing during the past school year, 1999–2000. Teachers spent an average of \$443, a 9 percent increase over the 1994–1995 average of \$408.

- On average, teachers in large and medium school systems spent more (\$523 and \$465, respectively) than did teachers in small systems (\$323).
- Minority teachers spent more than did white teachers (\$470 vs. \$434).
- Teachers in the West (\$539) spent more than did teachers in the Middle and Southeast regions (\$410 and \$357, respectively). The Northeast teachers' average expenditure was \$457.
- Teachers aged 50 and more (\$404) spent less than teachers under 50 (under age 30, \$453; ages 30–39, \$490; ages 40–49, \$458).
- Female teachers spent more than their male colleagues did (\$461 vs. \$374).
- Elementary teachers spent more than secondary teachers did (\$498 vs. \$386).

Availability and Use of Resources (Question 24)

The 2001 survey asked respondents about the instructional resources in their classroom, the availability and

use of 14 listed resources, and their own need for training to use the resource adequately for instructional purposes. The study included questions about these 14 resources:

1. Computer(s)
2. Computer(s) with CD-ROM drive(s)
3. Computer(s) with modem(s)
4. Networked computer(s)
5. Videocassette recorder(s) (VCRs)
6. Television monitor(s)
7. Hypermedia or multimedia software
8. Standard software (i.e., word processing, database management, and spreadsheets)
9. Specialized instructional software
10. Instructional laserdiscs/videodiscs
11. Instructional videotapes
12. Distance learning/videoconferencing
13. Web/Internet access
14. E-mail access

Availability of Teaching Resources

2001

Technological teaching resources were much more available in 2001 than they had been in 1996, except for instructional laser/videodiscs. The vast majority of the teachers had the following resources readily available to them at their work site: personal computers (94%), videocassette recorders (91%), standard software (87%), television monitors (87%), computers with CD-ROM drives (87%), Web/Internet access (86%), e-mail access (85%), networked computers (79%), instructional videotapes (77%), and computers with modems (75%; Table 42). Fewer teachers, but still more than half, had access to specialized instructional software (60%) and hypermedia or multimedia software (56%). Smaller percentages had access to instructional laserdiscs/videodiscs and distance learning/videoconferencing (33% and 19%, respectively).

- Secondary teachers were more likely than their elementary counterparts to have instructional laserdiscs/videodiscs readily available at their work sites.

* Each chapter of this report summarizes the 2001 survey data and analyzes it in the context of historical data from previous surveys. Tables providing detailed results from the 2001 survey are in Appendix B. The Appendix B table numbers correspond to the survey questions (shown in Appendix A), which also are indicated in the report's subchapter titles.

- Teachers in small school systems were significantly more likely than teachers in large systems to have access to computers with CD-ROM drives, networked computers, standard software, and distance learning at their work sites. Teachers in medium-sized school systems were more likely than were those in large systems to have specialized instructional software.
- Teachers in the Middle region were more likely than those in the Southeast to have computers with modems. Middle-region teachers also were more likely to have access to distance learning than were those in the West and Northeast, and they were more likely than those in the Northeast to have e-mail access readily available at their work sites. Teachers in the

Table 42.
Teachers Who Have Selected Teaching Resources Readily Available at Work Site, All Teachers and Selected Subgroups, 1996–2001 (%)

Group/subgroup	Computer(s)		Computer(s) with CD-ROM		Networked computer(s)		Computer(s) with modem(s)		Video-cassette recorder(s) (VCRs)		Television monitor(s)		Hypermedia or multimedia software	
	1996	2001	1996	2001	1996	2001	1996	2001	1996	2001	1996	2001	1996	2001
All teachers	84	94	58	87	45	79	38	75	93	91	85	87	40	56
Males	82	93	63	85	51	81	44	76	93	92	87	91	44	58
Females	84	94	57	87	43	79	35	75	93	91	85	85	39	56
Elementary	87	96	59	90	41	79	36	74	93	91	82	85	41	57
Secondary	81	92	58	84	48	80	39	76	93	92	89	89	39	56
Large systems (25K+)	77	91	51	81	39	72	36	71	92	89	86	87	39	51
Medium systems (3K–24.9K)	87	95	61	87	46	81	37	76	92	92	85	87	40	59
Small systems (1K–2.9K)	86	95	61	92	49	84	39	76	95	92	85	86	40	56
Northeast	79	91	58	82	36	75	37	73	92	89	76	83	30	51
Southeast	81	94	58	89	45	78	36	71	94	93	89	91	40	60
Middle	87	94	63	88	54	83	41	79	94	92	85	85	44	58
West	85	96	55	88	39	81	35	75	91	92	85	88	40	57
Minority	77	90	44	82	41	68	31	69	85	89	78	86	34	50
White	85	94	60	88	45	81	38	76	94	92	86	87	41	57

Group/subgroup	Standard software		Specialized instructional software		Instructional laserdiscs/ videodiscs		Instructional videotapes		Distance learning/ video-conferencing		Web/Internet access		E-mail access	
	1996	2001	1996	2001	1996	2001	1996	2001	1996	2001	1996	2001	1996	2001
All teachers	71	87	56	60	37	33	80	77	11	19	—	86	—	85
Males	77	90	52	57	41	36	78	82	14	23	—	88	—	86
Females	69	86	58	61	36	32	80	76	10	18	—	85	—	85
Elementary	68	88	63	63	35	29	79	77	8	17	—	85	—	85
Secondary	74	87	51	57	40	37	81	78	14	21	—	87	—	85
Large systems (25K+)	67	81	56	52	38	33	75	73	10	13	—	80	—	78
Medium systems (3K–24.9K)	73	89	54	65	40	34	81	80	10	20	—	88	—	88
Small systems (1K–2.9K)	74	91	61	60	33	30	81	77	14	24	—	89	—	89
Northeast	61	80	48	55	19	27	69	71	12	17	—	83	—	78
Southeast	65	89	57	67	41	43	84	84	15	19	—	85	—	84
Middle	78	91	60	60	42	33	81	79	11	25	—	89	—	90
West	75	88	55	59	37	31	79	77	7	16	—	87	—	88
Minority	56	76	51	54	33	31	71	64	14	20	—	76	—	79
White	73	89	57	61	38	34	81	79	11	20	—	87	—	86

Note: — = data not available

Southeast were more likely than those in the other regions to have instructional laserdiscs/videodiscs, and they were more likely than those in the Northeast to have instructional videotapes as well as standard and hypermedia or multimedia software. Southeast teachers also were more likely than teachers in the Northeast and West to have specialized instructional software readily available at school.

- Minority teachers were significantly less likely than white teachers to have networked computers; standard software (word processing, database management, and spreadsheets); specialized instructional software; instructional videotapes; and Web/ Internet access readily available at school.

Use of Selected Teaching Resources

2001

The survey also asked teachers who had the resources available at their work sites to indicate whether they used the 14 specified resources regularly for instructional purposes. Table 43 reports the percentages of the total sample that used each resource. More than half of all teachers reported using each of the following resources regularly:

- Computer(s) (73%)
- Videocassette recorder(s) (71%)
- Television monitor(s) (64%)
- Standard software (64%)
- Computer(s) with CD-ROM drive (61%)
- Instructional videotapes (60%)
- Web/Internet access (59%)
- Networked computer(s) (56%)
- Computer(s) with modem(s) (51%).

In addition, more than one-fourth of all teachers reported regularly using the following resources:

- E-mail (47%)
- Specialized instructional software (41%).
- Hypermedia or multimedia software (30%)

Finally, less than one-fourth of all teachers regularly used the following resources:

- Instructional laserdiscs/videodiscs (15%)
- Distance learning/videoconferencing (6%).

Some other findings of interest for 2001 are as follows:

- Males were more likely than females to report using television monitors and instructional laser/videodiscs regularly.

- Elementary teachers were significantly more likely than secondary teachers to report that they used computers with CD-ROM drives and specialized instructional software regularly. Secondary teachers were more likely than elementary teachers to use Web/Internet access regularly.
- Teachers in small systems were significantly more likely than those in large systems to report that they used computers with CD-ROM drives, networked computers, standard software, and specialized instructional software.
- Regular use of these instructional resources in the Northeast seems to lag behind other regions. Teachers in the Middle and Southeast regions were more likely than those in the Northeast to use personal computers, computers with CD-ROMs, networked computers, and Web/Internet access regularly. Teachers in the Middle region were more likely than those in the Northeast to report using standard software and computers with modems, and those in the Southeast were more likely than those in the Northeast to report using television monitors, e-mail, and specialized instructional software regularly.
- White teachers were significantly more likely than minority teachers to report using standard software and instructional videotapes regularly.

The survey asked a question about teachers' need for training to use each instructional resource of those who said the resource was readily available at school. It is reasonable to believe, of course, that a large percentage of the teachers *without* ready access to the resource also would need training to be able to use the resource for instructional purposes, so the results on teachers with the resources undoubtedly understate the overall technology-training needs of public school teachers. On the other hand, the increased availability of various resources renders this consideration much less important than it was in the 1996 survey. In 2001, very few teachers reported needing training with videocassette recorders, television monitors, instructional videotapes, and e-mail. About one-quarter said they needed Web/Internet training; approximately one-third said they needed training to adequately use computers, computers with CD-ROM drives, computers with modems, networked computers, and standard software. About 40 percent said that they needed training to use specialized instructional software and instructional laserdiscs/videodiscs and more than 45 percent said they needed training to use distance learning/videoconferencing and hypermedia or multimedia software. In general, age and school level were the best predictors of the need for training. That is, increasingly larger proportions of teachers in the older age groups

said they needed training, and teachers in elementary schools were more likely than those in secondary schools to say that they needed training in using the various teaching resources.

Table 43.
Teachers Who Use Selected Teaching Resources Regularly, All Teachers and Selected Subgroups, 1996–2001 (%)

Subgroup	Computer(s)		Computer(s) with CD-ROM		Networked computer(s)		Computer(s) with modem(s)		Video-cassette recorder(s) (VCRs)		Television monitor(s)		Hypermedia or multimedia software	
	1996	2001	1996	2001	1996	2001	1996	2001	1996	2001	1996	2001	1996	2001
All teachers	61	73	29	61	24	56	13	51	72	71	64	64	20	30
Males	59	72	34	58	28	59	18	52	73	73	66	72	20	34
Females	62	73	28	62	22	55	11	51	72	71	63	62	20	29
Elementary	69	74	32	66	24	55	13	50	72	71	58	62	24	29
Secondary	54	71	27	56	24	58	13	52	73	71	69	67	17	30
Large systems (25K+)	53	68	23	57	20	48	12	47	67	68	61	60	18	25
Medium systems (3K–24.9K)	64	74	31	62	24	58	13	53	74	72	65	66	22	32
Small systems (1K–2.9K)	63	76	33	65	27	62	13	52	75	74	64	65	19	31
Northeast	54	66	25	56	20	49	9	46	68	67	51	59	14	28
Southeast	59	76	28	65	24	59	13	54	75	78	70	70	22	35
Middle	64	76	35	64	29	63	15	56	75	73	65	66	22	31
West	63	74	27	62	20	53	13	48	69	68	62	62	19	27
Minority	53	71	17	63	20	54	9	51	61	68	52	62	15	32
White	62	73	31	62	25	57	13	51	73	71	65	64	21	30

Group/subgroup	Standard software		Specialized instructional software		Instructional laserdiscs/ videodiscs		Instructional videotapes		Distance learning/ video-conferencing		Web/Internet access		E-mail access	
	1996	2001	1996	2001	1996	2001	1996	2001	1996	2001	1996	2001	1996	2001
All teachers	44	64	38	41	16	15	63	60	3	6	—	59	—	47
Males	52	67	32	40	18	21	60	64	4	5	—	62	—	47
Females	42	63	40	42	16	14	64	59	2	6	—	58	—	46
Elementary	41	63	47	45	16	12	64	60	2	6	—	55	—	45
Secondary	48	65	30	37	16	18	62	60	4	5	—	62	—	48
Large systems (25K+)	42	56	37	34	16	14	57	58	3	5	—	52	—	42
Medium systems (3K–24.9K)	46	66	37	44	18	16	64	61	3	5	—	61	—	50
Small systems (1K–2.9K)	44	69	42	44	14	15	66	60	3	7	—	61	—	46
Northeast	34	56	28	35	8	13	51	55	3	5	—	52	—	39
Southeast	39	65	39	46	20	21	69	67	4	8	—	63	—	52
Middle	50	69	42	43	16	13	64	61	2	7	—	63	—	48
West	50	66	39	41	16	14	60	58	2	3	—	56	—	48
Minority	34	57	31	37	13	16	54	52	5	11	—	59	—	47
White	46	65	40	42	16	15	64	61	2	5	—	59	—	46

Note: — = data not available.

7. Professional Development*

Professional Growth Activities (Question 44)

2001

Of all professional growth activities queried by the survey, teachers were most likely to participate in system-sponsored workshops during the 2000–2001 school year (77%). Teachers also devoted time to collaboration with other teachers (53%); committee work or special assignments, excluding those related to the curriculum (44%); and work on curriculum committees (40%). Other activities were system-sponsored professional development during the summer (35%), professional growth activities sponsored by professional associations (31%), and assisting another teacher in a formal relationship (30%).

- Teachers in small and medium-sized school systems were more likely than those in large systems to participate in curriculum and other committee work.
- Teachers in the Northeast were more likely than those in other regions to have engaged in professional development sponsored by professional associations.
- Teachers in the other regions were more likely than those in the Southeast to work on curriculum committees and to take college courses in education during the school year.
- Teachers in the Southeast were more likely than those in the Middle and West regions to have received a formal evaluation of their teaching and classroom management skills from their peers. Although not a prevalent practice (11% for all teachers), having conducted a formal evaluation of peers' teaching and classroom management skills was twice as likely an experience for teachers in the Southeast as it was for teachers from the Middle region.
- Teachers over age 29 were more likely to have taken part in system-sponsored professional development during the school year and in professional development sponsored by professional associations. Teachers under 30 were more likely than their counterparts to have

taken college courses in education during the school year, and teachers under 40 were more likely to have taken college courses in education during the summer.

- Females were more likely than males to have devoted time to collaboration with other teachers.

1971–2001

The greatest change in professional development activities since 1971 has occurred in the percentages of teachers taking college courses in education or in fields other than education during the school year and the summer. In 1971, 40 and 30 percent of teachers, respectively, took education courses during the school year and the summer. In 2001, 25 and 19 percent, respectively, did so. In 1971, 26 and 22 percent of teachers took college courses outside of education during either the school year or the summer. In 2001, however, less than 10 percent did so (Table 44).

Teachers have participated increasingly in system-sponsored professional development during the school year. Their involvement rose from 59 percent in 1971 to 77 percent in 2001. A consistently higher proportion of teachers reported participation in this activity than in any other. Teachers' summertime participation in such development has increased since 1986.

The proportion of teachers participating in curriculum committees increased from 41 percent in 1971 to 45 percent in 1976, decreased to 31 percent in 1986, and rose again to 36 percent in 1991. It rose again to 43 percent in 1996 but decreased slightly in 2001 to 40 percent. Teacher participation in other committees, however, stood at its highest proportion in 1996 (51%). This was up from 1991 (46%), perhaps indicating increasing site-based decision making. Increased participation fell off in 2001, however. In that year, 44 percent of the teachers reported being active in these committees.

The proportion of all teachers participating in association-sponsored professional growth activities increased from 25 percent in 1971 to 35 percent in 1991. However, it decreased to 30 percent in 1996 and remained close to that level, at 31 percent, in 2001.

* Each chapter of this report summarizes the 2001 survey data and analyzes it in the context of historical data from previous surveys. Tables providing detailed results from the 2001 survey are in Appendix B. The Appendix B table numbers correspond to the survey questions (shown in Appendix A), which also are indicated in the report's subchapter titles.

Table 44.
Participation in Professional Growth Activities, All Teachers, 1971–2001 (%)

Activity	1971	1976	1981	1986	1991	1996	2001
System-sponsored professional development during school year	59	68	67	73	74	77	77
System-sponsored professional development during summer	21	22	13	15	24	27	35
College courses in EDUCATION during school year	40	45	21	21	21	26	25
College courses in EDUCATION during the summer	30	34	13	12	14	16	19
College courses in subjects OTHER THAN EDUCATION during school year	26	26	13	9	7	8	6
College courses in subject OTHER THAN EDUCATION during the summer	22	16	6	4	5	4	4
Professional development sponsored by professional association(s)	25	23	27	32	35	30	31
Work on curriculum committee	41	45	34	31	36	43	40
Committee work or special assignment OTHER THAN curriculum	35	39	33	34	46	51	44
Other educational travel	26	23	15	10	9	16	15
Sabbatical leave	—	—	—	—	—	0	0

Note: — = data not available.

Professional Development Activities

(Questions 45, 46a, 46b)

In 2001, teachers devoted an average of 6 days during the 2000–2001 year to professional development experiences that aimed at improving their instructional capabilities in their teaching field (Table 45). Their typical experience lasted an average of 5 hours a day. Minority more than white teachers, female more than male teachers, and elementary more than secondary teachers tend to report more days of professional development.

The survey asked teachers about content areas on which their professional development activities focused during the 2000–2001 school year. The survey asked about the following areas:

- School safety
- Parental involvement in the schools
- Classroom management
- Technology in the classroom
- Grade-level/subject-matter area
- Managing diversity in the classroom
- Curriculum development
- Assessing and monitoring students' work
- Use of data to support decisions about school improvement

- Alignment of curriculum across levels (elementary to middle school and middle school to high school).

More than 75 percent of all teachers participated in professional development related to using technology in the classroom, to their grade-level/subject-matter area, and to curriculum development (Table 46). More than half but less than three-quarters of these teachers' professional development activity concentrated on assessing and monitoring students' work, aligning the curriculum across levels (elementary to middle school and middle school to high school), school safety, classroom management, and use of data to support decisions about school improvement. Fewer than half of the teachers participated in professional development activities that concentrated on parental involvement in the schools and managing diversity in the classroom.

- Minority teachers were more likely than white teachers to have participated in professional development activities that concentrated on classroom management, use of data to support decisions about school improvement, managing diversity in the classroom, and parental involvement in the schools.
- Female teachers were more likely than male teachers to have participated in professional development related to assessing and monitoring students' work, their grade-level/subject-matter areas, parental involvement in the schools, and curriculum development.

- Teachers age 40 or older were more likely than those under 40 to have participated in professional development that concentrated on technology in the classroom, grade-level/subject-matter areas, curriculum development, use of data to support decisions about school improvements, and assessing and monitoring students' work.
- Elementary teachers were more likely than senior high school teachers to have had professional development experiences related to parental involvement in the schools, to their grade-level/subject-matter area, to assessing and monitoring students' work, and to the use of data in decisions about school improvement.
- Teachers in large systems were more likely than those in small systems to have participated in professional development activities that concentrated on their grade-level/subject-matter areas, assessing and monitoring students' work, the use of data to support decisions about school improvement, parental involvement in the schools, and managing diversity in the classroom. Teachers in small systems were more likely than those in large systems to have had professional development related to alignment of curriculum across levels (elementary to middle school and middle school to high school) and school safety. Teachers in medium-sized systems generally fell between those in the large and small systems in rates of participation in these professional development activities.

College Study for Credit (Questions 47, 48)

2001

In 2001, 49 percent of all teachers reported earning some college credit in the previous three years.

- Teachers under 50 were much more likely to report earning college credits than those aged 50 or more.
- Teachers in the Middle region were more likely to report earning college credits than those in the Northeast and the Southeast. Teachers in the West fell in between the foregoing regions in earning college credits.

Of the teachers who reported earning college credits, nearly 50 percent reported earning fewer than 10 semester hours or less than 15 quarter hours (47%). Another 28 percent earned between 10 and 21 semester hours or between 15 and 32 quarter hours. More than one-fifth earned 22 or more semester or 33 or more quarter hours (25%).

- Younger and minority-group teachers were more likely than their counterparts to report earning 22 or more semester or 33 or more quarter hours of college credit.

Table 45.
Participation in Professional Development Designed to Improve Instruction, All Teachers and Selected Subgroups, During the 2000–2001 School Year

Number of days	All teachers	Race		Sex		Level		
		Minority	White	Males	Females	Elementary	Middle/ junior high school	Senior high school
Percentages of teachers								
None	9	8	10	14	8	5	11	17
1–3	29	22	30	35	28	28	33	31
4–5	23	20	23	25	23	24	22	23
6–10	25	27	25	16	27	28	25	19
11+	13	23	12	10	14	16	9	11
Number of days								
Mean	6	9	6	5	7	7	6	5
Median	5	6	5	4	5	5	4	4

Note: Percentages may not total 100 because of rounding.

Table 46.
Participation in Professional Development Activities, All Teachers and Selected Subgroups, by Areas of Concentration, During the 2000–2001 School Year (%)

Areas of concentration	Total	Race		Sex		Age				Level				School system size		
		Minority	White	Males	Females	< 30	30–39	40–49	50+	Elementary	Middle/ junior high school	Senior high school		Large (25K+)	Medium (3–24.9K)	Small (1–2.9K)
School safety	54	60	54	55	54	46	53	51	60	53	54	58		50	55	57
Parental involvement in the schools	44	65	42	35	47	41	43	45	45	52	40	33		52	43	39
Classroom management	53	63	52	55	53	53	49	52	56	55	51	53		57	52	51
Technology in the classroom	81	82	81	80	81	73	77	84	85	79	81	85		78	82	84
Your grade level/ subject-matter area	82	82	81	76	83	79	77	84	83	87	82	70		87	83	74
Managing diversity in the classroom	40	55	38	36	41	40	32	39	46	42	37	40		49	40	30
Curriculum development	77	78	77	70	78	70	72	80	80	80	72	75		74	76	81
Assessing, monitoring students' work	62	66	61	51	64	52	58	63	67	68	57	52		67	62	55
Use of data to support decisions about school improvement	51	65	50	47	53	39	49	55	56	57	46	45		59	52	43
Alignment of curriculum across levels (elementary to middle school and middle school to high school)	55	58	55	58	54	51	53	57	56	52	61	55		48	54	64

Note: Percentages may not total 100 because of rounding.

- Teachers in the Southeast were the least likely to report earning 22 or more semester hours or 33 or more quarter hours.

In 2001, teachers reported their expenditures on college fees, tuition, food, or lodging while attending school, for travel to or from school, and for books and other instructional materials.

- In 2001, the mean amount of money all teachers reported they spent earning college credit on the above items in the previous three years was \$2,937.
- Young teachers, teachers in large and medium school systems, senior high teachers, males, and minority teachers reported spending the largest amounts of their own money in earning college credits. Teachers in the Southeast spent the least of all regions.

1971–2001

The percentage of all teachers earning college credit trended downward between 1971 and 2001 (Table 47).

The percentages of most groups of teachers taking college courses for credit declined between 1971 and 2001. Those under 30, and those in the Middle region, while showing some fluctuation, did not show the same trend. They reported earning college credits in nearly equivalent numbers over the 30-year period.

Mean total expenditures for the previous three years for all teachers earning credit increased from \$536 in 1971 to \$2,937 in 2001. Fees and tuition accounted for the major portion of total expenditures.

Table 47.
Teachers Earning College Credit and Mean Total Expenditures for Previous Three Years, All Teachers and Selected Subgroups, 1971–2001

Subgroup	1971	1976	1981	1986	1991	1996	2001
Percentages of teachers							
All teachers	62	63	56	53	50	50	46
Males	68	65	51	48	47	44	41
Females	57	62	59	55	53	52	48
Elementary	58	64	56	53	50	53	44
Secondary	64	63	56	54	51	48	49
Under 30	64	69	70	64	58	64	61
30–39	66	67	60	58	55	63	53
40–49	62	59	51	52	54	49	50
50+	48	46	43	41	37	36	34
Large systems (25K+)	68	64	55	51	49	49	47
Medium systems (3K–24.9K)	59	64	55	52	53	48	44
Small systems (1K–2.9K)	56	62	58	57	49	55	49
Northeast	68	59	49	46	44	48	42
Southeast	61	63	57	53	46	42	34
Middle	55	56	54	51	53	57	57
West	71	75	63	60	58	53	49
Mean total expenditures (\$)							
All teachers	536	820	624	1,174	1,421	2,006	2,937
Males	684	934	486	1,362	1,294	2,201	3,347
Females	444	762	695	1,099	1,486	1,949	2,837
Elementary	495	751	669	1,131	1,286	1,941	2,736
Secondary	577	884	623	1,263	1,539	2,095	3,185
Under 30	676	968	1,033	1,648	1,871	2,839	4,726
30–39	499	820	706	1,145	1,622	2,490	3,534
40–49	512	611	491	1,061	1,300	1,704	2,335
50+	291	611	275	1,097	1,020	1,402	1,964
Large systems (25K+)	650	869	401	994	1,403	2,496	3,355
Medium systems (3K–24.9K)	461	816	648	1,274	1,379	2,276	3,114
Small systems (1K–2.9K)	524	781	733	1,151	1,499	1,202	2,249
Northeast	613	911	554	1,115	1,171	2,552	3,508
Southeast	301	772	631	1,361	1,365	1,787	1,594
Middle	532	860	597	1,112	1,456	1,868	3,040
West	649	761	702	1,135	1,586	2,133	3,028

Professional Organization Membership (Question 43)

2001

In 2001, 68 percent of all teachers were members of the National Education Association (NEA).

- Teachers from medium and small school systems (74% and 72%, respectively) were more likely to be members of the NEA than were teachers in large systems (56%).
- More teachers in the Middle, West, and Northeast regions (76%, 72%, and 70%, respectively) were likely to be members than were those from the Southeast (50%).
- Teachers over age 40 (40–49, 69%; 50+, 71%) were more likely to be members of the NEA than those under 30 (61%). Teachers 30–39 fell between their older and younger colleagues in membership rate (66%).

In 2001, 17 percent of all teachers said they were members of the American Federation of Teachers (AFT).

- Teachers in large school systems (28%) were more likely to be AFT members than those in small and medium-sized school systems (15% and 11%, respectively).
- Minority teachers constituted a disproportionately large share of the membership of the AFT compared with white teachers (34% vs. 15%). This large differential stems, in part, from the tendency toward overrepresentation of minority teachers in large systems compared with white teachers (65% vs. 24%).
- The likelihood of AFT membership increased with the teachers' ages, with 8 percent of those under 30 belonging versus 15 percent of those 30–39, 16 percent of those 40–49, and 22 percent of those 50 or more.
- More teachers in the Northeast reported membership in the AFT (31%) than did teachers in other geographic regions (rates from 11% to 14%).

In 2001, 40 percent of all teachers held membership in subject-matter or professional special-interest associations.

- More senior high teachers (59%) held such memberships than did middle-school/junior-high teachers and they more than elementary teachers (48% and 29%, respectively).
- Teachers under 30 were less likely to be members of these specialized associations (29%) than were teachers in other age categories (30–39, 35%; 40–49, 41%; and 50+, 48%).

In 1986, the survey asked teachers for the first time about their membership in the National Association of Professional Educators (NAPE). In 2001, 4 percent of the teachers mentioned such membership.

1966–2001

Professional Organization Membership for All Teachers

In 2001, approximately 68 percent of all teachers belonged to the NEA. Membership in NEA remained relatively stable between 1976 and 1986, at about 77 percent. It experienced a substantial decline to 66 percent in 1991 before rising to 73 percent in 1996. It decreased to 68 percent in 2001 (Table 48).

Membership in the AFT, constant from 1966 to 1971 at 8 percent, jumped to 13 percent in 1976. It had declined to 9 percent by 1986, however. In 1991, AFT membership rose nearly to its 1976 level, when 12 percent of teachers said they were members. AFT membership continued to rise in 1996 and 2001 (15% and 17%, respectively).

Membership in subject-matter or professional special-interest associations, which had remained in the 36–38 percent range for all teachers from 1966 through 1981, increased to 48 percent in 1991. It remained at an equivalent level in 1996 but decreased to 40 percent in 2001.

NAPE membership has remained at the same level (4%) since the survey first probed it in 1986.

Professional Organization Membership by School System Size

- Membership in the NEA increased overall in the large and medium-sized school systems from 1966 to 1986. It dropped drastically in 1991. It rose again in 1996 to 64 percent in the large systems and 75 percent in the medium-sized systems. However, it declined in 2001 (large, 56%; medium, 74%). NEA membership in small systems increased until 1981 but began to decline between 1981 and 1986. Teachers in small systems reporting NEA membership did not show

Table 48.
Membership in Professional Organizations, All Teachers and Selected Subgroups, 1966–2001 (%)

Organization	All teachers					Northeast					Under 30													
	1966	1971	1976	1981	1986	1991	1996	2001	1966	1971	1976	1981	1986	1991	1996	2001								
National Education Association	60	59	77	78	77	66	73	68	53	51	80	78	84	69	64	70	57	73	59	68	61			
American Federation of Teachers	8	8	13	10	9	12	15	17	13	16	30	16	15	31	39	31	7	10	6	4	12	8		
Subject-matter or professional special-interest association	38	36	36	37	43	48	48	40	38	36	38	37	42	48	50	40	39	34	32	36	37	29		
National Association of Professional Educators	—	—	—	—	3	3	4	4	—	—	—	—	3	3	3	6	—	—	—	4	3	5	2	
Organization	Large school systems (25K+)					Southeast					30–39													
	1966	1971	1976	1981	1986	1991	1996	2001	1966	1971	1976	1981	1986	1991	1996	2001	1966	1971	1976	1981	1986	1991	1996	2001
National Education Association	57	52	65	69	71	56	64	56	69	51	75	75	74	60	64	50	59	60	76	78	79	64	70	66
American Federation of Teachers	19	18	22	22	19	20	25	28	4	2	6	7	6	9	10	11	9	8	13	10	5	10	13	15
Subject-matter or professional special-interest association	43	40	44	34	46	49	49	39	37	32	30	34	45	48	49	38	40	40	34	34	43	49	48	35
National Association of Professional Educators	—	—	—	—	3	4	5	7	—	—	—	—	4	4	7	5	—	—	—	—	2	3	4	3
Organization	Medium school systems (3K–24.9K)					Middle					40–49													
	1966	1971	1976	1981	1986	1991	1996	2001	1966	1971	1976	1981	1986	1991	1996	2001	1966	1971	1976	1981	1986	1991	1996	2001
National Education Association	67	63	82	80	79	67	75	74	58	60	74	77	74	74	81	76	64	62	78	81	73	68	75	69
American Federation of Teachers	6	5	11	8	7	10	13	11	10	8	10	9	10	8	13	14	10	9	11	12	12	14	13	16
Subject-matter or professional special-interest association	38	37	35	39	46	51	50	42	38	39	37	37	42	48	51	42	41	47	44	42	44	50	51	41
National Association of Professional Educators	—	—	—	—	3	4	5	2	—	—	—	—	2	3	2	3	—	—	—	—	2	3	4	5
Note: — = data not available.																								

Note: — = data not available.

Table 48.
Membership in Professional Organizations, All Teachers and Selected Subgroups, 1966–2001 (%) (continued)

	Small school systems (1K–2.9K)																West							50+																
	1966								1991								2001								1996								2001							
	1966	1971	1976	1981	1986	1991	1996	2001	1966	1971	1976	1981	1986	1991	1996	2001	1966	1971	1976	1981	1986	1991	1996	2001	1966	1971	1976	1981	1986	1991	1996	2001								
National Education Association	53	55	78	82	76	73	80	72	61	64	80	80	78	61	80	72	63	68	87	80	79	70	76	71																
American Federation of Teachers	3	3	8	3	5	8	6	15	3	5	7	8	7	6	9	12	6	5	12	8	13	16	18	22																
Subject-matter or professional special-interest association	32	31	29	35	38	44	45	39	37	36	37	39	45	49	43	39	31	37	33	41	50	52	49	48																
National Association of Professional Educators	—	—	—	—	1	2	3	4	—	—	—	—	2	3	5	4	—	—	—	—	3	4	5	5																
	Males																Females																							
	1966								1991								2001								1996								2001							
National Education Association	52	56	77	77	75	69	75	69	64	58	77	79	77	66	73	68																								
American Federation of Teachers	11	12	15	10	12	14	14	18	6	6	12	10	8	12	15	17																								
Subject-matter or professional special-interest association	47	44	40	45	48	50	56	43	33	32	33	33	41	48	46	40																								
National Association of Professional Educators	—	—	—	—	3	3	3	2	—	—	—	—	2	3	5	5																								
	Elementary school (including preschool)																Secondary																							
	1966								1991								2001								1996								2001							
National Education Association	64	61	80	79	78	65	75	69	55	54	74	77	74	67	71	68																								
American Federation of Teachers	6	6	12	11	8	12	15	17	10	10	14	9	11	12	14	17																								
Subject-matter or professional special-interest association	21	22	24	24	31	39	37	28	56	52	46	50	55	58	59	54																								
National Association of Professional Educators	—	—	—	—	3	3	5	5	—	—	—	—	3	3	4	3																								
Note: — = data not available.																																								

Note: — = data not available.

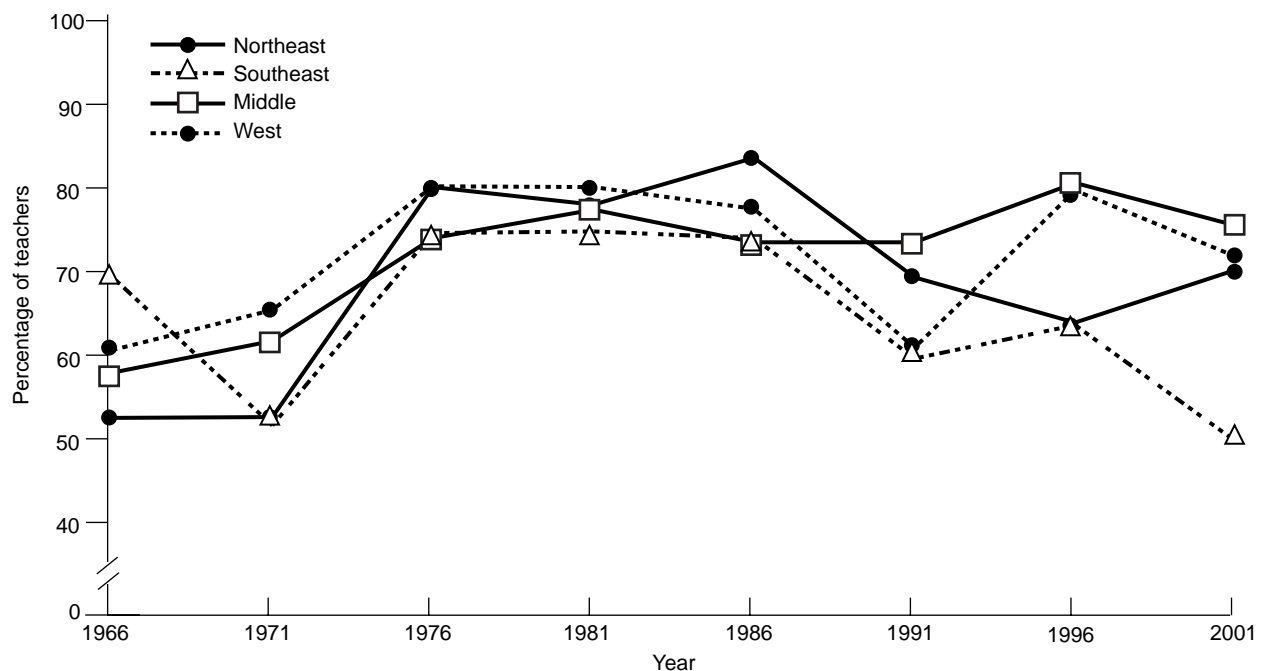
another increase until 1996 (80%), up from 1991's level (73%). NEA small-system membership declined again slightly below its 1991 level in 2001 (72%).

- Since 1966, membership in the AFT has consistently been higher among teachers in large systems than among teachers in medium and small systems. However, teachers' affiliations with the AFT in small systems more than doubled between 1996 and 2001 (from 6% to 15%). This increase is most likely related to the merger of NEA and AFT affiliates in a number of states.
- Since 1966, teachers in small systems have been less likely to belong to subject-matter or professional special-interest associations compared with teachers in the large systems. However, the gap between the two closed considerably in 1991 and continued to do so in subsequent survey years. The percentages of teachers belonging to these associations in medium-sized systems before 1981 lagged behind those in large systems. The medium-sized systems caught and surpassed the large systems by 1981. This general pattern continued until 2001, when the gap was insignificant.
- NAPE members were more likely to teach in large school systems. The percentage of NAPE members has increased steadily in large and small systems. On the other hand, NAPE membership in medium-sized school systems declined between 1996 and 2001.

Professional Organization Membership by Region

- Since 1966, NEA membership increased most rapidly in the Northeast, from 53 percent in 1966 to 84 percent in 1986. It increased most slowly in the Southeast, from 69 percent in 1966 to 74 percent in 1986 (Figure 11). By 1991, however, it appeared that the trend toward increased membership in the Northeast had abated when NEA membership dropped to 69 percent. It continued to drop in 1996 to 64 percent but rose in 2001 to 70 percent. Similarly, NEA membership declined considerably between 1986 and 1991 in the Southeast and the West. It rebounded in both regions in 1996, with the strongest growth in the West (61% in 1991; 80% in 1996) and more modest growth in the Southeast (60% in 1991 versus 64% in 1996). NEA membership declined in both regions in 2001. In the West it dropped to 72 percent. In the Southeast it declined to 50 percent. The NEA has had the greatest membership in the Middle region since 1991. This region experienced some decline between 1981 and 1986. It remained stable between 1986 and 1991. Thereafter, like the other regions, the Middle region experienced a considerable increase in NEA membership from 1991 to 1996 (from 74% to 81%). This was followed by some decline in the 2000–2001 school year, to 76 percent.

Figure 11.
National Education Association Membership, by Geographic Region, 1966–2001



- Since 1966, the AFT has had higher membership percentages in the Northeast, rising to a peak of 39 percent in 1996 but declining to 31 percent in 2001. AFT membership has quadrupled in the West since 1966, rising from 3 percent in that year to 12 percent in 2001. It also increased steadily in the Southeast, rising from 4 percent in 1966 to 12 percent in 2001. It remained relatively constant in the Middle region, although it did reach its high of 14 percent in 2001.
- Between 1966 and 2001, percentages of teachers reporting memberships in subject-matter or professional special-interest associations have remained remarkably similar in all regions. In the five years between 1991 and 1996, such memberships increased in most regions to a new high of approximately 50 percent. The West was the only region to experience a decrease in such memberships (from 49% in 1991 to 43% in 1996). In 2001, membership in subject-matter or professional special-interest associations in most regions declined. The decline in the Southeast was the largest (from 49% in 1996 to 38% in 2001).

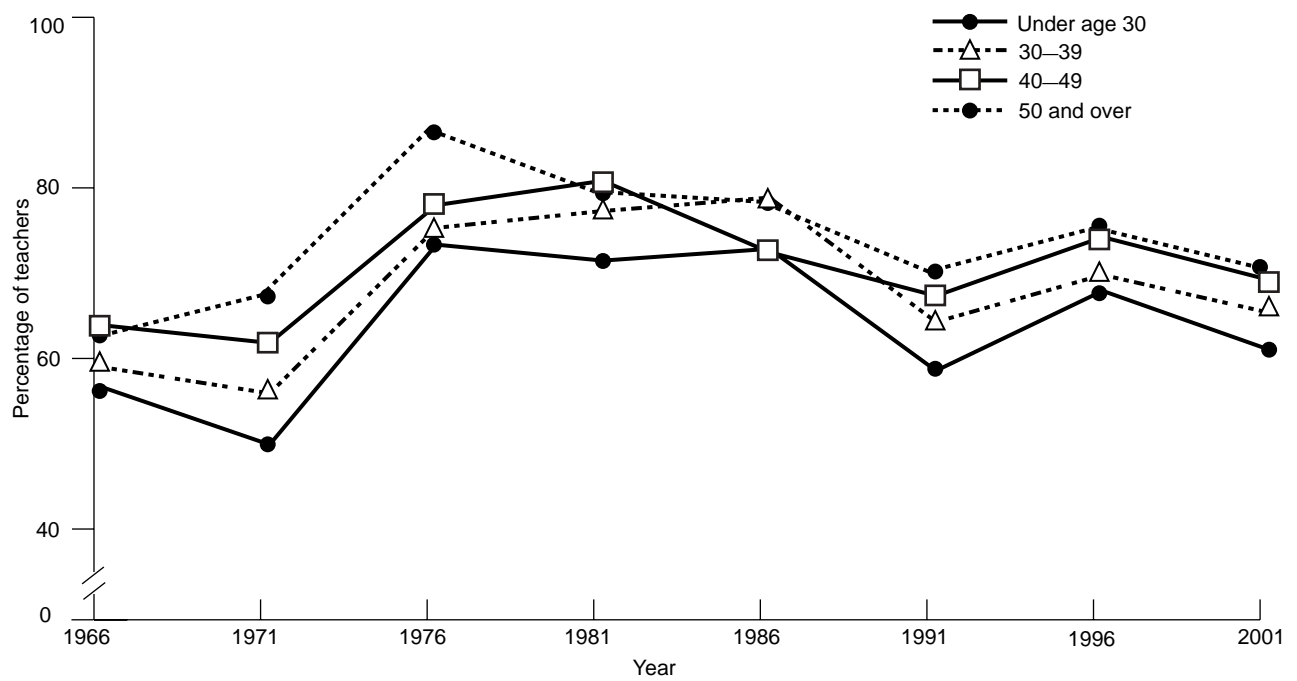
Professional Organization Membership by Gender and School Level

- Membership in the NEA gradually increased between 1966 and 1981 for both men and women as well as for elementary and secondary teachers. Trends were similar for all subgroups, with the largest growth in NEA membership occurring between 1971 and 1976—a 20-point increase in percentage of membership for these subgroups. Slight decreases, not statistically significant, became apparent between 1981 and 1986. By 1991, however, a statistically significant drop occurred in the percentages of women and elementary and secondary teachers reporting membership in the NEA. These memberships rebounded in 1996 but dropped slightly in 2001.
- Memberships in subject-matter or professional special-interest associations have been considerably higher for secondary than for elementary teachers from 1966 through 2001. The percentage of secondary teachers holding subject-matter or professional special-interest association memberships (54%) in 2001 remained close to the percentage reached 35 years ago (56%). On the other hand, the percentage of elementary teachers reporting such memberships rose from 21 percent in 1966 to a high of 37 percent in 1996 before decreasing to 28 percent in 2001.
- Since 1966, a higher percentage of men have consistently held memberships in subject-matter or professional special-interest associations than have their female counterparts. However, by 1991, female teachers had almost reached parity with their male counterparts (48% vs. 50%). In 1996, the gap increased to 10 percentage points (46% females vs. 56% males). In 2001, the gap narrowed again to 3 points (40% females vs. 43% males).

Professional Organization Membership by Age

- Between 1966 and 1981, teachers in increasingly older age groups tended to report membership in the NEA with greater frequency than did their younger colleagues. In 1986, the proportions were quite similar in all groups, ranging between 73 and 79 percent. In 1991, all age groups showed a decline in NEA membership. The greatest decline in membership was for those under 30. NEA membership rebounded in 1996. This time, the largest increase was in the under-30 age group, which rose from 59 percent in 1991 to 68 percent in 1996. NEA memberships among teachers in all age groups declined in 2001, with the decline again greatest in the under-30 group (Figure 12).
- Between 1966 and 1981, for the most part, teachers 50 and more reported membership in the AFT with less frequency than did teachers in other age groups. In 1986, however, the 50 and more teachers reported the highest percentage of AFT membership of all age groups (13%). Five years later, their representation in the AFT membership was again larger than all other age groups (16%). This trend of increase continued in 1996 and 2001 (18% and 22%, respectively).
- Memberships in subject-matter or professional special-interest associations considered in relation to teacher age have fluctuated over the past 35 years. In 1996, similar percentages of teachers over 30 held membership in such associations (about 50%). The percentage of teachers over 30 reporting memberships in subject-matter or professional special-interest associations in 1996 exceeded the percentages of 1966. These kinds of memberships among teachers under 30 in 1996 (37%) remained close to their percentages of 30 years earlier (39%). In 2001, the percentage of teachers belonging to subject-matter or professional special-interest associations decreased in all age groups under 50. The decrease was largest among teachers 30–39 (it dropped from 48% to 35%). Membership percentages for teachers 50 or more remained about the same.

Figure 12.
National Education Association Membership, by Age, 1966–2001



8. Attitudes Toward the Profession*

Reasons for Becoming a Teacher (Question 57)

2001

In 2001, the *Status of the American Public School Teacher* survey asked respondents to select, from a list of options, 3 main reasons for having *originally* decided to become a teacher and 3 main reasons for remaining a teacher *currently*. Respondents could choose all 3 from the 21 suggested reasons. Or, they could choose 2 and include 1 of their own.

Below, the report discusses reasons that at least 25 percent of the respondents reported in 2001 for having *originally* decided to become a teacher. The text gives percentages of all teachers selecting each reason in parentheses. Subgroup analyses appear when notable differences occurred.

- A desire to work with young people (73%) was the reason a majority of teachers most frequently selected to explain their original choice of occupation. Teachers under age 40 gave this reason with greater frequency (80%, under age 30; 81%, 30–39) than did teachers 50 or more (65%). Teachers 40–49 gave this response at a frequency between that of those in the other age groups (74%). Elementary and middle/junior high teachers were significantly more likely to select this reason (76%) than were senior high teachers (63%).
- The value or significance of education in society (44%) was the teachers' next most frequent reason. Minority teachers also were more likely to have given this response than white teachers (56% vs. 42%).
- Interest in a subject-matter field (36%) was the reason teachers chose third most frequently. Not surprisingly, senior-high teachers (60%) selected this reason with much greater frequency than did middle-school/junior-high teachers, who chose it more than elementary teachers (43% vs. 22%). The percentage of males choosing this reason was higher than the percentage of females who did so (47% vs. 33%).

- The influence of a teacher or advisor in elementary or secondary school (32%) was the reason teachers chose fourth most frequently. Teachers under 30 gave this reason with greater frequency than did teachers over 30 (39% vs. 31%).

Several reasons emerged from the survey that at least 25 percent of the respondents in 2001 felt explained their reasons for teaching *currently*. The descriptions below give percentages of all teachers selecting each reason in parentheses. The descriptions also mention significant subgroup differences.

- A desire to work with young people (68%) was the reason teachers most frequently mentioned to explain why they were currently teaching. Teachers under 50 were more likely (under 40, 74%; 40–49, 71%) than those 50 or more (60%) to have selected this reason. Those from medium-sized districts were more likely to have given this reason than those from large districts (70% vs. 63%, respectively). Teachers in small systems fell between the other two groups (68%).
- The value or significance of education in society (43%) was teachers' second most frequent reason for being in teaching at the time of the question.
- Interest in a subject-matter field (31%) was the reason teachers gave third most frequently for their current presence in the teaching workforce. Teachers at the senior-high level (47%) were more likely to cite this reason than those at the middle-school/junior-high levels, who cited this reason more often than those at the elementary levels (33% vs. 22%). Males were more likely than females to have chosen this reason (39% vs. 28%).
- Having too much invested to leave now (30%) was the fourth most frequent reason (this response option was not given in 1981). Not surprisingly, the likelihood that a teacher would select this reason for teaching increased with age. Although 8 percent of teachers under 30 chose this reason, 24 percent of those aged 30–39, 36 percent of those 40–49, and 38 percent of those 50 or more said they had too much invested to leave teaching.

* Each chapter of this report summarizes the 2001 survey data and analyzes it in the context of historical data from previous surveys. Tables providing detailed results from the 2001 survey are in Appendix B. The Appendix B table numbers correspond to the survey questions (shown in Appendix A), which also are indicated in the report's subchapter titles.

- Of all reasons for teaching currently, job security got a 27 percent response. This reason appeared a little more frequently among teachers 50 or more than among those under 30 (30% vs. 22%).

1971–2001

All surveys since 1971 have asked teachers to select, from a list of 19 options, 3 main reasons for having originally decided to become a teacher. In 1981, the survey first asked teachers to respond to a list of reasons for teaching currently. Subsequent surveys have continued this query.

Trend data from 1971 to 2001 (Table 49) include responses about original reasons for becoming a teacher. Over the past 30 years teachers have consistently reported the following reasons for originally choosing a teaching career:

- Teachers (between 66 and 73%) selected a desire to work with young people most frequently as their reason for choosing their profession in all survey years.
- The value or significance of education in society increased as a reason that teachers cited for their choice of career. A low of 34 percent selected this reason in 1976. A high of 44 percent cited it in 2001.
- Interest in a subject-matter field was selected by 34–44 percent of the teachers over the 30-year period. It was at its high in 1981 and at its low in 1991.
- Influence of a teacher in elementary or secondary

school was the sole reason for becoming a teacher that respondents selected in increasing proportions over the 30-year period. In 1971, 18 percent selected this reason. In 2001, 32 percent selected it.

- “Never really considered anything else” was a choice that between 17 and 21 percent of teachers selected in all of the survey years, except in 1991. In that year, a high of 24 percent of teachers cited it.
- Between 18 and 23 percent selected the influence of family as their reason for choosing teaching.
- Between 16 and 21 percent selected job security to explain why they chose teaching.
- The percentage of teachers making a career decision based on a factor called the opportunity for a lifetime of self-growth decreased over the past 30 years from a high of 21 percent in 1971 to a low of 8 percent in 1991. It did rise to 11 percent in 1996 and remained there in 2001.
- Desire to work with young people and the value or significance of education in society and interest in the subject-matter field are reasons that similar percentages of teachers selected both for entering and for remaining in the profession in 1981 and again in 2001 (see Table 50).
- Reasons that more teachers chose for staying in teaching than for entering teaching seem to reflect individual maturation and changing needs. Although the percentages are small, more chose to remain in teaching

Table 49.
Principal Reasons Selected by All Teachers for Originally Deciding to Become a Teacher, 1971–2001 (%)

Reason	1971	1976	1981	1986	1991	1996	2001
Desire to work with young people	72	71	70	66	66	68	73
Value or significance of education in society	37	34	40	37	37	42	44
Interest in subject-matter field	35	38	44	37	34	37	36
Influence of teacher in elementary or secondary school	18	21	25	25	27	31	32
Never really considered anything else	17	17	20	21	24	19	19
Influence of family	21	18	22	23	23	19	20
Long summer vacation	14	19	22	21	21	20	21
Job security	16	17	21	19	17	18	17
Opportunity for a lifetime of self-growth	21	17	13	10	8	11	11

because of financial rewards than entered it for that reason. Similarly, job security, sense of freedom in one's own classroom, and the need for a second income figured more heavily in teachers' decisions to remain in their profession than it did in their original choice of a teaching career.

- Influence of a teacher in elementary or secondary school and the family served as initial draws to the teaching profession. They did little to influence people to remain in teaching, however.
- Finally, about one-fifth of the respondents in 2001 (19%) said they entered teaching because they never really considered anything else. In contrast, about one-tenth (9%) selected this item as a reason for remaining in their profession.

Table 50.
Reasons Teachers Entered Teaching Compared with Reasons They Continue, 1981 and 2001 (%)

Reason	Initial		Present	
	1981	2001	1981	2001
Desire to work with young people	70	73	69	68
Value or significance of education in society	40	44	38	43
Job security	21	17	33	27
Long summer vacation	22	21	37	24
Interest in subject-matter field	44	36	39	31
Sense of freedom in my own classroom	—	10	—	18
Need for second income	5	5	18	11
Opportunity for a lifetime of self-growth	13	11	17	15
Never really considered anything else	20	19	11	9
Financial rewards	5	2	10	6
Influence of teacher in elementary or secondary school	25	32	6	9
One of the few professions open to me	—	7	—	2
Need for income after termination of marriage	1	1	3	2
Influence of family	22	20	4	5

Note: The column labeled Initial is the percentage giving the listed reasons for entering teaching. The column labeled Present is the percentage saying the listed reason explained why they were still teaching. — = data not available.

Willingness to Teach Again (Question 1)

Since 1961, surveys have asked respondents to select from five options related to willingness to become teachers if they had the choice to make again. Specifically, the options regarding whether they would become teachers again were as follows: certainly would, probably would, chances about even for and against, probably would not, and certainly would not.

2001

The following summary combines two answers—certainly would and probably would—into a single response indicating that those who chose it *would* become teachers again. The summary combines the two other responses—certainly would not and probably would not—into a single response indicating that those who chose them *would not* become teachers again.

In 2001, three-fifths of all teachers (60%) said that they would become teachers again. Nearly one-fifth (18%) responded that for them, the chances were about even for and against becoming a teacher again. More than one-fifth (21%) said that they would not become teachers again.

- A higher proportion of females than males said that they would be likely to teach again (62% vs. 55%).
- Similarly, a higher percentage of teachers under 30 (72%) said they would teach again than did their counterparts aged 40 or more (40–49, 60%; 50+, 54%).
- Teachers in medium-sized and small school systems (64% and 62%, respectively) were more likely to say that they would teach again than were teachers in large systems (54%).
- Teachers in the Middle region (67%) were more likely to report willingness to choose teaching again than were those in the West and Southeast (57% and 54%, respectively). Also, teachers in the Northeast were more likely to give this response than those in the Southeast (62% vs. 54%).

1961–2001

The total percentage of teachers saying they would become teachers again decreased substantially between 1971 and 1981 (Table 51; Figure 13). Teachers' willingness to teach again rose between 1986 and 1996, but declined slightly in 2001. However, the figures for these years are substantially below the highs reached 30–40 years ago.

- The percentage of women who said that they would become teachers again has historically been higher than the percentage of men saying this. The gap has narrowed considerably, however. In 1966, 85 percent of the females said that they would become teachers again, but 63 percent of the males said the same. By

2001, 62 percent of the females said that they would become teachers again, and 55 percent of the males said so (Table 52).

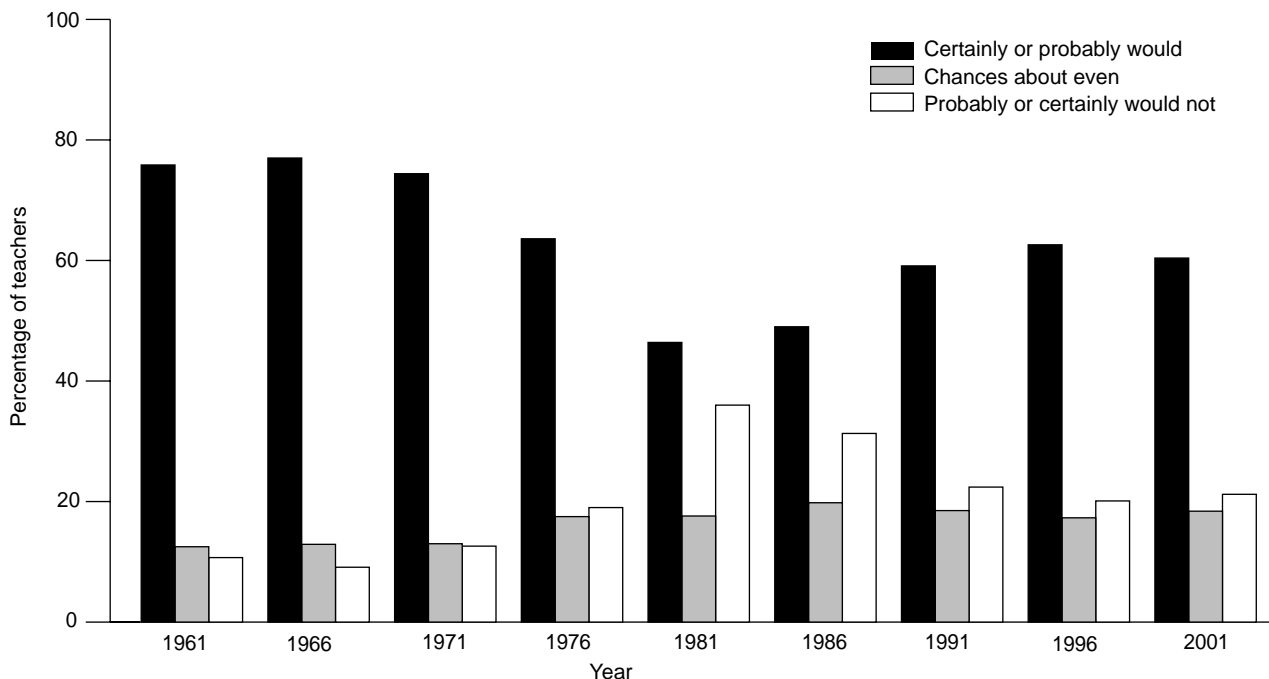
- Elementary teachers have consistently reported that they would become teachers again in higher percentages than have secondary teachers (1966, 84% vs. 71%; 2001, 63% vs. 58%). The difference between the two groups was the smallest in 1991 and 2001 (5%).
- Until 1981, teachers 50 or more consistently responded in larger percentages than did all other age groups that they would become teachers again. In 1981, teachers under 30 reported their likelihood of becoming teachers again in percentages similar to those of their colleagues aged 50 and over. Teachers 30–49

Table 51.
Willingness-to-Teach-Again Responses, All Teachers, 1961–2001 (%)

"Teach again" response	1961	1966	1971	1976	1981	1986	1991	1996	2001
Certainly/probably would	77	78	74	64	46	49	59	63	60
Chances about even	13	13	13	18	18	20	19	17	18
Certainly/probably would not	11	9	13	19	36	31	22	20	21

Note: Percentages may not total 100 because of rounding.

Figure 13.
Teachers' Willingness to Enter Teaching Again, 1961–2001



were less likely than either to say they would teach again. In 1986, the pattern changed, when the percentage of teachers under 30 who said that they would become teachers greatly exceeded those of their colleagues 50 or more (62% vs. 42%). This trend continued through 2001, when 72 percent of teachers under 30 said they would teach again compared with 54 percent of those 50 or more.

- In 1971 and 1976, teachers in small school systems were only slightly more likely to report that they would become teachers again than were their counterparts in systems of other sizes. In 1981 and 1986, however, far more teachers in small systems said that they would become teachers again than did those in large and medium systems. The 1991 figures reveal a smaller gap between teachers' views of their profession in large, medium, and small school systems. In 1996, the gap between teachers in small and large systems increased again. It remained in 2001, when 62 percent of those in small systems compared with 54 percent in large systems said they would teach again. However, teachers in medium-sized systems were most likely to say they would teach again in 2001 (64%).

Plans to Remain in Teaching (Question 58)

In 2001, the *Status of the American Public School Teacher* survey asked respondents to select one of five options related to how long they planned to remain in teaching. Teachers' choices are discussed below and subgroup analyses appear for responses that displayed significant differences from the overall teacher population.

2001

A plurality of the teachers indicated that they planned to remain in teaching until eligible for retirement (46%) and/or until required to retire (16%). Those who said that they would probably continue teaching unless something better came along made up about one-tenth of the respondents (11%). About one-fifth (22%), indicated that they were undecided about how long they would remain in teaching, and a small group (5%) indicated that they had definite plans to leave teaching as soon as possible. These results imply great stability in more than three-fifths of the K–12 teacher workforce.

Table 52.
Teachers Who Certainly Would or Probably Would Become Teachers Again, Selected Subgroups, 1966–2001 (%)

Subgroup	1966	1971	1976	1981	1986	1991	1996	2001
Males	63	61	52	37	39	49	58	55
Females	85	82	69	51	53	63	64	62
Elementary	84	80	71	53	55	61	67	63
Secondary	71	68	56	40	44	56	59	58
Under 30	77	76	65	53	62	69	74	72
30–39	76	67	58	41	48	58	65	64
40–49	77	75	66	45	50	55	61	60
50+	83	79	70	53	42	62	60	54
Large systems (25K+)	—	71	61	45	40	55	59	54
Medium systems (3K–24.9K)	—	75	64	43	47	61	62	64
Small systems (1K–2.9K)	—	77	66	54	60	60	67	62

Note: — = data not available.

- Teachers under 30 were more likely than those 40 and older to be undecided about remaining in teaching (under age 30, 29%, vs. 40–49, 15%, and 50+, 23%). They were correspondingly less likely to indicate that they planned to remain in teaching until they were eligible for retirement (under 30, 33%, vs. 40–49, 55%, and 50+, 51%).
- Minority teachers were less likely than white teachers to indicate plans to remain in teaching until they were eligible for retirement (35% vs. 47%).

For teachers in 2001 who planned to remain in teaching until retirement, the mean number of years before they planned to retire was 14.

1976–2001

The percentage responses to this question remained relatively stable throughout this 25-year period (Table 53).

Of teachers who planned to remain in teaching until retirement, the mean number of years before they planned to retire decreased steadily from 1976 to the current survey: 19 in 1976, 16 in 1981, 15 in both 1986 and 1991, and 14 in both 1996 and 2001.

In 2001, the survey added a question to ascertain teachers' reasons for not remaining in teaching until retirement (Table 54). The largest segment of teachers (37%) selected low salaries from the list of reasons. The second-largest group cited working conditions (20%). Unspecified other reasons came next (17%). The remaining items garnered less than 10 percent of the responses: administration (8%), parents (5%), lack of opportunity for advancement (5%), students (4%), support systems (3%), and lack of prestige (2%).

- Teachers in large and small school systems (42% and 48%, respectively) were much more likely than those in medium-sized systems (27%) to select low salaries as the reason not to remain in teaching until retirement. Teachers in the West and Southeast (45% and 42%, respectively) were more likely to give this reason than were those in the Northeast and Middle regions (34% and 27%, respectively). Minority more than white teachers (50% vs. 34%); younger (under 30, 47%; 30–39, 43%) more than older teachers (40–49, 29%, and 50 or more, 28%); and males more than females (43% vs. 36%) were more likely to cite low salaries to explain why they did not plan to remain in teaching until retirement.
- Teachers in large school systems (25%) selected working conditions more frequently than did teachers in medium and small school systems (20% and 11%, respectively). Teachers 40–49 years old (30%) were most likely to cite working conditions (other age categories 14–18%) as their reason for not remaining in teaching until retirement. Elementary teachers were more likely than secondary teachers to select this reason (25% vs. 13%).
- Teachers in medium school systems (24%) provided the greatest proportion of unspecified other reasons for not remaining in the profession until retirement. Teachers in small systems were more likely than those in large systems to cite this reason (16% vs. 10%). Females more than males (18% vs. 10%) and teachers 50 and older more than those 49 and younger (27% vs. 14–16%) were more likely to provide another reason for not remaining in teaching until retirement.

Table 53.
Plans to Remain in Teaching, All Teachers, 1976–2001 (%)

Option	1976	1981	1986	1991	1996	2001
Continue until eligible for retirement	49	35	46	48	46	46
Undecided at this time	26	25	20	21	22	22
Continue until required to retire	11	14	12	16	17	16
Probably continue unless something better comes along	10	19	17	12	9	11
Definitely plan to leave teaching as soon as possible	5	8	6	4	5	5

Note: Percentages may not total 100 because of rounding.

Table 54.
Main Factors Teachers Say Would Cause Them to Leave Teaching Before Retirement, All Teachers and Selected Subgroups, among Those Planning to Leave Before Retirement,* 2001 (%)

Group/ subgroup	Low salary	Working conditions	Support systems	Student- related	Adminis- tration- related	Parent- related	Lack of prestige	Lack of opportunity for advancement	Other
All teachers	37	20	3	4	8	5	2	5	17
Minority	50	21	5	2	5	0	0	7	10
White	34	20	3	5	8	5	2	4	18
Males	43	15	5	6	10	3	1	6	10
Females	36	21	3	4	7	5	2	4	18
Elementary	38	25	3	2	6	5	1	3	15
Middle/junior high school	37	13	4	7	9	5	2	4	20
Senior high school	34	13	3	6	11	3	3	8	18
Large (25K+)	42	25	3	6	4	5	2	4	10
Medium (3K–24.9K)	27	20	4	5	9	5	2	4	24
Small (1K–2.9K)	48	11	3	1	10	3	2	5	16
Northeast	34	17	7	9	6	2	3	3	18
Southeast	42	22	2	3	8	3	3	4	12
Middle	27	21	0	3	14	9	1	6	19
West	45	19	4	2	4	4	1	4	18
Under 30	47	14	1	2	5	6	1	7	16
30–39	43	18	6	1	8	5	2	3	14
40–49	29	30	1	5	8	3	2	7	15
50+	28	17	1	11	11	3	1	1	27

*Twenty-seven percent of the teachers plan to leave teaching before retirement.

Note: Percentages may not total 100 because of rounding.

Helps and Hindrances to Teachers

(Questions 59, 60)

1966–2001

All surveys have asked teachers to comment on what helped and hindered them the most in their efforts to provide the best service in their teaching positions. Percentages of teachers from 1966 to 2001 who reported one or more factors that had proved most helpful to them were similar—in the 82 to 90 percent range.

Table 55 shows the top six factors helping and hindering teachers, ranked by the percentages of teachers mentioning them, for the years from 1966 to 2001. The trends are derived from analyses of the relative ranking of each response for each year.

The salient factors teachers mentioned as *helping* them were:

- Teachers have consistently mentioned the administrators/specialists as groups that helped them in providing the best service in their teaching position.
- Another factor that teachers have mentioned in every survey has been their relationship with their teacher colleagues. This response has consistently appeared in about the middle of the list. It ranked first in 1996, however, and it did so again in 2001.
- The attitudes of pupils and support from parents were highly rated in 1966 and 1971 but dropped sharply in 1976. In 1981, an interested community and good students reappeared. However, cooperation from parents continued to receive a low ranking. Since 1986, neither the positive attitudes of pupils and parents nor an interested community and good students has appeared in the top six comments.

- Adequate materials, staff, and funds ranked fifth in 1966 and 1976, and sixth in 1986, 1991, 1996 and 2001. Only in 1971 did it rank as the most frequently mentioned factor helping teachers to provide the best service. It was not among the top six reasons in 1981.
- Over the past 25 years, interest in children and teaching has moved from third place (1976) to first (1981, 1986, and 1991), to second (1996), and back to third (2001). Over the past 25 years, training, education, and knowledge of subject matter moved from first place (1976) to sixth (1981), back to second (1986 and 1991), down to third (1996) and back to second (2001). School environment and freedom to teach, characterized as independence in the classroom in 1976, has held fifth place in the surveys since 1981.

Table 55 also shows factors teachers mentioned most frequently as *hindering* them from 1966 to 2001, along with their relative ranking in percentages of teachers mentioning them. The most noticeable trends during this time period are discussed below:

- Except in the 1991 survey, discipline and negative attitudes of students has ranked second or third in every survey (in 1991, this factor ranked well below the top six on the list). In 2001, it was the fourth-mentioned factor.
- Other responses that have appeared consistently over the past 30 years have been poor administration and lack of materials, resources, and facilities or funds. Teachers' complaints about administration jumped to first place in 1976 and remained in the top three until the 1996 survey, when it dropped to fourth place. It was second in 2001.
- Since 1976, when it was ranked second, teachers have cited workload as a hindrance to in teaching. In 1981 and 1986, the item "heavy workload and extra responsibilities" was teachers' most frequently cited complaint. Although the major complaint in 1991 was about incompetent administrators, heavy workload and extra responsibilities again appeared prominently, as the second most commonly cited hindrance. Moreover, in the next two surveys, 1996 and 2001, the chief complaint was again heavy workload and extra responsibilities.

Table 55. Relative Rankings of Factors that Helped and Hurt Teachers Most in Their Efforts to Provide the Best Service in Their Teaching Positions, 1966–2001

Rankings	1966	1971	1976	1981	1986	1991	1996	2001
	Helped teachers most							
1	Help from administrators/specialists	Good materials, resources, facilities	Training, education, and knowledge of subject matter/professional development	Interest in children/teaching, other personal characteristics	Interest in children/teaching, other personal characteristics	Interest in children/teaching, other personal characteristics	Cooperative/competent teacher colleagues/mentors	Cooperative/competent teacher colleagues/mentors
2	Opportunity for rendering service	Help from administrators/specialists	Cooperative/competent teacher colleagues/mentors	Help from administrators/specialists	Training, education, and knowledge of subject matter/professional development	Training, education, and knowledge of subject matter/professional development	Interest in children/teaching, other personal characteristics	Training, education, and knowledge of subject matter/professional development
3	Positive attitude of pupils and parents	Cooperative/competent teacher colleagues/mentors	Interest in children/teaching, other personal characteristics	Cooperative/competent teacher colleagues/mentors	Cooperative/competent teacher colleagues/mentors	Cooperative/competent teacher colleagues/mentors	Training, education, and knowledge of subject matter/professional development	Interest in children/teaching, other personal characteristics
4	Cooperative/competent teacher colleagues/mentors	Positive attitude of pupils and parents	Help from administrators/specialists	Interested/good students, community	Help from administrators/specialists	Help from administrators/specialists	Help from administrators/specialists	Help from administrators/specialists
5	Good materials, resources, facilities	Opportunity for rendering service	Good materials, resources, facilities	School environment/freedom to teach	School environment/freedom to teach	School environment/freedom to teach	School environment/freedom to teach	School environment/freedom to teach
6	Pupil progress and ability	Other	School environment/freedom to teach	Training, education, and knowledge of subject matter/professional development	Good materials, resources, facilities	Good materials, resources, facilities	Good materials, resources, facilities	Good materials, resources, facilities

Note: Categories used for coding teachers' responses to these open-ended questions have changed over time based on the number of mentions.

Table 55. Relative Rankings of Factors that Helped and Hurt Teachers Most in Their Efforts to Provide the Best Service in Their Teaching Positions, 1966–2001 (continued)

Rankings	1966	1971	1976	1981	1986	1991	1996	2001
Hurt teachers most								
1	Lack of time to teach, classroom interruptions	Lack of materials, resources, and facilities	Incompetent /uncooperative administrators Discipline/negative attitudes of students ^a	Heavy workload, extra responsibilities, paperwork, meetings	Heavy workload, extra responsibilities, paperwork, meetings	Incompetent /uncooperative administrators	Heavy workload, extra responsibilities, paperwork, meetings	Heavy workload, extra responsibilities, paperwork, meetings
2	Lack of materials, resources, and facilities	Lack of time to teach, classroom interruptions	Heavy workload	Discipline and negative attitudes of students	Incompetent /uncooperative administrators	Heavy workload, extra responsibilities, paperwork, meetings	Discipline and negative attitudes of students	Incompetent /uncooperative administrators
3	Discipline and negative attitudes of pupils and parents	Discipline and negative attitudes of pupils and parents	Lack of materials/resources/facilities	Incompetent /uncooperative administrators	Discipline and negative attitudes of students	Lack of materials, resources, facilities	Negative attitudes of public, parents, and state legislators	Negative attitudes of public, parents, and state legislators
4	Incompetent /uncooperative administrators	Incompetent /uncooperative administrators	Lack of preparation/Planning time	Negative attitudes of public, parents	Negative attitudes of public, parents	Lack of funds/decent salary	Incompetent /uncooperative administrators	Discipline and negative attitudes of students
5	Poor preparation of students Un satisfactory remuneration ^a	Other	Extra responsibilities	Lack of funds/decent salary	Lack of funds/decent salary	Negative attitudes of public, parents	Lack of materials, resources, and facilities	Lack of materials, resources, and facilities
6	Insufficient preparation for the field in which teaching	Lack of teacher cooperation/unprofessional teachers	Negative attitudes of public/parents	Lack of time to teach, classroom interruptions	Class size	Class size	Lack of funds/decent salary	Lack of funds/decent salary

Note: Categories used for coding teachers' responses to these open-ended questions have changed over time based on the number of mentions.

^aEqual numbers of teachers gave these responses.

9. Economic Status*

Annual Contract Salary (Question 50)

2001

The mean annual contract salary (before deductions) for all teachers for the school year 2000–2001 was \$43,262, not including supplemental pay for extra duties.

1961–2001

The *Status* survey analysis used the Consumer Price Index–All Urban Consumers (CPI–U) in conjunction with reported mean contract salaries to derive adjusted salaries (Table 56). By definition, the CPI–U is a measure of the prices of goods and services typically purchased by urban consumers. This index allows adjustment of the reported dollar figures to account for changes in the cost of living (i.e., adjusted for inflation or deflation), yielding a measure of those dollars' purchasing power at any given time.

Table 56 shows teachers' average contract salaries at every 5-year *Status of the American Public School*

Teacher survey. They appear to rise consistently and substantially, starting at \$5,264 in 1961 and ending at \$43,262 in 2001 (for convenience, the second calendar year of the school years—e.g., 1961 for 1960–61—is used in discussion). However, taking the effect of inflation into account yields a very different picture—one that shows a much less substantial increase in salaries. An examination of the percentage change in the purchasing power of teachers' inflation-adjusted salaries indicates that teachers' purchasing power increased 10 percent between 1961 and 1966. Their purchasing power then registered an even larger increase, of 18 percent, in 1971, compared with 1966. These two periods accounted for the largest consecutive percentage increase in teachers' purchasing power. Teachers' adjusted salaries declined by 8 and 10 percentage points, respectively, in 1976 and 1981. Between 1981 and 1986, however, teachers' adjusted income rose by 18 percent, equaling the record increase between 1966 and 1971. Teachers' gains in purchasing power slowed to 4 percent in 1991, declined 3 percent in 1996, and increased 8 percent between 1996 and 2001. The net trend is positive over the 40-year span of the survey, with the average inflation-adjusted salary gaining 39 percent, which is equivalent to .8 percent compounded per year.

Table 56.
Mean Annual Contract Salary, Unadjusted and Adjusted, All Teachers, School Years 1960–61 through 2000–01

School year	Mean annual contract salary (\$)		Change in adjusted salary (%)	
	Unadjusted	Adjusted by CPI–U	From prior period	Since 1961
1960–61	5,264	17,605.35		
1965–66	6,253	19,299.38	9.62	9.62
1970–71	9,261	22,866.67	18.48	29.88
1975–76	12,005	21,098.42	–7.73	19.84
1980–81	17,209	18,931.79	–10.27	7.53
1985–86	24,504	22,357.66	18.10	26.99
1990–91	31,790	23,340.68	4.40	32.58
1995–96	35,549	22,657.11	–2.93	28.69
2000–01	43,262	24,428.04	7.82	38.76

Note: CPI–U = Consumer Price Index–All Urban Consumers (1982–84 = 100). CPI–U data are from the U.S. Bureau of Labor Statistics. All changes from prior publications are attributable to adjustments made by the bureau. 1961 figures include extra pay for extra duties.

* Each chapter of this report summarizes the 2001 survey data and analyzes it in the context of historical data from previous surveys. Tables providing detailed results from the 2001 survey are in Appendix B. The Appendix B table numbers correspond to the survey questions (shown in Appendix A), which also are indicated in the report's sub-chapter titles.

Analyzing mean annual contract salaries illustrates differences among different subgroups of teachers (Table 57).

- Male teachers have reported larger mean annual contract salaries than females in all survey years, 1961–2001. Salary differences between men and women may reflect factors in addition to gender. Teachers reported data on one of these factors—degrees held. Larger percentages of male teachers than females have held advanced degrees (e.g., master’s degree, education specialist’s degree, professional diploma, and doctoral degree) in all survey years. Because teachers with advanced degrees have reported larger mean contract salaries than those without advanced degrees, the male–female salary differentials stem, in part, from the traditionally higher salaries paid to teachers with advanced education.
- Secondary teachers have reported higher average salaries than elementary teachers in 1961–2001.
- Since 1966, progressively older teachers have reported higher average salaries. Exceptions were in 1966 and 1971, when teachers 40–49 reported slightly higher mean salaries than teachers older than 49.

- From 1966 through 1991, teachers in larger school systems reported larger mean annual contract salaries than those in medium-sized systems, and salaries in medium-systems exceeded those in small systems. However, in 1996, teachers’ average salary in medium systems exceeded that of teachers in large systems, whose average exceeded that of teachers in small systems. This pattern continued in 2001.
- In all years from 1966 to 2001, except 1981, teachers in the Northeast reported the highest mean annual contract salary. In 1981, teachers in the West reported the highest average, followed by those in the Northeast. Teacher salaries in the Southeast have lagged behind those of teachers in all other regions during the entire 35-year period.

A comparison of the percentage change in the salaries of teacher subgroups in every five-year period with corresponding changes in the CPI–U shows that between the school years of 1960–1961 and 1970–1971 teachers’ salaries in all subgroups increased more rapidly than the CPI–U, yielding a gain in purchasing power (Table 58). The purchasing power for teachers over 40, in medium-sized systems, and in the Northeast and Middle regions increased the most. Teachers lost considerable buying

Table 57.
Mean Annual Contract Salaries, All Teachers and Selected Subgroups, 1961–2001 (\$)

Group/subgroup	1961	1966	1971	1976	1981	1986	1991	1996	2001
All teachers	5,264	6,253	9,261	12,005	17,209	24,504	31,790	35,549	43,262
Males	5,568	6,636	9,854	12,838	18,473	26,478	34,492	38,841	46,326
Females	5,120	6,077	8,953	11,578	16,558	23,588	30,781	34,386	42,440
Elementary	5,090	6,119	9,092	11,803	16,873	23,789	31,231	34,522	42,488
Secondary	5,489	6,399	9,449	12,196	17,360	25,312	32,265	36,519	44,175
Bachelor’s or less	—	5,937	8,603	10,976	15,720	21,778	27,280	30,475	36,225
Master’s or higher	—	7,511	10,999	13,702	18,788	27,036	35,849	39,575	48,630
Under 30	—	5,390	7,907	9,851	13,195	17,561	22,625	25,911	31,484
30–39	—	6,576	9,732	12,567	16,917	22,582	27,985	31,853	37,611
40–49	—	6,797	10,327	13,767	19,002	26,678	33,391	36,051	44,577
50+	—	6,722	10,180	14,021	19,624	28,230	37,971	41,908	50,303
Large systems (25K+)	—	7,033	9,843	13,404	18,628	26,389	33,180	36,582	42,923
Medium systems (3K–24.9K)	—	6,304	9,444	12,072	17,582	25,536	32,337	37,095	44,990
Small systems (1K–2.9K)	—	5,666	8,347	10,678	15,490	21,174	29,830	32,141	40,882
Northeast	—	6,860	10,337	13,387	18,020	26,267	39,337	42,773	50,414
Southeast	—	5,183	7,783	10,081	14,799	21,601	27,561	30,988	36,842
Middle	—	6,178	9,295	11,765	17,247	24,725	30,722	36,463	42,288
West	—	6,683	9,418	12,748	18,185	25,276	30,763	36,194	42,008

Note: — = data not available.

power during 1971–1981, a period in which the percentage change for the CPI–U was larger than the percentage change in all subgroups. Teachers in the West lost purchasing power in 1986–1991, but all other subgroups gained or broke even. Teachers in the Middle and West regions gained purchasing power or broke even in 1991–1996, but all other subgroups lost it or just broke even. In 1996–2001, all subgroups gained, with teachers in small school systems gaining the most.

Salary Supplements (Question 53)

2001

In 2001, teachers were asked if they could earn extra money beyond their regular salary in their district for the following activities:

- Serving as a mentor or staff developer
- Teaching in a subject area where there is a teacher shortage

- Working in a school that presents more challenges to staff than other schools in the district
- Improving student performance
- Being certified by the National Board of Professional Teaching Standards
- Achieving additional teaching licenses or certifications
- Developing new skills/knowledge in nonuniversity settings
- Participating in other activities that allow teachers to earn additional pay.

More than one-half reported earning extra funds for serving as a mentor or staff developer (58%). Nearly one-half reported earning additional income by qualifying for additional teaching licenses or certifications and for participating in other district-related activities (48%; Table 59). More than one-third reported being able to earn additional monies for certification by the National Board of Professional Teaching Standards (34%). Less than one-fourth of the teachers reported being able to earn additional funds for teaching in a subject area where there is a teacher shortage (22%). Even smaller proportions reported being able to earn extra income by devel-

Table 58.
Increases in Mean Annual Contract Salaries, All Teachers and Selected Subgroups, 1961–2001 (%)

Group/subgroup	1961–66	1966–71	1971–76	1976–81	1981–86	1986–91	1991–96	1996–2001
All teachers	19	48	30	43	42	30	12	22
Males	19	48	30	44	43	30	13	19
Females	19	47	29	43	43	31	12	23
Elementary	20	49	30	43	41	31	11	23
Secondary	17	48	29	42	46	28	13	21
Bachelor's or less	—	45	28	43	39	25	12	19
Master's or higher	—	46	25	37	44	33	10	23
Under 30	—	47	25	34	33	29	15	22
30–39	—	48	29	35	34	24	14	18
40–49	—	52	33	38	40	25	8	24
50+	—	51	38	40	44	35	10	20
Large systems (25K+)	—	40	36	39	42	26	10	17
Medium systems (3K–24.9K)	—	50	28	46	45	27	15	21
Small systems (1K–2.9K)	—	47	28	45	37	41	8	27
Northeast	—	51	30	35	46	50	9	18
Southeast	—	50	30	47	46	28	12	19
Middle	—	51	27	47	43	24	19	16
West	—	41	35	43	39	22	18	16
% change in CPI–U	8	25	41	60	21	24	15	13

Note: CPI–U = Consumer Price Index—All Urban Consumers (1982–84 = 100). CPI–U data are from the Bureau of Labor Statistics. All changes from prior publications are attributable to adjustments made by the bureau.
— = data not available.

Table 59. Teachers Who Can Earn Extra Money Beyond Their Regular Salary for Various Activities, All Teachers and Selected Subgroups, 2001 (%)

Activities	All teachers	School system size				Region				Race		Age			
		Large (25K+)	Medium (3–24.9K)	Small (1–2.9K)		Northeast	Southeast	Middle	West	Minority	White	< 30	30–39	40–49	50+
Serving as a mentor or staff developer	58	64	61	46		65	56	50	61	68	56	66	57	59	54
Teaching in a subject area where there is a teacher shortage	22	34	17	17		21	24	18	26	40	20	21	19	23	22
Working in a school more challenging to staff than other schools in the district	10	24	5	3		12	18	2	10	25	7	9	11	11	8
Improving student performance	16	28	13	8		13	29	9	18	30	14	14	15	17	17
Certification by National Board of Professional Teaching Standards	34	54	31	18		21	74	20	32	53	32	34	38	35	31
Achieving additional teaching licenses or certifications	48	52	49	43		48	66	41	43	56	47	53	51	46	46
Developing new skills/ knowledge in nonuniversity settings (e.g., computers)	16	17	15	15		20	9	13	20	22	15	13	15	18	16
Other activities that teachers can participate in to earn additional pay	48	50	49	44		55	46	42	49	55	46	48	47	49	46

Note: Percentages may not total 100 because of rounding.

oping new skills and knowledge in a nonuniversity setting, such as learning computer skills; for improving student performance (16% for both); or working in a school that presents more challenges to staff than other schools in the district (10%).

- Teachers more likely to report the ability to earn additional funds for serving as a mentor or staff developer concentrated in groups as follows:
 - In large and medium school systems more than in small ones (64% and 61%, respectively, vs. 46%)
 - In the Northeast and West versus the Southeast and Middle regions (65% and 61%, respectively, vs. 56% and 50%, respectively)
 - Among minority compared with white teachers (68% vs. 56%)
 - Among teachers younger than 30 compared with those 30 and older (66% vs. 30–39, 57%; 40–49, 59%; and 50+, 54%).
- Teachers in the Northeast more than the Middle region (55% vs. 42%), as well as females more than males (50% vs. 39%), were more likely to mention other school-related activities that produce additional pay.
- Achieving additional teaching licenses or certifications was more likely to yield additional pay for teachers in large school systems than for those in small systems (52% vs. 43%); for minority than for white teachers (56% vs. 47%); for females than for males (51% vs. 38%); and for elementary than for secondary teachers (53% vs. 43%). Teachers in the Southeast (66%) were much more likely to have this option than were those in the Northeast, Middle, and West regions (48%, 41%, and 43%, respectively).
- The Southeast (74%) was more than twice as likely to offer additional pay for National Board Certification as the West, Northeast, and Middle regions (32%, 21%, and 20%, respectively). Teachers in large school systems (54%) were more likely to earn additional money for National Board Certification than were those in medium systems (31%), who were more likely than those in small systems (18%). Minority more than white teachers were more likely to report having this option (53% vs. 32%), as were females more than males (36% vs. 28%).

Additional Income

(Question 51)

2001

Beginning in summer 2000 and ending in the last school month of 2001, more than three-fifths (64%) of all teachers received supplemental income. During this period, the mean amount of additional income for those reporting it was \$3,528 (Table 60).

- The mean additional income that males and senior high school teachers reported (\$5,691 and \$4,817, respectively) was considerably higher than for their female and elementary counterparts (\$2,785 and \$2,708, respectively).
- In the summer of 2000, a larger percentage of teachers earned additional income *within* than *outside* their school systems. The mean income from outside employment was higher than that from school system employment, however (\$2,977 vs. \$1,859).
- Nearly 48 percent of all teachers reported earning additional pay during the 2000–2001 school year, and 42 percent reported additional pay in the summer of 2000.

1966–2001

In 2001, a greater percentage of all teachers reported earning additional income from within the school system than in any previous survey (Table 61). It is important to note that the survey question about additional pay within the school system changed significantly beginning in 1986. The original survey question asked specifically about income from sources such as federal programs, dividends, rents, and interest. The 1986 and later surveys did not ask about income from these sources. Therefore, the figures for 1986 and subsequent surveys do not reflect income sources fully comparable with those of the previous surveys.

- From 1966 through 1986, summer employment was more often outside than inside the school system. By 1991, teachers were almost as likely to report summer employment within the school system as outside it. The percentage of teachers reporting outside summer employment remained relatively stable from 1966 to 1981. It rose to a high of 20 percent in 1986; dropped to 17 percent (a level similar to earlier years) in 1991; and remained close to that level in 1996 and 2001 (18% and 19%, respectively).
- During the school year, teachers were more likely to

Table 60.
Additional Income, All Teachers, 2000–2001

	Percentage receiving income	Mean income (\$)
Summer 2000 employment		
School system employment	28	1,859
Outside employment	19	2,977
Total summer employment	42	2,625
School year 2000–2001 employment		
Stipends for additional duties (e.g. coaching, department or grade level chair, etc.)	37	1,639
Performance-based or incentive pay (e.g. merit pay, stipends for teaching in critical shortage areas, incentives for National Board Certification, etc.)	8	1,104
Outside employment	13	3,393
Total school year employment	48	2,376
Summer 2000 through end of 2000–2001 school year and summer		
Total employment	64	3,528

earn additional income within their school systems. From 14 to 37 percent of all teachers reported income from this source between 1966 and 2001. By comparison, across the survey years, smaller percentages of all teachers (6% to 14%) reported school-year employment outside the school system.

The mean annual income reported from all additional sources increased in every survey year except 2001, when it fell slightly (Table 62).

However, taking the effect of inflation on teachers' additional income into account yields a different picture (Table 63). An examination of the percentage change in the purchasing power of teachers' inflation-adjusted additional income reveals a steady decline during the 35-year period, from a high of \$3,662 in 1971 to a low of \$1,992 in 2001. Teachers also lost considerable purchasing power—43 percent overall. The percentage change in purchasing power declined in all but two of the 5-year periods.

Total Household Income

Table 61.
Teachers Reporting Additional Income from Selected Sources, 1966–2001 (%)

Income source	1966	1971	1976	1981	1986	1991	1996	2001
Previous summer employment								
School system employment	12	15	13	10	14	16	25	28
Outside employment	18	18	16	18	20	17	18	19
School-year employment								
Additional pay within the school system	17	14	19	20	26	27	35	37
Outside employment	10	6	8	11	14	12	13	13

Note: — = data not available.

Table 62.
Mean Additional Income from Selected Sources, All Teachers, 1966–2001 (\$)

Income source	1966	1971	1976	1981	1986	1991	1996	2001
Previous summer employment								
School system employment	608	886	1,003	1,114	1,290	1,557	1,577	1,859
Outside employment	817	938	1,502	1,629	2,762	821	2,442	2,977
School-year employment								
Additional pay within the school system (e.g. coaching, publications)	392	597	712	1,081	1,201	1,587	1,733	1,639
Outside employment	—	1,274	1,662	1,603	3,695	3,676	3,480	3,393
All other additional income	1,124	1,483	1,953	2,462	3,276	3,573	3,636	3,528

Note: Before 1986, the "All other" category included nonsalary income such as dividends, rents, and interest.
— = data not available.

Table 63.
Average Additional Income, Unadjusted and Adjusted, 1966–2001 (\$)

School year	Average additional income (\$)		Change in CPI-U adjusted salary (%)	
	Unadjusted	Adjusted by CPI-U	From prior period	Since 1966
1965–66	1,124	3,469	—	—
1970–71	1,483	3,662	5.56	5.56
1975–76	1,953	3,432	–6.28	–1.07
1980–81	2,462	2,708	–21.10	–21.94
1985–86	3,276	2,989	10.38	–13.84
1990–91	3,573	2,623	–12.24	–24.39
1995–96	3,636	2,317	–11.67	–33.21
2000–01	3,528	1,992	–14.03	–42.58

Note: CPI-U = Consumer Price Index–All Urban Consumers, (1982–84 = 100). CPI data are from the Bureau of Labor Statistics. All changes from prior publications are attributable to adjustments made by the bureau.
— = data not available.

(Questions 52, 54, 55)

2001

Teachers' reported mean annual household income in 2001 was \$77,739. This figure includes all income reported for teachers and for the spouses of married teachers.

In 2001, 62 percent of all teachers reported earning more than half of their total household income. Subgroups most likely to report earning more than half of the household income were males and senior high school teachers (80% and 69%, respectively vs. 57%, females and 58%, elementary).

1971–2001

Unadjusted figures for teachers' mean annual household incomes do not reveal changes in purchasing power. They are useful, however, in comparing the incomes of various teacher subgroups (Table 64).

- Female teachers reported higher household incomes than did male teachers from 1971 through 1986. In 1991, the household income for the two groups came close to parity. The gap widened again in 1996, however, with women reporting higher mean annual household incomes. The gap closed again in 2001.
- Elementary teachers' household incomes exceeded those of secondary teachers from 1971 through 1986. By 1991, teachers at both levels approached parity,

Table 64.
Mean Total Annual Household Income, All Teachers and Selected Subgroups, 1971–2001 (\$)

Group/subgroup	1971	1976	1981	1986	1991	1996	2001
All teachers	15,021	19,957	29,831	43,413	55,491	63,171	77,739
Males	14,243	18,674	27,729	41,461	55,211	61,491	77,418
Females	15,439	20,642	31,068	44,356	55,608	63,776	77,874
Elementary	15,259	20,534	30,107	44,433	55,219	64,584	77,061
Secondary	14,767	19,452	29,636	42,416	55,709	62,110	78,558
Under 30	12,405	16,096	21,508	32,217	41,041	40,979	53,583
30–39	16,336	20,576	30,659	41,183	49,269	58,462	71,240
40–49	17,769	24,526	32,591	47,945	60,704	68,832	81,929
50+	15,873	22,888	33,311	46,667	60,675	68,857	88,662
Large (25K+)	15,629	21,350	31,537	44,886	59,329	63,877	76,714
Medium (3K–24.9K)	15,513	20,575	30,635	45,563	57,951	66,820	82,031
Small (1K–2.9K)	13,523	17,698	27,074	38,581	49,399	56,788	71,890
Northeast	15,836	20,982	29,325	44,456	61,855	71,006	86,757
Southeast	13,603	18,718	27,585	43,517	53,486	57,403	71,698
Middle	14,805	19,259	29,451	42,162	52,862	65,189	76,190
West	15,708	20,917	32,047	43,993	55,805	63,905	75,024

with secondary teachers reporting slightly higher income than elementary teachers. The gap returned in 1996. In that year, elementary school teachers again reported the highest household income. The trend reversed in 2001, however, when secondary teachers' salaries exceeded those of elementary teachers.

- In all survey years except 1981, teachers in the Northeast reported the highest total household income. Incomes in the West followed those in the Northeast in all survey years through 1991, except in 1981, when it was higher. More recently, in 1996 and 2001, household incomes of teachers in the Middle region exceeded those of their colleagues in the West. Teachers in the Southeast reported the lowest mean total household income for every survey year except 1986 and 1991.
- Teachers in large and medium systems consistently reported higher mean total household incomes than did teachers in smaller systems.

- Total household income provided by teachers decreased from 62 percent in 1971 to 56 percent in 1996 and remained there in 2001 (Table 65).

- From 1971 to 2001, male teachers provided a larger percentage of total household income.

- The percentage of total household income that secondary teachers provided has exceeded the percentage elementary school teachers provided in all surveys.

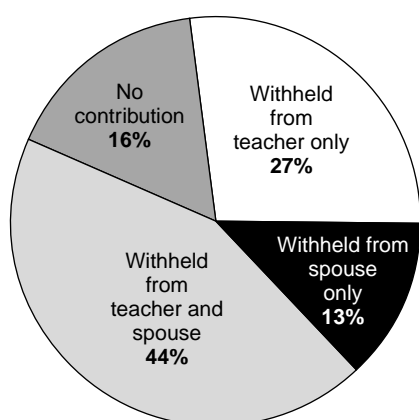
- Differences between system-size and geographic-region subgroups in terms of percentage of total household income are unremarkable, with one exception. Teachers in the Southeast reported providing a smaller percentage of household income in every survey year from 1971 through 2001.

The 2001 survey asked teachers whether their employer withheld Social Security contributions from their pay or from their spouse's pay. Figure 14 shows summary data.

Table 65.
Mean Total Annual Household Income Provided by Annual Contract Salaries, All Teachers and Selected Subgroups, 1971–2001 (%)

Group/subgroup	1971	1976	1981	1986	1991	1996	2001
All teachers	62	60	58	56	57	56	56
Males	69	69	67	64	63	63	60
Females	58	56	53	53	55	54	54
Elementary	60	58	56	54	57	54	55
Secondary	64	63	59	60	58	59	56
Under 30	64	61	61	55	55	63	59
30–39	60	61	55	55	57	55	53
40–49	58	56	58	56	55	52	54
50+	64	61	59	61	63	61	57
Large (25K+)	63	63	59	59	56	57	56
Medium (3K–24.9K)	61	59	57	56	56	56	55
Small (1K–2.9K)	62	60	57	55	60	57	57
Northeast	65	64	61	59	64	60	58
Southeast	57	54	54	50	52	54	51
Middle	63	61	59	59	58	56	56
West	60	61	57	58	55	57	56

Figure 14.
Social Security Contributions Withheld from Teachers' Family Income, 2001



10. Personal Life*

Age (Question 30)

2001

The mean age for all teachers in 2001 was 43.

Teachers in elementary schools were slightly younger, on average, than their counterparts in senior high schools.

1961–2001

The mean age for all teachers trended downward from 1961 through 1976, from 42 in the former year to 36 in the latter. This trend reversed in 1981, when the mean age rose to 39. Increasing by a year in each survey after 1981, the mean age reached 43 in 1996 and remained there in 2001 (Table 66).

- Between 1981 and 1996, the aging of the teacher workforce was most apparent in the increasing percentage of teachers aged 40 or more and the decreasing percentage of teachers under 30 (Figure 15). In 2001, however, the largest increase was in the group of teachers nearing retirement age, those 50 or more,

which jumped to 37 percent (from 26% in 1996). Concomitantly, 2001 saw a sharp drop in teachers in the 40–49 group to 25 percent (from 41% in 1996) and a slight rise in the group of youngest teachers, to 14 percent (from a steady 11% in the three surveys between 1986 and 1996).

- Before 1981, the mean age for male teachers was lower than that for female teachers (Table 67). However, after a continuing downward trend in the mean ages for females, the mean ages of men exceeded those of females in 1981 (at 40 and 39, respectively). This one-year difference remained constant as the ages of both groups increased after 1981, to 44 for males and 43 for females in 2001.
- From 1961 through 1976, the mean age for elementary teachers was somewhat higher than that for secondary teachers. However, reflecting the continuing downward trend in the mean age for elementary teachers, the mean ages for elementary and secondary teachers had nearly converged by 1976 (at 37 and 36, respectively). The mean ages of these subgroups were equal in both 1981 and 1991. Then, in 1996, for the first time since this survey began, the mean age of secondary teachers exceeded that of elementary teachers (at 44 and 43, respectively). These percentages were unchanged in 2001.

Table 66.
Ages, All Teachers, 1961–2001

Age	1961	1966	1971	1976	1981	1986	1991	1996	2001
Age (number of years)									
Mean	42	39	38	36	39	41	42	43	43
Median	41	36	35	33	37	40	42	44	46
Percentages of teachers									
Under 30	—	34	37	37	19	11	11	11	14
30–39	—	23	23	28	38	38	27	22	24
40–49	—	18	18	19	23	30	39	41	25
50+	—	26	22	16	19	21	23	26	37

Note: — = data not available.

* Each chapter of this report summarizes the 2001 survey data and analyzes it in the context of historical data from previous surveys. Tables providing detailed results from the 2001 survey are in Appendix B. The Appendix B table numbers correspond to the survey questions (shown in Appendix A), which also are indicated in the report's subchapter titles.

Figure 15.
Age Distribution, All Teachers, 1966–2001

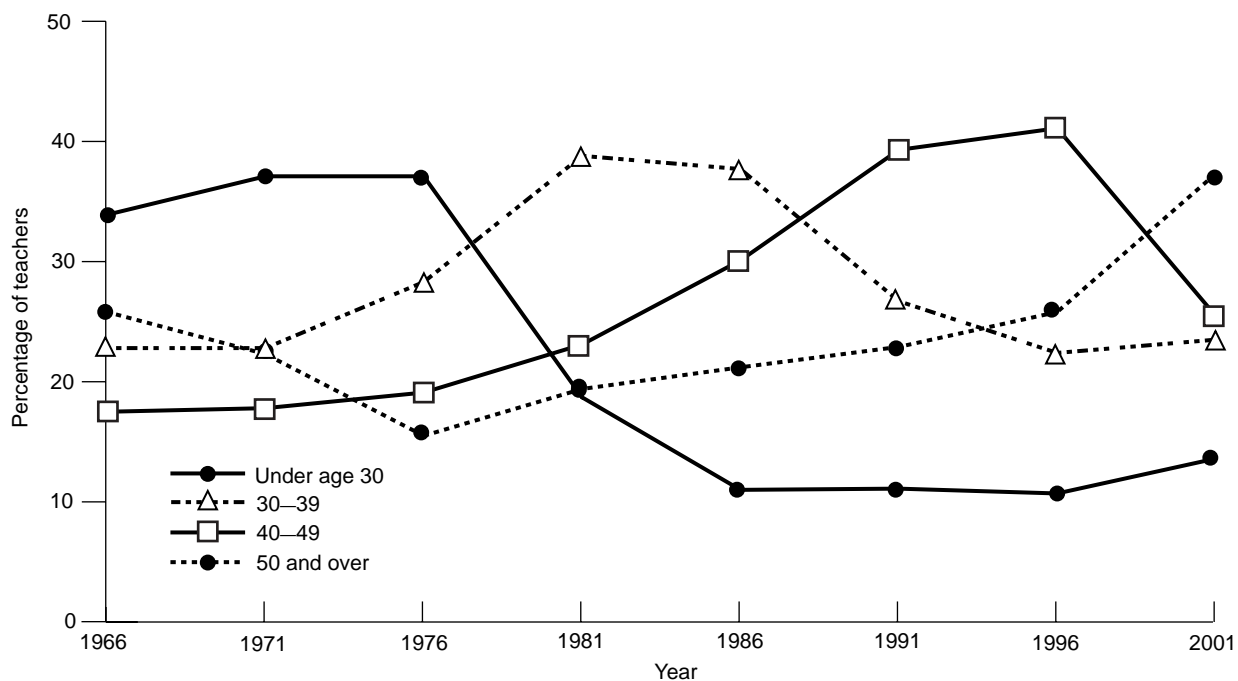


Table 67.
Ages (Mean and Median), Selected Teacher Subgroups, 1961–2001

Subgroup	1961	1966	1971	1976	1981	1986	1991	1996	2001
Males									
Mean	36	35	36	36	40	42	43	45	44
Median	34	33	33	33	38	41	43	46	47
Females									
Mean	44	41	39	37	39	41	42	44	43
Median	46	40	37	33	36	39	42	44	45
Elementary									
Mean	44	41	39	37	39	41	42	43	43
Median	45	40	37	34	37	39	42	44	44
Secondary									
Mean	39	36	36	36	39	41	42	44	44
Median	36	33	33	33	37	41	42	45	47

Race and Ethnic Group (Questions 34, 35)

2001

The 2001 administration of the *Status of the American Public School Teacher* survey altered its racial categories to match those of the 2000 U.S. Census. Thus, the survey divided the Asian/Pacific Islander category into (1) Asian and (2) Native Hawaiian or Other Pacific Islander, and it allowed respondents to check all the racial categories they felt applied to them. The latter change makes it possible for an individual to specify a multiracial background.

- In 2001, 90 percent of all teachers were Caucasian/White, 5 percent Black/African American¹, 1 percent Asian, 1 percent American Indian/Alaska Native, and 1 percent other. Of the respondents, 1 percent selected more than one racial category, with the largest group selecting both Caucasian/White and American Indian/Alaska Native. Five percent of all teachers reported being of Hispanic origin.
- Large school districts were more diverse, in that Black/African American teachers and Asian teachers were at least six times more prevalent there (18%) than in medium or small systems (3% and 1%, respectively). All other racial categories also were more prevalent in large systems. Teachers of Hispanic origin were more likely to be in large school systems (9%), followed by medium and small systems (4% and 3%, respectively).

1971–2001

It is important to note that the survey has phrased the question about teachers' race in three different ways over the 30-year period, so the data are not strictly comparable. However, they appear to indicate that Black/African

American representation has decreased since 1991, when it was 8 percent. It was 6 percent in 2001, including teachers who identified themselves as multiracial with Black/African American as an element of their background (Table 68).¹

Family Background (Question 37)

2001

The question on family background in 2001 requested information from teachers about the educational attainment of their parents. The text below describes options available to describe parents' educational attainments, along with percentages responding affirmatively to each option and with subgroup analyses for notable differences.

A plurality of the teachers came from families whose mothers and fathers had *at least* some college (father, 45%; mother, 42%). This group of teachers includes those whose parents had some college, were college graduates, or had done graduate work. Another sizable group came from families in which both parents were high school graduates (mother, 41%; father, 31%).

- The percentage of teachers with both parents having *at least* some college education decreased with age. Among younger teachers, those under 30 and those 30–39, a majority indicated that their fathers had at least some college education (62% and 57%, respectively). This contrasted with the lower levels for teachers 40–49 and even lower levels for those 50 or more

¹Five percent of teachers selected Black/African-American and no other racial category to describe their race. Teachers who selected Black in combination with another racial category bring the total classified as Black to 6 percent. Those who selected the other races—Asian, American Indian/Alaska Native, and Other, even in combination with Caucasian/White—were classified as Other. For a detailed breakdown of the responses, see Table 35 in appendix B.

Table 68.
Race, All Teachers, 1971–2001 (%)

Race	1971	1976	1981	1986	1991	1996	2001
Black	8	8	8	7	8	7	6
White	88	91	92	90	87	91	90
Other	4	1	1	3	5	2	5

Note: Percentages may not total 100 because of rounding.

Teachers who selected Black, in addition to other races were classified as Black. Those who selected the other races—Asian, American Indian/Alaska Native, and Other—even in combination with Caucasian/White, were classified as Other.

who had fathers with at least some college (42% and 34%, respectively). Among teachers under 30, a clear majority said their mothers had at least some college education (60%). As with their fathers, teachers' mothers were less likely to have attended college as the teachers' age cohort increased (30–39, 50%; 40–49, 39%; 50+, 31%).

- Males were less likely than females to have parents with *at least* some college education. Of the males, 44 percent had fathers and 37 percent mothers at this level of education. Of the females, 46 percent had fathers and 43 percent had mothers with at least some college education.
- White teachers were more likely to have both parents with *at least* some college education than were minority teachers (father, 46%, mother, 43% vs. father, 43%, mother, 34%).
- Teachers from the West were more likely than those from other regions to have both parents with *at least* some college education (fathers, 55%; mothers, 49%). The Middle region was next (fathers, 45%, mothers, 43%). Then came the Southeast (fathers, 45%, mothers, 40%). Last was the Northeast (fathers, 37%, mothers, 35%).

1971–2001

The most significant change in mothers' educational attainment between 1971 and 2001 was in the segment of teachers whose mothers were high school graduates (Table 69). This group increased from 30 percent in 1971 to 43 percent in 1996. It remained close to that level in 2001, at 41 percent. A corresponding decrease is evident in the percentage of teachers whose mothers completed elementary school or less—from 25 percent in 1971 to 7 percent in 2001. The percentage of teachers whose mothers were college graduates has remained low throughout

each of the survey periods (from 8% in 1961 to 13% in 2001). On the other hand, the percentage pursuing graduate work has almost doubled (from 4% in 1971 to 10% in 2001).

Sex (Question 29)

2001

In 2001, 21 percent of all teachers were male and 79 percent female. Subgroup differences appeared for geographic region, age, size of district, minority status, and school level.

- A smaller percentage of the teachers in the Southeast were male (14%) than in the other geographic regions.
- More senior high teachers were male than were teachers in middle/junior high school, who, in turn, were more likely to be male than were elementary teachers (43% vs. 25% vs. 9%).
- Minority teachers were less likely to be male than were white teachers (16% vs. 22%).

1961–2001

For all teachers, the ratio of male to female teachers has fluctuated over the 40-year period (Table 70). Since 1981, the ratio of males to females has steadily declined.

- The proportion of males among teachers under age 30 decreased from 36 percent in 1966 to 17 percent in 1986. It rose in 1991 to 22 percent; maintained a similar level, 23 percent, in 1996; and dropped to 18 percent in 2001. The percentage of females among teach-

Table 69.
Educational Attainment of Mother, All Teachers, 1971–2001 (%)

Educational level	1971	1976	1981	1986	1991	1996	2001
Elementary school completed or less	25	19	20	14	13	9	7
Some high school but did not graduate	19	18	16	15	14	12	10
High school graduate	30	34	37	40	39	43	41
Some college, but did not graduate	15	16	15	16	16	17	19
College graduate (4 years)	8	8	8	9	13	11	13
Graduate work after college graduation	4	5	5	6	7	8	10

Note: Percentages may not total 100 because of rounding.

ers under 30, which increased between 1966 and 1986, declined in 1991 and 1996 to 77 percent but increased again in 2001 to 82 percent.

- The proportion of elementary teachers who were males remained substantially smaller than that of secondary teachers from the beginning of the survey in 1961 to the present survey, 2001. However, the proportion of males at the elementary level did increase from 12 percent in 1961 to 18 percent in 1981. Thereafter, it declined steadily so that by 2001, at 9

percent, it was below its 1961 level. The percentage of females at the secondary level increased by 22 percentage points between 1961 and 2001, reaching 65 percent at the end of that period. Concomitantly, the percentage of males at the secondary level hit a 40-year low in 2001, at 35 percent.

- The Southeast has had smaller percentages of male teachers than have all other regions in every survey year from 1966 through 2001.

Table 70.
Males and Females, All Teachers and Selected Subgroups, 1961–2001

Group/subgroup	1961	1966	1971	1976	1981	1986	1991	1996	2001
Percentages of males									
All teachers	31	31	34	33	33	31	28	26	21
Under 30	—	36	36	29	23	17	22	23	18
30–39	—	46	45	44	36	28	24	20	22
40–49	—	33	37	32	38	38	30	25	17
50+	—	13	20	25	32	33	33	32	24
Elementary	12	10	16	13	18	14	12	9	9
Secondary	57	54	55	52	47	50	44	41	35
Large systems (25K+)	—	30	34	30	32	29	26	20	14
Medium systems (3K–24.9K)	—	30	34	34	34	33	29	27	23
Small systems (1K–2.9K)	—	33	36	34	33	29	28	28	25
Northeast	—	35	33	39	38	36	30	27	25
Southeast	—	22	24	21	24	21	20	17	14
Middle	—	31	38	36	34	33	30	30	21
West	—	35	40	34	36	34	31	29	22
Percentages of females									
All teachers	69	69	66	67	67	69	72	74	79
Under 30	—	64	64	71	77	84	78	77	82
30–39	—	54	55	56	64	72	76	80	78
40–49	—	67	63	69	62	62	70	75	83
50+	—	88	80	75	68	68	67	68	76
Elementary	88	90	84	87	82	86	88	91	91
Secondary	43	46	46	48	53	50	56	59	65
Large systems (25K+)	—	70	66	70	68	71	74	80	86
Medium systems (3K–24.9K)	—	70	66	66	66	67	71	73	77
Small systems (1K–2.9K)	—	67	64	66	67	71	72	72	75
Northeast	—	65	67	61	62	64	71	73	75
Southeast	—	78	76	79	76	79	80	83	86
Middle	—	69	63	64	66	67	70	70	79
West	—	65	60	66	64	66	69	71	78

Note: Total percentages for males and females may not equal 100 because of rounding.
— = data not available.

- The distribution of teachers by sex was unrelated to the size of the school system except in 1996, when the percentage of males in the large systems dropped significantly below that of the medium and small school systems. This pattern continued in 2001, when males were 14 percent of the teachers in large school systems, in contrast to their 23 percent representation in medium systems and their 25 percent in small systems.

Marital Status, Spouses, and Children (Questions 31, 32, 33, 36a, 36b)

2001

In 2001, 73 percent of all teachers described themselves as married; 15 percent as single; and 12 percent as widowed, divorced, or separated.

- As expected, younger teachers were more likely to describe themselves as single (under 30, 39%; 30–39, 21%) than were those 40 and over (40–49, 12%; 50+, 5%).
- Minority teachers were much less likely to indicate that they were married than white teachers (61% vs. 75%). Minority teachers also were much more likely than white teachers to indicate their status as widowed, divorced, or separated (19% vs. 11%).
- Male teachers in 2001 were less likely to describe themselves as widowed, divorced, or separated than were female teachers (6% vs. 13%).
- Teachers in large systems (63%) were less likely to indicate their status as married than were those in medium and small systems (both 77%).
- Teachers in the Northeast were less likely to report themselves as married than those in the Middle region (69% vs. 78%). Teachers in the Southeast and West regions fell between the other regions' values (73% and 72%).
- Female teachers more frequently reported that their spouses had full-time employment than did male teachers (89% vs. 72%).
- Teachers in the West were significantly less likely than those in the Southeast to report that their spouses were employed full time (80% vs. 89%). Reporting full-time employment at levels between those of the West and Southeast were teachers in the Northeast and Middle regions (86% and 85%).
- Of the married teachers with full-time-employed spouses in 2001, one-quarter (25%) reported that their spouses' employment was in the teaching profession. Marriage to another teacher was more prevalent among males than females (58% vs. 17%). It was also more prevalent among secondary than elementary teachers (31% vs. 20%); white than minority teachers (26% vs. 15%); and teachers 50 or more (35%) compared with their younger colleagues (40–49, 21%; 30–39, 19%; under 30, 15%).

For the first time in 1996, instead of asking teachers how many children they had, the survey asked "How many school-age children (grades 1–12) are there in your household who are currently enrolled in school?" Less than half of the teachers (36%) reported having school-age children in their households in 2001 (Table 71). This group split about evenly, with 17 percent reporting one child and 14 percent reporting two. Some 4 percent reported three school-age children in their households, and 1 percent had four or more. More than half (64%) did not have any school-age children in the household. This percentage was larger than its 1996 value (56%).

- The presence or absence of school-age children in the household relates to teachers' ages. Teachers under 30 followed by those 50 and over reported the absence of school-age children in their households at high rates (95% and 75%, respectively). Contrast that with the same figures for the two middle-aged groups, 30–39 and 40–49 (60% and 38%, respectively).
- Teachers in the Middle region were more likely not to have school-age children in their households than were teachers in the Southeast (68% vs. 58%). Teachers in the Northeast and West were in between (66% and 64%, respectively).

Slightly more than 91 percent of the spouses of married teachers in 2001 reported full- or part-time employment. The rest described themselves as not employed.

The vast majority, 96 percent, of the teachers in the sample had no children in private schools. However, among the teachers with school-age children (36% of all teachers), 8 percent had one child in private school, and 4 per-

cent had two or more. The number of teachers with children in private schools is too small to reveal reliable subgroup differences.

1961–2001

The percentage of single teachers declined between 1961 and 2001 (22% vs. 15%). This has been primarily because of a decrease in the percentage of single female teachers (25% vs. 15%; Table 72). The percentage of

married teachers increased from 68 percent in 1961 to 76 percent in 1986. It remained at approximately that level until 2001 (73%).

The percentages of female teachers with spouses employed full time have historically been much larger than the percentages of males with spouses employed full time. But the percentages of male teachers with employed spouses have been increasing rapidly over the past 40 years (Table 73).

Table 71.
Number of School-Age Children in the Household and Enrolled in Private School, All, Male, and Female Teachers, 1996–2001

Number of Children	All teachers		Males		Females	
	1996	2001	1996	2001	1996	2001
Percentages of teachers with school-age children in household						
None	56	64	61	60	55	66
One	19	17	19	16	19	17
Two	19	14	14	18	21	13
Three	5	4	4	6	5	3
Four	1	1	2	0	1	1
Five+	0	0	0	0	0	0
Percentages of teachers with school-age children enrolled in private school						
None	89	88	91	92	88	86
One	7	8	8	6	7	9
Two	3	3	0	2	4	4
Three	1	1	1	0	0	1
Four	0	0	1	0	0	0

Table 72.
Marital Status, All Teachers and Selected Subgroups, 1961–2001 (%)

Marital status	1961	1966	1971	1976	1981	1986	1991	1996	2001
All teachers									
Single, never married	22	22	20	20	19	13	12	12	15
Married	68	69	72	71	73	76	76	76	73
Widowed, divorced, separated	10	9	9	9	9	11	13	12	12
Male teachers									
Single, never married	17	20	15	20	15	9	10	13	17
Married	81	78	82	76	81	83	83	79	77
Widowed, divorced, separated	2	2	3	4	5	8	7	7	6
Female teachers									
Single, never married	25	23	22	20	20	15	13	12	15
Married	62	65	67	69	69	72	73	75	72
Widowed, divorced, separated	13	12	11	11	10	13	14	13	13

Note: Percentages may not total 100 because of rounding.

- When full- and part-time employment of spouses are considered together, employment of wives of male teachers has increased dramatically, from 40 percent in 1961 to 88 percent in 1996. At 87 percent in 2001, it remained close to the previous survey's level.
- For married female teachers, the percentages with employed spouses have remained relatively stable, in the 89–93 percent range.

Between 1966 and 1986, the percentages of full-time-employed spouses of married teachers who also work as teachers remained between 30 and 35 percent. A declining trend began in 1991 (29%) and continued through 2001 (25%; Table 74).

The percentage of male teachers whose full-time-employed spouses are teachers has historically been much larger than the percentage of female teachers whose spouses are teachers. However, this high level for males decreased from 66 percent in 1966 to 47 percent

in 1986. It rose in 1991, decreased in 1996, and increased again in 2001 (at 55%, 50%, and 58% in the respective years). The percentages of female teachers whose spouses were teachers remained between 20 and 25 percent throughout the survey period. In the 2001 administration, however, it declined to 17 percent.

Summer Activities (Question 38)

The survey asked teachers to select, from a list of seven options, any activities in which they had participated during the previous summer.

2001

The summary below shows summer 2000 activities, the percentages responding to each option, and subgroup

Table 73.
Employment Status, Spouses of Married Teachers, by Sex, 1961–2001 (%)

Employment status	1961	1966	1971	1976	1981	1986	1991	1996	2001
Full-time									
Males	28	34	40	47	51	59	67	74	72
Females	84	83	85	86	89	87	85	88	88
Part-time									
Males	12	12	15	15	22	21	17	14	15
Females	8	6	4	4	3	4	5	5	4
Not employed									
Males	60	54	45	38	27	20	16	11	13
Females	8	11	11	10	8	9	10	7	7

Note: Percentages may not total 100 because of rounding.

Table 74.
Employment in Teaching of Full-Time Employed Spouses of Married Teachers, All Teachers and by Sex, 1966–2001 (%)

Employment status	1966	1971	1976	1981	1986	1991	1996	2001
Teacher								
All	32	35	30	31	31	29	27	25
Males	66	64	63	54	47	55	50	58
Females	24	26	20	23	25	20	21	17
Nonteacher								
All	68	66	70	69	69	71	73	75
Males	34	36	37	46	53	45	50	42
Females	76	5	80	77	75	80	80	83

Note: Percentages may not total 100 because of rounding.

analyses (when differences occurred). Percentages total more than 100 because respondents could give more than one answer.

- *Traveled (40%).* Teachers age 50 and over (47%), teachers in senior high school (44%), and teachers in the West (44%) were the most likely to have traveled during the summer of 2000.
- *Did not study, travel, or work for pay (30%).* Female teachers were more likely not to have studied, traveled, or worked for pay in summer 2000 than were male teachers (33% vs. 21%). Similarly, teachers aged 30 and over were more likely than those under 30 not to have studied, traveled, or worked for pay in summer 2000. Specifically, the several groups over 30 ranged from 33 to 32 percent, compared with the group under 30, at 16 percent.
- *Attended summer school (19%).* Teachers under 30 (27%) were more likely to report that they attended summer school than were teachers 30 and over. The subgroups of the 30 and over group ranged in likelihood of attendance from 19 to 17 percent. Teachers in the Middle region were more than twice as likely to have attended summer school in 2000 than were those in the Southeast (26% vs. 12%). Teachers' summer school attendance rates in the West and Northeast were between 18 and 17 percent respectively.
- *Employed outside education (16%).* Male teachers were more likely to have taken employment outside

education during the summer of 2000 than were female teachers (34% vs. 11%). Similarly, middle/junior high and senior high teachers (19% and 22%, respectively) were more likely to have taken jobs outside education than were elementary teachers (12%). Teachers under 30 (34%) were more likely to have taken outside employment than were those 30 or more (30–39, 17%; 40–49, 14%; and 50+, 11%).

- *Taught summer school in my school system (13%).* Teachers in large school systems were more likely to have taught summer school in their own system than were teachers in small school systems (16% vs. 9%). Teachers in medium-sized systems were in between (13%). More minority than white teachers gave this response (22% vs. 12%). Teachers in the West (19%) also were more likely than those in the Northeast and Middle regions (9% and 10%, respectively) to teach summer school in their own system. Teachers in the Southeast were in between (14%).

1971–2001

Between 1971 and 1986, the percentages of teachers attending or teaching summer school generally decreased (Table 75). In 1991, however, the percentages in both of these categories rose, and the 1996 and 2001 percentages remained close to or exceeded the 1991 level. Differences in percentages over time of other categories were small.

Table 75.
Previous Summer Activities, All Teachers, 1971–2001 (%)

Activity	1971	1976	1981	1986	1991	1996	2001
Traveled	35	33	29	33	40	40	40
Did not work, study, or travel	22	28	34	38	32	34	30
Attended summer school	24	24	16	17	22	22	19
Employed outside education	19	17	21	18	17	16	16
Taught summer school in my school system	14	10	7	6	9	13	13
Other employment in my school system	6	5	4	5	7	8	8
Employed in education but outside my school system	2	3	3	4	6	6	8

Note: Percentages total more than 100 because of multiple responses.

11. Community and Civic Life*

Location of Residence (Questions 41, 42)

2001

In 2001, 53 percent of all teachers lived within the boundaries of the *school system* in which they taught.

- Teachers in large school systems were more likely to live within the boundaries of their *school systems* than were teachers in small school systems (59% vs. 47%). Teachers in medium systems fell in between (52%).
- Teachers in the Southeast were more likely to live in the boundaries of their *school systems* than were those in the West (68% vs. 59%). Teachers in the Middle and Northeast regions (46% and 43%, respectively) were less likely to live in the boundaries of the school systems in which they taught than the teachers in the other two regions.

In 2001, 32 percent lived within the attendance areas of the *school buildings* in which they taught.

- Teachers in the Southeast also were more likely than those in the Northeast (39% vs. 26%) to live in their *school buildings'* attendance area. Percentages in the Western and Middle regions fell in between (34% and 31%, respectively).
- Teachers in successively smaller school systems were more likely to live in the attendance areas of their *school buildings*. Teachers in small school systems (49%) were most likely to live in the attendance areas of their school buildings. Teachers in medium systems were next, followed by teachers in large systems (30% vs. 19%, respectively).
- Secondary teachers were more likely than elementary teachers to live within the attendance area of the *school buildings* in which they taught (40% vs. 25%).

1966–2001

Percentages of all teachers living within their *school system* boundaries declined from 62 percent in 1966 to 53 percent in 2001. Teachers living within their school *buildings'* attendance areas remained relatively stable between 1971 and 2001, ranging from a high of 37 percent to a low of 32 percent (Table 76).

- No significant differences emerged between the degree to which male and female teachers resided within their school systems. Males have been more likely than females to live within their school *buildings'* attendance areas.
- Residence within the school system has remained stable since 1966 for both elementary and secondary teachers (range, 62–52%). Residence within attendance areas also remained stable over time (ranges: secondary, 45–38%, elementary, 28–25%). The percentage of secondary teachers living within school attendance areas has historically been larger than the percentage of elementary teachers reporting such residence.
- In the earlier years, successively older groups of teachers reported residence within school systems and within school attendance areas in greater percentages than their younger colleagues. By 2001, both of these differences between the age groups had diminished.
- Subgroup analysis by geographic region generally shows stability in percentages. However, several trends are discernible. In all survey years, teachers in the Southeast reported residence within the school system in greater percentages than did their counterparts in other regions. In most years, teachers in the Northeast were least likely to live within their school building attendance area.
- Teachers in successively smaller systems have been more likely to live within their schools' attendance areas.

* Each chapter of this report summarizes the 2001 survey data and analyzes it in the context of historical data from previous surveys. Tables providing detailed results from the 2001 survey are in Appendix B. The Appendix B table numbers correspond to the survey questions (shown in Appendix A), which also are indicated in the report's subchapter titles.

Table 76.
Residence within School System and School Building Attendance Areas, All Teachers and Selected Subgroups, 1966–2001 (%)

Group/subgroup	1966	1971	1976	1981	1986	1991	1996	2001
Within school system								
All teachers	62	60	57	61	60	60	58	53
Males	60	60	59	64	60	57	55	53
Females	63	60	56	59	60	60	59	53
Elementary	62	59	56	61	60	61	58	54
Secondary	62	61	57	61	59	58	57	52
Under 30	54	54	54	55	58	51	48	53
30–39	61	60	52	59	52	58	57	52
40–49	65	64	61	63	62	63	61	50
50+	72	67	67	68	70	61	57	55
Large systems (25K+)	63	64	61	62	63	65	60	59
Medium systems (3K–24.9K)	61	60	53	60	59	59	58	52
Small systems (1K–2.9K)	62	56	59	61	59	56	55	47
Northeast	51	48	41	50	53	49	39	43
Southeast	77	72	66	70	69	69	71	68
Middle	58	60	61	58	56	60	51	46
West	65	61	57	65	62	58	59	59
Within school building attendance area								
All teachers	—	34	35	36	36	37	33	32
Males	—	39	44	41	41	43	38	37
Females	—	32	30	34	33	34	32	31
Elementary	—	28	27	28	27	28	28	25
Secondary	—	41	42	44	44	45	38	40
Under 30	—	28	30	32	32	29	22	31
30–39	—	32	34	35	30	36	34	32
40–49	—	38	38	37	37	40	37	33
50+	—	45	43	42	46	37	31	32
Large systems (25K+)	—	17	15	17	17	17	13	19
Medium systems (3K–24.9K)	—	36	33	34	34	36	34	30
Small systems (1K–2.9K)	—	50	55	57	55	55	52	49
Northeast	—	24	27	29	32	34	25	26
Southeast	—	43	36	37	32	36	41	39
Middle	—	37	42	42	41	46	37	31
West	—	33	33	36	36	29	25	34

Note: — = data not available.

Participation in Community and Civic Organizations (Question 43)

2001

In 2001, teachers were most likely to belong to a church, synagogue, or other formal religious group (77%). Parent-teacher associations (PTAs) were next in attracting teachers as members (57%). Nearly one-third of the teachers were members of a hobby club (29%). Almost one-fourth belonged to business, professional, or civic-social groups (23%). Smaller percentages belonged to youth-serving organizations, political parties, and civil liberties and veterans' organizations.

1966–2001

In all survey years, a majority of teachers have held memberships in two types of organizations—religious groups and PTAs (Table 77). Participation for all teachers in church, synagogue, and other religious groups, after a high of 86 percent in 1966, has remained relatively stable since 1971 at between 75 and 78 percent. Participation in PTAs was at its highest, 78 percent, in 1966 but fell to a low of 57 percent in 1981. Although it rose to 64 percent in 1996, it fell back to its 1981 low in 2001.

- Teachers in the Southeast have historically been more likely than those in the Northeast and West to be members of religious groups. Teachers in the Middle region fell in between. Females have historically been more likely than males to hold these memberships.
- All of these subgroups decreased their memberships in PTAs since 1966. Elementary teachers have historically held membership in a PTA at a higher rate than secondary teachers. The same has been true for female compared with male teachers. Teachers in the Southeast historically have been more likely than those in all other regions to be members of PTAs. Their participation decreased least between 1966 and 2001. Teachers in the Middle region decreased their participation in PTAs in greater percentages than did those in the other regions.
- A plurality of teachers have participated in business, professional, or civic-social groups. Such participation has decreased steadily, however. It fell from 47 percent in 1966 to 32 percent in 1991 and then to 23 percent in 2001. The largest decline took place among teachers age 40 and older.

- Memberships in political party organizations declined steadily between 1966 and 2001, with the largest decline occurring between 1966 and 1971 and 1986 and 1991. The 2001 percentage remained in single digits, as had the 1991 and 1996 values. Such membership has shown varying trends in the geographic regions. In the Northeast, West, and Middle regions, membership had declined considerably by 1971. Memberships again declined in all regions in 1991. By 2001, however, memberships had increased in the Southeast and West even though they continued their declines in the Northeast and Middle regions. Political party organization memberships among teachers in all regions did not exceed 13 percent in 2001.
- Hobby clubs were the only organization that experienced consistently increasing teacher participation over the 35-year period, rising from 18 percent in 1966 to 29 percent in 2001. Most of the subgroups showed similar patterns of increasing hobby club membership.
- Teachers' membership in youth-serving groups has remained relatively stable over the 35-year period since 1966. It hit its low in 1976 and was near that low again in 2001. Teachers between 30 and 49 reported memberships in these types of groups more frequently than did those under 30 and those 50 or more.

Political Views (Questions 39, 40)

2001

In 2001, 56 percent of all teachers described their political philosophies as conservative or tending to be conservative (19% and 37%, respectively). Conversely, 44 percent of the 2001 teachers classified their political philosophies as tending to be liberal or liberal (34% and 10%, respectively).

- Larger percentages of teachers in large school systems (49%) classified themselves as liberal than did their subgroup counterparts in medium or small systems (42% and 41%, respectively).
- Teachers in the Southeast were more likely than those in the Middle, Northeast, and West regions to classify themselves as conservative or tending to be conservative (67% vs. 57%, 53%, and 50%, respectively).

Table 77.
Membership in Community and Civic Organizations, All Teachers and Selected Subgroups, 1966–2001 (%)

	Region												West			
	All teachers			Northeast			Southeast			Middle						
Organizations	66	71	76	81	86	91	96	01	66	71	76	81	86	91	96	01
Religious	86	78	75	78	77	76	77	83	74	67	78	76	79	68	74	92
Youth-serving	20	16	13	14	17	18	15	19	12	13	14	16	15	13	16	24
Business	47	39	36	35	34	32	33	43	32	28	29	28	31	26	18	53
Civil liberties	6	4	4	4	5	6	5	4	7	5	5	4	7	8	6	7
Veterans	5	4	4	5	4	3	2	3	5	4	5	4	1	2	2	4
Political party	22	13	11	12	14	7	8	9	29	13	14	13	10	15	5	16
PTA	78	66	61	57	61	62	64	57	71	60	54	58	61	65	55	89
Hobby	18	16	19	22	24	25	28	29	18	13	23	25	29	30	24	27
	School system size												Level			
	Large (25K +)			Medium (3K–24.9K)			Small (1K–2.9K)			Elementary			Secondary			
Organizations	66	71	76	81	86	91	96	01	66	71	76	81	86	91	96	01
Religious	84	76	69	77	78	75	72	74	86	79	75	77	75	74	77	86
Youth-serving	21	16	12	11	18	19	20	16	20	16	13	14	16	17	18	16
Business	46	41	42	37	35	33	35	23	47	37	32	32	32	30	24	47
Civil liberties	12	9	9	10	10	12	8	4	4	3	5	4	3	5	4	3
Veterans	4	5	3	6	4	3	1	3	3	4	4	4	5	3	2	6
Political party	21	14	13	13	17	6	10	11	23	13	10	11	13	8	7	8
PTA	83	76	74	69	75	74	73	63	81	69	63	60	62	64	65	58
Hobby	19	17	20	25	27	31	26	18	17	22	22	26	24	28	32	16
	Sex				Age				50+				40–49			
	Males		Females		Under 30		30–39		40–49		50+		40–49		50+	
Organizations	66	71	76	81	86	91	96	01	66	71	76	81	86	91	96	01
Religious	80	74	65	73	72	70	69	73	88	81	80	80	79	78	79	83
Youth-serving	24	20	15	19	21	18	19	18	14	12	12	16	18	15	15	11
Business	42	39	28	30	29	33	29	16	49	39	37	36	32	34	25	33
Civil liberties	6	4	4	4	5	6	4	5	5	4	6	6	5	4	4	4
Veterans	11	12	11	13	10	7	6	10	2	1	1	2	1	1	1	1
Political party	31	13	12	14	18	4	11	12	18	12	10	10	12	8	8	24
PTA	70	56	50	46	49	51	47	40	82	72	67	63	66	67	70	61
Hobby	17	18	17	20	24	29	30	31	18	16	20	22	25	24	27	28

Note: To save space, the years in the table are shortened (e.g., 66 for 1966, 01 for 2001).

Religious group includes church, synagogue, or other religious group. Youth-serving groups include, for example, the boy and girl scouts. Business organizations include business, professional, and civic-social groups. Civil liberties groups include, for example, the American Civil Liberties Union (ACLU), National Association for the Advancement of Colored People (NAACP), and the National Organization for Women (NOW). PTA indicates parent-teacher organizations. Hobby clubs include, for example, music and gardening groups.

- Males were more likely than females to classify themselves as conservative (27% vs. 17%).

By political party affiliation, teachers classified themselves as 45 percent Democrats, 28 percent Republicans, and 1 percent other. The remaining 27 percent did not consider themselves as affiliated with any political party.

- Teachers in successively larger systems (53% in large vs. 44% in medium vs. 37% in small systems) and minority teachers (66% vs. 41% for white teachers) were more likely to classify themselves as Democrats than were their subgroup counterparts. Teachers in the West (52%) were more likely to classify themselves as Democrats than were teachers in the Northeast, Southeast, or Middle regions (48%, 40%, and 38%, respectively).
- Teachers 30 and older were more likely than those younger than 30 to classify themselves as Democrats (30–39, 44%, 40–49, 46%, 50+, 47% vs. under 30, 37%).

1971–2001

A greater percentage of teachers have classified themselves as politically conservative than politically liberal in every survey since 1971 (Table 78).

In 1971, 61 percent of all teachers said that their political philosophy was conservative or tended to be conservative. This response increased to 70 percent in 1981. It declined to 61 percent in 1996 and to 56 percent in 2001. In 1971, 40 percent of teachers classified their political philosophies as liberal or tending to be liberal. This figure decreased to 30 percent in 1981, rose to 39 percent in 1996—a figure close to its previous high 25 years ear-

lier—and reached 44 percent, an all-time high, in 2001. Figure 16 illustrates the relationship between political philosophy and age over time.

Since 1971, teachers have been more likely to report being members of the Democratic Party than the Republican Party (Table 79). In 1971 more teachers were members of the Republican Party than teachers claiming no political party affiliation. In 2001 teachers reported themselves as Republicans or unaffiliated in nearly equal percentages.

- Teachers in large school systems were more likely to be members of the Democratic Party from 1971 through 2001 than were teachers in smaller systems. Teachers in medium-sized systems fell in between those in the other two systems in their rates of Democratic Party membership.
- In 1991, all regions experienced declines in the percentages of teachers claiming membership in the Democratic Party, along with modest increases in the percentages claiming membership in the Republican Party and those reporting no party affiliation. The trend reversed in 1996, with increases in the percentages reporting Democratic Party membership in each region. This trend continued in all regions except the Southeast in 2001. Historically (1971–1996), teachers in the Middle region were more likely than those in other geographic regions to claim Republican Party membership. Teachers in the Southeast were more likely to claim membership in the Democratic Party between 1971 and 1986 than were teachers in other geographic regions. However, in 2001, a much larger percentage of teachers in the Southeast claimed Republican Party membership than did teachers in the other regions.

Table 78.
Political Philosophy, All Teachers and Selected Subgroups, 1971–2001 (%)

Political philosophy	1971	1976	1981	1986	1991	1996	2001
All teachers							
Conservative	17	17	20	20	18	20	19
Tend to be conservative	44	45	50	45	47	41	37
Tend to be liberal	28	30	24	27	27	31	34
Liberal	12	8	6	7	8	8	10
Large school systems (25K+)							
Conservative	16	16	19	19	16	17	16
Tend to be conservative	37	36	43	38	40	40	35
Tend to be liberal	30	36	30	35	34	30	37
Liberal	17	12	8	9	10	13	12
Medium school systems (3K–24.9K)							
Conservative	17	18	20	20	20	22	21
Tend to be conservative	44	45	52	48	49	42	38
Tend to be liberal	29	30	23	24	24	29	33
Liberal	11	8	5	8	7	7	9
Small school systems (1K–2.9K)							
Conservative	17	17	22	22	18	21	19
Tend to be conservative	50	51	53	48	51	40	40
Tend to be liberal	25	27	22	26	26	33	32
Liberal	8	6	4	4	6	6	9
Under age 30							
Conservative	9	14	15	15	12	17	17
Tend to be conservative	44	38	48	50	50	38	34
Tend to be liberal	32	40	32	32	34	38	32
Liberal	15	8	6	4	4	7	16
Age 30–39							
Conservative	21	16	16	20	14	19	19
Tend to be conservative	42	46	52	44	50	45	38
Tend to be liberal	27	30	27	30	27	28	33
Liberal	11	9	5	7	9	8	10
Age 40–49							
Conservative	18	20	25	23	21	22	20
Tend to be conservative	43	53	51	43	45	40	42
Tend to be liberal	29	19	17	27	26	31	31
Liberal	11	9	7	7	9	7	7
Age 50+							
Conservative	25	24	28	21	21	21	19
Tend to be conservative	45	46	48	50	46	41	35
Tend to be liberal	22	25	20	21	27	29	37
Liberal	8	5	4	9	6	9	9

Figure 16.
Teachers in Selected Age Groups Responding “Conservative” and “Tend to be Conservative,” 1971–2001

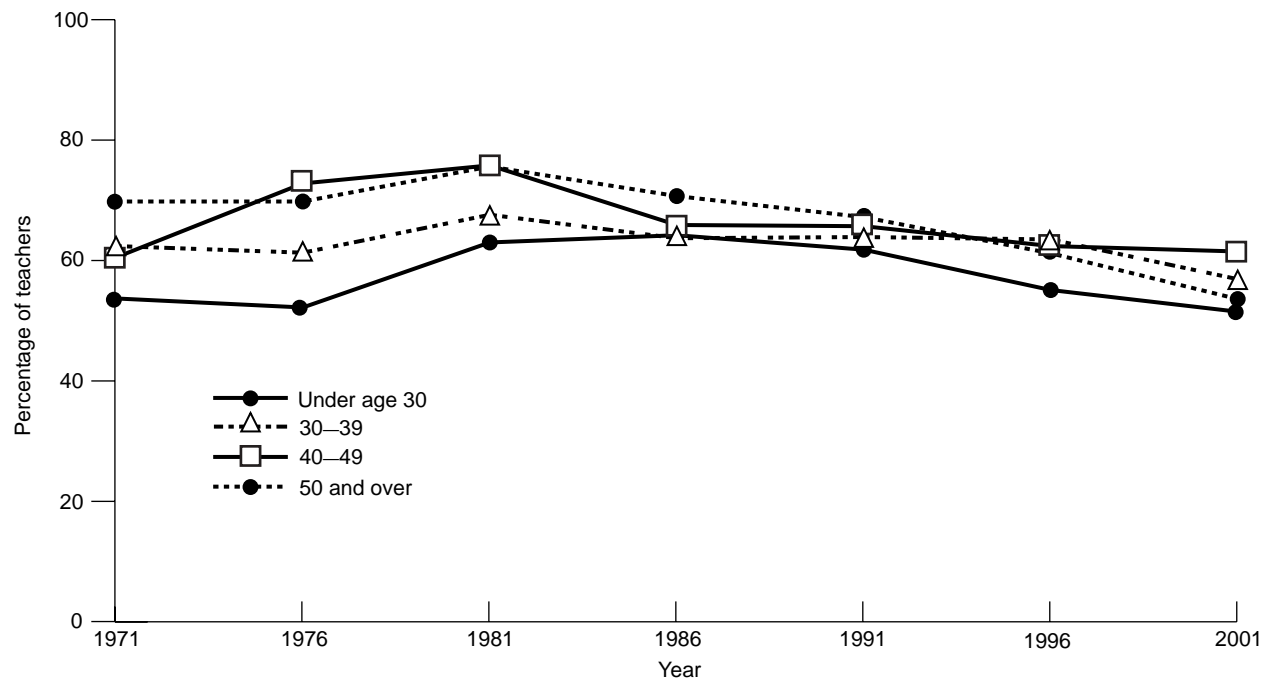


Table 79.
Political Affiliation, All Teachers and Selected Subgroups, 1971–2001 (%)

Political affiliation	1971	1976	1981	1986	1991	1996	2001
All teachers							
Democrat	43	41	40	43	36	42	45
Republican	34	25	29	29	32	29	28
Other political party	2	1	0	0	0	0	1
I do not consider myself affiliated with any political party	22	34	30	28	31	29	27
Large school systems (25K+)							
Democrat	50	50	50	51	48	48	53
Republican	26	21	22	26	25	27	25
Other political party	1	1	1	0	0	0	0
I do not consider myself affiliated with any political party	23	28	27	24	27	24	21
Medium school systems (3K–24.9K)							
Democrat	42	40	40	41	31	41	44
Republican	35	24	30	30	36	28	29
Other political party	2	1	0	0	0	0	0
I do not consider myself affiliated with any political party	22	35	30	28	33	31	27
Small school systems (1K–2.9K)							
Democrat	38	34	33	31	33	38	37
Republican	40	28	34	39	34	32	29
Other political party	1	1	1	0	0	0	2
I do not consider myself affiliated with any political party	20	37	32	33	33	30	32
Northeast							
Democrat	40	37	38	44	41	47	48
Republican	35	22	31	27	29	21	21
Other political party	3	2	0	1	1	1	2
I do not consider myself affiliated with any political party	21	40	31	29	28	32	29
Southeast							
Democrat	59	53	53	51	41	45	40
Republican	21	14	24	26	30	32	40
Other political party	0	0	0	0	0	0	0
I do not consider myself affiliated with any political party	20	33	23	23	28	24	21
Middle							
Democrat	32	28	30	37	28	36	38
Republican	41	32	32	30	35	29	30
Other political party	1	1	1	0	0	0	0
I do not consider myself affiliated with any political party	26	39	37	33	37	35	32
West							
Democrat	47	48	42	42	37	43	52
Republican	33	27	30	31	32	30	22
Other political party	2	1	0	0	0	0	2
I do not consider myself affiliated with any political party	18	24	28	27	31	26	24

12. School Reform Components*

School Reform Activities (Question 25)

1996

In 1996, the *Status* survey first asked teachers about the implementation of reforms in their schools and districts. The questions sought to determine the extent and types of ongoing reforms. The reform that teachers most frequently mentioned in 1996 was the use of teaching methods in addition to lecturing, such as cooperative learning and providing hands-on experiences. A majority of teachers described this reform as fully implemented in their schools (61%). About one-third described it as partially implemented (34%). At that time, the survey found no other reforms fully implemented in more than 30 percent of the teachers' schools.

A general trend in 1996 was that the teachers' schools were more likely to implement reforms than their districts. The 1996 survey found the following other reforms in teachers' schools fully or partially implemented:

- Expanding the definition of “the basics”—that is, reading, writing, and arithmetic—to include computer literacy and problem-solving skills (29% fully; 43% partially)
- Using a variety of assessment methods in addition to teacher-made and standardized tests, such as demonstrations of learning and portfolios of students' work (28% fully; 46% partially)
- Giving teachers and principals the authority to make decisions on how the school is run—including scheduling, curriculum, personnel, and budget (23% fully; 53% partially)
- Having more flexible scheduling for high schools so that learning can be integrated across subjects and subjects are not isolated into short periods each day (15% fully; 28% partially)

- Allowing students to progress through school based on mastery of subject matter rather than on time spent in a course or at a grade level (6% fully; 14% partially).

2001

In 2001, the survey explored alignment between standards set by the state/district, the National Board for Professional Teaching Standards, the curriculum, instructional practices, and professional development for teachers. By 2001, standards for student learning had become nearly universal. That is, 99 percent of the teachers' states and 94 percent of their districts had set such standards. As Table 80 shows, more than one-half of the teachers' schools had reached full alignment of their curriculums, their instructional practices, and their professional development programs for teachers with district or state standards (64%, 59%, and 54%, respectively). Nearly one-third had attained partial alignment of these components of teaching with district or state standards. More than half of the teachers' schools had also attained full alignment of their instructional practices and their professional development programs with their curriculums (67% and 56%, respectively). Fewer than one-third of teachers reported full alignment of National Board standards with state or district standards or the other three components of teaching.

- Teachers in the Southeast were most likely to report having fully implemented the alignment of instructional practices with curriculum (77% vs. range, 66–63% for the other regions), as were elementary teachers (71% vs. 62% for secondary).
- More than three-quarters (77%) of teachers in the Southeast—the highest percentage among the regions—reported that their schools had fully implemented alignment of curriculum with state or district standards. Teachers in the West were more likely than those in the Middle region to report full implementation of this reform (66% vs. 56%). Teachers in the Northeast fell in between (61%). Teachers in large and medium school districts compared with those in small districts (69% and 67%, respectively vs. 54%) were

* Each chapter of this report summarizes the 2001 survey data and analyzes it in the context of historical data from previous surveys. Tables providing detailed results from the 2001 survey are in Appendix B. The Appendix B table numbers correspond to the survey questions (shown in Appendix A), which also are indicated in the report's subchapter titles.

Table 80.
Extent to Which Teachers Say Components of School Reform Are Implemented in Their Schools, All Teachers and Selected Subgroups, 2001 (%)

Reform component and extent of implementation	All teachers	Region			Level		Sex		Age				System size		
		North -east	South -east	Middle West	Elementary	Secondary	Males	Females	< 30	30-39	40-49	50+	Large (25K+)	Medium (3-24.9K)	Small (1-2.9K)
State or district standards aligned or linked with National Board standards															
Fully	31	34	35	27	36	24	23	33	37	33	29	28	35	30	27
Partially	29	30	23	32	25	32	34	27	26	27	30	30	23	30	31
Not done ^a	12	11	11	14	11	13	12	12	8	11	11	14	10	12	13
Don't know	29	24	31	27	27	31	31	28	29	29	30	28	31	27	29
School curriculum aligned or linked with state or district standards															
Fully	64	61	77	56	68	59	59	66	67	63	64	63	69	67	54
Partially	28	30	19	34	26	31	31	28	21	29	28	31	25	26	36
Not done	5	5	2	6	3	6	7	4	8	4	4	4	3	4	7
Don't know	3	4	3	4	3	3	4	3	4	3	3	3	3	3	3
School curriculum aligned or linked with National Board standards															
Fully	25	30	31	21	29	22	21	27	31	27	23	24	29	25	22
Partially	26	27	21	31	27	26	27	26	25	25	29	26	22	28	28
Not done	16	17	12	17	13	19	19	15	12	16	14	18	13	15	18
Don't know	33	26	37	31	32	34	33	33	32	32	35	32	35	32	31
School instructional practices aligned/linked with National Board standards															
Fully	22	27	30	17	26	17	19	23	30	23	20	19	26	21	19
Partially	27	28	24	31	24	27	26	28	24	28	28	28	23	29	28
Not done	17	18	12	19	14	21	21	16	14	15	16	20	15	17	20
Don't know	34	27	35	33	33	35	35	33	32	34	36	34	36	33	33
School instructional practices aligned/linked with state or district standards															
Fully	59	56	74	52	65	53	53	61	64	57	59	58	65	59	52
Partially	31	34	21	32	28	34	33	30	25	32	31	32	28	31	34
Not done	6	6	3	9	4	8	8	5	5	6	5	7	4	5	9
Don't know	5	4	3	7	4	4	6	4	6	5	5	4	4	5	5
School instructional practices aligned/linked with school curriculum															
Fully	67	66	77	64	71	62	62	68	71	65	64	69	69	68	63
Partially	25	27	19	25	22	29	29	24	21	29	28	23	24	25	27
Not done	5	6	3	7	4	7	6	5	4	4	5	6	4	4	8
Don't know	3	2	2	5	3	3	3	3	4	2	4	2	3	3	3
School professional development aligned/linked with National Board standards															
Fully	21	26	27	17	25	17	18	22	28	23	21	18	24	22	17
Partially	23	24	22	24	21	22	22	23	22	22	23	23	23	23	23
Not done	20	20	18	22	17	24	24	19	15	18	20	23	18	20	23
Don't know	36	29	34	37	34	38	37	36	35	37	36	36	35	36	37
School professional development aligned/linked with state/district standards															
Fully	54	53	65	46	61	47	46	56	56	55	55	51	61	53	47
Partially	29	30	25	30	26	32	32	28	24	27	29	33	27	29	31
Not done	9	9	5	12	7	12	12	9	8	10	8	10	7	10	11
Don't know	8	9	5	11	6	9	9	7	12	8	7	6	5	8	11
School professional development aligned/linked with school curriculum															
Fully	56	55	66	50	63	47	48	58	55	55	56	56	63	55	49
Partially	30	32	25	31	25	36	34	29	28	30	31	31	27	31	32
Not done	8	8	4	11	7	10	11	8	8	9	8	9	5	9	11
Don't know	6	5	4	9	5	7	7	5	9	6	6	4	5	6	8

^a Not done includes teachers who say the reform is being discussed.

more likely to report this reform. So were those in elementary compared with secondary schools (68% vs. 59%).

- Again, the Southeast led all regions, with 74 percent of teachers reporting that their schools had fully aligned instructional practices with state or district standards (range, 58–52% for the other regions). Teachers in large and medium school districts compared with those in small districts (65% and 59%, respectively, vs. 52%) were more likely to report this reform. The same was true for those in elementary compared with secondary schools (65% vs. 53%).
- Teachers in the Southeast (66%) compared with those in the other regions (range, 55–50%) were more likely to have fully aligned professional development with the school's curriculum. Teachers in large school districts compared with those in small districts (63% vs. 49%), elementary school compared with secondary teachers (63% vs. 47%), and females compared with males (58% vs. 48%) were more likely to report full implementation of this reform.
- Teachers in the Southeast (65%) compared with those in all other regions were more likely to report full implementation of alignment of professional development with state or district standards. Teachers in the West were more likely than those in the Middle region to report this level of alignment (56% vs. 46%) and those in the Northeast fell in between (53%). Teachers in large school districts compared with those in small ones (61% vs. 47%), teachers in elementary compared with secondary schools, including both senior high and middle/junior high school teachers (61% vs. 47%), and female teachers compared with their male counterparts (56% vs. 46%) also were more likely to report this reform.
- Teachers in the Southeast and Northeast (35% and 34%, respectively) compared with those the West and Middle regions (27% for both) were more likely to indicate that their schools had fully implemented alignment between state or district standards and National Board standards. Elementary school teachers compared with secondary teachers (36% vs. 24%), female teachers compared with males (33% vs. 23%), and teachers younger than 30 (37%) compared with teachers 40 or older (40–49, 29%; 50+, 28%) were more likely to report this reform.
- Teachers in the Southeast and Northeast (31% and 30%, respectively) compared with those in the West and Middle regions (both 21%) were more likely to

report alignment between curriculum and National Board standards as fully implemented. Also, teachers younger than 30 (31%), compared with teachers 40 or older (40–49, 23%; 50+, 24%), and elementary teachers (29%), compared with middle/junior high teachers (20%), were more likely to report this type of alignment.

- Teachers younger than 30 (30%) compared with teachers 40 or older (40–49, 20%; 50+ 19%); teachers in the Southeast and Northeast (30% and 27%, respectively) compared with those in the West and Middle regions (both 17%); and elementary compared with secondary teachers (26% vs. 17%) were more likely to say that their schools had fully implemented an alignment between their instructional practices and National Board standards.
- Teachers in the Southeast and Northeast (27% and 26%, respectively) compared with those in the Middle and West regions (17% and 16%, respectively) were more likely to report alignment between professional development and National Board standards as fully implemented. Also, teachers younger than 30 compared with those 50 or more (28% vs. 18%) were more likely to report this reform. The same was true for elementary compared with secondary teachers (25% vs. 17%).

Use of Students' Standardized Test Scores (Question 26a, 26b)

2001

In 1996, the *Status* survey asked teachers for the first time whether the standardized test scores of their students played a role in evaluations of their teaching abilities. In that year, 12 percent of teachers answered affirmatively. In 2001, this subgroup increased to 22 percent. The proportion saying that scores did not play such a role remained at about 56 percent between 1996 and 2001. The group of teachers that didn't know decreased from 26 percent to 19 percent. The group reporting not having received a performance appraisal in the past two school years declined from 4 percent in 1996 to 3 percent in 2001.

The use of standardized tests to evaluate teaching performance was more prevalent in the following subgroups:

- Among teachers in the Southeast (36%) compared with teachers in all other regions and among teachers in the West (28%) compared with those in the Northeast and Middle regions (14% and 13%, respectively)
- Among minority teachers compared with white teachers (35% vs. 20%)
- Among teachers in large systems (31%) compared with those in medium and small systems (20%, and 14%, respectively).

One-fourth of the teachers (26%) said that they used standardized test results to improve instruction a lot, and 40 percent used them some. Another 16 percent used

standardized test results to improve instruction a little. Another 18 percent did not use them at all in this way (Table 81).

Teachers more likely to say that they used standardized test results to improve instruction a lot were distributed as follows:

- In the Southeast (34%) compared with the Northeast and Middle regions (22% and 21%, respectively)
- Among minority compared with white teachers (41% vs. 24%)
- Among elementary and middle or junior high school teachers (30% and 27%, respectively) compared with senior high teachers (15%).

Table 81.
Use of Standardized Test Results to Improve Instruction, All Teachers and Selected Subgroups, 2001 (%)

Amount of use	All teachers	Race		Region				Level		
		Minority	White	North-east	South-east	Middle	West	Elementary	Middle/junior high school	Senior high school
A lot	26	41	24	22	34	21	28	30	27	15
Some	40	38	41	40	40	43	38	41	41	37
A little	16	9	17	17	12	17	18	14	14	22
Not at all	18	12	19	21	14	20	16	15	18	26

Note: Percentages may not total 100 because of rounding.

Appendices

Appendix A. Sample Questionnaire

THE STATUS of the AMERICAN PUBLIC SCHOOL TEACHER

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 Sixteenth Street, Northwest, Washington, D.C. 20036

RESEARCH

Spring 2001

Please respond to this survey based on your own experiences. Responses will be treated confidentially and no individual will be identified in any report of the data.

MARKING INSTRUCTIONS



USE NO. 2 PENCIL ONLY



Make marks which fill the oval completely.

CORRECT



INCORRECT



This survey is intended for public school classroom teachers only. Are you a classroom teacher for half or more of the regular school day?

- ☐ YES (Please COMPLETE and return this questionnaire)
☐ NO (Please return your INCOMPLETE questionnaire)

1. Suppose you could go back to your college days and START OVER AGAIN; in view of your present knowledge, would you become a teacher?
Mark ONE.

- ☐ CERTAINLY WOULD become a teacher
☐ PROBABLY WOULD become a teacher
☐ CHANCES ABOUT EVEN for and against
☐ PROBABLY WOULD NOT become a teacher
☐ CERTAINLY WOULD NOT become a teacher

2. What is the HIGHEST COLLEGE DEGREE you hold? (Do not report honorary degrees.)
Mark ONE.

- ☐ No degree
☐ Two-year college diploma, degree, or certificate
☐ Bachelor's degree
☐ Master's degree
☐ Education specialist or professional diploma based on 6 years of college study
☐ Doctor's degree

3. In what YEAR did you receive your highest college degree? → 19/20

- ☐ Have less than a bachelor's degree

4. Was your highest degree in an area of study that was designated as a teacher preparation program?

- ☐ Yes
☐ No

5. Mark the appropriate spaces which indicate the type(s) of institution(s) from which you obtained your degree(s).

	PUBLIC COLLEGE OR UNIVERSITY	NONPUBLIC COLLEGE OR UNIVERSITY
Bachelor's degree	<input type="checkbox"/>	<input type="checkbox"/>
Master's degree	<input type="checkbox"/>	<input type="checkbox"/>
Education specialist or professional diploma based on 6 years of college study	<input type="checkbox"/>	<input type="checkbox"/>
Doctor's degree	<input type="checkbox"/>	<input type="checkbox"/>

- ☐ Have less than a bachelor's degree

- 6a. **Mark ONE.**

- ☐ I have achieved National Board Certification. → In what calendar year were you certified?
 19/20

- ☐ I am currently working on National Board Certification but have not achieved it.
☐ I have not achieved National Board Certification.

- b. If certified, what organization was the MOST important source of support for you in seeking certification? (Examples of support include: help with the certification fee, help with video/portfolio preparation, release time, etc.) **Mark ONE.**

- ☐ Local school district
☐ State Department of Education
☐ Local/state education association.
☐ Subject matter organization
☐ Other

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

- ☐ I have received NO support in achieving certification

7. In what calendar year did you BEGIN your first full-time teaching position? → 19/20

8. How many years of FULL-TIME TEACHING experience have you completed, including the current year?

TOTAL YEARS
OF EXPERIENCE

TOTAL YEARS
IN PRESENT
SCHOOL SYSTEM

ED05 Printed in U.S.A.

Mark Reflex® by NCS EM-203046-2A:654321

PLEASE DO NOT MARK IN THIS AREA



SERIAL #

9. How many students does your school have?

STUDENTS

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

10. How many classroom teachers are there in your school? (Include yourself and all persons whose work load is half or more classroom teaching.)

TEACHERS

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

11. How many *other* full-time professional staff members (counselors, nurses, librarians, administrators) are there in your school?

OTHER PROFESSIONALS

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

12. What grades are you teaching this year?
Mark **ALL** grades you teach.

PK K 1 2 3 4 5 6 7 8 9 10 11 12

13a. Which one of the following BEST describes the level of your assignment? Mark **ONE**.

- ☐ Elementary school (including Pre-school)
☐ Middle or junior high school
☐ Senior high school

b. Which one of the following most accurately describes your current assignment? Mark **ONE**.

- ☐ Regular classroom teacher
☐ Special education teacher
☐ Instructional specialist or resource teacher
☐ Other

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

14. What percent of your total teaching time each week is spent in teaching grades or subjects that are DIFFERENT FROM your MAJOR FIELD OF COLLEGE PREPARATION?

PERCENT

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

%

☐ None

a. What is the grade level(s) or subject(s) of your major field of college preparation?

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

b. What percent of your total teaching each week is spent in teaching grades or subjects that are DIFFERENT FROM THE GRADES OR SUBJECTS of your teaching license?

PERCENT

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

%

☐ Do not have a teaching license

c. In what grade levels or subjects are you licensed to teach?

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

15. If you teach in a self-contained setting (e.g., teach the same students all day) either at the elementary OR secondary level:

a. How many pupils are enrolled in your class?

PUPILS

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

b. How many minutes do you have each WEEK for preparation—i.e., when you are not assigned any students?

MINUTES

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

☐ None

16. If you teach in a departmentalized setting, either at the secondary or elementary level:

a. In what field (English, mathematics, etc.) are you currently teaching the LARGEST PORTION of your time?

DO NOT WRITE OUTSIDE THIS BOX

b. Do you teach required or elective courses?

- ☐ All elective courses
☐ All required courses
☐ Both required and elective
☐ Not sure

c. How many CLASS PERIODS do you teach a WEEK? (Exclude study halls and homeroom periods.)

PERIODS

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

OFFICE USE ONLY
1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 16 17 18

d. How many CLASS PERIODS a WEEK are there in your school?

PERIODS

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

e. What is the average length of the class periods in your school? (Include passing time.)

MINUTES

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

f. What is the average number of PUPILS you teach a DAY? (Exclude study halls and homeroom periods.)

PUPILS		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

g. How many preparation periods do you have in your own schedule EACH WEEK?

PERIODS		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

17. What is the EXACT LENGTH of your required school day (including lunch)? (e.g., If you are required to be on duty by 8:15 A.M. and permitted to leave school at 3:30 P.M., your school day is 7 hours and 15 minutes.)

HOURS	&	MIN.
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

18. How many days are scheduled for your regular SCHOOL YEAR in 2000–01? (Exclude summer school.)

TEACHING DAYS		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

OTHER DAYS OF CONTRACT (e.g., in-service, orientation)

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

19. How much time a WEEK do you spend after the required work day—evenings and weekends—on instruction-related activities (e.g., lesson preparation, paper grading)?

HOURS	&	MIN.
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

20. On the average, how much time a WEEK (in ADDITION to your REQUIRED work week) do you spend on compensated (e.g., coaching) and noncompensated (e.g., bus duty, club advising) noninstructional activities?

COMPENSATED		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

☐ None

NONCOMPENSATED		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

☐ None

21a. What is the average length of your lunch period? →

MINUTES		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

b. To what degree is your lunch period "duty-free"?

- ☐ Always REQUIRED to supervise pupils
☐ Sometimes REQUIRED to supervise pupils
☐ Never REQUIRED to supervise pupils

22a. Do you currently have one or more persons serving as teacher aides to assist you? *Mark ONE.*

- ☐ Yes, I have a teacher aide assigned to assist me alone.
☐ Yes, I have a teacher aide who also assists other teachers.
☐ Yes, both of the above.
☐ No, I do not have a teacher aide.

b. If Yes, please mark below ALL the kinds of assistance performed by the aide(s).

- ☐ Help with instruction
☐ Help with lunch duty
☐ Help with playground duty
☐ Secretarial help (typing, filing, mimeographing, recording grades, etc.)
☐ Help with grading papers
☐ Preparation of instructional resources (slides, transparencies, etc.)
☐ Assistance with classroom environment (prepare room, monitor students, prepare bulletin boards, etc.)

23. During the past school year, 1999–2000, approximately how much of your own money did you spend to meet the needs of your students?

\$			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

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24. Listed below are a variety of resources that are used for instructional purposes. Please respond "Yes" or "No" in Columns 1, 2, and 3 as indicated for each resource.

RESOURCE

COLUMN 1

COLUMN 2

COLUMN 3

Is the resource readily available to you at your work site?

If YES in Column 1, do you use the resource regularly for instructional purposes?

If YES or NO in Column 2, do you currently need training to adequately use the resource for instructional purposes?

Computer(s)	Y N	Y N	Y N
Computer(s) with CD-ROM drive	Y N	Y N	Y N
Computer(s) with modem(s)	Y N	Y N	Y N
Networked Computer(s)	Y N	Y N	Y N
Video cassette recorder(s) (VCRs)	Y N	Y N	Y N
Television monitor(s)	Y N	Y N	Y N
Hypermedia or multimedia software	Y N	Y N	Y N
Standard software (i.e., word processing, database management, spreadsheets)	Y N	Y N	Y N
Specialized instructional software	Y N	Y N	Y N
Instructional laserdiscs/videodiscs	Y N	Y N	Y N
Instructional videotapes	Y N	Y N	Y N
Distance learning/videoconferencing	Y N	Y N	Y N
Web/Internet Access	Y N	Y N	Y N
E-mail Access	Y N	Y N	Y N

- 25a. Has your state or district set standards for student learning?

State ☐ Yes ☐ No
District ☐ Yes ☐ No

- b. Listed below are some components of school reform. To what extent has each of these been implemented in your school?

① = Fully implemented
② = Partially implemented
③ = Not implemented, but being discussed
④ = No discussion
⑤ = Don't know

LEVEL OF IMPLEMENTATION IN YOUR SCHOOL

State or district standards are aligned or linked with National Board standards	① ② ③ ④ ⑤
Curriculum in your school is aligned or linked with state or district standards	① ② ③ ④ ⑤
Curriculum in your school is aligned or linked with National Board standards	① ② ③ ④ ⑤
Instructional practices in your school are aligned or linked with National Board standards	① ② ③ ④ ⑤
Instructional practices in your school are aligned or linked with state or district standards	① ② ③ ④ ⑤
Instructional practices in your school are aligned or linked with the school's curriculum	① ② ③ ④ ⑤
Professional development in your school is aligned or linked with National Board standards	① ② ③ ④ ⑤
Professional development in your school is aligned or linked with state or district standards	① ② ③ ④ ⑤
Professional development in your school is aligned or linked with the school's curriculum	① ② ③ ④ ⑤

- 26a. Are your students' standardized test scores used to evaluate your performance as a teacher? *Mark ONE.*
- ☐ Yes
☐ No
☐ Not sure
☐ I have not received a performance appraisal in the last two school years (1999-00 or 2000-01).

- b. To what extent do you use standardized test results to improve instruction?
- ☐ A lot
☐ Some
☐ A little
☐ Not at all

27. In how many other states have you been a teacher? ☐ None

NUMBER OF STATES

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

28. How would you describe the location of your school?
- ☐ Inner core of city
☐ Other part of city
☐ Suburban
☐ Small town (NOT suburban)
☐ Rural

29. What is your sex?
- ☐ Male
☐ Female

SERIAL

30. What is your age? →

AGE

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

31. What is your marital status?

- ☐ Single, never married
☐ Married
☐ Widowed, divorced or separated

32. If you are married, is your SPOUSE gainfully employed? *Mark ONE.*

- ☐ Yes, employed full-time
☐ Yes, employed part-time
☐ No, not gainfully employed at present

33. If you are married, and if your SPOUSE is employed full-time, is the employment in the teaching profession?

- ☐ Yes
☐ No

34. Are you of Spanish/Hispanic/Latino origin?

- ☐ Yes
☐ No

35. To what RACIAL group do you belong?

Mark ALL that apply.

- ☐ American Indian/Alaska Native
☐ Asian
☐ Black/African American
☐ Caucasian/White
☐ Native Hawaiian or Other Pacific Islander
☐ Other

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

36a. How many school-age children (Grades 1–12) are there in your household who are currently enrolled in school? →

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

b. How many of these children are attending PRIVATE school during this school year (2000–01)? →

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

37. What were the educational attainments of your father and mother? *Mark ONE in each column.*

	MOTHER	FATHER
Elementary school completed or less	<input type="radio"/>	<input type="radio"/>
Some high school but did not graduate	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Some college but did not graduate	<input type="radio"/>	<input type="radio"/>
College graduate (4 years)	<input type="radio"/>	<input type="radio"/>
Graduate work after college graduation	<input type="radio"/>	<input type="radio"/>

38. What did you do during the summer of 2000?

Mark ALL that apply.

- ☐ Taught summer school in my school system
☐ Other employment in my school system
☐ Employed in education but outside of my school system
☐ Employed OUTSIDE education
☐ Attended summer school
☐ Traveled
☐ Did not work for pay, study, or travel

39. How would you classify yourself in regard to your political philosophy? *Mark ONE.*

- ☐ Conservative
☐ Tend to be conservative
☐ Tend to be liberal
☐ Liberal

40. How would you classify yourself in regard to your political affiliation? *Mark ONE.*

- ☐ Democrat
☐ Republican
☐ Other political party
☐ I do not consider myself affiliated with any political party

41. Is your residence within the boundaries of the SCHOOL SYSTEM in which you teach?

- ☐ Yes
☐ No

42. Is your residence within the attendance area of the SCHOOL in which you teach?

- ☐ Yes
☐ No

43. Several types of religious, civic, professional, and social organizations are listed below. Please indicate whether or not you are a member of each of these.

	MEMBER	NOT MEMBER
Church or synagogue, or other formal religious group	<input type="radio"/>	<input type="radio"/>
Youth-serving group (e.g., Scouts)	<input type="radio"/>	<input type="radio"/>
Business, professional, civic-social groups (e.g., AAUW, Kappa Alpha Psi, Delta Sigma Theta, Masons, Rotary, Urban League)	<input type="radio"/>	<input type="radio"/>
Civil liberties group (e.g., ACLU, NAACP, NOW)	<input type="radio"/>	<input type="radio"/>
Veterans group	<input type="radio"/>	<input type="radio"/>
Political party organizations	<input type="radio"/>	<input type="radio"/>
Parent-teacher association	<input type="radio"/>	<input type="radio"/>
Hobby club (e.g., music, gardening)	<input type="radio"/>	<input type="radio"/>
National Education Association	<input type="radio"/>	<input type="radio"/>
Subject-matter or professional special-interest association	<input type="radio"/>	<input type="radio"/>
American Federation of Teachers	<input type="radio"/>	<input type="radio"/>
National Association of Professional Educators (NAPE)	<input type="radio"/>	<input type="radio"/>

44. Below are listed several types of professional growth activities. Please indicate if you have participated in any of these activities during the past three years.

	THIS YEAR 2000-2001	LAST YEAR 1999-2000
Sabbatical leave	<input type="checkbox"/>	<input type="checkbox"/>
Other educational travel	<input type="checkbox"/>	<input type="checkbox"/>
System-sponsored professional development during school year	<input type="checkbox"/>	<input type="checkbox"/>
System sponsored professional development during summer	<input type="checkbox"/>	<input type="checkbox"/>
Professional development sponsored by professional association(s)	<input type="checkbox"/>	<input type="checkbox"/>
Work on curriculum committee	<input type="checkbox"/>	<input type="checkbox"/>
Committee work or special assignment OTHER THAN curriculum	<input type="checkbox"/>	<input type="checkbox"/>
College courses in EDUCATION during school year	<input type="checkbox"/>	<input type="checkbox"/>
College courses in subject fields OTHER THAN EDUCATION during school year	<input type="checkbox"/>	<input type="checkbox"/>
College courses in EDUCATION during the summer	<input type="checkbox"/>	<input type="checkbox"/>
College courses in subjects OTHER THAN EDUCATION during the summer	<input type="checkbox"/>	<input type="checkbox"/>
Professional development for National Board certification	<input type="checkbox"/>	<input type="checkbox"/>
Exchange teaching, domestic	<input type="checkbox"/>	<input type="checkbox"/>
Exchange teaching, foreign	<input type="checkbox"/>	<input type="checkbox"/>
International education meetings	<input type="checkbox"/>	<input type="checkbox"/>
Time for collaboration with other teachers, excluding meetings held for administrative purposes and formal professional development activities	<input type="checkbox"/>	<input type="checkbox"/>
Assisting another teacher in a formal relationship	<input type="checkbox"/>	<input type="checkbox"/>
Being assisted by another teacher in a formal relationship	<input type="checkbox"/>	<input type="checkbox"/>
Formally evaluated your peers' teaching and classroom management skills	<input type="checkbox"/>	<input type="checkbox"/>
Had your teaching and classroom management skills formally evaluated by your peers	<input type="checkbox"/>	<input type="checkbox"/>
Individual or collaborative research	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

School safety	<input type="checkbox"/> Y <input type="checkbox"/> N
Parental involvement in the schools	<input type="checkbox"/> Y <input type="checkbox"/> N
Classroom management	<input type="checkbox"/> Y <input type="checkbox"/> N
Technology in the classroom	<input type="checkbox"/> Y <input type="checkbox"/> N
Your grade level/subject matter area	<input type="checkbox"/> Y <input type="checkbox"/> N
Managing diversity in the classroom	<input type="checkbox"/> Y <input type="checkbox"/> N
Curriculum development	<input type="checkbox"/> Y <input type="checkbox"/> N
Assessing and monitoring students' work	<input type="checkbox"/> Y <input type="checkbox"/> N
The use of data to support decisions about school improvement	<input type="checkbox"/> Y <input type="checkbox"/> N
Alignment of curriculum across levels (elementary to middle school and middle school to high school)	<input type="checkbox"/> Y <input type="checkbox"/> N

- 46a. How often, in the last year, have you had professional development experiences in your teaching field designed to help you improve instruction? NUMBER OF DAYS ATTENDED IN 2000-2001.

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

- b. How long did the average experience last? AVERAGE NUMBER OF HOURS ATTENDED PER DAY.

SEMI-ESTER HOURS	QUARTER HOURS
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

47. How many college credits have you earned in the past three years? (Include only those you have earned SINCE COLLEGE GRADUATION.)

☐ None

48. If you have earned college credits in the past three years, approximately how much of your own money have you spent? (Exclude scholarship funds.)

☐ Did not earn college credit in the past three years.

FOR FEES AND TUITION	FOR FOOD AND LODGING WHILE ATTENDING SCHOOL	FOR TRAVEL TO AND FROM SCHOOL	FOR BOOKS AND OTHER INSTRUCTIONAL MATERIALS
\$ 0	\$ 0	\$ 0	\$ 0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

49. What is the length (in months) of your teaching contract for school year 2000-2001?

☐ 1 ☐ 5 ☐ 9
☐ 2 ☐ 6 ☐ 10
☐ 3 ☐ 7 ☐ 11
☐ 4 ☐ 8 ☐ 12

50. What is your current ANNUAL contract salary (before deductions) as a teacher for the school year 2000-2001? (Do not include extra pay for extra duties or incentive pay.)

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

51. Below are listed sources of ADDITIONAL INCOME BEGINNING with the SUMMER OF 2000 and ENDING with THE LAST SCHOOL MONTH OF 2001. Mark each that applies, and indicate the total amount of income you received (or estimated to be received) from each.

a. Employment during SUMMER OF 2000

☐ SCHOOL RELATED EMPLOYMENT (e.g., summer school teaching, curriculum development, etc.)

\$

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

☐ OUTSIDE EMPLOYMENT (e.g., sales, camp counselor, etc.)

\$

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

b. Employment during SCHOOL YEAR 2000-01

☐ STIPENDS FOR ADDITIONAL DUTIES (e.g., coaching, department or grade-level chair, etc.)

\$

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

☐ PERFORMANCE BASED OR INCENTIVE PAY (e.g., merit pay, stipends for teaching in critical shortage areas, incentive for National Board certification, etc.)

\$

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

☐ OUTSIDE EMPLOYMENT (e.g., sales, private tutoring)

\$

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

52. What is your TOTAL annual household income? (Include that of your spouse, if married.)

\$

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:

Serving as a mentor or staff developer	<input type="radio"/> Y <input type="radio"/> N
Teaching in a subject area where there is a teacher shortage	<input type="radio"/> Y <input type="radio"/> N
Working in a school that presents more challenges to staff than other schools in the district	<input type="radio"/> Y <input type="radio"/> N
Improving student performance	<input type="radio"/> Y <input type="radio"/> N
Certification by National Board of Professional Teaching Standards	<input type="radio"/> Y <input type="radio"/> N
Achieving additional teaching licenses or certifications	<input type="radio"/> Y <input type="radio"/> N
Developing new skills/knowledge in non-university settings, e.g., learning computer skills	<input type="radio"/> Y <input type="radio"/> N
Other activities that teachers can participate in to earn additional pay	<input type="radio"/> Y <input type="radio"/> N

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54. Are Social Security contributions currently withheld from your pay as a teacher, or from your spouse's pay as a full-time employee?

☐ Yes, from my pay only
☐ Yes, from my spouse's pay only
☐ Yes, from both
☐ No

55. Do you earn more than half of your household income?

☐ Yes
☐ No

56. What were you doing DURING THE 1999-2000 SCHOOL YEAR (last year) and what do you EXPECT to be doing DURING THE 2001-2002 SCHOOL YEAR (next year)? Please mark ONE item in EACH column.

	1999-2000	2001-2002
Teaching full-time in this school system	<input type="radio"/>	<input type="radio"/>
Teaching full-time in another school system	<input type="radio"/>	<input type="radio"/>
Attending a college or university full-time	<input type="radio"/>	<input type="radio"/>
In military service	<input type="radio"/>	<input type="radio"/>
Working in a nonteaching occupation	<input type="radio"/>	<input type="radio"/>
Homemaking, child rearing and/or parental care	<input type="radio"/>	<input type="radio"/>
Unemployed and seeking work	<input type="radio"/>	<input type="radio"/>
Retired	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

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57. What are the THREE main reasons you ORIGINALLY decided to become a teacher, and what are the THREE main reasons you are PRESENTLY still teaching? Mark **THREE** in each column.

	ORIGINAL REASONS	PRESENT REASONS
Value or significance of education in society	<input type="radio"/>	<input type="radio"/>
Desire to work with young people	<input type="radio"/>	<input type="radio"/>
Interest in a subject-matter field	<input type="radio"/>	<input type="radio"/>
Influence of a teacher in elementary or secondary school	<input type="radio"/>	<input type="radio"/>
Influence of a teacher or advisor in college	<input type="radio"/>	<input type="radio"/>
Influence of family	<input type="radio"/>	<input type="radio"/>
Financial rewards	<input type="radio"/>	<input type="radio"/>
Long summer vacation	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input type="radio"/>
Employment mobility	<input type="radio"/>	<input type="radio"/>
Preparation program in college appealed to me	<input type="radio"/>	<input type="radio"/>
Wanted a suitable job until marriage	<input type="radio"/>	<input type="radio"/>
Wanted a job with draft deferment	<input type="radio"/>	<input type="radio"/>
Wanted a change from other work	<input type="radio"/>	<input type="radio"/>
Need for second income in family	<input type="radio"/>	<input type="radio"/>
Need for income after termination of marriage	<input type="radio"/>	<input type="radio"/>
Never really considered anything else	<input type="radio"/>	<input type="radio"/>
Opportunity for a lifetime of self-growth	<input type="radio"/>	<input type="radio"/>
One of the few professions open to me	<input type="radio"/>	<input type="radio"/>
Sense of freedom in my own classroom	<input type="radio"/>	<input type="radio"/>
Too much invested to leave now	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

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58. How long do you plan to remain in teaching? Mark **ONE**.

- ☐ Until *required* to retire
☐ Until I am eligible for retirement
☐ Will probably continue unless something better comes along
☐ Definitely plan to leave teaching as soon as I can
☐ I am undecided at this time

- 58a. If you plan to remain in teaching until retirement, in how many years do you plan to retire?

YEARS

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

- 58b. If you do not plan to remain in teaching until retirement, what is the MAIN factor that would cause you to leave?

- ☐ Low salary
☐ Working conditions, e.g., too many non-teaching duties
☐ Support systems, e.g., lack of time for professional development
☐ Student-related
☐ Administration-related
☐ Parent-related
☐ Colleague-related
☐ Lack of prestige
☐ Lack of opportunity for advancement
☐ Other

PLEASE SPECIFY: DO NOT WRITE OUTSIDE THIS BOX

59. What in your present position as a teacher HELPS YOU MOST to provide the best service of which you are capable?

DO NOT WRITE OUTSIDE THIS BOX

60. What in your present position as a teacher HINDERS YOU MOST in providing the best service of which you are capable?

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1201 Sixteenth St., N.W.
Washington, D.C. 20036

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0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

DO NOT MARK IN THIS AREA

OFFICE USE ONLY

STRATUM	REGION	DATE OF RECEIPT	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> JAN	<input type="radio"/> DAY
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> FEB	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> MAR	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> APRIL	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> MAY	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> JUNE	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> JULY	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> AUG	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> SEPT	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> OCT	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> NOV	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/> DEC	<input type="radio"/>

DO NOT MARK IN THIS AREA

PLEASE DO NOT MARK IN THIS AREA

SERIAL #

Appendix B. Tabulation of Question Responses

Technical Notes

The transition from NEA's mainframe computer to pc-based systems mandated a complete reengineering of the statistical programs used to process the *Status of the American Public School Teacher* survey data. The reengineering effort required an examination of all analytical assumptions used for the study and allowed for more explicit labeling.

Teachers' responses to the survey were compiled with optical scanning software, and statistical analysis software was used to process the data and to generate the tables.

The first two tables in this appendix—Size of School District and Geographic Region—were generated based on sampling data connected with the survey respondents. (See Sampling Procedures in the Introduction section of the text.) Following them are tables corresponding to the survey questions.

Upper and lower limits of variables were set based on past experience. They are designated by the category headings.

Where appropriate, the tables include mean, median, low, high, standard deviation (Std. Dev.), and standard error (Std. Err.).

"No Resp" indicates the number of survey respondents who did not answer the question.

"Not App" generally indicates survey responses for which the question was not relevant, as well as out-of-range or otherwise invalid responses. For example, questions about a spouse's employment are not applicable to people who are not married.

Figures in Appendix B and those in the report text in the front of the book may differ slightly. The figures in the tables in this appendix are displayed to a greater degree of precision than those in the text, which were rounded to the nearest whole number.

Size of School District

[illegible]

Size of School District

[illegible]

Geographic Region

[illegible]

Geographic Region

[illegible]

1. Suppose you could go back to your college days and start over again; in view of your present knowledge, would you become a teacher?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle West	Minority	White	
Certainly would become a teacher		461	116	217	128	130	83	147	101	52	387
	%	31.7	27.2	34.4	32.1	34.2	28.0	34.8	28.3	36.1	31.0
Probably would become a teacher		418	114	185	119	106	77	134	101	33	368
	%	28.7	26.8	29.4	29.8	27.9	26.0	31.8	28.3	22.9	29.4
Chances are about even for and against		267	75	118	74	64	46	79	78	25	232
	%	18.4	17.6	18.7	18.5	16.8	15.5	18.7	21.8	17.4	18.6
Probably would not become a teacher		228	81	84	63	62	59	49	58	22	197
	%	15.7	19.0	13.3	15.8	16.3	19.9	11.6	16.2	15.3	15.8
Certainly would not become a teacher		81	40	26	15	18	31	13	19	12	66
	%	5.6	9.4	4.1	3.8	4.7	10.5	3.1	5.3	8.3	5.3
TOTAL		1,455	426	630	399	380	296	422	357	144	1,250
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		12	2	6	4	3	1	5	3	1	11

1. Suppose you could go back to your college days and start over again; in view of your present knowledge, would you become a teacher?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Certainly would become a teacher		461	75	112	120	145	89	372	265	103	89	192
	%	31.7	38.5	33.1	33.2	27.3	29.0	32.4	34.9	32.0	25.0	28.3
Probably would become a teacher		418	66	106	98	142	79	338	213	98	104	202
	%	28.7	33.8	31.4	27.1	26.7	25.7	29.5	28.1	30.4	29.2	29.8
Chances are about even for and against		267	32	56	70	101	61	206	128	59	75	134
	%	18.4	16.4	16.6	19.4	19.0	19.9	18.0	16.9	18.3	21.1	19.8
Probably would not become a teacher		228	17	47	57	101	55	173	117	44	62	106
	%	15.7	8.7	13.9	15.8	19.0	17.9	15.1	15.4	13.7	17.4	15.6
Certainly would not become a teacher		81	5	17	16	42	23	58	36	18	26	44
	%	5.6	2.6	5.0	4.4	7.9	7.5	5.1	4.7	5.6	7.3	6.5
TOTAL		1,455	195	338	361	531	307	1,147	759	322	356	678
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		12	1	0	5	5	1	11	5	2	5	7

2. What is the highest college degree you hold?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
No degree		2	1	0	1	1	1	0	0	0	1
	%	.1	.2	.0	.2	.3	.3	.0	.0	.0	.1
Two year college diploma, degree or certificate		2	0	2	0	1	0	1	0	1	1
	%	.1	.0	.3	.0	.3	.0	.2	.0	.7	.1
Bachelor's degree		630	188	252	190	102	148	188	192	64	531
	%	43.1	44.0	39.7	47.4	26.7	49.8	44.2	53.5	44.1	42.2
Master's degree		725	200	332	193	244	121	221	139	60	642
	%	49.6	46.8	52.3	48.1	63.9	40.7	52.0	38.7	41.4	51.1
Education Spec. or Prof. Diploma based on 6 yrs of college study		93	32	46	15	30	24	14	25	17	75
	%	6.4	7.5	7.2	3.7	7.9	8.1	3.3	7.0	11.7	6.0
Doctorate		11	6	3	2	4	3	1	3	3	7
	%	.8	1.4	.5	.5	1.0	1.0	.2	.8	2.1	.6
TOTAL		1,463	427	635	401	382	297	425	359	145	1,257
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		4	1	1	2	1	0	2	1	0	4

2. What is the highest college degree you hold?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
No degree		2	0	0	1	1	1	1	1	0	1	1
	%	.1	.0	.0	.3	.2	.3	.1	.1	.0	.3	.1
Two year college diploma, degree or certificate		2	2	0	0	0	2	0	1	0	1	1
	%	.1	1.0	.0	.0	.0	.7	.0	.1	.0	.3	.1
Bachelor's degree		630	136	159	144	179	120	509	357	141	124	265
	%	43.1	69.7	47.0	39.5	33.5	39.1	44.1	46.9	43.7	34.4	38.8
Master's degree		725	52	161	198	298	156	569	353	165	198	363
	%	49.6	26.7	47.6	54.2	55.8	50.8	49.3	46.3	51.1	55.0	53.1
Education Spec. or Prof. Diploma based on 6 yrs of college study		93	5	15	22	49	24	69	46	15	32	47
	%	6.4	2.6	4.4	6.0	9.2	7.8	6.0	6.0	4.6	8.9	6.9
Doctorate		11	0	3	0	7	4	7	4	2	4	6
	%	.8	.0	.9	.0	1.3	1.3	.6	.5	.6	1.1	.9
TOTAL		1,463	195	338	365	534	307	1,155	762	323	360	683
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		4	1	0	1	2	1	3	2	1	1	2

3. In what year did you receive your highest college degree?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Prior to 71		105	0	0	1	101	13	92	58	19	25	44
	%	7.2	.0	.0	.3	19.1	4.3	8.0	7.7	5.9	7.0	6.5
71-75		187	0	0	32	152	55	132	88	47	52	99
	%	12.9	.0	.0	8.8	28.7	18.0	11.5	11.6	14.7	14.6	14.6
76-80		173	0	0	81	89	30	143	95	32	44	76
	%	11.9	.0	.0	22.4	16.8	9.8	12.5	12.6	10.0	12.4	11.2
81-85		146	0	15	69	59	37	109	75	35	35	70
	%	10.1	.0	4.5	19.1	11.2	12.1	9.5	9.9	10.9	9.8	10.4
86-90		163	0	58	64	37	36	127	78	38	45	83
	%	11.2	.0	17.4	17.7	7.0	11.8	11.1	10.3	11.9	12.6	12.3
91-95		252	27	121	52	45	50	202	136	54	56	110
	%	17.4	13.9	36.2	14.4	8.5	16.4	17.7	18.0	16.9	15.7	16.3
96-00		374	150	123	55	39	72	301	204	83	83	166
	%	25.8	77.3	36.8	15.2	7.4	23.6	26.3	27.0	25.9	23.3	24.6
2001		50	17	17	8	7	12	38	22	12	16	28
	%	3.4	8.8	5.1	2.2	1.3	3.9	3.3	2.9	3.8	4.5	4.1
TOTAL		1,450	194	334	362	529	305	1,144	756	320	356	676
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		2	0	1	1	0	0	2	1	1	0	1
Not App		12	1	3	2	6	1	11	6	3	3	6
Less than B.A.		3	1	0	1	1	2	1	1	0	2	2

4. Was your highest degree in an area of study that was designated as a teacher preparation program?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		1,044	295	465	284	270	218	311	245	93	914
	%	82.7	79.5	84.5	83.3	82.6	85.5	85.9	77.0	73.8	84.5
No		218	76	85	57	57	37	51	73	33	168
	%	17.3	20.5	15.5	16.7	17.4	14.5	14.1	23.0	26.2	15.5
TOTAL		1,262	371	550	341	327	255	362	318	126	1,082
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		205	57	86	62	56	42	65	42	19	179

4. Was your highest degree in an area of study that was designated as a teacher preparation program?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		1,044	139	241	251	392	188	856	587	225	221	446
	%	82.7	82.7	82.8	81.2	83.9	71.8	85.7	88.1	81.8	72.0	76.6
No		218	29	50	58	75	74	143	79	50	86	136
	%	17.3	17.3	17.2	18.8	16.1	28.2	14.3	11.9	18.2	28.0	23.4
TOTAL		1,262	168	291	309	467	262	999	666	275	307	582
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		205	28	47	57	69	46	159	98	49	54	103

5. Which degree(s) did you receive from a public college or university?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Bachelor's degree		1,098	307	483	308	258	226	324	290	103	951
	%	88.3	86.7	87.5	91.1	84.9	88.3	89.5	90.1	85.1	88.8
Master's degree		614	168	290	156	187	128	183	116	54	542
	%	49.4	47.5	52.5	46.2	61.5	50.0	50.6	36.0	44.6	50.6
Education Specialist or Professional Diploma based on 6 years of college study		73	26	36	11	21	23	10	19	13	59
	%	5.9	7.3	6.5	3.3	6.9	9.0	2.8	5.9	10.7	5.5
Doctorate		6	3	2	1	2	1	1	2	1	4
	%	.5	.8	.4	.3	.7	.4	.3	.6	.8	.4
TOTAL		1,244	354	552	338	304	256	362	322	121	1,071
	%	144	142	147	141	154	148	143	133	141	145
No public school degree		223	74	84	65	79	41	65	38	24	190
No Resp/Less than B.A.		5	1	3	1	2	1	2	0	0	4

Note: Percentages sum to more than 100% because some teachers have more than 1 degree.

5. Which degree(s) did you receive from a public college or university?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/ Jr Hi	Senr High	Comb Sec
Bachelor's degree		1,098	141	263	272	397	217	880	568	243	272	515
	%	88.3	95.9	91.6	87.7	84.1	83.8	89.4	88.3	89.0	86.9	87.9
Master's degree		614	41	123	169	266	129	485	306	126	173	299
	%	49.4	27.9	42.9	54.5	56.4	49.8	49.3	47.6	46.2	55.3	51.0
Education Specialist or Professional Diploma based on 6 years of college study		73	4	10	18	40	19	54	35	11	26	37
	%	5.9	2.7	3.5	5.8	8.5	7.3	5.5	5.4	4.0	8.3	6.3
Doctorate		6	0	1	0	4	2	4	1	1	3	4
	%	.5	.0	.3	.0	.8	.8	.4	.2	.4	1.0	.7
TOTAL		1,244	147	287	310	472	259	984	643	273	313	586
	%	144	127	138	148	150	142	145	142	140	151	146
No public school degree		223	49	51	56	64	49	174	121	51	48	99
No Resp/Less than B.A.		5	2	0	2	1	4	1	1	2	2	4

Note: Percentages sum to more than 100% because some teachers have more than 1 degree.

5. Which degree(s) did you receive from a nonpublic college or university?

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Bachelor's degree		324	109	128	87	107	62	97	58	35	276
	%	74.8	77.3	70.7	78.4	71.3	88.6	73.5	71.6	74.5	74.2
Master's degree		191	62	81	48	89	17	54	31	21	164
	%	44.1	44.0	44.8	43.2	59.3	24.3	40.9	38.3	44.7	44.1
Education Specialist or Professional Diploma based on 6 years of college study		20	6	10	4	8	1	3	8	4	16
	%	4.6	4.3	5.5	3.6	5.3	1.4	2.3	9.9	8.5	4.3
Doctorate		4	2	1	1	2	1	0	1	2	2
	%	.9	1.4	.6	.9	1.3	1.4	.0	1.2	4.3	.5
TOTAL		433	141	181	111	150	70	132	81	47	372
	%	124	127	122	126	137	116	117	121	132	123
No nonpublic school degree No Resp/Less than B.A.		1,034	287	455	292	233	227	295	279	98	889
		5	1	3	1	2	1	2	0	0	4

Note: Percentages sum to more than 100% because some teachers have more than 1 degree.

5. Which degree(s) did you receive from a nonpublic college or university?

		Total	Age				Sex		Level			
			Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Bachelor's degree		324	52	68	75	124	74	250	174	74	73	147
	%	74.8	89.7	71.6	74.3	71.7	71.8	75.8	79.8	69.2	69.5	69.3
Master's degree		191	13	48	47	79	48	143	81	56	53	109
	%	44.1	22.4	50.5	46.5	45.7	46.6	43.3	37.2	52.3	50.5	51.4
Education Specialist or Professional Diploma based on 6 years of college study		20	1	5	5	8	5	15	12	2	6	8
	%	4.6	1.7	5.3	5.0	4.6	4.9	4.5	5.5	1.9	5.7	3.8
Doctorate		4	0	1	0	3	2	2	2	1	1	2
	%	.9	.0	1.1	.0	1.7	1.9	.6	.9	.9	1.0	.9
TOTAL		433	58	95	101	173	103	330	218	107	105	212
	%	124	114	128	126	124	125	124	123	124	127	125
No nonpublic school degree No Resp/Less than B.A.		1,034	138	243	265	363	205	828	546	217	256	473
		5	2	0	2	1	4	1	1	2	2	4

Note: Percentages sum to more than 100% because some teachers have more than 1 degree.

6a. National Board Certification Status?

		Stratum				Region				Race	
	Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White	
I have achieved National Board Certification	64	14	28	22	22	11	16	15	4	54	
%	5.4	4.0	5.5	6.7	7.8	4.4	4.5	5.1	3.7	5.2	
I am currently working on National Board Certification	45	20	19	6	19	11	6	9	7	34	
%	3.8	5.7	3.8	1.8	6.7	4.4	1.7	3.0	6.5	3.3	
I have not achieved National Board Certification	1,077	318	459	300	242	228	334	273	97	942	
%	90.8	90.3	90.7	91.5	85.5	91.2	93.8	91.9	89.8	91.5	
TOTAL	1,186	352	506	328	283	250	356	297	108	1,030	
%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
No Resp	118	29	56	33	38	21	32	27	15	101	
Not App	163	47	74	42	62	26	39	36	22	130	

Note: National Board Certification was first awarded in 1994. Responses indicating years prior to 1994 were placed in the Not App category. Teachers with less than 3 years experience are not eligible for National Board Certification.

6a. National Board Certification Status?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
I have achieved												
National Board Certification		64	18	19	11	14	12	52	33	16	14	30
	%	5.4	11.3	6.7	3.7	3.3	4.7	5.6	5.4	5.9	4.8	5.3
I am currently working on												
National Board Certification		45	13	14	16	1	5	40	27	6	11	17
	%	3.8	8.1	4.9	5.4	.2	2.0	4.3	4.4	2.2	3.8	3.0
I have not achieved												
National Board Certification		1,077	129	251	270	409	237	839	549	251	266	517
	%	90.8	80.6	88.4	90.9	96.5	93.3	90.1	90.1	91.9	91.4	91.7
TOTAL		1,186	160	284	297	424	254	931	609	273	291	564
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		118	10	21	22	59	19	99	57	27	32	59
Not App		163	26	33	47	53	35	128	98	24	38	62

Note: National Board Certification was first awarded in 1994. Responses indicating years prior to 1994 were placed in the Not App category. Teachers with less than 3 years experience are not eligible for National Board Certification.

6b. If certified, what organization was the most important source of support for you in seeking certification?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Local school district		15	4	9	2	8	3	0	4	2	11
	%	26.3	30.8	36.0	10.5	44.4	27.3	.0	26.7	50.0	22.9
State Department of Education		14	4	3	7	4	3	4	3	0	12
	%	24.6	30.8	12.0	36.8	22.2	27.3	30.8	20.0	.0	25.0
Local/state education association		10	1	4	5	2	3	2	3	0	9
	%	17.5	7.7	16.0	26.3	11.1	27.3	15.4	20.0	.0	18.8
Subject matter organization		2	0	1	1	1	0	1	0	0	2
	%	3.5	.0	4.0	5.3	5.6	.0	7.7	.0	.0	4.2
Other		5	1	2	2	1	0	2	2	1	4
	%	8.8	7.7	8.0	10.5	5.6	.0	15.4	13.3	25.0	8.3
Received no support		11	3	6	2	2	2	4	3	1	10
	%	19.3	23.1	24.0	10.5	11.1	18.2	30.8	20.0	25.0	20.8
TOTAL		57	13	25	19	18	11	13	15	4	48
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		7	1	3	3	4	0	3	0	0	6
Not App		1,403	414	608	381	361	286	411	345	141	1207

Note: National Board Certification was first awarded in 1994. Responses indicating years prior to 1994 were placed in the Not App category. Teachers with less than 3 years experience are not eligible for National Board Certification.

6b. If certified, what organization was the most important source of support for you in seeking certification?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Local school district		15	2	5	2	6	3	12	8	3	4	7
	%	26.3	12.5	29.4	18.2	54.5	27.3	26.1	28.6	20.0	30.8	25.0
State Department of Education		14	3	4	3	2	3	11	7	4	3	7
	%	24.6	18.8	23.5	27.3	18.2	27.3	23.9	25.0	26.7	23.1	25.0
Local/state education association		10	2	4	3	1	2	8	5	3	1	4
	%	17.5	12.5	23.5	27.3	9.1	18.2	17.4	17.9	20.0	7.7	14.3
Subject matter organization		2	1	1	0	0	1	1	1	1	0	1
	%	3.5	6.3	5.9	.0	.0	9.1	2.2	3.6	6.7	.0	3.6
Other		5	3	1	1	0	0	5	2	2	1	3
	%	8.8	18.8	5.9	9.1	.0	.0	10.9	7.1	13.3	7.7	10.7
Received no support		11	5	2	2	2	2	9	5	2	4	6
	%	19.3	31.3	11.8	18.2	18.2	18.2	19.6	17.9	13.3	30.8	21.4
TOTAL		57	16	17	11	11	11	46	28	15	13	28
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		7	2	2	0	3	1	6	5	1	1	2
Not App		1,403	178	319	355	522	296	1,106	731	308	347	655

Note: National Board Certification was first awarded in 1994. Responses indicating years prior to 1994 were placed in the Not App category. Teachers with less than 3 years experience are not eligible for National Board Certification.

6. In what calendar year were you certified?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
1994		8	3	1	4	1	1	4	2	1	7
	%	15.4	30.0	4.0	23.5	6.7	10.0	30.8	14.3	50.0	15.2
95-96		20	2	12	6	10	1	4	5	0	20
	%	38.5	20.0	48.0	35.3	66.7	10.0	30.8	35.7	.0	43.5
97-98		12	1	7	4	3	3	2	4	0	12
	%	23.1	10.0	28.0	23.5	20.0	30.0	15.4	28.6	.0	26.1
99-01		12	4	5	3	1	5	3	3	1	7
	%	23.1	40.0	20.0	17.6	6.7	50.0	23.1	21.4	50.0	15.2
TOTAL		52	10	25	17	15	10	13	14	2	46
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		12	4	3	5	7	1	3	1	2	8
Not App		1,403	414	608	381	361	286	411	345	141	1,207

Note: National Board Certification was first awarded in 1994. Responses indicating years prior to 1994 were placed in the Not App category. Teachers with less than 3 years experience are not eligible for National Board Certification.

6. In what calendar year were you certified?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
1994		8	3	3	2	0	0	8	6	1	1	2
	%	15.4	18.8	16.7	22.2	.0	.0	19.0	23.1	7.1	9.1	8.0
95-96		20	8	9	1	2	5	15	11	6	3	9
	%	38.5	50.0	50.0	11.1	25.0	50.0	35.7	42.3	42.9	27.3	36.0
97-98		12	4	4	1	3	2	10	6	2	3	5
	%	23.1	25.0	22.2	11.1	37.5	20.0	23.8	23.1	14.3	27.3	20.0
99-01		12	1	2	5	3	3	9	3	5	4	9
	%	23.1	6.3	11.1	55.6	37.5	30.0	21.4	11.5	35.7	36.4	36.0
TOTAL		52	16	18	9	8	10	42	26	14	11	25
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		12	2	1	2	6	2	10	7	2	3	5
Not App		1,403	178	319	355	522	296	1,106	731	308	347	655

Note: National Board Certification was first awarded in 1994. Responses indicating years prior to 1994 were placed in the Not App category. Teachers with less than 3 years experience are not eligible for National Board Certification.

7. In what calendar year did you begin your first full-time teaching position?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
40-70		227	62	103	62	71	43	73	40	17	203
	%	15.7	14.8	16.3	15.5	18.8	14.7	17.3	11.2	11.9	16.3
71-75		229	46	100	83	74	43	71	41	16	208
	%	15.8	11.0	15.8	20.8	19.6	14.7	16.8	11.5	11.2	16.7
76-80		162	40	73	49	35	35	51	41	19	134
	%	11.2	9.6	11.6	12.3	9.3	11.9	12.1	11.5	13.3	10.7
81-85		126	44	53	29	24	29	30	43	11	110
	%	8.7	10.5	8.4	7.3	6.3	9.9	7.1	12.1	7.7	8.8
86-90		150	50	69	31	34	32	42	42	15	130
	%	10.4	12.0	10.9	7.8	9.0	10.9	10.0	11.8	10.5	10.4
91-95		216	69	91	56	48	41	64	63	25	182
	%	14.9	16.5	14.4	14.0	12.7	14.0	15.2	17.7	17.5	14.6
96-99		277	92	110	75	78	57	75	67	34	229
	%	19.1	22.0	17.4	18.8	20.6	19.5	17.8	18.8	23.8	18.4
00-01		62	15	32	15	14	13	16	19	6	51
	%	4.3	3.6	5.1	3.8	3.7	4.4	3.8	5.3	4.2	4.1
TOTAL		1,449	418	631	400	378	293	422	356	143	1,247
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		12	5	4	3	2	3	4	3	2	9
Not App		6	5	1	0	3	1	1	1	0	5

7. In what calendar year did you begin your first full-time teaching position?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
40-70		227	0	0	0	221	45	182	121	41	61	102
	%	15.7	.0	.0	.0	41.6	15.0	15.9	16.0	12.8	17.2	15.1
71-75		229	0	0	50	173	56	173	110	49	66	115
	%	15.8	.0	.0	13.9	32.6	18.6	15.1	14.6	15.3	18.6	17.0
76-80		162	0	0	111	45	34	128	73	45	43	88
	%	11.2	.0	.0	30.7	8.5	11.3	11.2	9.7	14.0	12.1	13.0
81-85		126	0	21	87	18	22	104	71	30	23	53
	%	8.7	.0	6.3	24.1	3.4	7.3	9.1	9.4	9.3	6.5	7.8
86-90		150	0	81	41	26	22	128	84	29	37	66
	%	10.4	.0	24.4	11.4	4.9	7.3	11.2	11.1	9.0	10.4	9.8
91-95		216	22	129	33	23	45	171	111	57	44	101
	%	14.9	11.3	38.9	9.1	4.3	15.0	14.9	14.7	17.8	12.4	14.9
96-99		277	134	89	32	20	62	214	148	63	63	126
	%	19.1	69.1	26.8	8.9	3.8	20.6	18.7	19.6	19.6	17.7	18.6
00-01		62	38	12	7	5	15	47	37	7	18	25
	%	4.3	19.6	3.6	1.9	.9	5.0	4.1	4.9	2.2	5.1	3.7
TOTAL		1,449	194	332	361	531	301	1,147	755	321	355	676
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		12	1	4	4	3	4	8	8	0	4	4
Not App		6	1	2	1	2	3	3	1	3	2	5

8. How many years of full-time teaching experience have you completed (including the current year)?

Total years of experience

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
1		45	10	26	9	13	8	14	10	2	39
	%	3.1	2.3	4.1	2.2	3.4	2.7	3.3	2.8	1.4	3.1
2		83	33	32	18	21	20	23	19	7	69
	%	5.7	7.7	5.1	4.5	5.5	6.8	5.4	5.3	4.8	5.5
3-4		139	46	47	46	39	27	38	35	21	113
	%	9.5	10.8	7.4	11.4	10.2	9.2	8.9	9.7	14.5	9.0
5-9		279	92	120	67	66	56	77	80	35	231
	%	19.1	21.5	19.0	16.6	17.3	19.0	18.1	22.2	24.1	18.4
10-14		195	59	88	48	35	45	56	59	16	172
	%	13.3	13.8	13.9	11.9	9.2	15.3	13.1	16.4	11.0	13.7
15-19		168	57	78	33	42	34	45	47	12	152
	%	11.5	13.3	12.3	8.2	11.0	11.5	10.6	13.1	8.3	12.1
20-24		182	42	75	65	46	42	54	40	16	158
	%	12.4	9.8	11.8	16.1	12.0	14.2	12.7	11.1	11.0	12.6
25-29		205	47	89	69	63	38	63	41	18	180
	%	14.0	11.0	14.1	17.1	16.5	12.9	14.8	11.4	12.4	14.3
30-34		138	32	65	41	46	22	49	21	15	121
	%	9.4	7.5	10.3	10.2	12.0	7.5	11.5	5.8	10.3	9.6
35-39		26	7	13	6	11	2	6	7	3	19
	%	1.8	1.6	2.1	1.5	2.9	.7	1.4	1.9	2.1	1.5
40-44		3	2	0	1	0	1	1	1	0	3
	%	.2	.5	.0	.2	.0	.3	.2	.3	.0	.2
TOTAL		1,463	427	633	403	382	295	426	360	145	1,257
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		15.5	14.2	15.7	16.4	16.5	14.7	16.1	14.3	14.7	15.6
Median		14.0	12.0	15.0	16.0	17.0	13.0	15.0	13.0	11.0	15.0
Low		1	1	1	1	1	1	1	1	1	1
High		41	40	39	41	39	40	41	40	38	41
Std. Dev.		10.3	10.0	10.3	10.4	10.9	9.8	10.4	9.6	10.4	10.2
Std. Err.		.3	.5	.4	.5	.6	.6	.5	.5	.9	.3
No Resp		3	1	2	0	1	2	0	0	0	3
Not App		1	0	1	0	0	0	1	0	0	1

8. How many years of full-time teaching experience have you completed (including the current year)?

Total years of experience

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/Jr Hi	Senr High	Comb Sec
1		45	32	6	4	3	13	32	22	5	18	23
	%	3.1	16.3	1.8	1.1	.6	4.2	2.8	2.9	1.5	5.0	3.4
2		83	49	20	8	6	16	67	51	19	13	32
	%	5.7	25.0	5.9	2.2	1.1	5.2	5.8	6.7	5.9	3.6	4.7
3-4		139	64	47	17	9	32	106	73	32	32	64
	%	9.5	32.7	13.9	4.7	1.7	10.4	9.2	9.6	9.9	8.9	9.4
5-9		279	51	142	51	29	55	224	143	76	57	133
	%	19.1	26.0	42.0	14.0	5.4	17.9	19.4	18.8	23.5	15.8	19.5
10-14		195	0	94	54	43	37	158	104	41	48	89
	%	13.3	.0	27.8	14.8	8.1	12.1	13.7	13.6	12.7	13.3	13.0
15-19		168	0	29	84	52	16	152	94	41	30	71
	%	11.5	.0	8.6	23.0	9.8	5.2	13.2	12.3	12.7	8.3	10.4
20-24		182	0	0	95	81	32	150	101	37	43	80
	%	12.4	.0	.0	26.0	15.2	10.4	13.0	13.3	11.5	11.9	11.7
25-29		205	0	0	52	145	54	151	86	44	71	115
	%	14.0	.0	.0	14.2	27.2	17.6	13.1	11.3	13.6	19.7	16.8
30-34		138	0	0	0	136	41	97	76	23	37	60
	%	9.4	.0	.0	.0	25.5	13.4	8.4	10.0	7.1	10.3	8.8
35-39		26	0	0	0	26	11	15	11	4	11	15
	%	1.8	.0	.0	.0	4.9	3.6	1.3	1.4	1.2	3.1	2.2
40-44		3	0	0	0	3	0	3	1	1	0	1
	%	.2	.0	.0	.0	.6	.0	.3	.1	.3	.0	.1
TOTAL		1,463	196	338	365	533	307	1,155	762	323	360	683
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		15.5	3.3	8.1	16.3	23.9	16.5	15.2	15.1	14.8	16.7	15.8
Median		14.0	3.0	8.0	18.0	26.0	15.0	14.0	14.0	13.0	16.0	15.0
Low		1	1	1	1	1	1	1	1	1	1	1
High		41	9	18	28	41	38	41	41	40	38	40
Std. Dev.		10.3	1.8	4.1	7.3	8.7	11.3	9.9	10.1	9.9	10.7	10.4
Std. Err.		.3	.1	.2	.4	.4	.6	.3	.4	.6	.6	.4
No Resp		3	0	0	0	3	1	2	1	1	1	2
Not App		1	0	0	1	0	0	1	1	0	0	0

8. How many years of full-time teaching experience (including the current year)?

Years in your present school system

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
1		122	36	56	30	32	21	41	28	10	102
	%	8.4	8.6	8.9	7.5	8.4	7.2	9.6	7.9	7.1	8.2
2		101	41	34	26	31	25	20	25	9	88
	%	7.0	9.7	5.4	6.5	8.2	8.6	4.7	7.1	6.4	7.0
3-4		188	54	68	66	43	39	51	55	20	157
	%	13.0	12.8	10.8	16.5	11.3	13.4	12.0	15.5	14.3	12.6
5-9		273	89	130	54	57	59	82	75	38	225
	%	18.8	21.1	20.6	13.5	15.0	20.2	19.3	21.2	27.1	18.0
10-14		210	64	96	50	47	46	52	65	14	189
	%	14.5	15.2	15.2	12.5	12.4	15.8	12.2	18.4	10.0	15.1
15-19		161	46	70	45	42	33	48	38	14	143
	%	11.1	10.9	11.1	11.3	11.1	11.3	11.3	10.7	10.0	11.4
20-24		150	35	65	50	37	37	45	31	11	133
	%	10.3	8.3	10.3	12.5	9.7	12.7	10.6	8.8	7.9	10.6
25-29		158	32	70	56	58	22	55	23	12	140
	%	10.9	7.6	11.1	14.0	15.3	7.5	12.9	6.5	8.6	11.2
30-34		79	18	41	20	31	8	28	12	10	68
	%	5.4	4.3	6.5	5.0	8.2	2.7	6.6	3.4	7.1	5.4
35-39		9	6	1	2	2	2	3	2	2	5
	%	.6	1.4	.2	.5	.5	.7	.7	.6	1.4	.4
TOTAL		1,451	421	631	399	380	292	425	354	140	1,250
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		12.6	11.5	12.9	13.3	13.9	11.7	13.4	11.0	12.1	12.8
Median		10.0	9.0	11.0	11.0	12.0	10.0	11.0	9.0	8.5	11.0
Low		1	1	1	1	1	1	1	1	1	1
High		37	37	35	37	36	37	37	36	36	37
Std. Dev.		9.7	9.3	9.7	9.9	10.5	8.9	10.1	8.7	10.0	9.6
Std. Err.		.3	.5	.4	.5	.5	.5	.5	.5	.8	.3
No Resp		14	5	5	4	3	3	2	6	5	9
Not App		2	2	0	0	0	2	0	0	0	2

8. How many years of full-time teaching experience (including the current year)?

Years in your present school system

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/Jr Hi	Senr High	Comb Sec
1		122	61	29	19	12	25	97	62	25	34	59
	%	8.4	31.3	8.7	5.2	2.3	8.1	8.5	8.2	7.8	9.5	8.7
2		101	45	32	14	10	18	83	49	29	21	50
	%	7.0	23.1	9.6	3.8	1.9	5.9	7.3	6.5	9.0	5.9	7.4
3-4		188	59	67	41	17	45	142	95	51	41	92
	%	13.0	30.3	20.2	11.3	3.2	14.7	12.4	12.6	15.8	11.5	13.5
5-9		273	30	118	66	52	51	222	151	64	53	117
	%	18.8	15.4	35.5	18.1	9.8	16.6	19.4	20.0	19.9	14.8	17.2
10-14		210	0	71	62	73	39	171	116	42	50	92
	%	14.5	.0	21.4	17.0	13.8	12.7	15.0	15.4	13.0	14.0	13.5
15-19		161	0	15	64	78	18	143	93	33	34	67
	%	11.1	.0	4.5	17.6	14.7	5.9	12.5	12.3	10.2	9.5	9.9
20-24		150	0	0	64	83	30	120	76	28	45	73
	%	10.3	.0	.0	17.6	15.7	9.8	10.5	10.1	8.7	12.6	10.8
25-29		158	0	0	34	117	50	108	68	32	55	87
	%	10.9	.0	.0	9.3	22.1	16.3	9.4	9.0	9.9	15.4	12.8
30-34		79	0	0	0	78	29	50	40	17	21	38
	%	5.4	.0	.0	.0	14.7	9.4	4.4	5.3	5.3	5.9	5.6
35-39		9	0	0	0	9	2	7	5	1	3	4
	%	.6	.0	.0	.0	1.7	.7	.6	.7	.3	.8	.6
TOTAL		1,451	195	332	364	529	307	1,143	755	322	357	679
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		12.6	2.6	6.5	13.1	19.7	14.0	12.3	12.4	11.6	13.9	12.8
Median		10.0	2.0	6.0	12.0	21.0	11.0	10.0	10.0	9.0	12.0	10.0
Low		1	1	1	1	1	1	1	1	1	1	1
High		37	8	18	28	37	37	37	36	35	37	37
Std. Dev.		9.7	1.6	4.1	7.9	9.4	10.8	9.3	9.5	9.5	10.2	9.9
Std. Err.		.3	.1	.2	.4	.4	.6	.3	.3	.5	.5	.4
No Resp		14	0	6	2	6	1	13	7	2	4	6
Not App		2	1	0	0	1	0	2	2	0	0	0

9. How many students does your school have?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
1-100		29	3	17	9	6	2	10	11	5	20
	%	2.0	.7	2.7	2.3	1.6	.7	2.4	3.1	3.5	1.6
101-200		49	7	11	31	9	2	14	24	2	46
	%	3.4	1.7	1.8	7.9	2.4	.7	3.4	6.8	1.4	3.7
201-300		115	18	34	63	22	13	45	35	12	101
	%	8.0	4.3	5.5	16.0	5.9	4.4	10.9	10.0	8.5	8.2
301-400		167	30	75	62	36	27	70	34	17	142
	%	11.7	7.2	12.1	15.8	9.6	9.2	16.9	9.7	12.0	11.5
401-500		186	42	83	61	48	40	59	39	20	162
	%	13.0	10.0	13.3	15.5	12.8	13.7	14.3	11.1	14.1	13.1
501-600		136	33	52	51	24	38	44	30	11	122
	%	9.5	7.9	8.4	13.0	6.4	13.0	10.6	8.5	7.7	9.9
601-700		137	44	59	34	35	38	32	32	8	123
	%	9.6	10.5	9.5	8.7	9.3	13.0	7.7	9.1	5.6	10.0
701-800		111	38	49	24	31	27	22	31	17	85
	%	7.7	9.1	7.9	6.1	8.3	9.2	5.3	8.8	12.0	6.9
801-900		98	34	46	18	27	24	24	23	6	87
	%	6.8	8.1	7.4	4.6	7.2	8.2	5.8	6.6	4.2	7.1
901-1,000		79	26	38	15	32	15	22	10	8	69
	%	5.5	6.2	6.1	3.8	8.5	5.1	5.3	2.8	5.6	5.6
1,001-1,200		91	39	43	9	27	26	15	23	10	79
	%	6.4	9.3	6.9	2.3	7.2	8.9	3.6	6.6	7.0	6.4
1,201-1,400		61	27	29	5	22	15	12	12	6	53
	%	4.3	6.5	4.7	1.3	5.9	5.1	2.9	3.4	4.2	4.3
1,401-1,600		56	24	28	4	19	11	14	12	6	44
	%	3.9	5.7	4.5	1.0	5.1	3.8	3.4	3.4	4.2	3.6
1,601-2,000		67	29	34	4	22	5	17	23	5	59
	%	4.7	6.9	5.5	1.0	5.9	1.7	4.1	6.6	3.5	4.8
2,001-5,000		51	24	24	3	15	10	14	12	9	40
	%	3.6	5.7	3.9	.8	4.0	3.4	3.4	3.4	6.3	3.2
TOTAL		1,433	418	622	393	375	293	414	351	142	1,232
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		797.3	983.4	838.6	534.3	902.5	813.6	710.6	773.8	845.1	789.2
Median		650.0	800.0	685.0	455.0	750.0	680.0	530.0	615.0	650.0	644.0
Low		10	10	15	14	10	22	14	22	10	14
High		4,850	4,850	4,500	2,278	4,850	3,600	3,600	4,300	4,850	4,600
Std. Dev.		592.3	677.5	597.3	345.4	679.2	508.7	541.0	599.8	688.9	578.6
Std. Err.		15.6	33.1	23.9	17.4	35.1	29.7	26.6	32.0	57.8	16.5
No Resp		32	8	14	10	7	3	13	9	2	28
Not App		2	2	0	0	1	1	0	0	1	1

9. How many students does your school have?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
1-100		29	4	7	10	7	5	24	16	5	7	12
	%	2.0	2.1	2.1	2.8	1.3	1.6	2.1	2.2	1.5	2.0	1.8
101-200		49	6	10	11	22	10	39	33	7	8	15
	%	3.4	3.1	3.0	3.1	4.2	3.3	3.5	4.4	2.2	2.2	2.2
201-300		115	13	29	32	39	18	97	77	14	23	37
	%	8.0	6.8	8.8	8.9	7.5	5.9	8.6	10.4	4.3	6.5	5.4
301-400		167	24	34	39	67	27	140	127	26	14	40
	%	11.7	12.6	10.3	10.8	12.8	8.9	12.4	17.1	8.0	3.9	5.9
401-500		186	34	42	40	69	32	154	133	34	17	51
	%	13.0	17.8	12.8	11.1	13.2	10.5	13.7	17.9	10.5	4.8	7.5
501-600		136	21	43	29	42	22	114	96	25	14	39
	%	9.5	11.0	13.1	8.1	8.0	7.2	10.1	12.9	7.7	3.9	5.7
601-700		137	13	29	35	56	25	112	88	28	21	49
	%	9.6	6.8	8.8	9.7	10.7	8.2	9.9	11.8	8.7	5.9	7.2
701-800		111	13	25	35	34	26	85	49	37	24	61
	%	7.7	6.8	7.6	9.7	6.5	8.5	7.5	6.6	11.5	6.7	9.0
801-900		98	9	20	34	33	16	82	45	37	15	52
	%	6.8	4.7	6.1	9.4	6.3	5.2	7.3	6.1	11.5	4.2	7.7
901-1,000		79	11	18	21	25	17	62	26	29	22	51
	%	5.5	5.8	5.5	5.8	4.8	5.6	5.5	3.5	9.0	6.2	7.5
1,001-1,200		91	15	20	24	30	23	68	29	32	29	61
	%	6.4	7.9	6.1	6.7	5.7	7.5	6.0	3.9	9.9	8.1	9.0
1,201-1,400		61	6	13	20	22	23	38	9	22	30	52
	%	4.3	3.1	4.0	5.6	4.2	7.5	3.4	1.2	6.8	8.4	7.7
1,401-1,600		56	11	10	10	24	18	38	7	13	36	49
	%	3.9	5.8	3.0	2.8	4.6	5.9	3.4	.9	4.0	10.1	7.2
1,601-2,000		67	5	11	14	35	27	40	6	9	52	61
	%	4.7	2.6	3.3	3.9	6.7	8.9	3.5	.8	2.8	14.6	9.0
2,001-5,000		51	6	18	6	18	16	34	2	5	44	49
	%	3.6	3.1	5.5	1.7	3.4	5.2	3.0	.3	1.5	12.4	7.2
TOTAL		1,433	191	329	360	523	305	1,127	743	323	356	679
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		797.3	763.6	802.5	761.1	820.6	956.4	753.1	566.4	827.9	1,257.9	1,053.3
Median		650.0	600.0	600.0	680.0	650.0	780.0	600.0	500.0	800.0	1,175.0	900.0
Low		10	10	19	15	14	15	10	14	10	45	10
High		4,850	3,600	4,300	4,600	4,850	4,500	4,850	2,500	4,500	4,850	4,850
Std. Dev.		592.3	541.5	623.9	532.5	621.3	688.8	554.6	309.0	463.7	831.2	714.2
Std. Err.		15.6	39.2	34.4	28.1	27.2	39.4	16.5	11.3	25.8	44.1	27.4
No Resp		32	4	8	6	13	3	29	19	1	5	6
Not App		2	1	1	0	0	0	2	2	0	0	0

10. How many classroom teachers are there in your school?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
1-4		5	0	3	2	1	0	1	3	1	4
	%	.4	.0	.5	.5	.3	.0	.2	.9	.7	.3
5-9		28	4	14	10	5	3	10	10	1	26
	%	2.0	1.0	2.3	2.6	1.4	1.0	2.5	2.9	.7	2.2
10-14		71	10	29	32	15	3	29	24	5	62
	%	5.1	2.5	4.7	8.4	4.2	1.0	7.1	6.9	3.5	5.1
15-19		106	20	45	41	19	11	33	43	15	89
	%	7.6	4.9	7.3	10.7	5.3	3.8	8.1	12.4	10.6	7.4
20-24		159	38	71	50	36	28	52	43	12	143
	%	11.3	9.3	11.6	13.1	10.0	9.8	12.8	12.4	8.5	11.9
25-29		136	26	63	47	28	30	51	27	8	124
	%	9.7	6.4	10.3	12.3	7.8	10.5	12.5	7.8	5.6	10.3
30-34		143	43	57	43	24	39	43	37	22	116
	%	10.2	10.5	9.3	11.3	6.6	13.6	10.6	10.6	15.5	9.6
35-39		80	27	32	21	13	27	20	20	10	64
	%	5.7	6.6	5.2	5.5	3.6	9.4	4.9	5.7	7.0	5.3
40-44		102	36	35	31	22	27	26	27	9	89
	%	7.3	8.8	5.7	8.1	6.1	9.4	6.4	7.8	6.3	7.4
45-49		67	23	25	19	16	17	23	11	9	55
	%	4.8	5.6	4.1	5.0	4.4	5.9	5.7	3.2	6.3	4.6
50-54		77	22	34	21	26	18	18	15	5	69
	%	5.5	5.4	5.5	5.5	7.2	6.3	4.4	4.3	3.5	5.7
55-59		41	11	21	9	11	11	10	9	4	36
	%	2.9	2.7	3.4	2.4	3.0	3.8	2.5	2.6	2.8	3.0
60-64		57	28	20	9	20	16	8	13	6	46
	%	4.1	6.9	3.3	2.4	5.5	5.6	2.0	3.7	4.2	3.8
65-69		34	8	17	9	11	5	11	7	1	31
	%	2.4	2.0	2.8	2.4	3.0	1.7	2.7	2.0	.7	2.6
70-74		38	12	18	8	16	8	9	5	2	36
	%	2.7	2.9	2.9	2.1	4.4	2.8	2.2	1.4	1.4	3.0
75-79		33	12	11	10	14	7	9	3	4	29
	%	2.4	2.9	1.8	2.6	3.9	2.4	2.2	.9	2.8	2.4
80-84		35	13	15	7	11	9	5	10	5	29
	%	2.5	3.2	2.4	1.8	3.0	3.1	1.2	2.9	3.5	2.4

10. How many classroom teachers are there in your school? (continued)

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
85-89		17	7	8	2	5	4	4	4	2	13
	%	1.2	1.7	1.3	.5	1.4	1.4	1.0	1.1	1.4	1.1
90-94		21	5	14	2	9	1	7	4	0	20
	%	1.5	1.2	2.3	.5	2.5	.3	1.7	1.1	.0	1.7
95-99		8	2	6	0	4	0	2	2	2	6
	%	.6	.5	1.0	.0	1.1	.0	.5	.6	1.4	.5
100-104		37	14	21	2	16	6	7	8	5	29
	%	2.6	3.4	3.4	.5	4.4	2.1	1.7	2.3	3.5	2.4
105-109		9	2	6	1	2	0	1	6	0	7
	%	.6	.5	1.0	.3	.6	.0	.2	1.7	.0	.6
110-114		10	5	5	0	3	1	5	1	3	7
	%	.7	1.2	.8	.0	.8	.3	1.2	.3	2.1	.6
115-119		4	3	1	0	1	3	0	0	1	3
	%	.3	.7	.2	.0	.3	1.0	.0	.0	.7	.2
120-124		16	9	6	1	8	3	3	2	0	15
	%	1.1	2.2	1.0	.3	2.2	1.0	.7	.6	.0	1.2
125-129		7	2	5	0	3	1	1	2	1	6
	%	.5	.5	.8	.0	.8	.3	.2	.6	.7	.5
130-350		62	26	31	5	22	9	19	12	9	51
	%	4.4	6.4	5.1	1.3	6.1	3.1	4.7	3.4	6.3	4.2
TOTAL		1,403	408	613	382	361	287	407	348	142	1,205
	%	100	100	100	100	100	100	100	100	100	100
Mean		48.7	56.7	50.7	36.8	57.9	47.9	45.5	43.5	52.6	48.0
Median		36.0	44.0	36.0	30.0	50.0	40.0	31.0	33.0	38.0	35.0
Low		2	7	2	3	4	6	2	3	3	2
High		320	250	250	320	250	200	320	250	220	320
Std. Dev.		38.1	41.1	39.6	28.4	41.7	30.0	40.1	36.3	43.9	37.4
Std. Err.		1.0	2.0	1.6	1.5	2.2	1.8	2.0	1.9	3.7	1.1
No Resp		62	20	21	21	21	10	19	12	3	54
Not App		2	0	2	0	1	0	1	0	0	2

10. How many classroom teachers are there in your school?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/Jr Hi	Senr High	Comb Sec
1-4		5	0	2	3	0	1	4	3	1	1	2
	%	.4	.0	.6	.8	.0	.3	.4	.4	.3	.3	.3
5-9		28	2	4	5	16	1	27	19	4	5	9
	%	2.0	1.1	1.2	1.4	3.1	.3	2.4	2.6	1.3	1.5	1.4
10-14		71	4	18	15	34	15	56	56	5	9	14
	%	5.1	2.1	5.5	4.2	6.7	5.1	5.1	7.6	1.6	2.6	2.1
15-19		106	17	21	26	41	14	92	83	13	10	23
	%	7.6	9.0	6.4	7.3	8.1	4.8	8.3	11.2	4.2	2.9	3.5
20-24		159	22	41	35	59	24	135	130	18	11	29
	%	11.3	11.7	12.6	9.9	11.6	8.2	12.2	17.5	5.8	3.2	4.4
25-29		136	26	35	35	39	19	117	105	15	14	29
	%	9.7	13.8	10.7	9.9	7.7	6.5	10.6	14.2	4.8	4.1	4.4
30-34		143	23	38	36	44	23	120	92	36	13	49
	%	10.2	12.2	11.7	10.2	8.7	7.8	10.8	12.4	11.6	3.8	7.5
35-39		80	10	17	22	29	13	67	51	17	11	28
	%	5.7	5.3	5.2	6.2	5.7	4.4	6.0	6.9	5.5	3.2	4.3
40-44		102	12	28	29	29	21	81	59	28	15	43
	%	7.3	6.4	8.6	8.2	5.7	7.1	7.3	8.0	9.0	4.4	6.6
45-49		67	14	9	20	24	17	50	30	23	14	37
	%	4.8	7.4	2.8	5.6	4.7	5.8	4.5	4.0	7.4	4.1	5.7
50-54		77	10	14	20	30	15	62	31	30	15	45
	%	5.5	5.3	4.3	5.6	5.9	5.1	5.6	4.2	9.7	4.4	6.9
55-59		41	2	9	13	17	12	29	17	16	8	24
	%	2.9	1.1	2.8	3.7	3.3	4.1	2.6	2.3	5.2	2.3	3.7
60-64		57	10	13	14	19	14	43	17	22	18	40
	%	4.1	5.3	4.0	4.0	3.7	4.8	3.9	2.3	7.1	5.2	6.1
65-69		34	3	7	9	13	7	27	14	11	9	20
	%	2.4	1.6	2.1	2.5	2.6	2.4	2.4	1.9	3.5	2.6	3.1
70-74		38	4	13	11	8	11	27	5	14	18	32
	%	2.7	2.1	4.0	3.1	1.6	3.7	2.4	.7	4.5	5.2	4.9
75-79		33	3	10	10	9	8	25	8	9	16	25
	%	2.4	1.6	3.1	2.8	1.8	2.7	2.3	1.1	2.9	4.7	3.8
80-84		35	3	7	9	16	16	19	8	9	18	27
	%	2.5	1.6	2.1	2.5	3.1	5.4	1.7	1.1	2.9	5.2	4.1

10. How many classroom teachers are there in your school? (continued)

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/Jr Hi	Senr High	Comb Sec
85-89		17	2	5	5	4	8	9	0	5	12	17
	%	1.2	1.1	1.5	1.4	.8	2.7	.8	.0	1.6	3.5	2.6
90-94		21	4	1	6	10	7	14	1	6	14	20
	%	1.5	2.1	.3	1.7	2.0	2.4	1.3	.1	1.9	4.1	3.1
95-99		8	1	1	3	3	0	8	0	3	5	8
	%	.6	.5	.3	.8	.6	.0	.7	.0	1.0	1.5	1.2
100-104		37	2	8	11	15	11	26	5	7	25	32
	%	2.6	1.1	2.5	3.1	3.0	3.7	2.3	.7	2.3	7.3	4.9
105-109		9	1	3	0	5	4	4	0	1	8	9
	%	.6	.5	.9	.0	1.0	1.4	.4	.0	.3	2.3	1.4
110-114		10	1	4	2	3	3	7	1	3	6	9
	%	.7	.5	1.2	.6	.6	1.0	.6	.1	1.0	1.7	1.4
115-119		4	1	0	1	2	2	2	1	1	2	3
	%	.3	.5	.0	.3	.4	.7	.2	.1	.3	.6	.5
120-124		16	3	1	4	7	3	13	2	4	10	14
	%	1.1	1.6	.3	1.1	1.4	1.0	1.2	.3	1.3	2.9	2.1
125-129		7	1	1	0	4	3	4	0	0	7	7
	%	.5	.5	.3	.0	.8	1.0	.4	.0	.0	2.0	1.1
130-350		62	7	16	10	28	22	40	3	9	50	59
	%	4.4	3.7	4.9	2.8	5.5	7.5	3.6	.4	2.9	14.5	9.0
TOTAL		1,403	188	326	354	508	294	1,108	741	310	344	654
	%	100	100	100	100	100	100	100	100	100	100	100
Mean		48.7	47.2	47.6	47.6	50.2	59.0	45.9	32.5	53.0	79.8	67.1
Median		36.0	34.5	35.0	39.5	37.0	48.0	35.0	28.0	48.0	75.0	56.5
Low		2	5	3	2	6	3	2	3	2	3	2
High		320	250	250	250	320	220	320	320	200	250	250
Std. Dev.		38.1	38.7	37.4	34.9	40.6	40.8	36.9	21.8	31.5	49.6	44.1
Std. Err.		1.0	2.8	2.1	1.9	1.8	2.4	1.1	.8	1.8	2.7	1.7
No Resp		62	7	11	12	28	12	50	23	14	15	29
Not App		2	1	1	0	0	2	0	0	0	2	2

11. How many other full-time professional staff members (counselors, nurses, librarians, administrators) are there in your school?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
0		10	5	5	0	2	0	3	5	1	9
	%	.7	1.2	.8	.0	.6	.0	.7	1.5	.7	.7
1		30	6	12	12	3	3	10	14	3	27
	%	2.1	1.5	2.0	3.1	.8	1.1	2.4	4.1	2.1	2.2
2		41	3	19	19	7	2	12	20	2	38
	%	2.9	.7	3.1	5.0	1.9	.7	2.9	5.8	1.4	3.2
3		60	13	25	22	3	9	26	22	4	54
	%	4.3	3.2	4.1	5.8	.8	3.2	6.3	6.4	2.8	4.5
4		96	17	39	40	11	22	30	33	9	85
	%	6.9	4.1	6.4	10.5	3.1	7.7	7.3	9.6	6.4	7.1
5-9		479	115	209	155	104	108	150	117	44	413
	%	34.2	28.0	34.3	40.6	29.0	37.9	36.3	34.0	31.2	34.3
10-14		304	93	132	79	88	70	91	55	30	257
	%	21.7	22.7	21.7	20.7	24.5	24.6	22.0	16.0	21.3	21.3
15-19		111	45	51	15	40	19	30	22	12	96
	%	7.9	11.0	8.4	3.9	11.1	6.7	7.3	6.4	8.5	8.0
20-24		93	47	32	14	21	22	30	20	15	74
	%	6.6	11.5	5.3	3.7	5.8	7.7	7.3	5.8	10.6	6.1
25 or more		177	66	85	26	80	30	31	36	21	152
	%	12.6	16.1	14.0	6.8	22.3	10.5	7.5	10.5	14.9	12.6
TOTAL		1,401	410	609	382	359	285	413	344	141	1,205
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		12.5	14.9	12.8	9.4	16.1	12.4	11.0	10.6	14.0	12.4
Median		9.0	10.0	9.0	7.0	11.0	9.0	8.0	7.0	10.0	9.0
Low		0	0	0	1	0	1	0	0	0	0
High		99	99	99	80	99	80	90	98	80	99
Std. Dev.		12.3	13.4	12.9	9.1	14.4	11.8	11.0	11.0	13.4	12.2
Std. Err.		.3	.7	.5	.5	.8	.7	.5	.6	1.1	.4
No Resp		66	18	27	21	24	12	14	16	4	56

11. How many other full-time professional staff members (counselors, nurses, librarians, administrators) are there in your school?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
0		10	0	2	2	6	2	8	7	2	1	3
	%	.7	.0	.6	.6	1.2	.7	.7	.9	.6	.3	.5
1		30	1	6	7	16	3	27	25	4	1	5
	%	2.1	.5	1.9	2.0	3.1	1.0	2.4	3.4	1.3	.3	.8
2		41	2	9	8	22	8	33	27	4	9	13
	%	2.9	1.1	2.8	2.2	4.3	2.7	3.0	3.6	1.3	2.7	2.0
3		60	7	12	18	21	14	46	43	9	8	17
	%	4.3	3.8	3.8	5.1	4.1	4.8	4.1	5.8	2.9	2.4	2.6
4		96	9	24	31	32	10	86	66	18	10	28
	%	6.9	4.8	7.5	8.7	6.3	3.4	7.8	8.9	5.8	3.0	4.3
5-9		479	65	114	116	177	98	381	273	126	78	204
	%	34.2	34.9	35.6	32.6	34.6	33.7	34.4	36.6	40.5	23.1	31.5
10-14		304	48	57	86	106	57	246	155	63	84	147
	%	21.7	25.8	17.8	24.2	20.7	19.6	22.2	20.8	20.3	24.9	22.7
15-19		111	20	26	26	37	30	81	45	31	35	66
	%	7.9	10.8	8.1	7.3	7.2	10.3	7.3	6.0	10.0	10.4	10.2
20-24		93	12	24	24	30	21	72	38	21	34	55
	%	6.6	6.5	7.5	6.7	5.9	7.2	6.5	5.1	6.8	10.1	8.5
25 or more		177	22	46	38	65	48	129	66	33	77	110
	%	12.6	11.8	14.4	10.7	12.7	16.5	11.6	8.9	10.6	22.8	17.0
TOTAL		1,401	186	320	356	512	291	1,109	745	311	337	648
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		12.5	13.0	13.2	11.9	12.1	14.5	12.0	10.5	12.0	17.5	14.9
Median		9.0	10.0	9.0	9.0	8.0	10.0	9.0	7.0	9.0	12.0	10.0
Low		0	1	0	0	0	0	0	0	0	0	0
High		99	70	90	99	99	99	99	80	77	99	99
Std. Dev.		12.3	11.5	13.8	11.7	12.1	14.8	11.5	10.3	10.1	16.2	13.9
Std. Err.		.3	.8	.8	.6	.5	.9	.3	.4	.6	.9	.5
No Resp		66	10	18	10	24	17	49	19	13	24	37

12. What grade(s) are you teaching this year?

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
PK-6		808	262	351	195	206	178	215	209	84	695
	%	55.6	61.6	55.7	48.9	54.1	60.3	50.9	58.7	57.9	55.6
Grades 7-9		180	50	92	38	49	35	62	34	17	156
	%	12.4	11.8	14.6	9.5	12.9	11.9	14.7	9.6	11.7	12.5
Grades 10-12		100	24	47	29	32	19	30	19	10	86
	%	6.9	5.6	7.5	7.3	8.4	6.4	7.1	5.3	6.9	6.9
PK/Elementary/ Junior High Combination		93	34	30	29	26	15	31	21	7	77
	%	6.4	8.0	4.8	7.3	6.8	5.1	7.3	5.9	4.8	6.2
PK/Elementary/ Senior High Combination		2	0	1	1	1	1	0	0	0	2
	%	.1	.0	.2	.3	.3	.3	.0	.0	.0	.2
Junior High/ Senior High Combination		239	50	98	91	64	39	75	61	22	207
	%	16.4	11.8	15.6	22.8	16.8	13.2	17.8	17.1	15.2	16.6
PK/Elementary/Jr High/ Sr High Combination		32	5	11	16	3	8	9	12	5	26
	%	2.2	1.2	1.7	4.0	.8	2.7	2.1	3.4	3.4	2.1
TOTAL		1,454	425	630	399	381	295	422	356	145	1,249
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		13	3	6	4	2	2	5	4	0	12

12. What grade(s) are you teaching this year?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/Jr Hi	Senr High	Comb Sec
PK-6		808	118	186	211	279	78	730	745	62	0	62
	%	55.6	60.2	55.4	58.1	52.8	25.6	63.6	98.0	19.2	.0	9.1
Grades 7-9		180	22	49	35	70	50	129	0	164	16	180
	%	12.4	11.2	14.6	9.6	13.3	16.4	11.2	.0	50.8	4.4	26.3
Grades 10-12		100	9	14	25	49	53	47	0	0	100	100
	%	6.9	4.6	4.2	6.9	9.3	17.4	4.1	.0	.0	27.7	14.6
PK/Elementary/ Junior High Combination		93	14	19	35	24	21	72	7	82	1	83
	%	6.4	7.1	5.7	9.6	4.5	6.9	6.3	.9	25.4	.3	12.1
PK/Elementary/ Senior High Combination		2	0	0	1	1	0	2	2	0	0	0
	%	.1	.0	.0	.3	.2	.0	.2	.3	.0	.0	.0
Junior High/ Senior High Combination		239	29	60	47	94	94	145	1	4	232	236
	%	16.4	14.8	17.9	12.9	17.8	30.8	12.6	.1	1.2	64.3	34.5
PK/Elementary/Jr High/ Sr High Combination		32	4	8	9	11	9	23	5	11	12	23
	%	2.2	2.0	2.4	2.5	2.1	3.0	2.0	.7	3.4	3.3	3.4
TOTAL		1,454	196	336	363	528	305	1,148	760	323	361	684
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		13	0	2	3	8	3	10	4	1	0	1

13a. Which of the following best describes the level of your assignment?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Elementary School (including Pre-school)		764	252	330	182	193	166	204	201	87	647
	%	52.7	59.4	52.3	46.2	51.1	55.9	48.5	56.9	60.4	51.9
Middle or Junior High School		324	93	145	86	84	68	106	66	23	284
	%	22.4	21.9	23.0	21.8	22.2	22.9	25.2	18.7	16.0	22.8
Senior High School		361	79	156	126	101	63	111	86	34	315
	%	24.9	18.6	24.7	32.0	26.7	21.2	26.4	24.4	23.6	25.3
TOTAL		1,449	424	631	394	378	297	421	353	144	1,246
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		18	4	5	9	5	0	6	7	1	15

13a. Which of the following best describes the level of your assignment?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Elementary School (including Pre-school)		764	112	180	196	263	68	696	764	0	0	0
	%	52.7	57.4	53.9	54.0	49.8	22.3	60.9	100.0	.0	.0	.0
Middle or Junior High School		324	43	75	89	112	81	242	0	324	0	324
	%	22.4	22.1	22.5	24.5	21.2	26.6	21.2	.0	100.0	.0	47.3
Senior High School		361	40	79	78	153	156	205	0	0	361	361
	%	24.9	20.5	23.7	21.5	29.0	51.1	17.9	.0	.0	100.0	52.7
TOTAL		1,449	195	334	363	528	305	1,143	764	324	361	685
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		18	1	4	3	8	3	15	0	0	0	0

13b. Which of the following most accurately describes your current assignment?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Regular classroom teacher		1,052	290	462	300	253	206	320	273	103	911
	%	72.6	68.4	73.6	75.4	66.6	69.8	76.0	77.1	71.0	73.2
Special education teacher		165	51	73	41	46	38	47	34	15	142
	%	11.4	12.0	11.6	10.3	12.1	12.9	11.2	9.6	10.3	11.4
Instructional specialist or resource teacher		112	36	43	33	40	21	28	23	12	99
	%	7.7	8.5	6.8	8.3	10.5	7.1	6.7	6.5	8.3	8.0
Other		121	47	50	24	41	30	26	24	15	93
	%	8.3	11.1	8.0	6.0	10.8	10.2	6.2	6.8	10.3	7.5
TOTAL		1,450	424	628	398	380	295	421	354	145	1,245
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		17	4	8	5	3	2	6	6	0	16

13b. Which of the following most accurately describes your current assignment?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Regular classroom teacher		1,052	160	253	248	374	232	819	551	233	267	500
	%	72.6	82.1	75.3	68.5	71.1	76.3	71.5	72.7	72.1	74.4	73.3
Special education teacher		165	17	40	50	53	22	143	74	43	43	86
	%	11.4	8.7	11.9	13.8	10.1	7.2	12.5	9.8	13.3	12.0	12.6
Instructional specialist or resource teacher		112	6	18	31	51	22	90	70	23	18	41
	%	7.7	3.1	5.4	8.6	9.7	7.2	7.9	9.2	7.1	5.0	6.0
Other		121	12	25	33	48	28	93	63	24	31	55
	%	8.3	6.2	7.4	9.1	9.1	9.2	8.1	8.3	7.4	8.6	8.1
TOTAL		1,450	195	336	362	526	304	1,145	758	323	359	682
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		17	1	2	4	10	4	13	6	1	2	3

14. What percent of your total teaching time each week is spent teaching grades or subjects that are different from your major field of college preparation?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		1,174	331	525	318	318	253	357	246	100	1,027
	%	81.2	78.6	83.2	80.9	84.4	86.1	84.8	69.7	70.4	82.7
Less than 25%		69	27	25	17	13	12	20	24	15	48
	%	4.8	6.4	4.0	4.3	3.4	4.1	4.8	6.8	10.6	3.9
25-49%		36	9	15	12	12	8	9	7	7	29
	%	2.5	2.1	2.4	3.1	3.2	2.7	2.1	2.0	4.9	2.3
50-74%		44	14	16	14	12	8	7	17	7	34
	%	3.0	3.3	2.5	3.6	3.2	2.7	1.7	4.8	4.9	2.7
75-99%		34	15	15	4	7	3	9	15	6	26
	%	2.4	3.6	2.4	1.0	1.9	1.0	2.1	4.2	4.2	2.1
100%		88	25	35	28	15	10	19	44	7	78
	%	6.1	5.9	5.5	7.1	4.0	3.4	4.5	12.5	4.9	6.3
TOTAL		1,445	421	631	393	377	294	421	353	142	1,242
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		22	7	5	10	6	3	6	7	3	19

14. What percent of your total teaching time each week is spent teaching grades or subjects that are different from your major field of college preparation?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		1,174	148	262	299	436	229	944	645	244	280	524
	%	81.2	76.7	78.2	82.6	83.2	75.1	82.9	85.7	76.0	77.8	76.9
Less than 25%		69	12	16	16	25	20	49	28	19	21	40
	%	4.8	6.2	4.8	4.4	4.8	6.6	4.3	3.7	5.9	5.8	5.9
25-49%		36	5	13	9	8	8	28	10	12	13	25
	%	2.5	2.6	3.9	2.5	1.5	2.6	2.5	1.3	3.7	3.6	3.7
50-74%		44	7	12	15	9	11	33	21	13	9	22
	%	3.0	3.6	3.6	4.1	1.7	3.6	2.9	2.8	4.0	2.5	3.2
75-99%		34	7	8	5	14	10	24	19	6	8	14
	%	2.4	3.6	2.4	1.4	2.7	3.3	2.1	2.5	1.9	2.2	2.1
100%		88	14	24	18	32	27	61	30	27	29	56
	%	6.1	7.3	7.2	5.0	6.1	8.9	5.4	4.0	8.4	8.1	8.2
TOTAL		1,445	193	335	362	524	305	1,139	753	321	360	681
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		22	3	3	4	12	3	19	11	3	1	4

14b. What percent of your total teaching time each week is spent teaching grades or subjects that are different from the grades or subjects of your teaching license?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		1,142	311	510	321	292	237	345	268	95	1,007
	%	90.0	87.6	91.6	89.9	90.4	92.6	92.7	84.3	81.2	91.1
Less than 25%		49	17	19	13	6	9	14	20	7	39
	%	3.9	4.8	3.4	3.6	1.9	3.5	3.8	6.3	6.0	3.5
25-49%		24	6	6	12	10	3	6	5	4	19
	%	1.9	1.7	1.1	3.4	3.1	1.2	1.6	1.6	3.4	1.7
50-74%		20	6	7	7	8	3	2	7	3	16
	%	1.6	1.7	1.3	2.0	2.5	1.2	.5	2.2	2.6	1.4
75-99%		9	2	6	1	2	1	2	4	3	6
	%	.7	.6	1.1	.3	.6	.4	.5	1.3	2.6	.5
100%		25	13	9	3	5	3	3	14	5	18
	%	2.0	3.7	1.6	.8	1.5	1.2	.8	4.4	4.3	1.6
TOTAL		1,269	355	557	357	323	256	372	318	117	1,105
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		138	55	53	30	43	28	36	31	18	109
No License		60	18	26	16	17	13	19	11	10	47

14b. What percent of your total teaching time each week is spent teaching grades or subjects that are different from the grades or subjects of your teaching license?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		1,142	149	259	297	413	236	906	609	242	282	524
	%	90.0	89.8	87.5	90.3	91.2	86.8	90.9	93.3	85.8	87.0	86.5
Less than 25%		49	8	15	12	14	12	37	21	15	13	28
	%	3.9	4.8	5.1	3.6	3.1	4.4	3.7	3.2	5.3	4.0	4.6
25-49%		24	4	7	5	8	7	17	6	11	7	18
	%	1.9	2.4	2.4	1.5	1.8	2.6	1.7	.9	3.9	2.2	3.0
50-74%		20	2	6	9	3	6	14	8	3	8	11
	%	1.6	1.2	2.0	2.7	.7	2.2	1.4	1.2	1.1	2.5	1.8
75-99%		9	1	0	3	4	2	7	4	2	3	5
	%	.7	.6	.0	.9	.9	.7	.7	.6	.7	.9	.8
100%		25	2	9	3	11	9	16	5	9	11	20
	%	2.0	1.2	3.0	.9	2.4	3.3	1.6	.8	3.2	3.4	3.3
TOTAL		1,269	166	296	329	453	272	997	653	282	324	606
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		138	17	31	24	60	24	114	78	30	22	52
No License		60	13	11	13	23	12	47	33	12	15	27

15. If you teach in a self-contained setting (e.g., teach the same students all day) either at the elementary or secondary level:

a. How many pupils are enrolled in your class?

			Stratum			Region				Race	
			Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority
Fewer than 15		72	26	23	23	19	15	24	14	7	62
	%	11.3	12.9	8.6	13.8	13.1	11.8	13.3	7.7	10.0	11.5
15-19		150	31	67	52	38	30	47	35	16	130
	%	23.6	15.3	25.2	31.1	26.2	23.6	26.1	19.1	22.9	24.0
20		80	28	31	21	14	15	15	36	9	68
	%	12.6	13.9	11.7	12.6	9.7	11.8	8.3	19.7	12.9	12.6
21-22		96	34	36	26	20	24	27	25	9	82
	%	15.1	16.8	13.5	15.6	13.8	18.9	15.0	13.7	12.9	15.2
23-24		68	20	30	18	17	15	25	11	6	61
	%	10.7	9.9	11.3	10.8	11.7	11.8	13.9	6.0	8.6	11.3
25		39	7	22	10	9	10	9	11	6	32
	%	6.1	3.5	8.3	6.0	6.2	7.9	5.0	6.0	8.6	5.9
26-27		43	18	17	8	6	9	13	15	6	37
	%	6.8	8.9	6.4	4.8	4.1	7.1	7.2	8.2	8.6	6.8
28-29		24	10	13	1	6	2	6	10	5	18
	%	3.8	5.0	4.9	.6	4.1	1.6	3.3	5.5	7.1	3.3
30-31		25	15	8	2	9	4	3	9	2	17
	%	3.9	7.4	3.0	1.2	6.2	3.1	1.7	4.9	2.9	3.1
32-34		19	6	10	3	3	2	5	9	2	17
	%	3.0	3.0	3.8	1.8	2.1	1.6	2.8	4.9	2.9	3.1
35 or more		19	7	9	3	4	1	6	8	2	17
	%	3.0	3.5	3.4	1.8	2.8	.8	3.3	4.4	2.9	3.1
TOTAL		635	202	266	167	145	127	180	183	70	541
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		21.3	21.9	21.8	19.6	20.9	20.4	21.1	22.3	21.4	21.2
Median		21.0	22.0	22.0	20.0	21.0	21.0	21.0	21.0	22.0	21.0
Low		2	5	6	2	3	3	2	5	9	2
High		60	50	60	46	50	35	60	48	36	60
Std. Dev.		6.8	6.9	6.9	6.4	7.1	5.7	7.4	6.6	6.3	6.9
Std. Err.		.3	.5	.4	.5	.6	.5	.6	.5	.8	.3
No Resp		211	66	95	50	61	44	59	47	20	182
Not App		621	160	275	186	177	126	188	130	55	538

15. If you teach in a self-contained setting (e.g., teach the same students all day) either at the elementary or secondary level:

a. How many pupils are enrolled in your class?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/Jr Hi	Senr High	Comb Sec
Fewer than 15		72	9	18	18	23	6	66	55	13	4	17
	%	11.3	9.7	11.6	11.3	10.6	10.3	11.4	9.3	48.1	28.6	41.5
15-19		150	22	33	37	57	8	142	142	3	2	5
	%	23.6	23.7	21.3	23.3	26.3	13.8	24.6	24.1	11.1	14.3	12.2
20		80	9	24	17	30	3	77	78	0	1	1
	%	12.6	9.7	15.5	10.7	13.8	5.2	13.3	13.2	.0	7.1	2.4
21-22		96	13	24	26	33	8	88	96	0	0	0
	%	15.1	14.0	15.5	16.4	15.2	13.8	15.3	16.3	.0	.0	.0
23-24		68	14	16	19	18	4	64	66	2	0	2
	%	10.7	15.1	10.3	11.9	8.3	6.9	11.1	11.2	7.4	.0	4.9
25		39	8	7	8	16	6	33	37	1	1	2
	%	6.1	8.6	4.5	5.0	7.4	10.3	5.7	6.3	3.7	7.1	4.9
26-27		43	6	12	11	12	7	36	41	1	1	2
	%	6.8	6.5	7.7	6.9	5.5	12.1	6.2	6.9	3.7	7.1	4.9
28-29		24	5	4	7	8	3	21	23	1	0	1
	%	3.8	5.4	2.6	4.4	3.7	5.2	3.6	3.9	3.7	.0	2.4
30-31		25	1	8	5	8	5	20	23	1	1	2
	%	3.9	1.1	5.2	3.1	3.7	8.6	3.5	3.9	3.7	7.1	4.9
32-34		19	5	2	5	7	5	14	17	1	1	2
	%	3.0	5.4	1.3	3.1	3.2	8.6	2.4	2.9	3.7	7.1	4.9
35 or more		19	1	7	6	5	3	16	12	4	3	7
	%	3.0	1.1	4.5	3.8	2.3	5.2	2.8	2.0	14.8	21.4	17.1
TOTAL		635	93	155	159	217	58	577	590	27	14	41
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		21.3	21.4	21.2	21.6	21.0	23.6	21.0	21.4	18.8	22.6	20.1
Median		21.0	22.0	21.0	21.0	20.0	24.5	21.0	21.0	16.0	22.5	16.0
Low		2	6	2	5	3	7	2	2	3	4	3
High		60	38	46	60	50	42	60	60	40	46	46
Std. Dev.		6.8	5.9	7.2	7.4	6.4	7.2	6.7	6.4	10.7	13.6	11.7
Std. Err.		.3	.6	.6	.6	.4	.9	.3	.3	2.1	3.6	1.8
No Resp		211	25	41	62	79	43	168	100	50	53	103
Not App		621	78	142	145	240	207	413	74	247	294	541

15. If you teach in a self-contained setting (e.g., teach the same students all day) either at the elementary or secondary level:

b. How many minutes do you have each week for preparation?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		29	14	14	1	3	4	3	19	4	24
	%	4.6	7.0	5.3	.6	2.1	3.1	1.7	10.7	5.8	4.5
Less than 1 hour		58	22	24	12	11	21	13	13	8	46
	%	9.2	11.0	9.1	7.3	7.5	16.5	7.3	7.3	11.6	8.6
1 hour, but less than 2 hours		59	26	18	15	10	13	9	27	10	47
	%	9.4	13.0	6.8	9.1	6.8	10.2	5.1	15.2	14.5	8.8
2 hours, but less than 3 hours		133	40	58	35	35	30	33	35	13	115
	%	21.1	20.0	22.0	21.2	24.0	23.6	18.5	19.7	18.8	21.4
3 hours, but less than 4 hours		176	49	82	45	57	26	52	41	15	154
	%	28.0	24.5	31.1	27.3	39.0	20.5	29.2	23.0	21.7	28.7
4 hours, but less than 5 hours		76	24	23	29	16	13	32	15	7	67
	%	12.1	12.0	8.7	17.6	11.0	10.2	18.0	8.4	10.1	12.5
5 hours or more		98	25	45	28	14	20	36	28	12	84
	%	15.6	12.5	17.0	17.0	9.6	15.7	20.2	15.7	17.4	15.6
TOTAL		629	200	264	165	146	127	178	178	69	537
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		187.6	168.9	190.1	206.3	189.0	171.0	214.7	171.2	172.5	190.8
Median		190.0	170.0	180.0	200.0	200.0	150.0	200.0	150.0	175.0	200.0
Low		0	0	0	0	0	0	0	0	0	0
High		600	525	600	600	600	450	550	600	475	600
Std. Dev.		111.1	108.5	116.0	102.8	94.7	109.0	108.2	122.7	114.8	110.6
Std. Err.		4.4	7.7	7.1	8.0	7.8	9.7	8.1	9.2	13.8	4.8
No Resp		216	68	97	51	61	45	59	51	20	186
Not App		622	160	275	187	176	125	190	131	56	538

15. If you teach in a self-contained setting (e.g., teach the same students all day) either at the elementary or secondary level:

b. How many minutes do you have each week for preparation?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		29	4	6	5	14	7	22	27	0	1	1
	%	4.6	4.3	3.9	3.2	6.5	12.3	3.8	4.7	.0	5.9	2.2
Less than 1 hour		58	9	12	16	19	3	55	49	6	3	9
	%	9.2	9.7	7.8	10.1	8.9	5.3	9.6	8.4	21.4	17.6	20.0
1 hour, but less than 2 hours		59	5	12	18	23	7	52	51	2	4	6
	%	9.4	5.4	7.8	11.4	10.7	12.3	9.1	8.8	7.1	23.5	13.3
2 hours, but less than 3 hours		133	19	37	31	45	7	126	133	0	0	0
	%	21.1	20.4	24.2	19.6	21.0	12.3	22.0	22.9	.0	.0	.0
3 hours, but less than 4 hours		176	34	41	46	53	17	159	164	9	2	11
	%	28.0	36.6	26.8	29.1	24.8	29.8	27.8	28.3	32.1	11.8	24.4
4 hours, but less than 5 hours		76	12	18	23	21	3	73	70	3	3	6
	%	12.1	12.9	11.8	14.6	9.8	5.3	12.8	12.1	10.7	17.6	13.3
5 hours or more		98	10	27	19	39	13	85	86	8	4	12
	%	15.6	10.8	17.6	12.0	18.2	22.8	14.9	14.8	28.6	23.5	26.7
TOTAL		629	93	153	158	214	57	572	580	28	17	45
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		187.6	188.6	189.7	185.7	185.3	185.1	187.9	186.8	217.0	185.6	205.1
Median		190.0	200.0	195.0	185.0	180.0	180.0	190.0	180.0	200.0	180.0	200.0
Low		0	0	0	0	0	0	0	0	20	0	0
High		600	600	450	500	600	500	600	600	500	450	500
Std. Dev.		111.1	115.2	102.2	107.8	116.4	123.7	109.8	108.3	142.8	143.8	142.4
Std. Err.		4.4	11.9	8.3	8.6	8.0	16.4	4.6	4.5	27.0	34.9	21.2
No Resp		216	25	43	64	80	44	172	105	50	53	103
Not App		622	78	142	144	242	207	414	79	246	291	537

16. If you teach in a departmentalized setting, either at the secondary or elementary level:

a. In what field are you currently teaching the largest portion of your time?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Agriculture	%	5 .7	0 .0	1 .3	4 1.9	0 .0	2 1.4	1 .5	2 1.3	0 .0	5 .8
Art	%	25 3.5	8 4.5	10 3.1	7 3.3	8 3.9	7 5.0	6 2.8	4 2.6	2 3.2	22 3.6
Business Education	%	15 2.1	0 .0	4 1.3	11 5.3	6 3.0	1 .7	4 1.9	4 2.6	3 4.8	12 2.0
Computer Science	%	17 2.4	3 1.7	7 2.2	7 3.3	6 3.0	4 2.9	4 1.9	3 2.0	1 1.6	14 2.3
Drivers Education	%	1 .1	1 .6	0 .0	0 .0	0 .0	0 .0	0 .0	1 .7	1 1.6	0 .0
English	%	172 24.3	56 31.3	81 25.3	35 16.7	61 30.0	37 26.4	37 17.3	37 24.5	21 33.9	144 23.4
Foreign Language	%	27 3.8	7 3.9	11 3.4	9 4.3	9 4.4	4 2.9	9 4.2	5 3.3	1 1.6	21 3.4
Health, Physical Education	%	36 5.1	6 3.4	23 7.2	7 3.3	9 4.4	7 5.0	11 5.1	9 6.0	2 3.2	33 5.4
Home Economics	%	11 1.6	2 1.1	7 2.2	2 1.0	3 1.5	1 .7	5 2.3	2 1.3	1 1.6	10 1.6
Industrial Arts	%	2 .3	0 .0	2 .6	0 .0	0 .0	0 .0	2 .9	0 .0	0 .0	2 .3
Mathematics	%	121 17.1	34 19.0	46 14.4	41 19.6	26 12.8	20 14.3	40 18.7	35 23.2	11 17.7	105 17.1
Music	%	32 4.5	7 3.9	15 4.7	10 4.8	7 3.4	7 5.0	9 4.2	9 6.0	1 1.6	30 4.9
Science	%	101 14.3	28 15.6	49 15.3	24 11.5	40 19.7	15 10.7	30 14.0	16 10.6	7 11.3	90 14.6
Social Studies	%	90 12.7	15 8.4	41 12.8	34 16.3	19 9.4	20 14.3	35 16.4	16 10.6	7 11.3	81 13.2
Special Education	%	28 4.0	7 3.9	13 4.1	8 3.8	3 1.5	11 7.9	9 4.2	5 3.3	1 1.6	26 4.2
Vocational Education	%	6 .8	0 .0	4 1.3	2 1.0	2 1.0	1 .7	3 1.4	0 .0	0 .0	6 1.0
Other	%	19 2.7	5 2.8	6 1.9	8 3.8	4 2.0	3 2.1	9 4.2	3 2.0	3 4.8	14 2.3
TOTAL	%	708 100.0	179 100.0	320 100.0	209 100.0	203 100.0	140 100.0	214 100.0	151 100.0	62 100.0	615 100.0
No Resp Not App		123 636	47 202	50 266	26 168	34 146	29 128	33 180	27 182	12 71	105 541

16. If you teach in a departmentalized setting, either at the secondary or elementary level:**a. In what field are you currently teaching the largest portion of your time?**

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/Jr Hi	Senr High	Comb Sec
Agriculture	%	5 .7	1 1.2	2 1.3	0 .0	2 .7	3 1.3	2 .4	0 .0	0 .0	5 1.5	5 .8
Art	%	25 3.5	0 .0	3 1.9	7 4.0	14 5.1	5 2.2	20 4.2	9 8.3	8 3.0	7 2.2	15 2.5
Business Education	%	15 2.1	3 3.6	3 1.9	1 .6	8 2.9	7 3.1	8 1.7	0 .0	3 1.1	11 3.4	14 2.4
Computer Science	%	17 2.4	1 1.2	3 1.9	6 3.5	6 2.2	7 3.1	10 2.1	1 .9	6 2.2	10 3.1	16 2.7
Drivers Education	%	1 .1	0 .0	0 .0	0 .0	1 .4	0 .0	1 .2	0 .0	0 .0	1 .3	1 .2
English	%	172 24.3	20 23.8	33 21.3	42 24.3	72 26.0	26 11.5	146 30.4	39 35.8	68 25.2	65 20.1	133 22.4
Foreign Language	%	27 3.8	3 3.6	4 2.6	4 2.3	12 4.3	4 1.8	23 4.8	0 .0	9 3.3	18 5.6	27 4.6
Health, Physical Education	%	36 5.1	6 7.1	10 6.5	10 5.8	8 2.9	17 7.5	19 4.0	13 11.9	13 4.8	10 3.1	23 3.9
Home Economics	%	11 1.6	0 .0	1 .6	3 1.7	7 2.5	0 .0	11 2.3	0 .0	5 1.9	6 1.9	11 1.9
Industrial Arts	%	2 .3	1 1.2	0 .0	1 .6	0 .0	2 .9	0 .0	0 .0	1 .4	1 .3	2 .3
Mathematics	%	121 17.1	19 22.6	35 22.6	26 15.0	40 14.4	38 16.7	83 17.3	12 11.0	47 17.4	61 18.9	108 18.2
Music	%	32 4.5	3 3.6	2 1.3	11 6.4	15 5.4	14 6.2	18 3.8	13 11.9	8 3.0	9 2.8	17 2.9
Science	%	101 14.3	13 15.5	25 16.1	26 15.0	37 13.4	42 18.5	59 12.3	11 10.1	47 17.4	43 13.3	90 15.2
Social Studies	%	90 12.7	10 11.9	23 14.8	19 11.0	37 13.4	46 20.3	43 9.0	4 3.7	43 15.9	43 13.3	86 14.5
Special Education	%	28 4.0	2 2.4	7 4.5	13 7.5	5 1.8	8 3.5	20 4.2	3 2.8	9 3.3	15 4.6	24 4.0
Vocational Education	%	6 .8	1 1.2	1 .6	1 .6	3 1.1	5 2.2	1 .2	0 .0	0 .0	6 1.9	6 1.0
Other	%	19 2.7	1 1.2	3 1.9	3 1.7	10 3.6	3 1.3	16 3.3	4 3.7	3 1.1	12 3.7	15 2.5
TOTAL	%	708 100.0	84 100.0	155 100.0	173 100.0	277 100.0	227 100.0	480 100.0	109 100.0	270 100.0	323 100.0	593 100.0
No Resp		123	19	28	33	42	23	100	67	27	21	48
Not App		636	93	155	160	217	58	578	588	27	17	44

16. If you teach in a departmentalized setting, either at the secondary or elementary level:

b. Do you teach required or elective courses?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
All elective courses		103	21	46	36	28	26	29	20	11	86
	%	14.0	10.9	14.2	16.5	13.8	17.6	13.0	12.5	16.7	13.5
All required courses		386	110	182	94	109	84	114	79	33	335
	%	52.6	57.3	56.2	43.1	53.7	56.8	51.1	49.4	50.0	52.7
Both required and elective courses		231	55	90	86	60	36	75	60	18	205
	%	31.5	28.6	27.8	39.4	29.6	24.3	33.6	37.5	27.3	32.2
Not sure		14	6	6	2	6	2	5	1	4	10
	%	1.9	3.1	1.9	.9	3.0	1.4	2.2	.6	6.1	1.6
TOTAL		734	192	324	218	203	148	223	160	66	636
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		97	34	46	17	34	21	24	18	8	84
Not App		636	202	266	168	146	128	180	182	71	541

16. If you teach in a departmentalized setting, either at the secondary or elementary level:

b. Do you teach required or elective courses?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
All elective courses		103	10	15	25	48	46	57	4	18	80	98
	%	14.0	11.6	9.2	13.6	17.0	19.3	11.5	3.6	6.4	23.9	15.9
All required courses		386	47	90	95	148	99	286	82	209	93	302
	%	52.6	54.7	55.2	51.6	52.5	41.6	57.8	73.9	74.4	27.8	49.0
Both required and elective courses		231	27	56	60	81	91	140	15	52	160	212
	%	31.5	31.4	34.4	32.6	28.7	38.2	28.3	13.5	18.5	47.8	34.4
Not sure		14	2	2	4	5	2	12	10	2	2	4
	%	1.9	2.3	1.2	2.2	1.8	.8	2.4	9.0	.7	.6	.6
TOTAL		734	86	163	184	282	238	495	111	281	335	616
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		97	17	20	22	37	12	85	65	16	9	25
Not App		636	93	155	160	217	58	578	588	27	17	44

16. If you teach in a departmentalized setting, either at the secondary or elementary level:

c. How many class periods do you teach a week?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Fewer than 20		242	64	113	65	52	71	60	59	33	191
	%	32.6	31.8	34.6	30.4	24.4	47.0	27.4	37.1	48.5	29.8
20		50	13	20	17	12	15	11	12	5	44
	%	6.7	6.5	6.1	7.9	5.6	9.9	5.0	7.5	7.4	6.9
21-24		18	8	4	6	9	2	2	5	2	16
	%	2.4	4.0	1.2	2.8	4.2	1.3	.9	3.1	2.9	2.5
25		218	76	92	50	88	28	65	37	10	202
	%	29.4	37.8	28.1	23.4	41.3	18.5	29.7	23.3	14.7	31.5
26-29		16	6	8	2	7	4	5	0	0	16
	%	2.2	3.0	2.4	.9	3.3	2.6	2.3	.0	.0	2.5
30		129	18	60	51	29	22	49	29	13	113
	%	17.4	9.0	18.3	23.8	13.6	14.6	22.4	18.2	19.1	17.6
31-34		9	2	4	3	2	1	5	1	0	9
	%	1.2	1.0	1.2	1.4	.9	.7	2.3	.6	.0	1.4
35		34	7	11	16	8	2	14	10	2	27
	%	4.6	3.5	3.4	7.5	3.8	1.3	6.4	6.3	2.9	4.2
36 or more		26	7	15	4	6	6	8	6	3	23
	%	3.5	3.5	4.6	1.9	2.8	4.0	3.7	3.8	4.4	3.6
TOTAL		742	201	327	214	213	151	219	159	68	641
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		21.6	21.1	21.7	21.9	22.7	18.5	23.1	21.1	18.7	22.1
Median		25.0	25.0	25.0	25.0	25.0	20.0	25.0	25.0	20.0	25.0
Low		2	3	2	3	3	3	2	3	3	2
High		53	52	53	45	45	49	53	52	48	53
Std. Dev.		10.0	9.5	10.2	10.1	8.5	10.8	9.7	10.6	11.5	9.7
Std. Err.		.4	.7	.6	.7	.6	.9	.7	.8	1.4	.4
No Resp		85	25	41	19	22	18	26	19	6	75
Not App		640	202	268	170	148	128	182	182	71	545

16. If you teach in a departmentalized setting, either at the secondary or elementary level:

c. How many class periods do you teach a week?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Fewer than 20		242	32	53	57	89	69	173	36	72	131	203
	%	32.6	36.4	32.7	31.0	30.9	28.6	34.6	31.6	25.1	39.3	32.7
20		50	5	9	11	23	16	34	4	17	29	46
	%	6.7	5.7	5.6	6.0	8.0	6.6	6.8	3.5	5.9	8.7	7.4
21-24		18	0	5	4	7	7	11	8	2	7	9
	%	2.4	.0	3.1	2.2	2.4	2.9	2.2	7.0	.7	2.1	1.5
25		218	25	50	45	95	73	145	10	103	103	206
	%	29.4	28.4	30.9	24.5	33.0	30.3	29.0	8.8	35.9	30.9	33.2
26-29		16	0	3	7	6	5	11	10	4	2	6
	%	2.2	.0	1.9	3.8	2.1	2.1	2.2	8.8	1.4	.6	1.0
30		129	13	30	41	44	50	79	18	60	50	110
	%	17.4	14.8	18.5	22.3	15.3	20.7	15.8	15.8	20.9	15.0	17.7
31-34		9	0	3	2	4	4	5	3	4	2	6
	%	1.2	.0	1.9	1.1	1.4	1.7	1.0	2.6	1.4	.6	1.0
35		34	10	6	8	9	10	23	6	19	8	27
	%	4.6	11.4	3.7	4.3	3.1	4.1	4.6	5.3	6.6	2.4	4.4
36 or more		26	3	3	9	11	7	19	19	6	1	7
	%	3.5	3.4	1.9	4.9	3.8	2.9	3.8	16.7	2.1	.3	1.1
TOTAL		742	88	162	184	288	241	500	114	287	333	620
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		21.6	21.5	21.1	22.2	21.9	22.3	21.3	24.5	22.7	19.8	21.1
Median		25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	24.0	25.0
Low		2	2	3	3	3	2	3	3	3	2	2
High		53	45	45	48	53	53	52	53	49	40	49
Std. Dev.		10.0	10.8	9.8	10.3	9.6	9.7	10.1	12.7	9.5	8.8	9.3
Std. Err.		.4	1.1	.8	.8	.6	.6	.5	1.2	.6	.5	.4
No Resp		85	15	21	21	28	9	76	61	8	11	19
Not App		640	93	155	161	220	58	582	589	29	17	46

16. If you teach in a departmentalized setting, either at the secondary or elementary level:**d. How many class periods a week are there in your school?**

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Fewer than 30		265	78	119	68	63	76	65	61	32	216
	%	35.7	40.2	36.1	31.2	29.4	51.4	29.1	38.9	50.0	33.5
30		103	30	50	23	16	30	24	33	6	92
	%	13.9	15.5	15.2	10.6	7.5	20.3	10.8	21.0	9.4	14.3
31-34		4	1	1	2	3	0	0	1	1	2
	%	.5	.5	.3	.9	1.4	.0	.0	.6	1.6	.3
35		172	42	73	57	40	23	69	40	10	157
	%	23.2	21.6	22.1	26.1	18.7	15.5	30.9	25.5	15.6	24.3
36-39		4	1	1	2	1	1	1	1	0	4
	%	.5	.5	.3	.9	.5	.7	.4	.6	.0	.6
40		119	31	50	38	44	13	47	15	8	108
	%	16.0	16.0	15.2	17.4	20.6	8.8	21.1	9.6	12.5	16.7
41-44		2	0	1	1	0	0	2	0	0	2
	%	.3	.0	.3	.5	.0	.0	.9	.0	.0	.3
45 or more		73	11	35	27	47	5	15	6	7	64
	%	9.8	5.7	10.6	12.4	22.0	3.4	6.7	3.8	10.9	9.9
TOTAL		742	194	330	218	214	148	223	157	64	645
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		29.1	27.3	29.3	30.5	32.1	24.4	30.9	26.9	24.9	29.8
Median		33.0	30.0	30.0	35.0	35.0	25.0	35.0	30.0	27.5	35.0
Low		3	4	3	4	4	4	3	4	6	3
High		62	60	60	62	60	60	62	56	50	62
Std. Dev.		12.5	12.7	12.3	12.5	13.0	12.5	11.2	11.9	14.2	12.1
Std. Err.		.5	.9	.7	.8	.9	1.0	.7	.9	1.8	.5
No Resp		89	32	40	17	23	21	24	21	10	75
Not App		636	202	266	168	146	128	180	182	71	541

16. If you teach in a departmentalized setting, either at the secondary or elementary level:
d. How many class periods a week are there in your school?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Fewer than 30		265	31	49	62	112	82	183	37	82	144	226
	%	35.7	34.4	29.9	34.3	38.9	33.9	36.7	36.6	27.9	42.5	35.7
30		103	9	30	23	39	29	74	20	36	45	81
	%	13.9	10.0	18.3	12.7	13.5	12.0	14.8	19.8	12.2	13.3	12.8
31-34		4	1	1	0	1	4	0	0	1	3	4
	%	.5	1.1	.6	.0	.3	1.7	.0	.0	.3	.9	.6
35		172	26	47	41	55	56	115	19	77	75	152
	%	23.2	28.9	28.7	22.7	19.1	23.1	23.0	18.8	26.2	22.1	24.0
36-39		4	0	0	1	3	0	4	1	2	1	3
	%	.5	.0	.0	.6	1.0	.0	.8	1.0	.7	.3	.5
40		119	16	23	36	42	40	79	14	62	40	102
	%	16.0	17.8	14.0	19.9	14.6	16.5	15.8	13.9	21.1	11.8	16.1
41-44		2	0	1	0	1	0	2	2	0	0	0
	%	.3	.0	.6	.0	.3	.0	.4	2.0	.0	.0	.0
45 or more		73	7	13	18	35	31	42	8	34	31	65
	%	9.8	7.8	7.9	9.9	12.2	12.8	8.4	7.9	11.6	9.1	10.3
TOTAL		742	90	164	181	288	242	499	101	294	339	633
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		29.1	29.3	29.9	29.4	28.9	29.9	28.7	28.6	30.7	27.9	29.2
Median		33.0	35.0	35.0	35.0	30.0	35.0	30.0	30.0	35.0	30.0	35.0
Low		3	3	4	4	4	4	3	3	4	4	4
High		62	60	60	62	60	60	62	62	56	60	60
Std. Dev.		12.5	12.4	11.3	13.0	12.7	12.7	12.4	13.9	12.6	11.8	12.2
Std. Err.		.5	1.3	.9	1.0	.7	.8	.6	1.4	.7	.6	.5
No Resp		89	13	19	25	31	8	81	75	3	5	8
Not App		636	93	155	160	217	58	578	588	27	17	44

16. If you teach in a departmentalized setting, either at the secondary or elementary level:**e. What is the average length of the class periods in your school?**

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Less than 40 mins		17	5	10	2	5	4	5	3	2	14
	%	2.3	2.5	3.0	.9	2.3	2.7	2.2	1.9	2.9	2.2
40 mins		44	10	22	12	34	2	7	1	4	40
	%	5.9	5.1	6.7	5.4	15.6	1.3	3.1	.6	5.9	6.2
41-44 mins		45	8	19	18	29	3	10	3	2	42
	%	6.0	4.0	5.8	8.1	13.3	2.0	4.4	1.9	2.9	6.5
45 mins		111	33	45	33	54	16	26	15	11	92
	%	14.8	16.7	13.6	14.9	24.8	10.7	11.6	9.6	16.2	14.2
46-49 mins		44	5	21	18	19	1	19	5	3	40
	%	5.9	2.5	6.4	8.1	8.7	.7	8.4	3.2	4.4	6.2
50 mins		104	31	39	34	25	19	34	26	9	92
	%	13.9	15.7	11.8	15.4	11.5	12.8	15.1	16.6	13.2	14.2
51-54 mins		53	11	14	28	7	8	19	19	1	50
	%	7.1	5.6	4.2	12.7	3.2	5.4	8.4	12.1	1.5	7.7
55 mins		83	30	41	12	6	24	30	23	14	67
	%	11.1	15.2	12.4	5.4	2.8	16.1	13.3	14.6	20.6	10.3
56-59 mins		20	3	8	9	0	2	12	6	1	18
	%	2.7	1.5	2.4	4.1	.0	1.3	5.3	3.8	1.5	2.8
60 mins		72	20	34	18	13	20	21	18	6	63
	%	9.6	10.1	10.3	8.1	6.0	13.4	9.3	11.5	8.8	9.7
61-64 mins		9	2	5	2	0	2	5	2	1	7
	%	1.2	1.0	1.5	.9	.0	1.3	2.2	1.3	1.5	1.1
65-120 mins		147	40	72	35	26	48	37	36	14	124
	%	19.6	20.2	21.8	15.8	11.9	32.2	16.4	22.9	20.6	19.1
TOTAL		749	198	330	221	218	149	225	157	68	649
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		57.3	57.9	58.1	55.6	50.6	64.4	57.0	60.4	58.1	57.1
Median		52.0	53.0	53.0	50.0	45.0	55.0	53.0	55.0	55.0	51.0
Low		25	30	30	25	30	30	30	25	30	25
High		118	110	115	118	104	115	118	115	110	118
Std. Dev.		17.3	17.4	18.2	15.7	14.0	19.8	15.9	17.5	17.8	17.2
Std. Err.		.6	1.2	1.0	1.1	.9	1.6	1.1	1.4	2.2	.7
No Resp		77	28	36	13	18	18	20	21	6	66
Not App		641	202	270	169	147	130	182	182	71	546

16. If you teach in a departmentalized setting, either at the secondary or elementary level:
e. What is the average length of the class periods in your school?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Less than 40 mins		17	2	2	7	6	5	12	13	3	1	4
	%	2.3	2.3	1.2	3.8	2.1	2.1	2.4	11.5	1.0	.3	.6
40 mins		44	2	11	6	25	16	28	16	14	13	27
	%	5.9	2.3	6.6	3.2	8.7	6.6	5.5	14.2	4.8	3.9	4.3
41-44 mins		45	3	7	16	18	18	27	1	28	16	44
	%	6.0	3.4	4.2	8.6	6.2	7.5	5.3	.9	9.6	4.8	7.0
45 mins		111	14	25	28	41	30	81	32	58	19	77
	%	14.8	15.9	15.0	15.1	14.2	12.4	16.0	28.3	19.9	5.7	12.3
46-49 mins		44	6	10	9	18	19	25	2	24	18	42
	%	5.9	6.8	6.0	4.8	6.2	7.9	4.9	1.8	8.2	5.4	6.7
50 mins		104	16	23	27	35	32	72	20	42	41	83
	%	13.9	18.2	13.8	14.5	12.1	13.3	14.2	17.7	14.4	12.2	13.2
51-54 mins		53	6	12	17	17	16	37	1	24	27	51
	%	7.1	6.8	7.2	9.1	5.9	6.6	7.3	.9	8.2	8.0	8.1
55 mins		83	8	23	22	28	26	57	7	30	46	76
	%	11.1	9.1	13.8	11.8	9.7	10.8	11.2	6.2	10.3	13.7	12.1
56-59 mins		20	2	6	5	7	7	13	0	6	13	19
	%	2.7	2.3	3.6	2.7	2.4	2.9	2.6	.0	2.1	3.9	3.0
60 mins		72	7	20	14	28	25	47	15	23	33	56
	%	9.6	8.0	12.0	7.5	9.7	10.4	9.3	13.3	7.9	9.8	8.9
61-64 mins		9	3	2	0	4	1	7	0	3	5	8
	%	1.2	3.4	1.2	.0	1.4	.4	1.4	.0	1.0	1.5	1.3
65-120 mins		147	19	26	35	62	46	101	6	36	104	140
	%	19.6	21.6	15.6	18.8	21.5	19.1	19.9	5.3	12.4	31.0	22.3
TOTAL		749	88	167	186	289	241	507	113	291	336	627
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		57.3	57.7	56.4	56.8	57.8	57.1	57.4	48.2	53.7	63.6	59.0
Median		52.0	52.0	53.0	50.5	51.0	52.0	52.0	45.0	50.0	55.0	53.0
Low		25	30	38	30	25	30	25	25	35	30	30
High		118	100	100	110	118	118	115	110	104	118	118
Std. Dev.		17.3	16.2	15.3	17.6	18.5	17.2	17.4	12.3	13.8	19.2	17.6
Std. Err.		.6	1.7	1.2	1.3	1.1	1.1	.8	1.2	.8	1.0	.7
No Resp		77	14	16	19	27	8	69	63	5	4	9
Not App		641	94	155	161	220	59	582	588	28	21	49

16. If you teach in a departmentalized setting, either at the secondary or elementary level:

f. What is the average number of pupils you teach a day?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Up to 25		138	40	63	35	39	40	27	32	16	115
	%	17.7	19.1	18.1	15.7	17.4	25.2	11.7	19.0	23.2	17.0
26-49		103	34	49	20	28	23	35	17	9	84
	%	13.2	16.3	14.0	9.0	12.5	14.5	15.2	10.1	13.0	12.4
50-74		111	22	42	47	41	19	26	25	3	106
	%	14.2	10.5	12.0	21.1	18.3	11.9	11.3	14.9	4.3	15.7
75-99		98	19	48	31	23	28	25	22	15	76
	%	12.5	9.1	13.8	13.9	10.3	17.6	10.9	13.1	21.7	11.2
100-124		134	29	51	54	40	12	57	25	6	125
	%	17.2	13.9	14.6	24.2	17.9	7.5	24.8	14.9	8.7	18.5
125-149		81	20	41	20	24	17	29	11	8	73
	%	10.4	9.6	11.7	9.0	10.7	10.7	12.6	6.5	11.6	10.8
150-174		64	30	25	9	22	10	13	19	6	57
	%	8.2	14.4	7.2	4.0	9.8	6.3	5.7	11.3	8.7	8.4
175-199		23	6	15	2	3	5	7	8	2	19
	%	2.9	2.9	4.3	.9	1.3	3.1	3.0	4.8	2.9	2.8
200-399		29	9	15	5	4	5	11	9	4	21
	%	3.7	4.3	4.3	2.2	1.8	3.1	4.8	5.4	5.8	3.1
TOTAL		781	209	349	223	224	159	230	168	69	676
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		86.5	89.1	88.0	81.7	83.6	78.1	91.6	91.3	86.9	86.9
Median		80.0	84.0	81.0	80.0	77.5	72.0	100.0	84.0	84.0	80.0
Low		5	6	5	6	6	6	5	8	7	5
High		350	350	325	300	250	300	300	350	250	350
Std. Dev.		56.7	62.0	59.1	46.8	51.4	58.8	54.8	63.0	60.4	56.0
Std. Err.		2.0	4.3	3.2	3.1	3.4	4.7	3.6	4.9	7.3	2.2
No Resp		45	16	19	10	11	9	15	10	4	40
Not App		641	203	268	170	148	129	182	182	72	545

16. If you teach in a departmentalized setting, either at the secondary or elementary level:
f. What is the average number of pupils you teach a day?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Up to 25		138	16	32	39	45	31	107	50	32	53	85
	%	17.7	16.8	18.4	20.3	15.0	12.7	20.0	34.2	11.1	15.7	13.6
26-49		103	19	20	25	37	22	81	23	38	40	78
	%	13.2	20.0	11.5	13.0	12.3	9.0	15.1	15.8	13.1	11.8	12.4
50-74		111	12	23	29	46	39	72	15	39	57	96
	%	14.2	12.6	13.2	15.1	15.3	16.0	13.4	10.3	13.5	16.9	15.3
75-99		98	9	25	24	36	33	65	11	39	48	87
	%	12.5	9.5	14.4	12.5	12.0	13.5	12.1	7.5	13.5	14.2	13.9
100-124		134	16	36	22	58	51	83	15	60	59	119
	%	17.2	16.8	20.7	11.5	19.3	20.9	15.5	10.3	20.8	17.5	19.0
125-149		81	6	14	24	36	29	52	12	27	41	68
	%	10.4	6.3	8.0	12.5	12.0	11.9	9.7	8.2	9.3	12.1	10.8
150-174		64	11	17	14	21	22	42	5	34	25	59
	%	8.2	11.6	9.8	7.3	7.0	9.0	7.8	3.4	11.8	7.4	9.4
175-199		23	1	4	7	10	10	13	4	8	9	17
	%	2.9	1.1	2.3	3.6	3.3	4.1	2.4	2.7	2.8	2.7	2.7
200-399		29	5	3	8	11	7	21	11	12	6	18
	%	3.7	5.3	1.7	4.2	3.7	2.9	3.9	7.5	4.2	1.8	2.9
TOTAL		781	95	174	192	300	244	536	146	289	338	627
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		86.5	84.0	84.9	84.8	89.5	93.2	83.2	75.5	94.5	84.7	89.2
Median		80.0	75.0	90.0	75.0	88.0	94.0	75.0	49.5	95.0	80.0	90.0
Low		5	7	5	9	5	9	5	5	7	5	5
High		350	300	325	300	350	300	350	350	325	250	325
Std. Dev.		56.7	59.8	53.7	59.4	55.5	52.0	58.3	70.0	55.5	49.7	52.7
Std. Err.		2.0	6.1	4.1	4.3	3.2	3.3	2.5	5.8	3.3	2.7	2.1
No Resp		45	7	8	13	17	6	39	27	7	6	13
Not App		641	94	156	161	219	58	583	591	28	17	45

16. If you teach in a departmentalized setting, either at the secondary or elementary level:**g. How many preparation periods do you have in your own schedule each week?**

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		24	6	12	6	3	6	7	8	4	18
	%	3.3	3.0	3.6	2.9	1.4	4.1	3.2	5.2	6.2	2.8
1-4		123	45	49	29	31	35	26	31	17	95
	%	16.7	22.7	14.9	13.8	14.6	23.8	11.7	20.0	26.2	14.9
5		460	113	204	143	127	85	145	103	36	405
	%	62.4	57.1	62.0	68.1	59.6	57.8	65.3	66.5	55.4	63.4
6-9		34	8	17	9	16	7	9	2	3	30
	%	4.6	4.0	5.2	4.3	7.5	4.8	4.1	1.3	4.6	4.7
10		89	25	44	20	34	13	32	10	5	84
	%	12.1	12.6	13.4	9.5	16.0	8.8	14.4	6.5	7.7	13.1
11-20		7	1	3	3	2	1	3	1	0	7
	%	.9	.5	.9	1.4	.9	.7	1.4	.6	.0	1.1
TOTAL		737	198	329	210	213	147	222	155	65	639
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		5.1	4.9	5.2	5.2	5.5	4.7	5.5	4.6	4.4	5.3
Median		5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Low		0	0	0	0	0	0	0	0	0	0
High		15	15	15	15	15	15	15	11	10	15
Std. Dev.		2.5	2.6	2.5	2.4	2.6	2.5	2.6	2.2	2.5	2.5
Std. Err.		.1	.2	.1	.2	.2	.2	.2	.2	.3	.1
No Resp		93	28	41	24	24	22	24	23	9	80
Not App		637	202	266	169	146	128	181	182	71	542

16. If you teach in a departmentalized setting, either at the secondary or elementary level:

g. How many preparation periods do you have in your own schedule each week?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		24	3	3	12	5	5	18	5	6	11	17
	%	3.3	3.3	1.8	6.5	1.8	2.2	3.5	3.8	2.2	3.4	2.8
1-4		123	17	25	36	40	34	89	37	32	53	85
	%	16.7	18.7	14.8	19.5	14.6	14.9	17.5	28.5	11.5	16.6	14.2
5		460	55	109	108	176	144	316	72	170	212	382
	%	62.4	60.4	64.5	58.4	64.2	63.2	62.2	55.4	60.9	66.5	63.9
6-9		34	4	6	10	14	6	28	13	18	3	21
	%	4.6	4.4	3.6	5.4	5.1	2.6	5.5	10.0	6.5	.9	3.5
10		89	11	24	18	36	35	54	1	51	37	88
	%	12.1	12.1	14.2	9.7	13.1	15.4	10.6	.8	18.3	11.6	14.7
11-20		7	1	2	1	3	4	3	2	2	3	5
	%	.9	1.1	1.2	.5	1.1	1.8	.6	1.5	.7	.9	.8
TOTAL		737	91	169	185	274	228	508	130	279	319	598
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		5.1	5.0	5.4	4.8	5.4	5.4	5.0	4.3	5.6	5.1	5.3
Median		5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Low		0	0	0	0	0	0	0	0	0	0	0
High		15	15	13	15	15	15	15	15	15	15	15
Std. Dev.		2.5	2.7	2.5	2.6	2.4	2.7	2.4	2.3	2.6	2.4	2.5
Std. Err.		.1	.3	.2	.2	.1	.2	.1	.2	.2	.1	.1
No Resp		93	12	14	21	44	21	72	46	18	24	42
Not App		637	93	155	160	218	59	578	588	27	18	45

Mean number of pupils per class—secondary or departmentalized elementary teachers (q16f / (q16c/5))

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Fewer than 20		303	79	120	104	94	62	86	61	29	262
	%	41.4	39.9	37.4	48.8	44.8	41.9	39.6	38.9	43.9	41.4
20-24		148	29	64	55	52	28	46	22	5	139
	%	20.2	14.6	19.9	25.8	24.8	18.9	21.2	14.0	7.6	22.0
25-29		106	30	56	20	27	19	36	24	12	92
	%	14.5	15.2	17.4	9.4	12.9	12.8	16.6	15.3	18.2	14.5
30-34		67	28	32	7	19	10	16	22	5	54
	%	9.2	14.1	10.0	3.3	9.0	6.8	7.4	14.0	7.6	8.5
35-49		31	7	19	5	4	7	11	9	2	27
	%	4.2	3.5	5.9	2.3	1.9	4.7	5.1	5.7	3.0	4.3
50-99		39	12	14	13	6	12	9	12	5	30
	%	5.3	6.1	4.4	6.1	2.9	8.1	4.1	7.6	7.6	4.7
100 or more		38	13	16	9	8	10	13	7	8	29
	%	5.2	6.6	5.0	4.2	3.8	6.8	6.0	4.5	12.1	4.6
TOTAL		732	198	321	213	210	148	217	157	66	633
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		27.6	29.9	27.5	25.6	24.0	31.9	27.3	28.8	37.9	26.3
Median		21.3	23.3	22.5	20.0	20.2	21.6	21.0	23.3	23.4	21.0
Low		1	1	1	2	1	1	1	2	2	1
High		195	188	195	175	188	167	162	195	188	195
Std. Dev.		28.9	33.3	27.2	27.1	26.0	35.0	26.9	28.7	43.2	26.7
Std. Err.		1.1	2.4	1.5	1.9	1.8	2.9	1.8	2.3	5.3	1.1
No Resp		97	28	47	22	27	19	30	21	8	85
Not App		638	202	268	168	146	130	180	182	71	543

Mean number of pupils per class—secondary or departmentalized elementary teachers (q16f / (q16c/5))

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Fewer than 20		303	35	65	77	118	94	209	55	115	130	245
	%	41.4	40.2	40.4	42.8	41.5	39.5	42.4	50.0	40.4	39.5	39.9
20-24		148	14	42	34	57	56	92	14	63	70	133
	%	20.2	16.1	26.1	18.9	20.1	23.5	18.7	12.7	22.1	21.3	21.7
25-29		106	14	16	28	46	41	64	19	39	47	86
	%	14.5	16.1	9.9	15.6	16.2	17.2	13.0	17.3	13.7	14.3	14.0
30-34		67	8	16	13	26	19	48	7	26	33	59
	%	9.2	9.2	9.9	7.2	9.2	8.0	9.7	6.4	9.1	10.0	9.6
35-49		31	5	7	9	9	5	26	4	12	14	26
	%	4.2	5.7	4.3	5.0	3.2	2.1	5.3	3.6	4.2	4.3	4.2
50-99		39	5	7	8	16	13	26	7	14	18	32
	%	5.3	5.7	4.3	4.4	5.6	5.5	5.3	6.4	4.9	5.5	5.2
100 or more		38	6	8	11	12	10	28	4	16	17	33
	%	5.2	6.9	5.0	6.1	4.2	4.2	5.7	3.6	5.6	5.2	5.4
TOTAL		732	87	161	180	284	238	493	110	285	329	614
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		27.6	28.9	28.0	27.9	26.3	26.6	28.0	24.8	28.1	27.8	27.9
Median		21.3	23.0	20.0	21.6	21.3	21.6	21.2	19.8	21.2	21.7	21.6
Low		1	1	1	2	1	2	1	1	1	2	1
High		195	150	195	188	150	175	195	195	188	150	188
Std. Dev.		28.9	30.5	30.9	31.1	25.0	25.7	30.4	29.3	29.7	27.3	28.4
Std. Err.		1.1	3.3	2.4	2.3	1.5	1.7	1.4	2.8	1.8	1.5	1.1
No Resp		97	15	21	26	35	11	86	65	11	15	26
Not App		638	94	156	160	217	59	579	589	28	17	45

17. What is the exact length of your required school day?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
5 1/2 to less than 6 hrs		2	1	1	0	0	0	1	1	1	1
	%	.1	.2	.2	.0	.0	.0	.2	.3	.7	.1
6 hrs to less than 6 1/2 hrs.		78	49	22	7	62	2	9	5	11	64
	%	5.5	11.8	3.6	1.8	16.8	.7	2.2	1.4	8.0	5.2
6 1/2 hrs to less than 7 hrs		138	41	59	38	79	11	25	23	15	117
	%	9.7	9.9	9.5	9.7	21.4	3.8	6.0	6.6	10.9	9.5
7 hrs to less than 7 1/4 hrs		249	67	103	79	87	30	63	69	29	210
	%	17.5	16.2	16.7	20.1	23.6	10.3	15.2	19.7	21.0	17.1
7 1/4 hrs to less than 7 1/2 hrs		224	73	97	54	64	51	72	37	22	193
	%	15.7	17.6	15.7	13.7	17.3	17.5	17.4	10.5	15.9	15.7
7 1/2 hrs to less than 7 3/4 hrs		386	116	155	115	61	130	118	77	29	340
	%	27.1	28.0	25.1	29.3	16.5	44.7	28.5	21.9	21.0	27.7
7 3/4 hrs to less than 8 hrs		107	18	64	25	5	34	34	34	10	95
	%	7.5	4.3	10.4	6.4	1.4	11.7	8.2	9.7	7.2	7.7
8 hrs to 9 hrs		241	49	117	75	11	33	92	105	21	209
	%	16.9	11.8	18.9	19.1	3.0	11.3	22.2	29.9	15.2	17.0
TOTAL		1,425	414	618	393	369	291	414	351	138	1,229
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		7.4	7.2	7.4	7.4	7.0	7.5	7.5	7.5	7.3	7.4
Median		7.5	7.3	7.5	7.5	7.0	7.5	7.5	7.5	7.3	7.5
Low		5.7	5.7	5.7	6.0	6.0	6.0	5.7	5.7	5.7	5.7
High		9.0	9.0	9.0	9.0	8.5	8.8	9.0	9.0	9.0	9.0
Std. Dev.		.51	.55	.48	.47	.47	.35	.46	.51	.57	.49
Std. Err.		.01	.03	.02	.02	.02	.02	.02	.03	.05	.01
No Resp		26	9	12	5	9	3	8	6	6	17
Not App		16	5	6	5	5	3	5	3	1	15

17. What is the exact length of your required school day?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/Jr Hi	Senr High	Comb Sec
5 1/2 to less than 6 hrs		2	0	0	1	1	0	2	1	0	1	1
	%	.1	.0	.0	.3	.2	.0	.2	.1	.0	.3	.1
6 hrs to less than 6 1/2 hrs.		78	9	18	14	33	13	65	46	13	17	30
	%	5.5	4.6	5.4	4.0	6.4	4.3	5.8	6.3	4.0	4.7	4.4
6 1/2 hrs to less than 7 hrs		138	23	32	33	47	28	110	92	18	27	45
	%	9.7	11.9	9.6	9.4	9.1	9.3	9.8	12.5	5.6	7.5	6.6
7 hrs to less than 7 1/4 hrs		249	36	61	60	88	65	184	126	61	60	121
	%	17.5	18.6	18.3	17.0	17.1	21.7	16.4	17.2	19.0	16.8	17.8
7 1/4 hrs to less than 7 1/2 hrs		224	25	48	62	85	47	177	111	47	65	112
	%	15.7	12.9	14.4	17.6	16.5	15.7	15.7	15.1	14.6	18.2	16.5
7 1/2 hrs to less than 7 3/4 hrs		386	55	94	99	129	71	315	205	87	91	178
	%	27.1	28.4	28.1	28.1	25.0	23.7	28.0	27.9	27.1	25.4	26.2
7 3/4 hrs to less than 8 hrs		107	13	26	26	41	18	89	55	28	24	52
	%	7.5	6.7	7.8	7.4	7.9	6.0	7.9	7.5	8.7	6.7	7.7
8 hrs to 9 hrs		241	33	55	57	92	58	182	98	67	73	140
	%	16.9	17.0	16.5	16.2	17.8	19.3	16.2	13.4	20.9	20.4	20.6
TOTAL		1,425	194	334	352	516	300	1,124	734	321	358	679
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		7.4	7.3	7.4	7.4	7.4	7.4	7.3	7.3	7.4	7.4	7.4
Median		7.5	7.5	7.5	7.5	7.5	7.4	7.5	7.4	7.5	7.5	7.5
Low		5.7	6.1	6.0	5.7	5.7	6.0	5.7	5.7	6.0	5.7	5.7
High		9.0	9.0	9.0	9.0	9.0	8.5	9.0	9.0	9.0	9.0	9.0
Std. Dev.		.51	.50	.50	.51	.50	.49	.51	.51	.49	.49	.49
Std. Err.		.01	.04	.03	.03	.02	.03	.02	.02	.03	.03	.02
No Resp		26	0	2	6	16	4	22	18	1	1	2
Not App		16	2	2	8	4	4	12	12	2	2	4

18. How many days are scheduled for your regular school year in 2000-2001?

Teaching days

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K-24,999	Small 1-2,999	North- east	South- east	Middle	West	Minority	White
160-175		151	30	61	60	15	37	57	42	14	134
	%	11.1	7.8	10.1	16.0	4.2	13.1	14.6	12.7	11.1	11.3
176-177		65	17	28	20	5	9	26	25	7	54
	%	4.8	4.4	4.6	5.3	1.4	3.2	6.6	7.6	5.6	4.6
178-179		40	10	16	14	1	5	20	14	5	33
	%	2.9	2.6	2.6	3.7	.3	1.8	5.1	4.2	4.0	2.8
180		681	188	298	195	173	175	174	159	53	603
	%	50.0	49.0	49.3	52.1	48.5	61.8	44.5	48.0	42.1	51.0
181		61	19	24	18	24	1	23	13	8	52
	%	4.5	4.9	4.0	4.8	6.7	.4	5.9	3.9	6.3	4.4
182-183		129	31	62	36	67	12	29	21	10	115
	%	9.5	8.1	10.3	9.6	18.8	4.2	7.4	6.3	7.9	9.7
184-187		165	44	94	27	63	18	45	39	14	144
	%	12.1	11.5	15.6	7.2	17.6	6.4	11.5	11.8	11.1	12.2
188-200		70	45	21	4	9	26	17	18	15	48
	%	5.1	11.7	3.5	1.1	2.5	9.2	4.3	5.4	11.9	4.1
TOTAL		1,362	384	604	374	357	283	391	331	126	1,183
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		180.5	181.3	180.6	179.6	181.4	180.7	180.0	180.0	180.9	180.4
Median		180.0	180.0	180.0	180.0	180.0	180.0	180.0	180.0	180.0	180.0
Low		160	160	160	168	165	160	164	160	160	160
High		200	200	200	190	200	200	195	190	200	200
Std. Dev.		4.3	5.5	3.9	3.1	3.2	5.2	4.0	4.5	5.7	4.0
Std. Err.		.1	.3	.2	.2	.2	.3	.2	.2	.5	.1
No Resp		84	33	29	22	24	10	28	22	14	62
Not App		21	11	3	7	2	4	8	7	5	16

18. How many days are scheduled for your regular school year in 2000-2001?

Teaching days

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
160-175		151	25	33	35	56	30	121	89	23	39	62
	%	11.1	14.4	10.4	10.5	11.0	10.2	11.3	12.4	7.7	11.5	9.7
176-177		65	11	15	16	22	8	57	39	17	7	24
	%	4.8	6.3	4.7	4.8	4.3	2.7	5.3	5.5	5.7	2.1	3.8
178-179		40	3	8	13	16	8	32	19	11	10	21
	%	2.9	1.7	2.5	3.9	3.1	2.7	3.0	2.7	3.7	3.0	3.3
180		681	93	155	167	251	139	541	367	150	160	310
	%	50.0	53.4	49.1	50.0	49.2	47.3	50.7	51.3	50.0	47.3	48.6
181		61	7	18	13	22	14	47	34	15	12	27
	%	4.5	4.0	5.7	3.9	4.3	4.8	4.4	4.8	5.0	3.6	4.2
182-183		129	14	29	36	46	38	91	72	17	39	56
	%	9.5	8.0	9.2	10.8	9.0	12.9	8.5	10.1	5.7	11.5	8.8
184-187		165	13	41	37	70	42	123	68	48	47	95
	%	12.1	7.5	13.0	11.1	13.7	14.3	11.5	9.5	16.0	13.9	14.9
188-200		70	8	17	17	27	15	55	27	19	24	43
	%	5.1	4.6	5.4	5.1	5.3	5.1	5.2	3.8	6.3	7.1	6.7
TOTAL		1,362	174	316	334	510	294	1,067	715	300	338	638
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		180.5	179.9	180.7	180.5	180.6	180.9	180.4	180.1	180.9	181.0	181.0
Median		180.0	180.0	180.0	180.0	180.0	180.0	180.0	180.0	180.0	180.0	180.0
Low		160	165	160	160	160	163	160	160	160	164	160
High		200	193	200	198	200	200	200	200	200	197	200
Std. Dev.		4.3	3.8	4.5	4.0	4.4	4.0	4.3	4.2	4.5	4.1	4.3
Std. Err.		.1	.3	.3	.2	.2	.2	.1	.2	.3	.2	.2
No Resp		84	21	18	24	18	11	73	38	19	18	37
Not App		21	1	4	8	8	3	18	11	5	5	10

18. How many days are scheduled for your regular school year in 2000-2001?

Other days of contract

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		34	12	15	7	14	7	5	8	4	28
	%	2.8	3.7	2.8	2.0	4.4	3.0	1.4	2.6	3.9	2.6
1-2		94	14	47	33	53	3	20	18	6	85
	%	7.8	4.4	8.8	9.4	16.8	1.3	5.6	6.0	5.9	8.0
3-4		259	48	126	85	87	13	96	63	20	232
	%	21.5	15.0	23.7	24.1	27.6	5.7	26.8	20.9	19.6	21.8
5-6		298	60	132	106	88	36	102	72	23	268
	%	24.7	18.7	24.8	30.1	27.9	15.7	28.5	23.8	22.5	25.2
7-8		144	40	61	43	22	27	36	59	10	129
	%	12.0	12.5	11.5	12.2	7.0	11.7	10.1	19.5	9.8	12.1
9-10		233	91	90	52	38	78	63	54	31	196
	%	19.3	28.3	16.9	14.8	12.1	33.9	17.6	17.9	30.4	18.4
11-20		143	56	61	26	13	66	36	28	8	127
	%	11.9	17.4	11.5	7.4	4.1	28.7	10.1	9.3	7.8	11.9
TOTAL		1,205	321	532	352	315	230	358	302	102	1,065
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		6.9	8.0	6.7	6.1	5.0	10.4	6.4	6.6	7.1	6.8
Median		5.0	8.0	5.0	5.0	5.0	10.0	5.0	6.0	6.0	5.0
Low		0	0	0	0	0	0	0	0	0	0
High		20	20	20	20	20	20	20	20	20	20
Std. Dev.		4.33	4.56	4.47	3.66	3.34	5.54	3.46	3.56	4.32	4.29
Std. Err.		.12	.25	.19	.19	.19	.37	.18	.21	.43	.13
No Resp		247	102	96	49	68	53	69	57	42	184
Not App		15	5	8	2	0	14	0	1	1	12

18. How many days are scheduled for your regular school year in 2000-2001?

Other days of contract

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		34	4	7	9	14	11	23	23	5	6	11
	%	2.8	2.6	2.5	3.0	3.1	4.3	2.4	3.7	1.8	2.0	1.9
1-2		94	8	18	26	41	17	77	50	19	24	43
	%	7.8	5.1	6.4	8.6	9.2	6.7	8.1	8.0	7.0	8.0	7.5
3-4		259	27	65	69	96	58	201	143	55	60	115
	%	21.5	17.3	23.0	22.9	21.5	22.8	21.1	22.8	20.2	20.1	20.1
5-6		298	43	73	74	104	63	235	147	67	83	150
	%	24.7	27.6	25.9	24.6	23.3	24.8	24.7	23.4	24.6	27.8	26.3
7-8		144	17	32	43	50	39	105	65	38	41	79
	%	12.0	10.9	11.3	14.3	11.2	15.4	11.0	10.4	14.0	13.7	13.8
9-10		233	38	55	44	91	42	191	122	56	52	108
	%	19.3	24.4	19.5	14.6	20.4	16.5	20.1	19.4	20.6	17.4	18.9
11-20		143	19	32	36	51	24	119	78	32	33	65
	%	11.9	12.2	11.3	12.0	11.4	9.4	12.5	12.4	11.8	11.0	11.4
TOTAL		1,205	156	282	301	447	254	951	628	272	299	571
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		6.9	7.1	6.7	6.7	6.8	6.5	7.0	6.8	7.0	6.9	6.9
Median		5.0	6.0	5.0	5.0	6.0	5.0	5.0	5.0	6.0	5.0	6.0
Low		0	0	0	0	0	0	0	0	0	0	0
High		20	20	20	20	20	20	20	20	20	20	20
Std. Dev.		4.33	3.87	4.21	4.41	4.40	4.07	4.40	4.38	4.08	4.50	4.30
Std. Err.		.12	.31	.25	.25	.21	.26	.14	.17	.25	.26	.18
No Resp		247	40	54	60	82	53	193	127	51	57	108
Not App		15	0	2	5	7	1	14	9	1	5	6

19. How much time a week do you spend after the required work day—evenings and weekends—on instruction-related activities?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		26	10	9	7	7	5	7	7	1	23
	%	1.8	2.4	1.4	1.8	1.9	1.7	1.7	2.0	.7	1.9
Less than 4 hrs		212	56	82	74	57	47	61	47	24	179
	%	14.7	13.5	13.1	18.7	15.2	16.0	14.6	13.4	17.1	14.4
4 hrs to less than 7 hrs		283	80	122	81	63	66	88	66	33	234
	%	19.7	19.2	19.5	20.5	16.8	22.4	21.1	18.8	23.6	18.9
7 hrs to less than 10 hrs		171	58	61	52	52	33	42	44	16	146
	%	11.9	13.9	9.7	13.1	13.9	11.2	10.0	12.5	11.4	11.8
10 hrs to less than 13 hrs		345	95	166	84	84	63	106	92	27	307
	%	24.0	22.8	26.5	21.2	22.4	21.4	25.4	26.1	19.3	24.8
13 hrs to less than 16 hrs		185	49	93	43	55	34	57	39	18	160
	%	12.9	11.8	14.8	10.9	14.7	11.6	13.6	11.1	12.9	12.9
16 hrs to less than 19 hrs		48	14	24	10	12	8	13	15	1	46
	%	3.3	3.4	3.8	2.5	3.2	2.7	3.1	4.3	.7	3.7
19 hrs to less than 22 hrs		100	31	41	28	29	21	27	23	10	88
	%	6.9	7.5	6.5	7.1	7.7	7.1	6.5	6.5	7.1	7.1
22 hrs to 50 hrs		69	23	29	17	16	17	17	19	10	56
	%	4.8	5.5	4.6	4.3	4.3	5.8	4.1	5.4	7.1	4.5
TOTAL		1,439	416	627	396	375	294	418	352	140	1,239
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		10.0	10.2	10.3	9.3	10.2	9.8	9.8	10.1	9.8	10.0
Median		10.0	10.0	10.0	8.0	10.0	8.0	10.0	10.0	8.2	10.0
Low		.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
High		50.0	50.0	40.0	35.5	40.0	30.0	50.0	35.0	30.0	50.0
Std. Dev.		6.64	6.92	6.53	6.47	6.81	6.71	6.58	6.49	6.92	6.61
Std. Err.		.18	.34	.26	.33	.35	.39	.32	.35	.58	.19
No Resp		27	11	9	7	8	3	8	8	5	21
Not App		1	1	0	0	0	0	1	0	0	1

19. How much time a week do you spend after the required work day—evenings and weekends—on instruction-related activities?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		26	2	4	8	11	9	17	13	5	8	13
	%	1.8	1.0	1.2	2.2	2.1	3.0	1.5	1.7	1.6	2.2	1.9
Less than 4 hrs		212	27	51	50	79	53	159	105	53	50	103
	%	14.7	13.8	15.4	13.9	15.1	17.5	14.0	14.0	16.5	14.0	15.2
4 hrs to less than 7 hrs		283	39	65	72	97	65	218	135	68	77	145
	%	19.7	20.0	19.6	20.1	18.5	21.5	19.2	18.0	21.1	21.6	21.4
7 hrs to less than 10 hrs		171	24	34	56	55	33	137	90	43	37	80
	%	11.9	12.3	10.2	15.6	10.5	10.9	12.1	12.0	13.4	10.4	11.8
10 hrs to less than 13 hrs		345	49	92	85	116	69	276	177	73	94	167
	%	24.0	25.1	27.7	23.7	22.1	22.8	24.3	23.6	22.7	26.4	24.6
13 hrs to less than 16 hrs		185	21	52	37	71	41	144	103	40	41	81
	%	12.9	10.8	15.7	10.3	13.5	13.5	12.7	13.8	12.4	11.5	11.9
16 hrs to less than 19 hrs		48	9	8	9	22	6	42	25	11	12	23
	%	3.3	4.6	2.4	2.5	4.2	2.0	3.7	3.3	3.4	3.4	3.4
19 hrs to less than 22 hrs		100	15	18	21	44	13	87	62	16	22	38
	%	6.9	7.7	5.4	5.8	8.4	4.3	7.7	8.3	5.0	6.2	5.6
22 hrs to 50 hrs		69	9	8	21	29	14	55	39	13	15	28
	%	4.8	4.6	2.4	5.8	5.5	4.6	4.8	5.2	4.0	4.2	4.1
TOTAL		1,439	195	332	359	524	303	1,135	749	322	356	678
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		10.0	10.2	9.5	9.8	10.3	9.1	10.2	10.3	9.4	9.7	9.6
Median		10.0	10.0	10.0	8.0	10.0	8.0	10.0	10.0	8.0	10.0	9.0
Low		.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
High		50.0	35.0	40.0	50.0	35.5	35.0	50.0	40.0	40.0	50.0	50.0
Std. Dev.		6.64	6.75	6.00	6.92	6.78	6.39	6.69	6.63	6.47	6.74	6.61
Std. Err.		.18	.48	.33	.37	.30	.37	.20	.24	.36	.36	.25
No Resp		27	1	6	6	12	5	22	14	2	5	7
Not App		1	0	0	1	0	0	1	1	0	0	0

**20. On the average, how much time a week (in addition to your required work week) do you spend on:
Compensated noninstructional activities?**

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Less than 1 hr		30	7	13	10	7	3	14	6	2	28
	%	6.1	5.6	6.2	6.4	5.1	4.1	8.8	5.0	4.2	6.6
1 hr to less than 2 hrs		80	20	32	28	23	10	22	25	4	74
	%	16.3	16.0	15.3	17.9	16.7	13.5	13.8	21.0	8.3	17.4
2 hrs to less than 3 hrs		89	28	39	22	24	16	29	20	10	78
	%	18.2	22.4	18.7	14.1	17.4	21.6	18.2	16.8	20.8	18.3
3 hrs to less than 4 hrs		47	15	20	12	12	11	14	10	3	41
	%	9.6	12.0	9.6	7.7	8.7	14.9	8.8	8.4	6.3	9.6
4 hrs to less than 7 hrs		95	28	45	22	30	14	33	18	14	75
	%	19.4	22.4	21.5	14.1	21.7	18.9	20.8	15.1	29.2	17.6
7 hrs to less than 10 hrs		31	6	14	11	7	6	8	10	6	23
	%	6.3	4.8	6.7	7.1	5.1	8.1	5.0	8.4	12.5	5.4
10 hrs to less than 13 hrs		55	9	20	26	19	9	17	10	5	48
	%	11.2	7.2	9.6	16.7	13.8	12.2	10.7	8.4	10.4	11.3
13 hrs to 30 hrs		63	12	26	25	16	5	22	20	4	59
	%	12.9	9.6	12.4	16.0	11.6	6.8	13.8	16.8	8.3	13.8
TOTAL		490	125	209	156	138	74	159	119	48	426
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		5.8	5.0	5.7	6.5	5.9	5.3	5.7	6.1	6.0	5.8
Median		3.6	3.0	4.0	5.0	4.0	3.0	4.0	3.0	5.0	3.0
Low		.0	.1	.2	.0	.3	.5	.0	.3	.3	.0
High		30.0	30.0	29.0	25.0	30.0	29.0	28.0	22.0	30.0	29.0
Std. Dev.		5.71	5.16	5.84	5.89	5.83	5.05	5.65	6.06	5.46	5.82
Std. Err.		.26	.46	.40	.47	.50	.59	.45	.56	.79	.28
No Resp		526	173	229	124	130	131	134	131	60	439
Not App		7	0	3	4	1	1	3	2	0	6
Spent no time		444	130	195	119	114	91	131	108	37	390

**20. On the average, how much time a week (in addition to your required work week) do you spend on:
Compensated noninstructional activities?**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Less than 1 hr		30	3	5	9	13	5	25	18	7	4	11
	%	6.1	4.0	4.2	7.3	8.1	3.4	7.3	9.8	5.3	2.3	3.6
1 hr to less than 2 hrs		80	10	13	23	34	17	63	46	23	11	34
	%	16.3	13.3	10.8	18.5	21.3	11.5	18.4	25.1	17.4	6.4	11.2
2 hrs to less than 3 hrs		89	11	17	28	31	15	74	37	23	29	52
	%	18.2	14.7	14.2	22.6	19.4	10.1	21.6	20.2	17.4	17.0	17.2
3 hrs to less than 4 hrs		47	2	17	10	15	6	41	25	11	11	22
	%	9.6	2.7	14.2	8.1	9.4	4.1	12.0	13.7	8.3	6.4	7.3
4 hrs to less than 7 hrs		95	15	23	25	28	30	65	28	33	33	66
	%	19.4	20.0	19.2	20.2	17.5	20.3	19.0	15.3	25.0	19.3	21.8
7 hrs to less than 10 hrs		31	6	8	10	7	12	19	9	5	15	20
	%	6.3	8.0	6.7	8.1	4.4	8.1	5.6	4.9	3.8	8.8	6.6
10 hrs to less than 13 hrs		55	15	17	12	10	27	28	11	19	25	44
	%	11.2	20.0	14.2	9.7	6.3	18.2	8.2	6.0	14.4	14.6	14.5
13 hrs to 30 hrs		63	13	20	7	22	36	27	9	11	43	54
	%	12.9	17.3	16.7	5.6	13.8	24.3	7.9	4.9	8.3	25.1	17.8
TOTAL		490	75	120	124	160	148	342	183	132	171	303
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		5.8	7.3	6.9	4.6	5.2	8.3	4.7	3.8	5.3	8.4	7.0
Median		3.6	5.0	5.0	3.0	3.0	7.0	3.0	2.0	4.0	6.0	5.0
Low		.0	.5	.2	.1	.0	.5	.0	.1	.5	.0	.0
High		30.0	20.0	29.0	30.0	29.0	29.0	30.0	30.0	20.0	29.0	29.0
Std. Dev.		5.71	5.81	6.30	4.49	5.82	6.40	5.00	4.25	4.69	6.78	6.15
Std. Err.		.26	.67	.57	.40	.46	.53	.27	.31	.41	.52	.35
No Resp		526	64	129	142	180	87	439	301	103	108	211
Not App		7	1	3	1	2	3	4	2	2	3	5
Spent no time		444	56	86	99	194	70	373	278	87	79	166

**20. On the average, how much time a week (in addition to your required work week) do you spend on:
Noncompensated noninstructional activities?**

			Stratum			Region				Race	
			Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority
Less than 1 hr		100	14	43	43	18	22	37	23	5	93
	%	12.0	6.4	11.3	18.6	8.9	10.5	17.0	11.3	6.7	12.7
1 hr to less than 2 hrs		219	57	103	59	51	61	45	62	23	191
	%	26.3	25.9	27.0	25.5	25.2	29.2	20.6	30.4	30.7	26.1
2 hrs to less than 3 hrs		219	57	111	51	57	55	59	48	14	197
	%	26.3	25.9	29.1	22.1	28.2	26.3	27.1	23.5	18.7	26.9
3 hrs to less than 4 hrs		86	25	37	24	17	28	28	13	7	77
	%	10.3	11.4	9.7	10.4	8.4	13.4	12.8	6.4	9.3	10.5
4 hrs to less than 7 hrs		133	37	61	35	39	24	30	40	12	116
	%	16.0	16.8	16.0	15.2	19.3	11.5	13.8	19.6	16.0	15.9
7 hrs to less than 10 hrs		20	9	5	6	8	2	2	8	5	14
	%	2.4	4.1	1.3	2.6	4.0	1.0	.9	3.9	6.7	1.9
10 hrs to less than 13 hrs		39	17	14	8	7	11	14	7	8	27
	%	4.7	7.7	3.7	3.5	3.5	5.3	6.4	3.4	10.7	3.7
13 hrs or more		17	4	8	5	5	6	3	3	1	16
	%	2.0	1.8	2.1	2.2	2.5	2.9	1.4	1.5	1.3	2.2
TOTAL		833	220	382	231	202	209	218	204	75	731
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		3.0	3.5	2.9	2.8	3.2	3.0	2.9	2.9	3.7	2.9
Median		2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.3	2.0
Low		.0	.2	.1	.0	.0	.2	.0	.2	.5	.0
High		20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	13.0	20.0
Std. Dev.		3.13	3.33	2.98	3.16	3.15	3.29	3.10	3.00	3.22	3.11
Std. Err.		.11	.22	.15	.21	.22	.23	.21	.21	.37	.11
No Resp		388	127	153	108	110	58	121	99	49	317
Not App		11	5	6	0	1	3	4	3	3	7
Spent no time		235	76	95	64	70	27	84	54	18	206

**20. On the average, how much time a week (in addition to your required work week) do you spend on:
Noncompensated noninstructional activities?**

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Less than 1 hr		100	11	20	26	42	19	81	67	19	11	30
	%	12.0	10.0	10.3	11.9	14.1	10.1	12.6	15.9	9.5	5.3	7.4
1 hr to less than 2 hrs		219	34	46	66	70	53	166	116	51	51	102
	%	26.3	30.9	23.7	30.1	23.6	28.2	25.7	27.5	25.6	24.6	25.1
2 hrs to less than 3 hrs		219	27	47	56	83	43	176	108	59	51	110
	%	26.3	24.5	24.2	25.6	27.9	22.9	27.3	25.6	29.6	24.6	27.1
3 hrs to less than 4 hrs		86	10	21	23	32	18	68	47	20	19	39
	%	10.3	9.1	10.8	10.5	10.8	9.6	10.5	11.1	10.1	9.2	9.6
4 hrs to less than 7 hrs		133	17	38	26	51	39	94	49	34	50	84
	%	16.0	15.5	19.6	11.9	17.2	20.7	14.6	11.6	17.1	24.2	20.7
7 hrs to less than 10 hrs		20	0	7	8	5	5	15	11	3	6	9
	%	2.4	.0	3.6	3.7	1.7	2.7	2.3	2.6	1.5	2.9	2.2
10 hrs to less than 13 hrs		39	9	10	8	10	8	31	16	9	14	23
	%	4.7	8.2	5.2	3.7	3.4	4.3	4.8	3.8	4.5	6.8	5.7
13 hrs or more		17	2	5	6	4	3	14	8	4	5	9
	%	2.0	1.8	2.6	2.7	1.3	1.6	2.2	1.9	2.0	2.4	2.2
TOTAL		833	110	194	219	297	188	645	422	199	207	406
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		3.0	3.1	3.4	2.9	2.8	3.1	3.0	2.8	3.0	3.6	3.3
Median		2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Low		.0	.3	.0	.0	.2	.2	.0	.0	.2	.0	.0
High		20.0	20.0	20.0	20.0	20.0	17.0	20.0	20.0	20.0	20.0	20.0
Std. Dev.		3.13	3.28	3.52	3.24	2.70	2.91	3.20	3.02	3.11	3.33	3.23
Std. Err.		.11	.31	.25	.22	.16	.21	.13	.15	.22	.23	.16
No Resp		388	56	95	97	128	77	311	195	81	99	180
Not App		11	1	1	5	4	1	10	5	2	4	6
Spent no time		235	29	48	45	107	42	192	142	42	51	93

Total time spent each week after the required work day on noncompensated school-related activities (q19 + q20b)

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Less than 4 hrs		187	53	70	64	51	30	63	43	17	160
	%	12.9	12.6	11.1	16.0	13.6	10.2	14.9	12.1	12.0	12.9
4 hrs to less than 7 hrs		238	65	99	74	57	55	73	53	31	197
	%	16.4	15.5	15.8	18.5	15.2	18.6	17.3	15.0	21.8	15.8
7 hrs to less than 10 hrs		194	58	78	58	53	48	51	42	14	170
	%	13.4	13.8	12.4	14.5	14.1	16.3	12.1	11.9	9.9	13.7
10 hrs to less than 13 hrs		291	90	130	71	69	56	80	86	23	257
	%	20.1	21.4	20.7	17.8	18.4	19.0	19.0	24.3	16.2	20.6
13 hrs to less than 16 hrs		174	38	87	49	46	25	59	44	20	148
	%	12.0	9.0	13.9	12.3	12.2	8.5	14.0	12.4	14.1	11.9
16 hrs to less than 19 hrs		109	36	52	21	28	28	27	26	12	92
	%	7.5	8.6	8.3	5.3	7.4	9.5	6.4	7.3	8.5	7.4
19 hrs to less than 22 hrs		111	33	50	28	36	18	32	25	7	100
	%	7.7	7.9	8.0	7.0	9.6	6.1	7.6	7.1	4.9	8.0
22 hrs to less than 31 hrs		113	36	50	27	25	29	30	29	16	94
	%	7.8	8.6	8.0	6.8	6.6	9.8	7.1	8.2	11.3	7.6
31 hrs or more		30	11	12	7	11	6	7	6	2	27
	%	2.1	2.6	1.9	1.8	2.9	2.0	1.7	1.7	1.4	2.2
TOTAL		1,447	420	628	399	376	295	422	354	142	1,245
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		11.6	11.9	12.0	10.8	11.9	11.8	11.3	11.7	11.6	11.7
Median		10.0	10.0	11.0	10.0	10.1	10.0	10.0	10.0	10.0	10.0
Low		.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
High		50.0	50.0	42.0	45.0	45.0	40.0	50.0	40.0	33.0	50.0
Std. Dev.		7.62	7.95	7.44	7.50	7.88	7.69	7.53	7.39	7.48	7.64
Std. Err.		.20	.39	.30	.38	.41	.45	.37	.39	.63	.22
No Resp		19	7	8	4	7	2	4	6	3	15
Not App		1	1	0	0	0	0	1	0	0	1

Total time spent each week after the required work day on noncompensated school-related activities (q19 + q20b)

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Less than 4 hrs		187	21	38	46	77	44	143	96	44	44	88
	%	12.9	10.8	11.4	12.7	14.6	14.5	12.5	12.7	13.6	12.3	12.9
4 hrs to less than 7 hrs		238	31	55	62	83	58	180	120	58	56	114
	%	16.4	15.9	16.5	17.2	15.7	19.1	15.8	15.9	18.0	15.7	16.8
7 hrs to less than 10 hrs		194	35	41	50	63	39	154	100	49	44	93
	%	13.4	17.9	12.3	13.9	11.9	12.8	13.5	13.2	15.2	12.3	13.7
10 hrs to less than 13 hrs		291	38	80	79	92	59	232	149	65	76	141
	%	20.1	19.5	24.0	21.9	17.4	19.4	20.3	19.7	20.1	21.3	20.7
13 hrs to less than 16 hrs		174	19	41	38	74	40	134	88	34	51	85
	%	12.0	9.7	12.3	10.5	14.0	13.2	11.7	11.7	10.5	14.3	12.5
16 hrs to less than 19 hrs		109	12	32	28	35	23	86	62	18	29	47
	%	7.5	6.2	9.6	7.8	6.6	7.6	7.5	8.2	5.6	8.1	6.9
19 hrs to less than 22 hrs		111	18	20	22	49	10	101	62	27	22	49
	%	7.7	9.2	6.0	6.1	9.3	3.3	8.8	8.2	8.4	6.2	7.2
22 hrs to less than 31 hrs		113	13	21	27	48	24	89	64	20	27	47
	%	7.8	6.7	6.3	7.5	9.1	7.9	7.8	8.5	6.2	7.6	6.9
31 hrs or more		30	8	6	9	7	7	23	14	8	8	16
	%	2.1	4.1	1.8	2.5	1.3	2.3	2.0	1.9	2.5	2.2	2.4
TOTAL		1,447	195	334	361	528	304	1,142	755	323	357	680
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		11.6	12.0	11.5	11.5	11.8	11.0	11.8	11.8	11.3	11.8	11.5
Median		10.0	10.0	10.5	10.0	10.3	10.0	10.1	10.3	10.0	10.3	10.0
Low		.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
High		50.0	40.0	40.0	50.0	45.0	38.5	50.0	45.0	40.0	50.0	50.0
Std. Dev.		7.62	7.90	7.10	7.89	7.67	7.44	7.66	7.62	7.54	7.65	7.60
Std. Err.		.20	.57	.39	.42	.33	.43	.23	.28	.42	.41	.29
No Resp		19	1	4	4	8	4	15	8	1	4	5
Not App		1	0	0	1	0	0	1	1	0	0	0

Total hours per week devoted to all teaching duties ((q17 * 5) + q19 + q20a + q20b)

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Less than 35 hrs		19	11	4	4	13	1	2	3	1	17
	%	1.3	2.7	.6	1.0	3.5	.3	.5	.9	.7	1.4
35 hrs to under 40 hrs		119	38	44	37	51	22	36	10	15	95
	%	8.4	9.2	7.1	9.4	13.8	7.6	8.7	2.8	10.9	7.7
40 hrs to less than 45 hrs		294	92	123	79	80	61	78	75	31	253
	%	20.6	22.2	19.9	20.1	21.7	21.0	18.8	21.4	22.5	20.6
45 hrs to less than 50 hrs		334	95	142	97	76	74	97	87	25	292
	%	23.4	22.9	23.0	24.7	20.6	25.4	23.4	24.8	18.1	23.8
50 hrs to less than 55 hrs		277	76	133	68	68	53	81	75	31	237
	%	19.4	18.4	21.5	17.3	18.4	18.2	19.6	21.4	22.5	19.3
55 hrs to less than 60 hrs		170	47	77	46	35	38	53	44	11	153
	%	11.9	11.4	12.5	11.7	9.5	13.1	12.8	12.5	8.0	12.4
60 hrs to less than 65 hrs		102	28	40	34	17	22	35	28	17	83
	%	7.2	6.8	6.5	8.7	4.6	7.6	8.5	8.0	12.3	6.8
65 hrs to less than 70 hrs		55	12	31	12	15	10	17	13	4	48
	%	3.9	2.9	5.0	3.1	4.1	3.4	4.1	3.7	2.9	3.9
70 hrs or more		55	15	24	16	14	10	15	16	3	51
	%	3.9	3.6	3.9	4.1	3.8	3.4	3.6	4.6	2.2	4.1
TOTAL		1,425	414	618	393	369	291	414	351	138	1,229
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		50.3	49.5	50.8	50.4	48.8	50.6	50.8	51.2	49.7	50.5
Median		49.3	48.0	49.8	49.0	47.3	49.3	49.8	50.0	49.6	49.3
Low		31.7	31.7	32.5	33.0	31.7	34.6	32.5	32.5	32.5	31.7
High		93.3	91.5	93.3	88.0	88.0	93.3	87.0	91.5	79.0	93.3
Std. Dev.		9.31	9.29	9.20	9.48	9.74	8.95	9.23	9.08	8.90	9.40
Std. Err.		.25	.46	.37	.48	.51	.52	.45	.48	.76	.27
No Resp		26	9	12	5	9	3	8	6	6	17
Not App		16	5	6	5	5	3	5	3	1	15

Total hours per week devoted to all teaching duties ((q17 * 5) + q19 + q20a + q20b)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Less than 35 hrs		19	3	4	2	8	4	15	11	0	7	7
	%	1.3	1.5	1.2	.6	1.6	1.3	1.3	1.5	.0	2.0	1.0
35 hrs to under 40 hrs		119	13	31	30	43	25	94	73	26	20	46
	%	8.4	6.7	9.3	8.5	8.3	8.3	8.4	9.9	8.1	5.6	6.8
40 hrs to less than 45 hrs		294	38	52	83	111	51	243	165	64	59	123
	%	20.6	19.6	15.6	23.6	21.5	17.0	21.6	22.5	19.9	16.5	18.1
45 hrs to less than 50 hrs		334	46	96	78	111	67	266	178	80	73	153
	%	23.4	23.7	28.7	22.2	21.5	22.3	23.7	24.3	24.9	20.4	22.5
50 hrs to less than 55 hrs		277	39	58	74	102	47	230	153	58	66	124
	%	19.4	20.1	17.4	21.0	19.8	15.7	20.5	20.8	18.1	18.4	18.3
55 hrs to less than 60 hrs		170	16	45	40	64	38	132	77	42	51	93
	%	11.9	8.2	13.5	11.4	12.4	12.7	11.7	10.5	13.1	14.2	13.7
60 hrs to less than 65 hrs		102	15	21	22	43	27	75	41	29	30	59
	%	7.2	7.7	6.3	6.3	8.3	9.0	6.7	5.6	9.0	8.4	8.7
65 hrs to less than 70 hrs		55	9	13	9	22	26	29	17	9	29	38
	%	3.9	4.6	3.9	2.6	4.3	8.7	2.6	2.3	2.8	8.1	5.6
70 hrs or more		55	15	14	14	12	15	40	19	13	23	36
	%	3.9	7.7	4.2	4.0	2.3	5.0	3.6	2.6	4.0	6.4	5.3
TOTAL		1,425	194	334	352	516	300	1,124	734	321	358	679
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		50.3	51.4	50.7	50.0	50.0	51.7	49.9	49.1	50.6	52.7	51.7
Median		49.3	49.5	49.5	48.5	49.0	50.1	48.8	48.0	49.5	51.3	50.0
Low		31.7	33.7	31.7	33.0	31.7	31.7	31.7	31.7	35.2	33.0	33.0
High		93.3	83.1	91.5	93.3	88.0	82.8	93.3	93.3	83.1	91.5	91.5
Std. Dev.		9.31	10.52	9.30	9.14	8.96	10.21	9.03	8.59	9.03	10.49	9.87
Std. Err.		.25	.76	.51	.49	.39	.59	.27	.32	.50	.55	.38
No Resp		26	0	2	6	16	4	22	18	1	1	2
Not App		16	2	2	8	4	4	12	12	2	2	4

21a. What is the average length of your lunch period?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
0 mins		10	6	3	1	2	4	2	2	2	8
	%	.7	1.4	.5	.3	.5	1.4	.5	.6	1.4	.6
1-14 mins		6	3	2	1	1	1	3	1	2	4
	%	.4	.7	.3	.3	.3	.3	.7	.3	1.4	.3
15-19 mins		20	6	9	5	8	4	7	1	2	18
	%	1.4	1.4	1.4	1.3	2.1	1.4	1.7	.3	1.4	1.4
20-24 mins		145	33	63	49	38	57	37	13	13	129
	%	10.0	7.8	10.0	12.4	10.1	19.4	8.8	3.7	9.2	10.4
25-29 mins		196	46	89	61	36	75	58	27	9	182
	%	13.6	10.9	14.2	15.4	9.5	25.5	13.8	7.6	6.3	14.6
30-34 mins		582	176	246	160	125	130	174	153	69	493
	%	40.2	41.6	39.2	40.4	33.1	44.2	41.3	43.3	48.6	39.6
35-39 mins		81	20	35	26	10	11	29	31	5	72
	%	5.6	4.7	5.6	6.6	2.6	3.7	6.9	8.8	3.5	5.8
40-44 mins		209	59	99	51	92	5	57	55	19	183
	%	14.5	13.9	15.8	12.9	24.3	1.7	13.5	15.6	13.4	14.7
45-49 mins		130	43	53	34	43	3	34	50	15	101
	%	9.0	10.2	8.5	8.6	11.4	1.0	8.1	14.2	10.6	8.1
50-54 mins		52	23	21	8	17	3	16	16	6	44
	%	3.6	5.4	3.3	2.0	4.5	1.0	3.8	4.5	4.2	3.5
55-59 mins		3	1	2	0	1	0	2	0	0	3
	%	.2	.2	.3	.0	.3	.0	.5	.0	.0	.2
60-64 mins		12	7	5	0	5	1	2	4	0	9
	%	.8	1.7	.8	.0	1.3	.3	.5	1.1	.0	.7
TOTAL		1,446	423	627	396	378	294	421	353	142	1,246
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		32.1	32.8	32.1	31.2	33.9	27.0	31.9	34.4	31.8	31.9
Median		30	30	30	30	30	30	30	30	30	30
Low		0	0	0	0	0	0	0	0	0	0
High		60	60	60	50	60	60	60	60	50	60
Std. Dev.		9.0	10.1	8.8	7.9	9.6	6.8	8.7	8.5	9.3	8.8
Std. Err.		.2	.5	.4	.4	.5	.4	.4	.5	.8	.3
No Resp		21	5	9	7	5	3	6	7	3	15

21a. What is the average length of your lunch period?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/Jr Hi	Senr High	Comb Sec
0 mins		10	2	1	3	4	1	9	7	2	1	3
	%	.7	1.0	.3	.8	.8	.3	.8	.9	.6	.3	.4
1-14 mins		6	1	2	3	0	1	5	5	0	1	1
	%	.4	.5	.6	.8	.0	.3	.4	.7	.0	.3	.1
15-19 mins		20	1	2	9	7	6	14	6	7	6	13
	%	1.4	.5	.6	2.5	1.3	2.0	1.2	.8	2.2	1.7	1.9
20-24 mins		145	21	35	34	53	25	120	75	36	32	68
	%	10.0	10.8	10.5	9.4	10.1	8.2	10.5	9.9	11.2	9.0	10.0
25-29 mins		196	27	49	53	62	42	154	86	52	58	110
	%	13.6	13.8	14.7	14.6	11.8	13.8	13.5	11.4	16.2	16.2	16.2
30-34 mins		582	83	129	145	217	113	468	315	137	125	262
	%	40.2	42.6	38.6	39.9	41.2	37.2	41.0	41.7	42.7	35.0	38.6
35-39 mins		81	13	17	18	33	18	63	35	21	24	45
	%	5.6	6.7	5.1	5.0	6.3	5.9	5.5	4.6	6.5	6.7	6.6
40-44 mins		209	19	53	52	81	44	165	107	45	56	101
	%	14.5	9.7	15.9	14.3	15.4	14.5	14.5	14.2	14.0	15.7	14.9
45-49 mins		130	16	30	34	45	37	93	81	16	31	47
	%	9.0	8.2	9.0	9.4	8.5	12.2	8.2	10.7	5.0	8.7	6.9
50-54 mins		52	7	14	10	19	14	38	29	4	19	23
	%	3.6	3.6	4.2	2.8	3.6	4.6	3.3	3.8	1.2	5.3	3.4
55-59 mins		3	0	1	1	1	0	3	2	0	1	1
	%	.2	.0	.3	.3	.2	.0	.3	.3	.0	.3	.1
60-64 mins		12	5	1	1	5	3	9	8	1	3	4
	%	.8	2.6	.3	.3	.9	1.0	.8	1.1	.3	.8	.6
TOTAL		1,446	195	334	363	527	304	1,141	756	321	357	678
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		32.1	31.9	32.3	31.5	32.3	33.1	31.8	32.3	30.7	32.8	31.8
Median		30	30	30	30	30	30	30	30	30	30	30
Low		0	0	0	0	0	0	0	0	0	0	0
High		60	60	60	60	60	60	60	60	60	60	60
Std. Dev.		9.0	9.5	8.8	8.9	8.8	9.1	8.9	9.4	7.7	9.0	8.5
Std. Err.		.2	.7	.5	.5	.4	.5	.3	.3	.4	.5	.3
No Resp		21	1	4	3	9	4	17	8	3	4	7

21b. To what degree is your lunch period “duty-free”?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Always required to supervise pupils		113	34	57	22	15	68	12	18	14	96
	%	8.5	8.9	9.9	6.0	4.4	24.8	3.1	5.6	11.1	8.4
Sometimes required to supervise pupils		432	128	173	131	97	104	103	128	52	360
	%	32.6	33.5	30.0	35.7	28.4	38.0	26.5	39.8	41.3	31.4
Never required to supervise pupils		781	220	347	214	229	102	274	176	60	692
	%	58.9	57.6	60.1	58.3	67.2	37.2	70.4	54.7	47.6	60.3
TOTAL		1,326	382	577	367	341	274	389	322	126	1,148
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		131	40	56	35	40	19	36	36	17	105
No lunch period		10	6	3	1	2	4	2	2	2	8

21b. To what degree is your lunch period “duty-free”?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Always required to supervise pupils		113	18	23	34	35	20	93	68	29	15	44
	%	8.5	9.8	7.4	10.4	7.3	7.6	8.8	9.7	10.0	4.7	7.2
Sometimes required to supervise pupils		432	61	112	104	144	87	345	253	83	94	177
	%	32.6	33.2	36.0	31.8	30.2	33.0	32.5	35.9	28.6	29.2	28.9
Never required to supervise pupils		781	105	176	189	298	157	624	383	178	213	391
	%	58.9	57.1	56.6	57.8	62.5	59.5	58.8	54.4	61.4	66.1	63.9
TOTAL		1,326	184	311	327	477	264	1,062	704	290	322	612
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		131	10	26	36	55	43	87	53	32	38	70
No lunch period		10	2	1	3	4	1	9	7	2	1	3

22a. Do you currently have one or more persons serving as teacher aides to assist you?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes, I have a teacher aide assigned to assist me alone		132	46	62	24	41	28	25	38	15	110
	%	9.1	10.8	9.9	6.0	10.8	9.5	5.9	10.7	10.3	8.8
Yes, I have a teacher aide who assists other teachers		284	75	125	84	69	45	90	80	17	254
	%	19.6	17.6	19.9	21.1	18.2	15.3	21.3	22.5	11.7	20.4
Yes, both of the above		37	6	17	14	9	6	10	12	7	28
	%	2.5	1.4	2.7	3.5	2.4	2.0	2.4	3.4	4.8	2.2
No, I do not have a teacher aide		999	298	424	277	260	216	297	226	106	856
	%	68.8	70.1	67.5	69.4	68.6	73.2	70.4	63.5	73.1	68.6
TOTAL		1,452	425	628	399	379	295	422	356	145	1,248
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		15	3	8	4	4	2	5	4	0	13

22a. Do you currently have one or more persons serving as teacher aides to assist you?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes, I have a teacher aide assigned to assist me alone		132	20	26	32	48	10	122	100	15	17	32
	%	9.1	10.2	7.7	8.8	9.1	3.3	10.6	13.2	4.6	4.7	4.7
Yes, I have a teacher aide who assists other teachers		284	49	61	76	97	42	242	192	55	34	89
	%	19.6	25.0	18.2	20.9	18.4	13.8	21.1	25.4	17.0	9.5	13.0
Yes, both of the above		37	5	6	14	12	4	33	22	6	8	14
	%	2.5	2.6	1.8	3.9	2.3	1.3	2.9	2.9	1.9	2.2	2.1
No, I do not have a teacher aide		999	122	243	241	371	249	749	443	247	300	547
	%	68.8	62.2	72.3	66.4	70.3	81.6	65.4	58.5	76.5	83.6	80.2
TOTAL		1,452	196	336	363	528	305	1,146	757	323	359	682
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		15	0	2	3	8	3	12	7	1	2	3

22b. What kind of assistance is provided by your aide(s)?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Help with instruction		323	93	145	85	84	55	81	103	28	277
	%	71.9	73.8	71.8	70.2	71.2	70.5	65.3	79.8	73.7	71.2
Help with lunch duty		191	53	76	62	48	50	45	48	19	165
	%	42.5	42.1	37.6	51.2	40.7	64.1	36.3	37.2	50.0	42.4
Help with playground duty		168	42	74	52	42	35	42	49	17	142
	%	37.4	33.3	36.6	43.0	35.6	44.9	33.9	38.0	44.7	36.5
Secretarial help		236	58	121	57	56	54	65	61	18	208
	%	52.6	46.0	59.9	47.1	47.5	69.2	52.4	47.3	47.4	53.5
Help with grading papers		176	48	81	47	38	44	46	48	19	153
	%	39.2	38.1	40.1	38.8	32.2	56.4	37.1	37.2	50.0	39.3
Preparation of instructional resources		175	48	82	45	35	39	46	55	16	148
	%	39.0	38.1	40.6	37.2	29.7	50.0	37.1	42.6	42.1	38.0
Assistance with classroom environment		298	80	139	79	81	61	75	81	29	251
	%	66.4	63.5	68.8	65.3	68.6	78.2	60.5	62.8	76.3	64.5
TOTAL		468	130	212	126	123	81	130	134	39	405
	%	335	325	339	339	312	417	308	332	374	332
Do Not Have Teacher Aide No Resp		999	298	424	277	260	216	297	226	106	856
		19	4	10	5	5	3	6	5	1	16

Note: Percentages sum to more than 100% because of multiple responses.

22b. What kind of assistance is provided by your aide(s)?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Help with instruction		323	51	60	93	115	31	292	242	46	33	79
	%	71.9	68.9	65.2	76.9	74.2	55.4	74.3	77.6	60.5	56.9	59.0
Help with lunch duty		191	31	42	54	60	16	175	164	17	9	26
	%	42.5	41.9	45.7	44.6	38.7	28.6	44.5	52.6	22.4	15.5	19.4
Help with playground duty		168	29	35	47	53	10	158	159	8	1	9
	%	37.4	39.2	38.0	38.8	34.2	17.9	40.2	51.0	10.5	1.7	6.7
Secretarial help		236	37	42	60	93	27	209	164	31	39	70
	%	52.6	50.0	45.7	49.6	60.0	48.2	53.2	52.6	40.8	67.2	52.2
Help with grading papers		176	31	34	42	68	20	156	114	34	25	59
	%	39.2	41.9	37.0	34.7	43.9	35.7	39.7	36.5	44.7	43.1	44.0
Preparation of instructional resources		175	28	40	41	63	18	157	132	21	21	42
	%	39.0	37.8	43.5	33.9	40.6	32.1	39.9	42.3	27.6	36.2	31.3
Assistance with classroom environment		298	50	58	82	102	31	267	210	49	37	86
	%	66.4	67.6	63.0	67.8	65.8	55.4	67.9	67.3	64.5	63.8	64.2
TOTAL		468	74	95	125	165	59	409	321	77	61	138
	%	335	347	327	335	336	259	346	369	268	270	269
Do Not Have Teacher Aide No Resp		999	122	243	241	371	249	749	443	247	300	547
		19	0	3	4	10	3	16	9	1	3	4

Note: Percentages sum to more than 100% because of multiple responses.

23. During the past school year, 1999-2000, approximately how much of your own money did you spend to meet the needs of your students?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		44	10	17	17	16	6	14	8	2	42
	%	3.1	2.4	2.8	4.4	4.4	2.1	3.5	2.3	1.4	3.5
\$1-50		140	31	57	52	34	38	49	19	12	122
	%	10.0	7.5	9.5	13.6	9.3	13.4	12.1	5.5	8.4	10.2
\$51-100		229	58	99	72	51	51	79	48	26	197
	%	16.4	14.0	16.5	18.8	14.0	18.0	19.5	14.0	18.2	16.4
\$101-150		70	18	26	26	11	17	25	17	7	62
	%	5.0	4.3	4.3	6.8	3.0	6.0	6.2	4.9	4.9	5.2
\$151-200		191	51	82	58	61	37	46	47	13	171
	%	13.7	12.3	13.7	15.1	16.7	13.1	11.4	13.7	9.1	14.3
\$201-250		50	13	27	10	13	14	12	11	3	47
	%	3.6	3.1	4.5	2.6	3.6	4.9	3.0	3.2	2.1	3.9
\$251-300		138	44	55	39	31	38	39	30	17	113
	%	9.9	10.6	9.2	10.2	8.5	13.4	9.6	8.7	11.9	9.4
\$301-400		91	24	40	27	27	16	28	20	15	76
	%	6.5	5.8	6.7	7.0	7.4	5.7	6.9	5.8	10.5	6.3
\$401-\$500		169	60	82	27	52	26	35	56	17	143
	%	12.1	14.5	13.7	7.0	14.2	9.2	8.6	16.3	11.9	11.9
\$501-750		73	30	25	18	14	11	22	26	9	59
	%	5.2	7.2	4.2	4.7	3.8	3.9	5.4	7.6	6.3	4.9
\$751-1,000		93	33	41	19	27	13	25	28	7	80
	%	6.7	8.0	6.8	5.0	7.4	4.6	6.2	8.1	4.9	6.7
More than \$1,000		109	42	49	18	28	16	31	34	15	88
	%	7.8	10.1	8.2	4.7	7.7	5.7	7.7	9.9	10.5	7.3
TOTAL		1,397	414	600	383	365	283	405	344	143	1,200
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		443.1	522.6	465.0	322.9	456.7	357.0	409.8	538.7	469.8	433.8
Median		250	300	250	200	250	200	200	300	300	250
Low		0	0	0	0	0	0	0	0	0	0
High		8,000	5,000	8,000	4,500	4,500	4,000	8,000	7,500	3,000	8,000
Std. Dev.		643.0	666.0	717.2	449.9	634.9	487.5	642.3	746.1	591.6	645.2
Std. Err.		17.2	32.7	29.3	23.0	33.2	29.0	31.9	40.2	49.5	18.6
No Resp		24	4	9	11	5	6	7	6	0	21
Not App		46	10	27	9	13	8	15	10	2	40

23. During the past school year, 1999-2000, approximately how much of your own money did you spend to meet the needs of your students?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		44	5	8	8	23	21	23	11	9	24	33
	%	3.1	3.1	2.4	2.3	4.4	7.3	2.1	1.5	2.9	7.2	5.1
\$1-50		140	10	19	36	72	43	97	48	42	47	89
	%	10.0	6.2	5.8	10.1	13.7	15.0	8.7	6.5	13.4	14.1	13.7
\$51-100		229	27	52	57	88	52	177	102	55	68	123
	%	16.4	16.8	15.9	16.1	16.8	18.2	15.9	13.8	17.5	20.4	19.0
\$101-150		70	5	22	10	33	18	52	36	16	16	32
	%	5.0	3.1	6.7	2.8	6.3	6.3	4.7	4.9	5.1	4.8	4.9
\$151-200		191	21	34	55	77	41	150	100	42	49	91
	%	13.7	13.0	10.4	15.5	14.7	14.3	13.5	13.6	13.4	14.7	14.0
\$201-250		50	4	18	12	16	7	43	28	13	9	22
	%	3.6	2.5	5.5	3.4	3.1	2.4	3.9	3.8	4.1	2.7	3.4
\$251-300		138	16	43	28	47	20	118	82	30	25	55
	%	9.9	9.9	13.1	7.9	9.0	7.0	10.6	11.1	9.6	7.5	8.5
\$301-400		91	13	17	25	34	18	73	53	20	17	37
	%	6.5	8.1	5.2	7.0	6.5	6.3	6.6	7.2	6.4	5.1	5.7
\$401-\$500		169	27	49	46	42	28	140	101	37	30	67
	%	12.1	16.8	14.9	13.0	8.0	9.8	12.6	13.7	11.8	9.0	10.3
\$501-750		73	7	12	24	26	6	67	47	13	13	26
	%	5.2	4.3	3.7	6.8	5.0	2.1	6.0	6.4	4.1	3.9	4.0
\$751-1,000		93	14	23	26	29	12	81	56	22	15	37
	%	6.7	8.7	7.0	7.3	5.5	4.2	7.3	7.6	7.0	4.5	5.7
More than \$1,000		109	12	31	28	37	20	89	73	15	21	36
	%	7.8	7.5	9.5	7.9	7.1	7.0	8.0	9.9	4.8	6.3	5.6
TOTAL		1,397	161	328	355	524	286	1,110	737	314	334	648
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		443.1	453.3	489.5	458.1	404.4	374.4	460.8	497.7	381.0	390.9	386.1
Median		250	300	300	250	200	200	300	300	200	200	200
Low		0	0	0	0	0	0	0	0	0	0	0
High		8,000	4,050	8,000	4,000	7,500	8,000	7,500	5,000	4,000	8,000	8,000
Std. Dev.		643.0	539.6	724.1	591.7	663.8	688.9	630.0	615.4	520.7	790.5	672.9
Std. Err.		17.2	42.5	40.0	31.4	29.0	40.7	18.9	22.7	29.4	43.3	26.4
No Resp		24	3	4	6	9	9	15	4	5	9	14
Not App		46	32	6	5	3	13	33	23	5	18	23

24. Is the following resource readily available to you at your work site?

Computer(s)

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		1,352	378	596	378	343	275	395	339	127	1,176
	%	93.8	90.6	94.9	95.5	91.5	94.2	93.8	96.0	90.1	94.5
No		89	39	32	18	32	17	26	14	14	69
	%	6.2	9.4	5.1	4.5	8.5	5.8	6.2	4.0	9.9	5.5
TOTAL		1,441	417	628	396	375	292	421	353	141	1,245
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		26	11	8	7	8	5	6	7	4	16

24. Is the following resource readily available to you at your work site?

Computer(s)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		1,352	182	322	336	487	281	1,070	720	292	325	617
	%	93.8	93.8	95.5	93.6	92.6	92.7	94.1	95.9	91.3	92.1	91.7
No		89	12	15	23	39	22	67	31	28	28	56
	%	6.2	6.2	4.5	6.4	7.4	7.3	5.9	4.1	8.8	7.9	8.3
TOTAL		1,441	194	337	359	526	303	1,137	751	320	353	673
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		26	2	1	7	10	5	21	13	4	8	12

24. Is the following resource readily available to you at your work site?

Computer(s) with CD-ROM drive

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		1,236	334	542	360	304	256	367	309	113	1,080
	%	86.7	81.5	86.9	91.8	82.4	88.6	87.8	88.3	81.9	87.5
No		190	76	82	32	65	33	51	41	25	154
	%	13.3	18.5	13.1	8.2	17.6	11.4	12.2	11.7	18.1	12.5
TOTAL		1,426	410	624	392	369	289	418	350	138	1,234
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		41	18	12	11	14	8	9	10	7	27

24. Is the following resource readily available to you at your work site?

Computer(s) with CD-ROM drive

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		1,236	169	303	313	427	256	979	663	266	296	562
	%	86.7	87.1	90.2	88.7	82.4	84.8	87.2	89.8	83.1	84.1	83.6
No		190	25	33	40	91	46	144	75	54	56	110
	%	13.3	12.9	9.8	11.3	17.6	15.2	12.8	10.2	16.9	15.9	16.4
TOTAL		1,426	194	336	353	518	302	1,123	738	320	352	672
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		41	2	2	13	18	6	35	26	4	9	13

24. Is the following resource readily available to you at your work site?**Computer(s) with modem(s)**

		Stratum			Region				Race		
		Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White	
Yes	Total	1,041	285	465	291	263	205	319	254	94	912
	%	74.8	71.4	76.5	75.8	72.7	71.4	79.0	75.1	69.1	75.7
No	Total	350	114	143	93	99	82	85	84	42	292
	%	25.2	28.6	23.5	24.2	27.3	28.6	21.0	24.9	30.9	24.3
TOTAL	Total	1,391	399	608	384	362	287	404	338	136	1,204
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		76	29	28	19	21	10	23	22	9	57

24. Is the following resource readily available to you at your work site?**Computer(s) with modem(s)**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		1,041	154	262	251	357	229	811	535	240	256	496
	%	74.8	80.2	78.7	74.3	70.6	75.8	74.5	74.3	77.7	74.2	75.8
No		350	38	71	87	149	73	277	185	69	89	158
	%	25.2	19.8	21.3	25.7	29.4	24.2	25.5	25.7	22.3	25.8	24.2
TOTAL		1,391	192	333	338	506	302	1,088	720	309	345	654
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		76	4	5	28	30	6	70	44	15	16	31

24. Is the following resource readily available to you at your work site?

Networked computer(s)

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		1,113	290	495	328	271	224	342	276	91	986
	%	79.3	72.3	80.6	84.3	74.7	77.8	82.8	81.2	68.4	80.9
No		291	111	119	61	92	64	71	64	42	233
	%	20.7	27.7	19.4	15.7	25.3	22.2	17.2	18.8	31.6	19.1
TOTAL		1,404	401	614	389	363	288	413	340	133	1,219
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		63	27	22	14	20	9	14	20	12	42

24. Is the following resource readily available to you at your work site?

Networked computer(s)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		1,113	158	278	277	383	245	867	571	252	278	530
	%	79.3	82.3	83.0	81.2	74.7	80.9	78.8	78.9	80.8	79.2	79.9
No		291	34	57	64	130	58	233	153	60	73	133
	%	20.7	17.7	17.0	18.8	25.3	19.1	21.2	21.1	19.2	20.8	20.1
TOTAL		1,404	192	335	341	513	303	1,100	724	312	351	663
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		63	4	3	25	23	5	58	40	12	10	22

24. Is the following resource readily available to you at your work site?**Video cassette recorders (VCRs)**

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		1,300	363	575	362	329	267	384	320	121	1,136
	%	91.4	89.4	92.3	92.1	89.2	93.0	91.6	92.2	89.0	92.1
No		122	43	48	31	40	20	35	27	15	97
	%	8.6	10.6	7.7	7.9	10.8	7.0	8.4	7.8	11.0	7.9
TOTAL		1,422	406	623	393	369	287	419	347	136	1,233
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		45	22	13	10	14	10	8	13	9	28

24. Is the following resource readily available to you at your work site?**Video cassette recorders (VCRs)**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		1,300	182	314	308	474	280	1,019	674	290	323	613
	%	91.4	94.8	93.5	88.3	91.0	92.1	91.2	91.3	92.1	92.0	92.0
No		122	10	22	41	47	24	98	64	25	28	53
	%	8.6	5.2	6.5	11.7	9.0	7.9	8.8	8.7	7.9	8.0	8.0
TOTAL		1,422	192	336	349	521	304	1,117	738	315	351	666
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		45	4	2	17	15	4	41	26	9	10	19

24. Is the following resource readily available to you at your work site?

Television monitor(s)

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		1,211	347	535	329	301	257	352	301	111	1,058
	%	86.6	87.2	86.7	85.7	82.9	91.5	85.2	88.0	86.0	86.9
No		188	51	82	55	62	24	61	41	18	160
	%	13.4	12.8	13.3	14.3	17.1	8.5	14.8	12.0	14.0	13.1
TOTAL		1,399	398	617	384	363	281	413	342	129	1,218
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		68	30	19	19	20	16	14	18	16	43

24. Is the following resource readily available to you at your work site?

Television monitor(s)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/ Jr Hi	Senr High	Comb Sec
Yes		1,211	176	295	293	430	275	935	617	276	308	584
	%	86.6	92.1	88.3	85.7	84.5	91.4	85.2	84.8	90.2	88.5	89.3
No		188	15	39	49	79	26	162	111	30	40	70
	%	13.4	7.9	11.7	14.3	15.5	8.6	14.8	15.2	9.8	11.5	10.7
TOTAL		1,399	191	334	342	509	301	1,097	728	306	348	654
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		68	5	4	24	27	7	61	36	18	13	31

24. Is the following resource readily available to you at your work site?

Hypermedia or multimedia software

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		772	202	358	212	185	163	231	193	65	682
	%	56.2	51.4	59.5	56.1	51.4	59.7	57.6	56.9	50.0	57.2
No		601	191	244	166	175	110	170	146	65	510
	%	43.8	48.6	40.5	43.9	48.6	40.3	42.4	43.1	50.0	42.8
TOTAL		1,373	393	602	378	360	273	401	339	130	1,192
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		94	35	34	25	23	24	26	21	15	69

24. Is the following resource readily available to you at your work site?

Hypermedia or multimedia software

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		772	111	199	189	261	173	598	405	174	187	361
	%	56.2	58.1	60.1	56.9	52.3	58.4	55.6	57.4	56.5	54.7	55.5
No		601	80	132	143	238	123	478	301	134	155	289
	%	43.8	41.9	39.9	43.1	47.7	41.6	44.4	42.6	43.5	45.3	44.5
TOTAL		1,373	191	331	332	499	296	1,076	706	308	342	650
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		94	5	7	34	37	12	82	58	16	19	35

24. Is the following resource readily available to you at your work site?**Standard software (i.e. word processing, database management, spreadsheets)**

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		1,226	325	546	355	295	253	374	304	101	1,086
	%	87.1	80.8	88.8	90.8	80.4	88.8	90.8	88.4	75.9	88.8
No		182	77	69	36	72	32	38	40	32	137
	%	12.9	19.2	11.2	9.2	19.6	11.2	9.2	11.6	24.1	11.2
TOTAL		1,408	402	615	391	367	285	412	344	133	1,223
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		59	26	21	12	16	12	15	16	12	38

24. Is the following resource readily available to you at your work site?**Standard software (i.e. word processing, database management, spreadsheets)**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		1,226	172	304	305	427	271	954	638	270	305	575
	%	87.1	89.6	90.7	88.4	83.4	89.7	86.3	87.8	86.0	87.1	86.6
No		182	20	31	40	85	31	151	89	44	45	89
	%	12.9	10.4	9.3	11.6	16.6	10.3	13.7	12.2	14.0	12.9	13.4
TOTAL		1,408	192	335	345	512	302	1,105	727	314	350	664
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		59	4	3	21	24	6	53	37	10	11	21

24. Is the following resource readily available to you at your work site?

Specialized instructional software

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		834	207	394	233	199	190	246	199	69	741
	%	60.0	52.4	64.8	60.2	55.3	67.4	60.3	58.5	53.9	61.2
No		556	188	214	154	161	92	162	141	59	469
	%	40.0	47.6	35.2	39.8	44.7	32.6	39.7	41.5	46.1	38.8
TOTAL		1,390	395	608	387	360	282	408	340	128	1,210
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		77	33	28	16	23	15	19	20	17	51

24. Is the following resource readily available to you at your work site?

Specialized instructional software

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		834	111	191	219	297	170	663	450	177	196	373
	%	60.0	58.1	57.2	64.2	59.3	57.0	60.8	62.8	56.7	56.8	56.8
No		556	80	143	122	204	128	428	266	135	149	284
	%	40.0	41.9	42.8	35.8	40.7	43.0	39.2	37.2	43.3	43.2	43.2
TOTAL		1,390	191	334	341	501	298	1,091	716	312	345	657
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		77	5	4	25	35	10	67	48	12	16	28

24. Is the following resource readily available to you at your work site?

Instructional laserdiscs/videodiscs

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		457	131	210	116	96	121	134	106	40	405
	%	32.9	33.2	34.4	30.4	26.6	43.1	32.9	31.3	30.5	33.6
No		931	264	401	266	265	160	273	233	91	800
	%	67.1	66.8	65.6	69.6	73.4	56.9	67.1	68.7	69.5	66.4
TOTAL		1,388	395	611	382	361	281	407	339	131	1,205
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		79	33	25	21	22	16	20	21	14	56

24. Is the following resource readily available to you at your work site?

Instructional laserdiscs/videodiscs

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		457	43	99	131	177	108	349	210	122	124	246
	%	32.9	22.6	29.6	38.9	35.0	36.1	32.1	29.4	39.2	35.8	37.4
No		931	147	235	206	328	191	739	505	189	222	411
	%	67.1	77.4	70.4	61.1	65.0	63.9	67.9	70.6	60.8	64.2	62.6
TOTAL		1,388	190	334	337	505	299	1,088	715	311	346	657
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		79	6	4	29	31	9	70	49	13	15	28

24. Is the following resource readily available to you at your work site?

Instructional videotapes

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		1,090	293	494	303	259	239	325	267	85	966
	%	77.5	73.1	80.3	77.5	71.0	84.5	78.5	77.4	64.4	79.1
No		317	108	121	88	106	44	89	78	47	256
	%	22.5	26.9	19.7	22.5	29.0	15.5	21.5	22.6	35.6	20.9
TOTAL		1,407	401	615	391	365	283	414	345	132	1,222
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		60	27	21	12	18	14	13	15	13	39

24. Is the following resource readily available to you at your work site?

Instructional videotapes

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		1,090	147	260	274	391	246	844	565	244	268	512
	%	77.5	76.6	77.6	79.0	76.7	82.0	76.3	77.2	78.0	77.7	77.8
No		317	45	75	73	119	54	262	167	69	77	146
	%	22.5	23.4	22.4	21.0	23.3	18.0	23.7	22.8	22.0	22.3	22.2
TOTAL		1,407	192	335	347	510	300	1,106	732	313	345	658
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		60	4	3	19	26	8	52	32	11	16	27

24. Is the following resource readily available to you at your work site?**Distance learning/videoconferencing**

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		266	52	122	92	60	52	100	54	26	236
	%	19.3	13.2	20.2	24.2	16.6	18.6	24.7	16.2	20.5	19.7
No		1,113	342	483	288	301	227	305	280	101	965
	%	80.7	86.8	79.8	75.8	83.4	81.4	75.3	83.8	79.5	80.3
TOTAL		1,379	394	605	380	361	279	405	334	127	1,201
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		88	34	31	23	22	18	22	26	18	60

24. Is the following resource readily available to you at your work site?**Distance learning/videoconferencing**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		266	20	72	72	98	67	199	125	48	91	139
	%	19.3	10.5	21.6	21.6	19.6	22.6	18.4	17.5	15.8	26.5	21.5
No		1,113	170	262	261	403	230	882	590	256	253	509
	%	80.7	89.5	78.4	78.4	80.4	77.4	81.6	82.5	84.2	73.5	78.5
TOTAL		1,379	190	334	333	501	297	1,081	715	304	344	648
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		88	6	4	33	35	11	77	49	20	17	37

24. Is the following resource readily available to you at your work site?

Web/Internet access

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		1,228	326	549	353	307	243	374	304	103	1,082
	%	86.1	79.9	88.0	89.4	82.5	84.7	89.3	87.1	76.3	87.3
No		199	82	75	42	65	44	45	45	32	157
	%	13.9	20.1	12.0	10.6	17.5	15.3	10.7	12.9	23.7	12.7
TOTAL		1,427	408	624	395	372	287	419	349	135	1,239
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		40	20	12	8	11	10	8	11	10	22

24. Is the following resource readily available to you at your work site?

Web/Internet access

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		1,228	165	298	307	434	267	960	631	278	305	583
	%	86.1	85.5	88.7	86.7	83.6	88.1	85.5	85.3	87.7	86.4	87.0
No		199	28	38	47	85	36	163	109	39	48	87
	%	13.9	14.5	11.3	13.3	16.4	11.9	14.5	14.7	12.3	13.6	13.0
TOTAL		1,427	193	336	354	519	303	1,123	740	317	353	670
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		40	3	2	12	17	5	35	24	7	8	15

24. Is the following resource readily available to you at your work site?**E-mail access**

		Stratum			Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle West	Minority	White
Yes		1,216	317	548	351	289	241	376	310	1,068
	%	85.2	77.5	87.7	89.1	77.9	84.0	89.7	88.3	86.1
No		212	92	77	43	82	46	43	41	172
	%	14.8	22.5	12.3	10.9	22.1	16.0	10.3	11.7	13.9
TOTAL		1,428	409	625	394	371	287	419	351	1,240
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		39	19	11	9	12	10	8	9	21

24. Is the following resource readily available to you at your work site?**E-mail access**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		1,216	159	291	311	434	260	955	629	276	297	573
	%	85.2	82.8	86.6	87.9	83.3	85.5	85.0	85.0	86.8	84.1	85.4
No		212	33	45	43	87	44	168	111	42	56	98
	%	14.8	17.2	13.4	12.1	16.7	14.5	15.0	15.0	13.2	15.9	14.6
TOTAL		1,428	192	336	354	521	304	1,123	740	318	353	671
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		39	4	2	12	15	4	35	24	6	8	14

24. If so, do you use the resource regularly for instructional purposes?

Computer(s)

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		1,037	278	463	296	245	215	318	259	98	902
	%	72.8	67.6	74.3	75.9	66.0	75.7	76.1	73.8	71.0	73.2
No		298	94	128	76	94	52	74	78	26	261
	%	20.9	22.9	20.5	19.5	25.3	18.3	17.7	22.2	18.8	21.2
Don't Have Resource		89	39	32	18	32	17	26	14	14	69
	%	6.3	9.5	5.1	4.6	8.6	6.0	6.2	4.0	10.1	5.6
TOTAL		1,424	411	623	390	371	284	418	351	138	1,232
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		43	17	13	13	12	13	9	9	7	29

24. If so, do you use the resource regularly for instructional purposes?

Computer(s)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		1,037	136	253	251	375	216	820	552	215	256	471
	%	72.8	71.2	75.5	71.1	72.1	72.2	73.0	74.5	67.8	73.4	70.7
No		298	43	67	79	106	61	237	158	74	65	139
	%	20.9	22.5	20.0	22.4	20.4	20.4	21.1	21.3	23.3	18.6	20.9
Don't Have Resource		89	12	15	23	39	22	67	31	28	28	56
	%	6.3	6.3	4.5	6.5	7.5	7.4	6.0	4.2	8.8	8.0	8.4
TOTAL		1,424	191	335	353	520	299	1,124	741	317	349	666
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		43	5	3	13	16	9	34	23	7	12	19

24. If so, do you use the resource regularly for instructional purposes?**Computer(s) with CD-ROM drive**

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		862	232	383	247	201	183	265	213	85	750
	%	61.5	57.3	62.3	64.7	55.7	65.4	63.9	61.6	63.0	61.8
No		350	97	150	103	95	64	99	92	25	310
	%	25.0	24.0	24.4	27.0	26.3	22.9	23.9	26.6	18.5	25.5
Don't Have Resource		190	76	82	32	65	33	51	41	25	154
	%	13.6	18.8	13.3	8.4	18.0	11.8	12.3	11.8	18.5	12.7
TOTAL		1,402	405	615	382	361	280	415	346	135	1,214
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		65	23	21	21	22	17	12	14	10	47

24. If so, do you use the resource regularly for instructional purposes?**Computer(s) with CD-ROM drive**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		862	118	202	226	299	170	691	480	171	202	373
	%	61.5	61.8	60.7	65.5	58.6	57.8	62.4	66.2	54.3	58.4	56.4
No		350	48	98	79	120	78	272	170	90	88	178
	%	25.0	25.1	29.4	22.9	23.5	26.5	24.6	23.4	28.6	25.4	26.9
Don't Have Resource		190	25	33	40	91	46	144	75	54	56	110
	%	13.6	13.1	9.9	11.6	17.8	15.6	13.0	10.3	17.1	16.2	16.6
TOTAL		1,402	191	333	345	510	294	1,107	725	315	346	661
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		65	5	5	21	26	14	51	39	9	15	24

24. If so, do you use the resource regularly for instructional purposes?**Computer(s) with modem(s)**

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		700	187	317	196	165	154	223	158	69	608
	%	51.0	47.3	53.1	51.6	46.5	54.2	55.6	47.6	51.1	51.2
No		322	94	137	91	91	48	93	90	24	288
	%	23.5	23.8	22.9	23.9	25.6	16.9	23.2	27.1	17.8	24.2
Don't Have Resource		350	114	143	93	99	82	85	84	42	292
	%	25.5	28.9	24.0	24.5	27.9	28.9	21.2	25.3	31.1	24.6
TOTAL		1,372	395	597	380	355	284	401	332	135	1,188
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		95	33	39	23	28	13	26	28	10	73

24. If so, do you use the resource regularly for instructional purposes?**Computer(s) with modem(s)**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		700	105	173	169	241	152	547	358	159	174	333
	%	51.0	55.6	52.6	51.1	47.9	51.5	50.8	50.3	52.3	51.3	51.8
No		322	46	85	75	113	70	252	169	76	76	152
	%	23.5	24.3	25.8	22.7	22.5	23.7	23.4	23.7	25.0	22.4	23.6
Don't Have Resource		350	38	71	87	149	73	277	185	69	89	158
	%	25.5	20.1	21.6	26.3	29.6	24.7	25.7	26.0	22.7	26.3	24.6
TOTAL		1,372	189	329	331	503	295	1,076	712	304	339	643
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		95	7	9	35	33	13	82	52	20	22	42

24. If so, do you use the resource regularly for instructional purposes?

Networked computer(s)

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		772	188	348	236	174	166	255	177	70	678
	%	56.2	48.5	57.8	61.6	49.2	59.5	62.5	53.3	54.3	56.9
No		310	89	135	86	88	49	82	91	17	281
	%	22.6	22.9	22.4	22.5	24.9	17.6	20.1	27.4	13.2	23.6
Don't Have Resource		291	111	119	61	92	64	71	64	42	233
	%	21.2	28.6	19.8	15.9	26.0	22.9	17.4	19.3	32.6	19.5
TOTAL		1,373	388	602	383	354	279	408	332	129	1,192
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		94	40	34	20	29	18	19	28	16	69

24. If so, do you use the resource regularly for instructional purposes?

Networked computer(s)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		772	110	191	194	264	173	598	389	170	203	373
	%	56.2	57.9	58.4	58.4	52.6	58.8	55.5	54.9	55.9	59.2	57.7
No		310	46	79	74	108	63	247	167	74	67	141
	%	22.6	24.2	24.2	22.3	21.5	21.4	22.9	23.6	24.3	19.5	21.8
Don't Have Resource		291	34	57	64	130	58	233	153	60	73	133
	%	21.2	17.9	17.4	19.3	25.9	19.7	21.6	21.6	19.7	21.3	20.6
TOTAL		1,373	190	327	332	502	294	1,078	709	304	343	647
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		94	6	11	34	34	14	80	55	20	18	38

24. If so, do you use the resource regularly for instructional purposes?

Video cassette recorders (VCRs)

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		988	266	440	282	236	217	301	234	89	863
	%	71.1	67.9	71.5	73.6	66.7	77.5	72.7	68.4	68.5	71.4
No		280	83	127	70	78	43	78	81	26	249
	%	20.1	21.2	20.7	18.3	22.0	15.4	18.8	23.7	20.0	20.6
Don't Have Resource		122	43	48	31	40	20	35	27	15	97
	%	8.8	11.0	7.8	8.1	11.3	7.1	8.5	7.9	11.5	8.0
TOTAL		1,390	392	615	383	354	280	414	342	130	1,209
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		77	36	21	20	29	17	13	18	15	52

24. If so, do you use the resource regularly for instructional purposes?

Video cassette recorders (VCRs)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		988	132	237	234	366	215	773	517	217	244	461
	%	71.1	70.6	71.4	68.6	72.2	72.9	70.7	71.2	70.5	72.2	71.4
No		280	45	73	66	94	56	223	145	66	66	132
	%	20.1	24.1	22.0	19.4	18.5	19.0	20.4	20.0	21.4	19.5	20.4
Don't Have Resource		122	10	22	41	47	24	98	64	25	28	53
	%	8.8	5.3	6.6	12.0	9.3	8.1	9.0	8.8	8.1	8.3	8.2
TOTAL		1,390	187	332	341	507	295	1,094	726	308	338	646
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		77	9	6	25	29	13	64	38	16	23	39

24. If so, do you use the resource regularly for instructional purposes?**Television monitor(s)**

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		873	231	396	246	206	191	270	206	75	766
	%	64.1	60.5	65.6	65.4	58.7	70.2	66.3	62.0	62.0	64.3
No		301	100	126	75	83	57	76	85	28	266
	%	22.1	26.2	20.9	19.9	23.6	21.0	18.7	25.6	23.1	22.3
Don't Have Resource		188	51	82	55	62	24	61	41	18	160
	%	13.8	13.4	13.6	14.6	17.7	8.8	15.0	12.3	14.9	13.4
TOTAL		1,362	382	604	376	351	272	407	332	121	1,192
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		105	46	32	27	32	25	20	28	24	69

24. If so, do you use the resource regularly for instructional purposes?**Television monitor(s)**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		873	125	214	204	316	208	664	443	199	223	422
	%	64.1	66.8	65.0	62.2	63.7	71.7	62.0	62.2	66.3	67.0	66.7
No		301	47	76	75	101	56	245	158	71	70	141
	%	22.1	25.1	23.1	22.9	20.4	19.3	22.9	22.2	23.7	21.0	22.3
Don't Have Resource		188	15	39	49	79	26	162	111	30	40	70
	%	13.8	8.0	11.9	14.9	15.9	9.0	15.1	15.6	10.0	12.0	11.1
TOTAL		1,362	187	329	328	496	290	1,071	712	300	333	633
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		105	9	9	38	40	18	87	52	24	28	52

24. If so, do you use the resource regularly for instructional purposes?

Hypermedia or multimedia software

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		402	98	190	114	97	95	122	88	41	350
	%	29.7	25.4	31.9	30.6	27.6	34.7	30.7	26.5	32.3	29.7
No		351	97	161	93	79	69	105	98	21	317
	%	25.9	25.1	27.1	24.9	22.5	25.2	26.4	29.5	16.5	26.9
Don't Have Resource		601	191	244	166	175	110	170	146	65	510
	%	44.4	49.5	41.0	44.5	49.9	40.1	42.8	44.0	51.2	43.3
TOTAL		1,354	386	595	373	351	274	397	332	127	1,177
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		113	42	41	30	32	23	30	28	18	84

24. If so, do you use the resource regularly for instructional purposes?

Hypermedia or multimedia software

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		402	51	108	92	146	98	303	204	82	113	195
	%	29.7	27.1	33.0	28.0	29.7	33.8	28.5	29.3	27.0	33.6	30.5
No		351	57	87	94	107	69	282	192	88	68	156
	%	25.9	30.3	26.6	28.6	21.8	23.8	26.5	27.5	28.9	20.2	24.4
Don't Have Resource		601	80	132	143	238	123	478	301	134	155	289
	%	44.4	42.6	40.4	43.5	48.5	42.4	45.0	43.2	44.1	46.1	45.2
TOTAL		1,354	188	327	329	491	290	1,063	697	304	336	640
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		113	8	11	37	45	18	95	67	20	25	45

24. If so, do you use the resource regularly for instructional purposes?**Standard software (i.e. word processing, database management, spreadsheets)**

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		883	217	401	265	197	183	280	223	74	782
	%	64.1	55.6	66.2	69.4	55.8	65.4	69.1	65.6	57.4	65.3
No		313	96	136	81	84	65	87	77	23	279
	%	22.7	24.6	22.4	21.2	23.8	23.2	21.5	22.6	17.8	23.3
Don't Have Resource		182	77	69	36	72	32	38	40	32	137
	%	13.2	19.7	11.4	9.4	20.4	11.4	9.4	11.8	24.8	11.4
TOTAL		1,378	390	606	382	353	280	405	340	129	1,198
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		89	38	30	21	30	17	22	20	16	63

24. If so, do you use the resource regularly for instructional purposes?**Standard software (i.e. word processing, database management, spreadsheets)**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		883	116	229	221	307	199	683	447	196	229	425
	%	64.1	62.0	69.6	65.4	61.2	67.0	63.2	62.7	63.8	67.0	65.5
No		313	51	69	77	110	67	246	177	67	68	135
	%	22.7	27.3	21.0	22.8	21.9	22.6	22.8	24.8	21.8	19.9	20.8
Don't Have Resource		182	20	31	40	85	31	151	89	44	45	89
	%	13.2	10.7	9.4	11.8	16.9	10.4	14.0	12.5	14.3	13.2	13.7
TOTAL		1,378	187	329	338	502	297	1,080	713	307	342	649
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		89	9	9	28	34	11	78	51	17	19	36

24. If so, do you use the resource regularly for instructional purposes?

Specialized instructional software

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		561	130	264	167	123	129	171	138	47	499
	%	41.1	33.9	43.9	43.8	35.1	46.4	42.9	40.8	37.3	42.0
No		248	65	123	60	66	57	66	59	20	220
	%	18.2	17.0	20.5	15.7	18.9	20.5	16.5	17.5	15.9	18.5
Don't Have Resource		556	188	214	154	161	92	162	141	59	469
	%	40.7	49.1	35.6	40.4	46.0	33.1	40.6	41.7	46.8	39.5
TOTAL		1,365	383	601	381	350	278	399	338	126	1,188
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		102	45	35	22	33	19	28	22	19	73

24. If so, do you use the resource regularly for instructional purposes?

Specialized instructional software

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		561	74	122	149	206	116	445	315	104	134	238
	%	41.1	39.4	37.0	44.6	41.9	39.7	41.5	44.7	33.9	39.8	37.0
No		248	34	65	63	82	48	199	124	68	54	122
	%	18.2	18.1	19.7	18.9	16.7	16.4	18.6	17.6	22.1	16.0	18.9
Don't Have Resource		556	80	143	122	204	128	428	266	135	149	284
	%	40.7	42.6	43.3	36.5	41.5	43.8	39.9	37.7	44.0	44.2	44.1
TOTAL		1,365	188	330	334	492	292	1,072	705	307	337	644
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		102	8	8	32	44	16	86	59	17	24	41

24. If so, do you use the resource regularly for instructional purposes?**Instructional laserdiscs/videodiscs**

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		208	55	98	55	48	60	54	46	20	180
	%	15.1	14.1	16.1	14.5	13.5	21.4	13.3	13.8	15.5	15.1
No		237	71	108	58	43	60	79	55	18	215
	%	17.2	18.2	17.8	15.3	12.1	21.4	19.5	16.5	14.0	18.0
Don't Have Resource		931	264	401	266	265	160	273	233	91	800
	%	67.7	67.7	66.1	70.2	74.4	57.1	67.2	69.8	70.5	66.9
TOTAL		1,376	390	607	379	356	280	406	334	129	1,195
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		91	38	29	24	27	17	21	26	16	66

24. If so, do you use the resource regularly for instructional purposes?**Instructional laserdiscs/videodiscs**

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		208	14	44	63	84	61	147	88	51	68	119
	%	15.1	7.4	13.2	18.9	16.9	20.7	13.6	12.4	16.5	19.9	18.3
No		237	28	55	65	85	43	194	116	69	52	121
	%	17.2	14.8	16.5	19.5	17.1	14.6	18.0	16.4	22.3	15.2	18.6
Don't Have Resource		931	147	235	206	328	191	739	505	189	222	411
	%	67.7	77.8	70.4	61.7	66.0	64.7	68.4	71.2	61.2	64.9	63.1
TOTAL		1,376	189	334	334	497	295	1,080	709	309	342	651
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		91	7	4	32	39	13	78	55	15	19	34

24. If so, do you use the resource regularly for instructional purposes?

Instructional videotapes

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		824	227	368	229	191	188	248	197	66	730
	%	60.0	58.2	61.2	59.9	54.7	67.4	60.9	58.3	51.6	61.1
No		232	55	112	65	52	47	70	63	15	209
	%	16.9	14.1	18.6	17.0	14.9	16.8	17.2	18.6	11.7	17.5
Don't Have Resource		317	108	121	88	106	44	89	78	47	256
	%	23.1	27.7	20.1	23.0	30.4	15.8	21.9	23.1	36.7	21.4
TOTAL		1,373	390	601	382	349	279	407	338	128	1,195
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		94	38	35	21	34	18	20	22	17	66

24. If so, do you use the resource regularly for instructional purposes?

Instructional videotapes

		Total	Age				Sex		Level			
			Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		824	109	184	201	315	186	638	430	180	207	387
	%	60.0	58.3	55.6	59.3	63.8	64.1	59.0	60.1	58.6	61.8	60.3
No		232	33	72	65	60	50	182	118	58	51	109
	%	16.9	17.6	21.8	19.2	12.1	17.2	16.8	16.5	18.9	15.2	17.0
Don't Have Resource		317	45	75	73	119	54	262	167	69	77	146
	%	23.1	24.1	22.7	21.5	24.1	18.6	24.2	23.4	22.5	23.0	22.7
TOTAL		1,373	187	331	339	494	290	1,082	715	307	335	642
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		94	9	7	27	42	18	76	49	17	26	43

24. If so, do you use the resource regularly for instructional purposes?**Distance learning/videoconferencing**

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		77	19	33	25	17	21	28	11	14	61
	%	5.6	4.8	5.5	6.6	4.8	7.5	6.9	3.3	10.9	5.1
No		184	33	85	66	38	32	73	41	14	168
	%	13.4	8.4	14.1	17.4	10.7	11.4	18.0	12.3	10.9	14.1
Don't Have Resource		1,113	342	483	288	301	227	305	280	101	965
	%	81.0	86.8	80.4	76.0	84.6	81.1	75.1	84.3	78.3	80.8
TOTAL		1,374	394	601	379	356	280	406	332	129	1,194
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		93	34	35	24	27	17	21	28	16	67

24. If so, do you use the resource regularly for instructional purposes?**Distance learning/videoconferencing**

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		77	11	17	18	29	15	62	44	10	23	33
	%	5.6	5.8	5.1	5.4	5.8	5.2	5.7	6.2	3.3	6.7	5.1
No		184	9	53	53	67	46	138	80	37	65	102
	%	13.4	4.7	16.0	16.0	13.4	15.8	12.8	11.2	12.2	19.1	15.8
Don't Have Resource		1,113	170	262	261	403	230	882	590	256	253	509
	%	81.0	89.5	78.9	78.6	80.8	79.0	81.5	82.6	84.5	74.2	79.0
TOTAL		1,374	190	332	332	499	291	1,082	714	303	341	644
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		93	6	6	34	37	17	76	50	21	20	41

24. If so, do you use the resource regularly for instructional purposes?

Web/Internet access

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		819	206	379	234	186	178	262	193	77	714
	%	58.5	51.9	61.4	60.8	51.8	62.7	63.3	56.4	58.8	58.7
No		381	109	163	109	108	62	107	104	22	345
	%	27.2	27.5	26.4	28.3	30.1	21.8	25.8	30.4	16.8	28.4
Don't Have Resource		199	82	75	42	65	44	45	45	32	157
	%	14.2	20.7	12.2	10.9	18.1	15.5	10.9	13.2	24.4	12.9
TOTAL		1,399	397	617	385	359	284	414	342	131	1,216
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		68	31	19	18	24	13	13	18	14	45

24. If so, do you use the resource regularly for instructional purposes?

Web/Internet access

		Total	Age				Sex		Level			
			Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		819	102	200	201	299	182	636	402	185	223	408
	%	58.5	53.7	60.2	58.8	58.5	61.9	57.6	55.4	59.3	64.6	62.1
No		381	60	94	94	127	76	305	215	88	74	162
	%	27.2	31.6	28.3	27.5	24.9	25.9	27.6	29.6	28.2	21.4	24.7
Don't Have Resource		199	28	38	47	85	36	163	109	39	48	87
	%	14.2	14.7	11.4	13.7	16.6	12.2	14.8	15.0	12.5	13.9	13.2
TOTAL		1,399	190	332	342	511	294	1,104	726	312	345	657
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		68	6	6	24	25	14	54	38	12	16	28

24. If so, do you use the resource regularly for instructional purposes?**E-mail access**

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		647	166	304	177	138	146	200	163	61	562
	%	46.5	42.1	49.5	46.3	38.7	52.0	48.3	48.2	47.3	46.5
No		531	136	233	162	137	89	171	134	40	475
	%	38.2	34.5	37.9	42.4	38.4	31.7	41.3	39.6	31.0	39.3
Don't Have Resource		212	92	77	43	82	46	43	41	28	172
	%	15.3	23.4	12.5	11.3	23.0	16.4	10.4	12.1	21.7	14.2
TOTAL		1,390	394	614	382	357	281	414	338	129	1,209
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		77	34	22	21	26	16	13	22	16	52

24. If so, do you use the resource regularly for instructional purposes?**E-mail access**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		647	77	151	169	239	139	507	324	152	163	315
	%	46.5	41.0	45.5	49.7	47.2	47.4	46.3	44.8	48.4	48.2	48.3
No		531	78	136	128	180	110	421	288	120	119	239
	%	38.2	41.5	41.0	37.6	35.6	37.5	38.4	39.8	38.2	35.2	36.7
Don't Have Resource		212	33	45	43	87	44	168	111	42	56	98
	%	15.3	17.6	13.6	12.6	17.2	15.0	15.3	15.4	13.4	16.6	15.0
TOTAL		1,390	188	332	340	506	293	1,096	723	314	338	652
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		77	8	6	26	30	15	62	41	10	23	33

24. Do you need training to adequately use the resource for instructional purposes?

Computer(s)

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		457	128	200	129	128	84	121	124	50	392
	%	35.5	35.9	35.0	35.9	39.0	31.7	32.0	39.2	40.3	35.1
No		830	229	371	230	200	181	257	192	74	726
	%	64.5	64.1	65.0	64.1	61.0	68.3	68.0	60.8	59.7	64.9
TOTAL		1,287	357	571	359	328	265	378	316	124	1,118
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		180	71	65	44	55	32	49	44	21	143

24. Do you need training to adequately use the resource for instructional purposes?

Computer(s)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		457	34	82	131	204	89	368	269	92	91	183
	%	35.5	19.3	27.7	41.3	42.8	33.3	36.1	39.4	32.3	29.4	30.8
No		830	142	214	186	273	178	651	413	193	218	411
	%	64.5	80.7	72.3	58.7	57.2	66.7	63.9	60.6	67.7	70.6	69.2
TOTAL		1,287	176	296	317	477	267	1,019	682	285	309	594
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		180	20	42	49	59	41	139	82	39	52	91

24. Do you need training to adequately use the resource for instructional purposes?**Computer(s) with CD-ROM drive**

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		380	105	168	107	107	75	95	103	36	330
	%	31.3	31.8	31.1	31.2	35.0	29.4	26.6	34.8	31.3	31.2
No		834	225	373	236	199	180	262	193	79	728
	%	68.7	68.2	68.9	68.8	65.0	70.6	73.4	65.2	68.7	68.8
TOTAL		1,214	330	541	343	306	255	357	296	115	1,058
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		253	98	95	60	77	42	70	64	30	203

24. Do you need training to adequately use the resource for instructional purposes?**Computer(s) with CD-ROM drive**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		380	30	75	107	164	74	306	223	70	81	151
	%	31.3	17.8	26.7	35.3	37.0	29.8	31.7	34.8	26.3	27.4	26.9
No		834	139	206	196	279	174	659	418	196	215	411
	%	68.7	82.2	73.3	64.7	63.0	70.2	68.3	65.2	73.7	72.6	73.1
TOTAL		1,214	169	281	303	443	248	965	641	266	296	562
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		253	27	57	63	93	60	193	123	58	65	123

24. Do you need training to adequately use the resource for instructional purposes?

Computer(s) with modem(s)

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		357	100	158	99	108	71	86	92	36	307
	%	31.5	32.6	31.0	31.2	38.0	29.7	25.6	33.5	34.0	31.0
No		777	207	352	218	176	168	250	183	70	683
	%	68.5	67.4	69.0	68.8	62.0	70.3	74.4	66.5	66.0	69.0
TOTAL		1,134	307	510	317	284	239	336	275	106	990
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		333	121	126	86	99	58	91	85	39	271

24. Do you need training to adequately use the resource for instructional purposes?

Computer(s) with modem(s)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		357	27	78	92	156	67	290	203	76	72	148
	%	31.5	16.7	28.4	33.6	38.3	28.5	32.3	34.5	29.2	26.2	27.7
No		777	135	197	182	251	168	608	386	184	203	387
	%	68.5	83.3	71.6	66.4	61.7	71.5	67.7	65.5	70.8	73.8	72.3
TOTAL		1,134	162	275	274	407	235	898	589	260	275	535
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		333	34	63	92	129	73	260	175	64	86	150

24. Do you need training to adequately use the resource for instructional purposes?

Networked computer(s)

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		379	115	156	108	106	83	87	103	37	328
	%	32.6	37.2	30.2	32.1	37.6	33.7	25.2	35.6	34.9	32.2
No		783	194	361	228	176	163	258	186	69	691
	%	67.4	62.8	69.8	67.9	62.4	66.3	74.8	64.4	65.1	67.8
TOTAL		1,162	309	517	336	282	246	345	289	106	1,019
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		305	119	119	67	101	51	82	71	39	242

24. Do you need training to adequately use the resource for instructional purposes?

Networked computer(s)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		379	26	81	102	163	72	307	219	72	81	153
	%	32.6	15.9	29.3	36.6	38.2	29.4	33.5	36.3	27.8	28.1	28.0
No		783	138	195	177	264	173	609	385	187	207	394
	%	67.4	84.1	70.7	63.4	61.8	70.6	66.5	63.7	72.2	71.9	72.0
TOTAL		1,162	164	276	279	427	245	916	604	259	288	547
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		305	32	62	87	109	63	242	160	65	73	138

24. Do you need training to adequately use the resource for instructional purposes?

Video cassette recorder(s) (VCRs)

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		56	15	25	16	18	16	11	11	5	49
	%	4.6	4.5	4.5	4.6	5.9	6.3	3.0	3.6	4.4	4.6
No		1,171	317	525	329	287	237	355	292	109	1,025
	%	95.4	95.5	95.5	95.4	94.1	93.7	97.0	96.4	95.6	95.4
TOTAL		1,227	332	550	345	305	253	366	303	114	1,074
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		240	96	86	58	78	44	61	57	31	187

24. Do you need training to adequately use the resource for instructional purposes?

Video cassette recorder(s) (VCRs)

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		56	4	8	17	26	10	46	37	14	5	19
	%	4.6	2.3	2.7	5.8	5.8	3.8	4.8	5.7	5.1	1.7	3.3
No		1,171	169	287	275	423	251	919	611	258	293	551
	%	95.4	97.7	97.3	94.2	94.2	96.2	95.2	94.3	94.9	98.3	96.7
TOTAL		1,227	173	295	292	449	261	965	648	272	298	570
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		240	23	43	74	87	47	193	116	52	63	115

24. Do you need training to adequately use the resource for instructional purposes?

Television monitor(s)

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		88	26	41	21	25	24	19	20	10	76
	%	7.4	8.0	7.7	6.4	8.4	9.8	5.4	6.8	9.1	7.3
No		1,097	300	492	305	272	222	331	272	100	961
	%	92.6	92.0	92.3	93.6	91.6	90.2	94.6	93.2	90.9	92.7
TOTAL		1,185	326	533	326	297	246	350	292	110	1,037
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		282	102	103	77	86	51	77	68	35	224

24. Do you need training to adequately use the resource for instructional purposes?

Television monitor(s)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		88	6	19	25	38	16	72	53	18	17	35
	%	7.4	3.5	6.8	8.8	8.8	6.3	7.7	8.5	6.9	5.9	6.4
No		1,097	167	260	260	393	238	858	571	243	273	516
	%	92.6	96.5	93.2	91.2	91.2	93.7	92.3	91.5	93.1	94.1	93.6
TOTAL		1,185	173	279	285	431	254	930	624	261	290	551
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		282	23	59	81	105	54	228	140	63	71	134

24. Do you need training to adequately use the resource for instructional purposes?

Hypermedia or multimedia software

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		479	147	197	135	120	95	144	120	48	417
	%	46.1	50.0	41.9	48.9	48.6	41.9	46.3	47.1	45.7	46.4
No		561	147	273	141	127	132	167	135	57	481
	%	53.9	50.0	58.1	51.1	51.4	58.1	53.7	52.9	54.3	53.6
TOTAL		1,040	294	470	276	247	227	311	255	105	898
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		427	134	166	127	136	70	116	105	40	363

24. Do you need training to adequately use the resource for instructional purposes?

Hypermedia or multimedia software

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		479	55	118	124	177	97	382	256	120	101	221
	%	46.1	37.2	47.0	49.2	47.2	44.5	46.5	46.5	50.8	41.2	45.9
No		561	93	133	128	198	121	439	295	116	144	260
	%	53.9	62.8	53.0	50.8	52.8	55.5	53.5	53.5	49.2	58.8	54.1
TOTAL		1,040	148	251	252	375	218	821	551	236	245	481
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		427	48	87	114	161	90	337	213	88	116	204

24. Do you need training to adequately use the resource for instructional purposes?**Standard software (i.e. word processing, database management, spreadsheets)**

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		402	115	177	110	96	96	100	110	42	345
	%	33.6	34.8	33.3	32.7	32.9	37.9	28.2	36.8	38.2	32.9
No		796	215	355	226	196	157	254	189	68	705
	%	66.4	65.2	66.7	67.3	67.1	62.1	71.8	63.2	61.8	67.1
TOTAL		1,198	330	532	336	292	253	354	299	110	1,050
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		269	98	104	67	91	44	73	61	35	211

24. Do you need training to adequately use the resource for instructional purposes?**Standard software (i.e. word processing, database management, spreadsheets)**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/ Jr Hi	Senr High	Comb Sec
Yes		402	24	83	116	174	68	334	242	75	80	155
	%	33.6	14.3	29.3	39.9	39.5	26.9	35.3	38.7	28.3	26.9	27.6
No		796	144	200	175	267	185	611	384	190	217	407
	%	66.4	85.7	70.7	60.1	60.5	73.1	64.7	61.3	71.7	73.1	72.4
TOTAL		1,198	168	283	291	441	253	945	626	265	297	562
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		269	28	55	75	95	55	213	138	59	64	123

24. Do you need training to adequately use the resource for instructional purposes?

Specialized instructional software

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		422	124	186	112	108	95	103	116	45	364
	%	39.3	41.5	38.4	38.6	40.6	40.4	33.2	44.3	46.9	38.6
No		651	175	298	178	158	140	207	146	51	579
	%	60.7	58.5	61.6	61.4	59.4	59.6	66.8	55.7	53.1	61.4
TOTAL		1,073	299	484	290	266	235	310	262	96	943
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		394	129	152	113	117	62	117	98	49	318

24. Do you need training to adequately use the resource for instructional purposes?

Specialized instructional software

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		422	51	103	106	160	82	340	237	83	97	180
	%	39.3	33.6	41.0	40.8	40.4	36.6	40.0	41.7	35.9	36.3	36.1
No		651	101	148	154	236	142	509	331	148	170	318
	%	60.7	66.4	59.0	59.2	59.6	63.4	60.0	58.3	64.1	63.7	63.9
TOTAL		1,073	152	251	260	396	224	849	568	231	267	498
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		394	44	87	106	140	84	309	196	93	94	187

24. Do you need training to adequately use the resource for instructional purposes?

Instructional laserdiscs/videodiscs

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		366	113	143	110	95	85	95	91	44	309
	%	38.3	42.2	33.6	42.0	40.9	40.9	33.2	39.6	46.3	37.2
No		590	155	283	152	137	123	191	139	51	522
	%	61.7	57.8	66.4	58.0	59.1	59.1	66.8	60.4	53.7	62.8
TOTAL		956	268	426	262	232	208	286	230	95	831
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		511	160	210	141	151	89	141	130	50	430

24. Do you need training to adequately use the resource for instructional purposes?

Instructional laserdiscs/videodiscs

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/ Jr Hi	Senr High	Comb Sec
Yes		366	40	80	103	139	56	310	212	79	72	151
	%	38.3	31.5	35.9	43.5	39.2	27.2	41.3	43.0	36.7	29.6	33.0
No		590	87	143	134	216	150	440	281	136	171	307
	%	61.7	68.5	64.1	56.5	60.8	72.8	58.7	57.0	63.3	70.4	67.0
TOTAL		956	127	223	237	355	206	750	493	215	243	458
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		511	69	115	129	181	102	408	271	109	118	227

24. Do you need training to adequately use the resource for instructional purposes?

Instructional videotapes

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		102	33	47	22	22	28	23	29	15	85
	%	8.9	10.4	9.3	6.9	8.1	11.3	6.7	10.3	14.3	8.5
No		1,043	285	460	298	248	220	322	253	90	918
	%	91.1	89.6	90.7	93.1	91.9	88.7	93.3	89.7	85.7	91.5
TOTAL		1,145	318	507	320	270	248	345	282	105	1,003
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		322	110	129	83	113	49	82	78	40	258

24. Do you need training to adequately use the resource for instructional purposes?

Instructional videotapes

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		102	12	18	29	42	17	85	75	13	14	27
	%	8.9	7.4	6.6	10.4	10.1	6.9	9.4	12.4	5.3	4.9	5.1
No		1,043	151	254	249	375	228	815	531	234	270	504
	%	91.1	92.6	93.4	89.6	89.9	93.1	90.6	87.6	94.7	95.1	94.9
TOTAL		1,145	163	272	278	417	245	900	606	247	284	531
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		322	33	66	88	119	63	258	158	77	77	154

24. Do you need training to adequately use the resource for instructional purposes?

Distance learning/videoconferencing

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		443	139	180	124	113	101	130	99	46	382
	%	48.4	53.5	45.6	47.5	52.8	49.0	46.4	45.8	49.5	48.2
No		473	121	215	137	101	105	150	117	47	410
	%	51.6	46.5	54.4	52.5	47.2	51.0	53.6	54.2	50.5	51.8
TOTAL		916	260	395	261	214	206	280	216	93	792
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		551	168	241	142	169	91	147	144	52	469

24. Do you need training to adequately use the resource for instructional purposes?

Distance learning/videoconferencing

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		443	52	115	121	153	96	347	226	112	103	215
	%	48.4	43.7	52.3	52.8	45.7	48.5	48.3	47.2	56.6	43.8	49.7
No		473	67	105	108	182	102	371	253	86	132	218
	%	51.6	56.3	47.7	47.2	54.3	51.5	51.7	52.8	43.4	56.2	50.3
TOTAL		916	119	220	229	335	198	718	479	198	235	433
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		551	77	118	137	201	110	440	285	126	126	252

24. Do you need training to adequately use the resource for instructional purposes?

Web/Internet access

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		317	93	129	95	90	58	77	92	33	268
	%	26.2	28.0	24.2	27.7	30.4	23.3	21.2	30.7	29.2	25.4
No		892	239	405	248	206	191	287	208	80	788
	%	73.8	72.0	75.8	72.3	69.6	76.7	78.8	69.3	70.8	74.6
TOTAL		1,209	332	534	343	296	249	364	300	113	1,056
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		258	96	102	60	87	48	63	60	32	205

24. Do you need training to adequately use the resource for instructional purposes?

Web/Internet access

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		317	26	58	84	147	55	262	182	67	63	130
	%	26.2	15.6	20.0	28.9	33.3	22.2	27.3	28.8	24.6	21.4	22.9
No		892	141	232	207	295	193	699	449	205	232	437
	%	73.8	84.4	80.0	71.1	66.7	77.8	72.7	71.2	75.4	78.6	77.1
TOTAL		1,209	167	290	291	442	248	961	631	272	295	567
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		258	29	48	75	94	60	197	133	52	66	118

24. Do you need training to adequately use the resource for instructional purposes?

E-mail access

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		182	53	72	57	55	36	38	53	19	152
	%	15.3	16.2	13.7	16.8	19.4	14.6	10.5	17.8	16.7	14.6
No		1,008	274	452	282	229	210	324	245	95	886
	%	84.7	83.8	86.3	83.2	80.6	85.4	89.5	82.2	83.3	85.4
TOTAL		1,190	327	524	339	284	246	362	298	114	1,038
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		277	101	112	64	99	51	65	62	31	223

24. Do you need training to adequately use the resource for instructional purposes?

E-mail access

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		182	15	36	48	81	35	147	117	34	29	63
	%	15.3	9.3	12.6	16.4	18.7	14.2	15.6	18.7	12.7	10.1	11.3
No		1,008	147	249	244	352	211	797	508	234	259	493
	%	84.7	90.7	87.4	83.6	81.3	85.8	84.4	81.3	87.3	89.9	88.7
TOTAL		1,190	162	285	292	433	246	944	625	268	288	556
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		277	34	53	74	103	62	214	139	56	73	129

25a. Has your state set standards for student learning?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		1,425	415	623	387	371	295	412	347	139	1,232
	%	98.8	99.5	99.2	97.2	99.2	100.0	97.9	98.3	98.6	98.8
No		18	2	5	11	3	0	9	6	2	15
	%	1.2	.5	.8	2.8	.8	.0	2.1	1.7	1.4	1.2
TOTAL		1,443	417	628	398	374	295	421	353	141	1,247
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		24	11	8	5	9	2	6	7	4	14

25a. Has your state set standards for student learning?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		1,425	194	334	356	516	296	1,128	745	311	351	662
	%	98.8	99.0	99.4	98.3	98.5	97.4	99.1	99.5	96.9	98.9	97.9
No		18	2	2	6	8	8	10	4	10	4	14
	%	1.2	1.0	.6	1.7	1.5	2.6	.9	.5	3.1	1.1	2.1
TOTAL		1,443	196	336	362	524	304	1,138	749	321	355	676
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		24	0	2	4	12	4	20	15	3	6	9

25a. Has your district set standards for student learning?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		1,328	402	575	351	345	265	387	331	137	1,140
	%	93.7	96.6	93.5	90.7	93.8	92.7	93.7	94.3	97.9	93.1
No		90	14	40	36	23	21	26	20	3	84
	%	6.3	3.4	6.5	9.3	6.3	7.3	6.3	5.7	2.1	6.9
TOTAL		1,418	416	615	387	368	286	413	351	140	1,224
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		49	12	21	16	15	11	14	9	5	37

25a. Has your district set standards for student learning?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/Jr Hi	Senr High	Comb Sec
Yes		1,328	181	309	335	481	267	1,060	712	288	310	598
	%	93.7	93.8	92.5	94.9	93.8	89.0	94.9	96.2	92.0	89.3	90.6
No		90	12	25	18	32	33	57	28	25	37	62
	%	6.3	6.2	7.5	5.1	6.2	11.0	5.1	3.8	8.0	10.7	9.4
TOTAL		1,418	193	334	353	513	300	1,117	740	313	347	660
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		49	3	4	13	23	8	41	24	11	14	25

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

State or district standards are aligned or linked with National Board standards

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Fully implemented	%	432 30.8	143 35.4	186 30.2	103 26.9	126 34.3	102 35.2	111 27.4	93 27.4	56 40.6	359 29.6
Partially implemented	%	400 28.5	94 23.3	186 30.2	120 31.3	111 30.2	66 22.8	130 32.1	93 27.4	37 26.8	348 28.7
Not implemented, but being discussed	%	93 6.6	21 5.2	43 7.0	29 7.6	19 5.2	21 7.2	37 9.1	16 4.7	6 4.3	84 6.9
No discussion	%	73 5.2	21 5.2	31 5.0	21 5.5	23 6.3	12 4.1	18 4.4	20 5.9	7 5.1	63 5.2
Don't know	%	404 28.8	125 30.9	169 27.5	110 28.7	88 24.0	89 30.7	109 26.9	118 34.7	32 23.2	359 29.6
TOTAL	%	1,402 100.0	404 100.0	615 100.0	383 100.0	367 100.0	290 100.0	405 100.0	340 100.0	138 100.0	1,213 100.0
No Resp		65	24	21	20	16	7	22	20	7	48

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

State or district standards are aligned or linked with National Board standards

		Total	Age				Sex		Level			
			Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Fully implemented	%	432 30.8	69 36.5	109 33.2	102 29.0	144 28.0	69 23.2	363 32.9	266 36.4	75 23.9	83 24.4	158 24.2
Partially implemented	%	400 28.5	50 26.5	89 27.1	105 29.8	153 29.7	100 33.7	300 27.2	186 25.4	105 33.4	105 30.9	210 32.1
Not implemented, but being discussed	%	93 6.6	11 5.8	17 5.2	21 6.0	44 8.5	17 5.7	76 6.9	45 6.2	19 6.1	28 8.2	47 7.2
No discussion	%	73 5.2	5 2.6	18 5.5	19 5.4	30 5.8	20 6.7	53 4.8	34 4.7	16 5.1	23 6.8	39 6.0
Don't know	%	404 28.8	54 28.6	95 29.0	105 29.8	144 28.0	91 30.6	312 28.3	200 27.4	99 31.5	101 29.7	200 30.6
TOTAL	%	1,402 100.0	189 100.0	328 100.0	352 100.0	515 100.0	297 100.0	1,104 100.0	731 100.0	314 100.0	340 100.0	654 100.0
No Resp		65	7	10	14	21	11	54	33	10	21	31

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Curriculum in your school is aligned or linked with state or district standards

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Fully implemented	%	909 64.0	284 69.1	413 66.7	212 54.4	228 61.5	223 76.6	230 56.0	228 65.7	94 67.6	786 63.9
Partially implemented	%	402 28.3	102 24.8	160 25.8	140 35.9	110 29.6	54 18.6	140 34.1	98 28.2	33 23.7	350 28.5
Not implemented, but being discussed	%	48 3.4	7 1.7	20 3.2	21 5.4	16 4.3	5 1.7	19 4.6	8 2.3	4 2.9	44 3.6
No discussion	%	16 1.1	5 1.2	5 .8	6 1.5	3 .8	1 .3	7 1.7	5 1.4	3 2.2	11 .9
Don't know	%	45 3.2	13 3.2	21 3.4	11 2.8	14 3.8	8 2.7	15 3.6	8 2.3	5 3.6	39 3.2
TOTAL	%	1,420 100.0	411 100.0	619 100.0	390 100.0	371 100.0	291 100.0	411 100.0	347 100.0	139 100.0	1,230 100.0
No Resp		47	17	17	13	12	6	16	13	6	31

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Curriculum in your school is aligned or linked with state or district standards

		Total	Age				Sex		Level			
			Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Fully implemented	%	909 64.0	128 67.4	209 63.3	229 64.3	329 62.9	176 58.7	733 65.5	505 68.2	188 59.3	204 59.1	392 59.2
Partially implemented	%	402 28.3	39 20.5	97 29.4	99 27.8	160 30.6	92 30.7	310 27.7	192 25.9	104 32.8	103 29.9	207 31.3
Not implemented, but being discussed	%	48 3.4	10 5.3	10 3.0	14 3.9	14 2.7	13 4.3	35 3.1	15 2.0	10 3.2	22 6.4	32 4.8
No discussion	%	16 1.1	5 2.6	3 .9	2 .6	6 1.1	7 2.3	9 .8	8 1.1	4 1.3	4 1.2	8 1.2
Don't know	%	45 3.2	8 4.2	11 3.3	12 3.4	14 2.7	12 4.0	32 2.9	21 2.8	11 3.5	12 3.5	23 3.5
TOTAL	%	1,420 100.0	190 100.0	330 100.0	356 100.0	523 100.0	300 100.0	1,119 100.0	741 100.0	317 100.0	345 100.0	662 100.0
No Resp		47	6	8	10	13	8	39	23	7	16	23

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Curriculum in your school is aligned or linked with National Board standards

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Fully implemented	%	356 25.4	117 29.0	154 25.1	85 22.2	108 29.8	89 30.7	87 21.4	72 21.1	37 26.8	306 25.3
Partially implemented	%	369 26.4	89 22.1	172 28.0	108 28.2	99 27.3	61 21.0	125 30.8	84 24.6	41 29.7	311 25.7
Not implemented, but being discussed	%	117 8.4	28 6.9	46 7.5	43 11.2	32 8.8	16 5.5	44 10.8	25 7.3	7 5.1	106 8.8
No discussion	%	100 7.1	26 6.5	47 7.7	27 7.0	28 7.7	18 6.2	25 6.2	29 8.5	9 6.5	87 7.2
Don't know	%	458 32.7	143 35.5	195 31.8	120 31.3	96 26.4	106 36.6	125 30.8	131 38.4	44 31.9	401 33.1
TOTAL	%	1,400 100.0	403 100.0	614 100.0	383 100.0	363 100.0	290 100.0	406 100.0	341 100.0	138 100.0	1,211 100.0
No Resp		67	25	22	20	20	7	21	19	7	50

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Curriculum in your school is aligned or linked with National Board standards

		Total	Age				Sex		Level			
			Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Fully implemented	%	356 25.4	59 31.2	90 27.3	81 23.0	120 23.5	62 20.9	294 26.7	208 28.5	62 19.7	80 23.5	142 21.7
Partially implemented	%	369 26.4	47 24.9	82 24.8	101 28.7	134 26.3	81 27.3	288 26.1	198 27.2	86 27.4	81 23.8	167 25.5
Not implemented, but being discussed	%	117 8.4	14 7.4	24 7.3	24 6.8	55 10.8	32 10.8	85 7.7	44 6.0	30 9.6	41 12.1	71 10.9
No discussion	%	100 7.1	9 4.8	28 8.5	24 6.8	38 7.5	25 8.4	75 6.8	49 6.7	22 7.0	29 8.5	51 7.8
Don't know	%	458 32.7	60 31.7	106 32.1	122 34.7	163 32.0	97 32.7	360 32.7	230 31.6	114 36.3	109 32.1	223 34.1
TOTAL	%	1,400 100.0	189 100.0	330 100.0	352 100.0	510 100.0	297 100.0	1,102 100.0	729 100.0	314 100.0	340 100.0	654 100.0
No Resp		67	7	8	14	26	11	56	35	10	21	31

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Instructional practices in your school are aligned or linked with National Board standards

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Fully implemented		307	105	128	74	96	86	67	58	31	262
	%	22.0	26.3	20.9	19.3	26.5	29.8	16.6	17.0	22.5	21.7
Partially implemented		379	92	179	108	102	68	126	83	46	318
	%	27.1	23.1	29.2	28.1	28.2	23.5	31.2	24.3	33.3	26.3
Not implemented, but being discussed		118	29	49	40	31	17	46	24	8	106
	%	8.5	7.3	8.0	10.4	8.6	5.9	11.4	7.0	5.8	8.8
No discussion		119	29	54	36	34	18	31	36	11	103
	%	8.5	7.3	8.8	9.4	9.4	6.2	7.7	10.6	8.0	8.5
Don't know		473	144	203	126	99	100	134	140	42	418
	%	33.9	36.1	33.1	32.8	27.3	34.6	33.2	41.1	30.4	34.6
TOTAL		1,396	399	613	384	362	289	404	341	138	1,207
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		71	29	23	19	21	8	23	19	7	54

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Instructional practices in your school are aligned or linked with National Board standards

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Fully implemented		307	57	76	72	95	55	252	190	55	57	112
	%	22.0	30.3	23.2	20.4	18.7	18.6	22.9	26.1	17.5	16.8	17.2
Partially implemented		379	45	92	99	140	76	303	198	91	85	176
	%	27.1	23.9	28.0	28.0	27.6	25.7	27.6	27.2	29.0	25.1	27.0
Not implemented, but being discussed		118	12	18	23	63	34	84	43	35	39	74
	%	8.5	6.4	5.5	6.5	12.4	11.5	7.6	5.9	11.1	11.5	11.3
No discussion		119	14	32	33	38	27	92	58	21	40	61
	%	8.5	7.4	9.8	9.3	7.5	9.1	8.4	8.0	6.7	11.8	9.3
Don't know		473	60	110	126	172	104	368	238	112	118	230
	%	33.9	31.9	33.5	35.7	33.9	35.1	33.5	32.7	35.7	34.8	35.2
TOTAL		1,396	188	328	353	508	296	1,099	727	314	339	653
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		71	8	10	13	28	12	59	37	10	22	32

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Instructional practices in your school are aligned or linked with state or district standards

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Fully implemented	%	831 58.9	267 64.8	365 59.4	199 51.7	208 56.2	214 73.5	210 51.6	199 58.0	85 60.3	717 58.8
Partially implemented	%	433 30.7	114 27.7	188 30.6	131 34.0	124 33.5	60 20.6	132 32.4	117 34.1	41 29.1	374 30.7
Not implemented, but being discussed	%	62 4.4	10 2.4	25 4.1	27 7.0	19 5.1	4 1.4	30 7.4	9 2.6	4 2.8	57 4.7
No discussion	%	20 1.4	5 1.2	6 1.0	9 2.3	3 .8	4 1.4	8 2.0	5 1.5	4 2.8	16 1.3
Don't know	%	65 4.6	16 3.9	30 4.9	19 4.9	16 4.3	9 3.1	27 6.6	13 3.8	7 5.0	55 4.5
TOTAL	%	1,411 100.0	412 100.0	614 100.0	385 100.0	370 100.0	291 100.0	407 100.0	343 100.0	141 100.0	1,219 100.0
No Resp		56	16	22	18	13	6	20	17	4	42

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Instructional practices in your school are aligned or linked with state or district standards

		Total	Age				Sex		Level			
			Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Fully implemented	%	831 58.9	121 63.7	189 57.3	209 59.0	298 57.6	157 52.5	674 60.7	475 64.5	170 53.8	179 52.3	349 53.0
Partially implemented	%	433 30.7	48 25.3	106 32.1	109 30.8	165 31.9	99 33.1	334 30.1	204 27.7	108 34.2	114 33.3	222 33.7
Not implemented, but being discussed	%	62 4.4	5 2.6	17 5.2	12 3.4	27 5.2	21 7.0	41 3.7	19 2.6	20 6.3	22 6.4	42 6.4
No discussion	%	20 1.4	4 2.1	3 .9	6 1.7	7 1.4	4 1.3	16 1.4	9 1.2	6 1.9	5 1.5	11 1.7
Don't know	%	65 4.6	12 6.3	15 4.5	18 5.1	20 3.9	18 6.0	46 4.1	29 3.9	12 3.8	22 6.4	34 5.2
TOTAL	%	1,411 100.0	190 100.0	330 100.0	354 100.0	517 100.0	299 100.0	1,111 100.0	736 100.0	316 100.0	342 100.0	658 100.0
No Resp		56	6	8	12	19	9	47	28	8	19	27

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Instructional practices in your school are aligned or linked with the school's curriculum

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North-east	South-east	Middle	West	Minority	White
Fully implemented	%	942 66.8	283 68.9	416 67.8	243 63.0	243 65.9	222 76.6	259 63.6	218 63.2	94 67.1	821 67.3
Partially implemented	%	355 25.2	100 24.3	151 24.6	104 26.9	98 26.6	54 18.6	101 24.8	102 29.6	32 22.9	306 25.1
Not implemented, but being discussed	%	46 3.3	7 1.7	20 3.3	19 4.9	11 3.0	3 1.0	21 5.2	11 3.2	3 2.1	41 3.4
No discussion	%	26 1.8	10 2.4	6 1.0	10 2.6	10 2.7	5 1.7	7 1.7	4 1.2	6 4.3	18 1.5
Don't know	%	42 3.0	11 2.7	21 3.4	10 2.6	7 1.9	6 2.1	19 4.7	10 2.9	5 3.6	34 2.8
TOTAL	%	1,411 100.0	411 100.0	614 100.0	386 100.0	369 100.0	290 100.0	407 100.0	345 100.0	140 100.0	1,220 100.0
No Resp		56	17	22	17	14	7	20	15	5	41

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Instructional practices in your school are aligned or linked with the school's curriculum

		Total	Age				Sex		Level			
			Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Fully implemented	%	942 66.8	134 70.5	213 64.5	226 63.8	354 68.6	184 61.5	758 68.2	527 71.4	196 62.4	211 61.7	407 62.0
Partially implemented	%	355 25.2	40 21.1	95 28.8	98 27.7	118 22.9	87 29.1	268 24.1	162 22.0	90 28.7	97 28.4	187 28.5
Not implemented, but being discussed	%	46 3.3	3 1.6	7 2.1	12 3.4	23 4.5	12 4.0	34 3.1	15 2.0	13 4.1	16 4.7	29 4.4
No discussion	%	26 1.8	5 2.6	7 2.1	4 1.1	9 1.7	6 2.0	20 1.8	12 1.6	9 2.9	5 1.5	14 2.1
Don't know	%	42 3.0	8 4.2	8 2.4	14 4.0	12 2.3	10 3.3	31 2.8	22 3.0	6 1.9	13 3.8	19 2.9
TOTAL	%	1,411 100.0	190 100.0	330 100.0	354 100.0	516 100.0	299 100.0	1,111 100.0	738 100.0	314 100.0	342 100.0	656 100.0
No Resp		56	6	8	12	20	9	47	26	10	19	29

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Professional development in your school is aligned or linked with National Board standards

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Fully implemented	%	296 21.2	97 24.1	132 21.5	67 17.5	95 26.3	77 26.6	68 16.7	56 16.4	36 25.9	247 20.4
Partially implemented	%	320 22.9	92 22.8	140 22.8	88 23.0	88 24.4	63 21.7	96 23.6	73 21.3	36 25.9	266 22.0
Not implemented, but being discussed	%	137 9.8	33 8.2	55 9.0	49 12.8	33 9.1	25 8.6	50 12.3	29 8.5	12 8.6	119 9.9
No discussion	%	142 10.2	38 9.4	66 10.8	38 9.9	39 10.8	26 9.0	40 9.9	37 10.8	12 8.6	125 10.3
Don't know	%	504 36.0	143 35.5	220 35.9	141 36.8	106 29.4	99 34.1	152 37.4	147 43.0	43 30.9	451 37.3
TOTAL	%	1,399 100.0	403 100.0	613 100.0	383 100.0	361 100.0	290 100.0	406 100.0	342 100.0	139 100.0	1,208 100.0
No Resp		68	25	23	20	22	7	21	18	6	53

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Professional development in your school is aligned or linked with National Board standards

		Total	Age				Sex		Level			
			Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Fully implemented	%	296 21.2	52 27.5	77 23.4	72 20.5	90 17.6	52 17.6	244 22.1	184 25.2	53 16.9	56 16.6	109 16.7
Partially implemented	%	320 22.9	42 22.2	73 22.2	82 23.4	119 23.3	64 21.7	256 23.2	174 23.8	77 24.6	63 18.6	140 21.5
Not implemented, but being discussed	%	137 9.8	14 7.4	20 6.1	35 10.0	67 13.1	37 12.5	100 9.1	56 7.7	33 10.5	46 13.6	79 12.1
No discussion	%	142 10.2	15 7.9	38 11.6	35 10.0	50 9.8	34 11.5	108 9.8	66 9.0	34 10.9	42 12.4	76 11.7
Don't know	%	504 36.0	66 34.9	121 36.8	127 36.2	185 36.2	108 36.6	395 35.8	251 34.3	116 37.1	131 38.8	247 37.9
TOTAL	%	1,399 100.0	189 100.0	329 100.0	351 100.0	511 100.0	295 100.0	1,103 100.0	731 100.0	313 100.0	338 100.0	651 100.0
No Resp		68	7	9	15	25	13	55	33	11	23	34

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Professional development in your school is aligned or linked with state or district standards

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Fully implemented	%	767 54.1	253 61.1	329 53.5	185 47.4	195 52.6	188 64.8	190 46.5	194 55.6	82 58.6	656 53.5
Partially implemented	%	411 29.0	113 27.3	178 28.9	120 30.8	111 29.9	73 25.2	124 30.3	103 29.5	38 27.1	355 28.9
Not implemented, but being discussed	%	82 5.8	17 4.1	35 5.7	30 7.7	21 5.7	9 3.1	34 8.3	18 5.2	7 5.0	73 5.9
No discussion	%	51 3.6	12 2.9	25 4.1	14 3.6	12 3.2	5 1.7	17 4.2	17 4.9	5 3.6	44 3.6
Don't know	%	108 7.6	19 4.6	48 7.8	41 10.5	32 8.6	15 5.2	44 10.8	17 4.9	8 5.7	99 8.1
TOTAL	%	1,419 100.0	414 100.0	615 100.0	390 100.0	371 100.0	290 100.0	409 100.0	349 100.0	140 100.0	1,227 100.0
No Resp		48	14	21	13	12	7	18	11	5	34

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Professional development in your school is aligned or linked with state or district standards

		Total	Age				Sex		Level			
			Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Fully implemented	%	767 54.1	106 55.8	182 55.3	198 55.5	265 50.9	139 46.3	628 56.2	450 60.6	144 45.9	167 48.3	311 47.1
Partially implemented	%	411 29.0	45 23.7	88 26.7	103 28.9	171 32.8	97 32.3	314 28.1	193 26.0	118 37.6	92 26.6	210 31.8
Not implemented, but being discussed	%	82 5.8	8 4.2	20 6.1	17 4.8	36 6.9	25 8.3	57 5.1	32 4.3	16 5.1	33 9.5	49 7.4
No discussion	%	51 3.6	8 4.2	13 4.0	13 3.6	16 3.1	12 4.0	39 3.5	20 2.7	15 4.8	16 4.6	31 4.7
Don't know	%	108 7.6	23 12.1	26 7.9	26 7.3	33 6.3	27 9.0	80 7.2	47 6.3	21 6.7	38 11.0	59 8.9
TOTAL	%	1,419 100.0	190 100.0	329 100.0	357 100.0	521 100.0	300 100.0	1,118 100.0	742 100.0	314 100.0	346 100.0	660 100.0
No Resp		48	6	9	9	15	8	40	22	10	15	25

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Professional development in your school is aligned or linked with the school's curriculum

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Fully implemented	%	786 55.6	257 62.5	340 55.0	189 49.1	201 54.8	193 66.3	202 49.5	190 54.6	86 61.9	674 55.1
Partially implemented	%	425 30.1	113 27.5	190 30.7	122 31.7	117 31.9	74 25.4	127 31.1	107 30.7	35 25.2	375 30.7
Not implemented, but being discussed	%	73 5.2	13 3.2	34 5.5	26 6.8	21 5.7	7 2.4	26 6.4	19 5.5	8 5.8	62 5.1
No discussion	%	47 3.3	9 2.2	20 3.2	18 4.7	8 2.2	6 2.1	18 4.4	15 4.3	4 2.9	38 3.1
Don't know	%	83 5.9	19 4.6	34 5.5	30 7.8	20 5.4	11 3.8	35 8.6	17 4.9	6 4.3	74 6.1
TOTAL	%	1,414 100.0	411 100.0	618 100.0	385 100.0	367 100.0	291 100.0	408 100.0	348 100.0	139 100.0	1,223 100.0
No Resp		53	17	18	18	16	6	19	12	6	38

25b. Listed below are some components of school reform. To what extent has each been implemented in your school?

Professional development in your school is aligned or linked with the school's curriculum

		Total	Age				Sex		Level			
			Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Fully implemented	%	786 55.6	104 55.0	182 55.2	197 55.6	289 55.7	145 48.3	641 57.6	470 63.4	146 46.6	164 47.8	310 47.3
Partially implemented	%	425 30.1	53 28.0	98 29.7	109 30.8	162 31.2	101 33.7	324 29.1	185 25.0	122 39.0	112 32.7	234 35.7
Not implemented, but being discussed	%	73 5.2	9 4.8	15 4.5	17 4.8	31 6.0	19 6.3	54 4.9	30 4.0	17 5.4	23 6.7	40 6.1
No discussion	%	47 3.3	6 3.2	14 4.2	10 2.8	14 2.7	14 4.7	33 3.0	21 2.8	12 3.8	14 4.1	26 4.0
Don't know	%	83 5.9	17 9.0	21 6.4	21 5.9	23 4.4	21 7.0	61 5.5	35 4.7	16 5.1	30 8.7	46 7.0
TOTAL	%	1,414 100.0	189 100.0	330 100.0	354 100.0	519 100.0	300 100.0	1,113 100.0	741 100.0	313 100.0	343 100.0	656 100.0
No Resp		53	7	8	12	17	8	45	23	11	18	29

26a. Are your students' standardized test scores used to evaluate your performance as a teacher?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		313	130	128	55	52	107	55	99	51	249
	%	21.6	31.0	20.4	13.8	13.8	36.4	13.1	27.8	35.2	20.0
No		804	182	374	248	225	121	275	183	57	718
	%	55.6	43.3	59.7	62.0	59.8	41.2	65.5	51.4	39.3	57.6
Not sure		280	90	103	87	89	58	69	64	33	236
	%	19.4	21.4	16.5	21.8	23.7	19.7	16.4	18.0	22.8	18.9
Haven't received performance appraisal in last 2 school yrs		49	18	21	10	10	8	21	10	4	44
	%	3.4	4.3	3.4	2.5	2.7	2.7	5.0	2.8	2.8	3.5
TOTAL		1,446	420	626	400	376	294	420	356	145	1,247
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		21	8	10	3	7	3	7	4	0	14

26a. Are your students' standardized test scores used to evaluate your performance as a teacher?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		313	51	79	80	99	65	248	172	74	63	137
	%	21.6	26.0	23.7	22.0	18.7	21.3	21.8	22.9	23.2	17.5	20.2
No		804	96	179	195	323	173	630	392	182	221	403
	%	55.6	49.0	53.6	53.7	61.1	56.7	55.3	52.3	57.1	61.6	59.4
Not sure		280	42	65	75	89	63	217	153	54	69	123
	%	19.4	21.4	19.5	20.7	16.8	20.7	19.0	20.4	16.9	19.2	18.1
Haven't received performance appraisal in last 2 school yrs		49	7	11	13	18	4	45	33	9	6	15
	%	3.4	3.6	3.3	3.6	3.4	1.3	3.9	4.4	2.8	1.7	2.2
TOTAL		1,446	196	334	363	529	305	1,140	750	319	359	678
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		21	0	4	3	7	3	18	14	5	2	7

26b. To what extent do you use standardized test results to improve instruction?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
A lot		370	132	153	85	81	101	87	101	59	295
	%	25.7	31.6	24.6	21.4	21.7	34.5	20.9	28.5	41.0	23.8
Some		579	156	246	177	150	116	178	135	55	505
	%	40.2	37.3	39.5	44.5	40.1	39.6	42.7	38.0	38.2	40.7
A little		231	53	107	71	63	35	70	63	13	210
	%	16.1	12.7	17.2	17.8	16.8	11.9	16.8	17.7	9.0	16.9
Not at all		259	77	117	65	80	41	82	56	17	231
	%	18.0	18.4	18.8	16.3	21.4	14.0	19.7	15.8	11.8	18.6
TOTAL		1,439	418	623	398	374	293	417	355	144	1,241
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		28	10	13	5	9	4	10	5	1	20

26b. To what extent do you use standardized test results to improve instruction?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
A lot		370	43	87	92	143	61	309	224	86	54	140
	%	25.7	22.3	26.3	25.3	27.1	20.1	27.2	30.0	27.0	15.2	20.8
Some		579	77	140	150	203	122	457	308	131	132	263
	%	40.2	39.9	42.3	41.3	38.4	40.3	40.3	41.2	41.2	37.1	39.0
A little		231	32	45	64	86	49	182	104	45	78	123
	%	16.1	16.6	13.6	17.6	16.3	16.2	16.0	13.9	14.2	21.9	18.2
Not at all		259	41	59	57	96	71	187	111	56	92	148
	%	18.0	21.2	17.8	15.7	18.2	23.4	16.5	14.9	17.6	25.8	22.0
TOTAL		1,439	193	331	363	528	303	1,135	747	318	356	674
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		28	3	7	3	8	5	23	17	6	5	11

27. In how many other states have you been a teacher?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		1,073	287	477	309	289	198	327	259	110	918
	%	74.2	68.5	75.6	77.8	75.9	68.0	77.9	73.0	76.9	73.3
One		259	89	111	59	65	63	60	71	24	231
	%	17.9	21.2	17.6	14.9	17.1	21.6	14.3	20.0	16.8	18.5
Two		86	32	33	21	22	24	24	16	8	76
	%	5.9	7.6	5.2	5.3	5.8	8.2	5.7	4.5	5.6	6.1
Three to ten		29	11	10	8	5	6	9	9	1	27
	%	2.0	2.6	1.6	2.0	1.3	2.1	2.1	2.5	.7	2.2
TOTAL		1,447	419	631	397	381	291	420	355	143	1,252
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		18	9	4	5	2	6	6	4	2	9
Not App		2	0	1	1	0	0	1	1	0	0

27. In how many other states have you been a teacher?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		1,073	166	269	259	360	241	831	564	229	270	499
	%	74.2	85.1	80.3	71.5	67.7	79.5	72.7	74.8	71.8	75.8	73.9
One		259	26	52	74	104	47	212	136	55	63	118
	%	17.9	13.3	15.5	20.4	19.5	15.5	18.5	18.0	17.2	17.7	17.5
Two		86	3	13	22	47	9	77	41	27	18	45
	%	5.9	1.5	3.9	6.1	8.8	3.0	6.7	5.4	8.5	5.1	6.7
Three to ten		29	0	1	7	21	6	23	13	8	5	13
	%	2.0	.0	.3	1.9	3.9	2.0	2.0	1.7	2.5	1.4	1.9
TOTAL		1,447	195	335	362	532	303	1,143	754	319	356	675
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		18	1	3	3	4	4	14	9	5	4	9
Not App		2	0	0	1	0	1	1	1	0	1	1

28. How would you describe the location of your school?

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Inner core of city		254	153	94	7	92	32	69	61	51	183
	%	17.8	37.0	15.2	1.8	24.5	11.1	16.6	17.4	37.0	14.8
Other part of city		172	101	59	12	52	28	44	48	20	148
	%	12.0	24.4	9.5	3.0	13.9	9.7	10.6	13.7	14.5	11.9
Suburban		426	123	231	72	123	85	123	95	28	390
	%	29.8	29.7	37.3	18.2	32.8	29.5	29.6	27.1	20.3	31.5
Small town		361	30	164	167	64	90	124	83	19	331
	%	25.3	7.2	26.5	42.3	17.1	31.3	29.9	23.6	13.8	26.7
Rural		216	7	72	137	44	53	55	64	20	188
	%	15.1	1.7	11.6	34.7	11.7	18.4	13.3	18.2	14.5	15.2
TOTAL		1,429	414	620	395	375	288	415	351	138	1,240
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		38	14	16	8	8	9	12	9	7	21

28. How would you describe the location of your school?

		Total	Age				Sex		Level			
			Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Inner core of city		254	30	68	51	98	37	217	145	54	49	103
	%	17.8	15.6	20.5	14.0	18.8	12.3	19.2	19.5	17.2	13.8	15.4
Other part of city		172	28	40	41	61	33	139	107	31	33	64
	%	12.0	14.6	12.0	11.3	11.7	11.0	12.3	14.4	9.9	9.3	9.6
Suburban		426	60	97	109	159	98	328	217	92	117	209
	%	29.8	31.3	29.2	30.0	30.6	32.6	29.1	29.2	29.3	33.1	31.3
Small town		361	49	80	98	129	94	267	175	92	89	181
	%	25.3	25.5	24.1	27.0	24.8	31.2	23.7	23.6	29.3	25.1	27.1
Rural		216	25	47	64	73	39	177	99	45	66	111
	%	15.1	13.0	14.2	17.6	14.0	13.0	15.7	13.3	14.3	18.6	16.6
TOTAL		1,429	192	332	363	520	301	1,128	743	314	354	668
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		38	4	6	3	16	7	30	21	10	7	17

30. What is your age?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
18-24		39	10	21	8	10	8	13	8	1	35
	%	2.7	2.4	3.3	2.0	2.7	2.8	3.1	2.3	.7	2.8
25-29		157	48	64	45	41	25	55	36	16	134
	%	10.9	11.6	10.2	11.4	11.0	8.7	13.0	10.2	11.4	10.7
30-34		177	60	76	41	46	38	48	45	21	149
	%	12.3	14.5	12.1	10.4	12.4	13.2	11.3	12.7	15.0	11.9
35-39		161	46	70	45	31	34	52	44	15	140
	%	11.2	11.1	11.1	11.4	8.3	11.8	12.3	12.5	10.7	11.2
40-44		153	46	71	36	36	39	40	38	17	129
	%	10.7	11.1	11.3	9.1	9.7	13.6	9.4	10.8	12.1	10.3
45-49		213	60	86	67	50	43	58	62	16	190
	%	14.8	14.5	13.7	17.0	13.4	15.0	13.7	17.6	11.4	15.2
50-54		323	81	138	104	92	64	100	67	30	290
	%	22.5	19.6	22.0	26.4	24.7	22.3	23.6	19.0	21.4	23.2
55-59		156	40	81	35	51	29	42	34	16	137
	%	10.9	9.7	12.9	8.9	13.7	10.1	9.9	9.6	11.4	11.0
60-64		48	18	19	11	12	7	15	14	7	39
	%	3.3	4.3	3.0	2.8	3.2	2.4	3.5	4.0	5.0	3.1
65 or more		9	5	2	2	3	0	1	5	1	8
	%	.6	1.2	.3	.5	.8	.0	.2	1.4	.7	.6
TOTAL		1,436	414	628	394	372	287	424	353	140	1,251
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		43.5	43.2	43.5	43.7	44.2	43.3	43.0	43.5	43.8	43.6
Median		46.0	44.0	45.0	47.0	47.0	44.0	45.0	45.0	44.5	46.0
Low		22	22	22	23	22	22	23	22	23	22
High		70	70	68	66	68	64	66	70	68	70
Std. Dev.		10.7	10.9	10.7	10.4	11.0	10.1	10.9	10.6	10.7	10.7
Std. Err.		.3	.5	.4	.5	.6	.6	.5	.6	.9	.3
No Resp		31	14	8	9	11	10	3	7	5	10

30. What is your age?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
18-24		39	39				8	31	24	9	6	15
	%	2.7	19.9				2.6	2.7	3.2	2.8	1.7	2.2
25-29		157	157				28	128	88	34	34	68
	%	10.9	80.1				9.2	11.3	11.7	10.7	9.7	10.2
30-34		177		177			40	137	98	37	40	77
	%	12.3		52.4			13.2	12.1	13.0	11.6	11.4	11.5
35-39		161		161			33	128	82	38	39	77
	%	11.2		47.6			10.9	11.3	10.9	11.9	11.1	11.5
40-44		153			153		17	136	88	37	27	64
	%	10.7			41.8		5.6	12.0	11.7	11.6	7.7	9.6
45-49		213			213		46	167	108	52	51	103
	%	14.8			58.2		15.2	14.8	14.4	16.3	14.6	15.4
50-54		323				323	76	247	152	78	89	167
	%	22.5				60.3	25.1	21.8	20.2	24.5	25.4	25.0
55-59		156				156	46	110	83	27	45	72
	%	10.9				29.1	15.2	9.7	11.1	8.5	12.9	10.8
60-64		48				48	8	40	24	6	16	22
	%	3.3				9.0	2.6	3.5	3.2	1.9	4.6	3.3
65 or more		9				9	1	8	4	1	3	4
	%	.6				1.7	.3	.7	.5	.3	.9	.6
TOTAL		1,436	196	338	366	536	303	1,132	751	319	350	669
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		43.5	26.4	34.4	45.0	54.4	44.3	43.3	43.0	43.1	44.7	43.9
Median		46.0	27.0	34.0	45.5	54.0	47.0	45.0	44.0	45.0	47.0	47.0
Low		22	22	30	40	50	23	22	22	22	23	22
High		70	29	39	49	70	68	70	70	68	68	68
Std. Dev.		10.7	1.9	3.0	2.9	3.8	10.7	10.7	10.8	10.2	10.7	10.5
Std. Err.		.3	.1	.2	.2	.2	.6	.3	.4	.6	.6	.4
No Resp		31	0	0	0	0	5	26	13	5	11	16

31. What is your marital status?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Single, never married		219	79	86	54	67	36	56	60	30	178
	%	15.2	18.9	13.7	13.7	18.0	12.4	13.2	17.0	20.7	14.3
Married		1,052	264	485	303	258	212	329	253	88	931
	%	73.1	63.3	77.4	76.7	69.2	73.1	77.8	71.7	60.7	74.6
Widowed, divorced or separated		168	74	56	38	48	42	38	40	27	139
	%	11.7	17.7	8.9	9.6	12.9	14.5	9.0	11.3	18.6	11.1
TOTAL		1,439	417	627	395	373	290	423	353	145	1,248
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		28	11	9	8	10	7	4	7	0	13

31. What is your marital status?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/Jr Hi	Senr High	Comb Sec
Single, never married		219	76	70	43	28	51	167	115	48	55	103
	%	15.2	39.2	20.9	11.9	5.2	17.0	14.7	15.2	15.2	15.7	15.5
Married		1,052	115	246	267	414	231	821	550	236	254	490
	%	73.1	59.3	73.4	74.0	77.5	77.0	72.1	72.7	74.9	72.4	73.6
Widowed, divorced or separated		168	3	19	51	92	18	150	92	31	42	73
	%	11.7	1.5	5.7	14.1	17.2	6.0	13.2	12.2	9.8	12.0	11.0
TOTAL		1,439	194	335	361	534	300	1,138	757	315	351	666
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		28	2	3	5	2	8	20	7	9	10	19

32. If you are married, is your spouse gainfully employed?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes, employed full-time		888	231	407	250	220	187	279	202	74	786
	%	84.8	88.5	84.1	82.8	85.9	89.0	85.1	79.8	85.1	84.7
Yes, employed part-time		69	10	34	25	14	9	24	22	4	65
	%	6.6	3.8	7.0	8.3	5.5	4.3	7.3	8.7	4.6	7.0
No, not gainfully employed at present		90	20	43	27	22	14	25	29	9	77
	%	8.6	7.7	8.9	8.9	8.6	6.7	7.6	11.5	10.3	8.3
TOTAL		1,047	261	484	302	256	210	328	253	87	928
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		5	3	1	1	2	2	1	0	1	3
Not App		415	164	151	100	125	85	98	107	57	330

32. If you are married, is your spouse gainfully employed?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/Jr Hi	Senr High	Comb Sec
Yes, employed full-time		888	104	219	236	322	166	722	472	202	204	406
	%	84.8	90.4	89.0	88.7	78.3	71.9	88.5	86.3	86.0	80.6	83.2
Yes, employed part-time		69	5	9	15	39	34	35	31	13	23	36
	%	6.6	4.3	3.7	5.6	9.5	14.7	4.3	5.7	5.5	9.1	7.4
No, not gainfully employed at present		90	6	18	15	50	31	59	44	20	26	46
	%	8.6	5.2	7.3	5.6	12.2	13.4	7.2	8.0	8.5	10.3	9.4
TOTAL		1,047	115	246	266	411	231	816	547	235	253	488
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp Not App		5	0	0	1	3	0	5	3	1	1	2
		415	81	92	99	122	77	337	214	88	107	195

33. If you are married and your spouse is employed full-time, is the employment in the teaching profession?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		219	43	106	70	64	23	70	62	11	201
	%	24.7	18.6	26.1	28.0	29.1	12.3	25.1	30.8	14.9	25.6
No		668	188	300	180	156	164	209	139	63	584
	%	75.3	81.4	73.9	72.0	70.9	87.7	74.9	69.2	85.1	74.4
TOTAL		887	231	406	250	220	187	279	201	74	785
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		1	0	1	0	0	0	0	1	0	1
Not App		579	197	229	153	163	110	148	158	71	475

33. If you are married and your spouse is employed full-time, is the employment in the teaching profession?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		219	16	41	50	111	96	123	95	52	72	124
	%	24.7	15.4	18.7	21.3	34.5	58.2	17.0	20.2	25.7	35.3	30.5
No		668	88	178	185	211	69	599	376	150	132	282
	%	75.3	84.6	81.3	78.7	65.5	41.8	83.0	79.8	74.3	64.7	69.5
TOTAL		887	104	219	235	322	165	722	471	202	204	406
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp Not App		1	0	0	1	0	1	0	1	0	0	0
		579	92	119	130	214	142	436	292	122	157	279

34. Are you of Spanish/Hispanic/Latino origin?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		76	39	25	12	15	11	10	40	11	32
	%	5.3	9.3	4.0	3.1	4.0	3.8	2.4	11.4	7.9	2.6
No		1,353	379	601	373	358	275	408	312	128	1,214
	%	94.7	90.7	96.0	96.9	96.0	96.2	97.6	88.6	92.1	97.4
TOTAL		1,429	418	626	385	373	286	418	352	139	1,246
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		38	10	10	18	10	11	9	8	6	15

34. Are you of Spanish/Hispanic/Latino origin?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/Jr Hi	Senr High	Comb Sec
Yes		76	16	24	17	18	12	63	47	14	13	27
	%	5.3	8.3	7.2	4.7	3.4	4.0	5.6	6.3	4.5	3.7	4.1
No		1,353	177	309	344	507	287	1,066	703	298	337	635
	%	94.7	91.7	92.8	95.3	96.6	96.0	94.4	93.7	95.5	96.3	95.9
TOTAL		1,429	193	333	361	525	299	1,129	750	312	350	662
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		38	3	5	5	11	9	29	14	12	11	23

35. To what racial group do you belong?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
American Indian/ Alaska Native (AIAN)		10	2	1	7	2	1	3	4	10	0
	%	.7	.5	.2	1.8	.5	.4	.7	1.2	6.9	.0
Asian		21	19	1	1	7	2	2	10	21	0
	%	1.5	4.8	.2	.3	1.9	.7	.5	3.0	14.5	.0
Black/African American		76	54	19	3	19	28	15	14	76	0
	%	5.4	13.5	3.1	.8	5.2	9.8	3.6	4.2	52.4	.0
Caucasian/White		1,261	305	581	375	331	247	389	294	0	1,261
	%	89.7	76.4	94.5	95.7	89.9	86.7	93.5	87.2	.0	100.0
Other		17	9	6	2	4	4	4	5	17	0
	%	1.2	2.3	1.0	.5	1.1	1.4	1.0	1.5	11.7	.0
Caucasian/White <i>and</i> Other		1	0	1	0	0	0	0	1	1	0
	%	.1	.0	.2	.0	.0	.0	.0	.3	.7	.0
Caucasian/White <i>and</i> AIAN		12	4	4	4	2	2	2	6	12	0
	%	.9	1.0	.7	1.0	.5	.7	.5	1.8	8.3	.0
Asian <i>and</i> Native Hawaiian or Other Pacific Islander (NHPI)		2	1	1	0	0	0	0	2	2	0
	%	.1	.3	.2	.0	.0	.0	.0	.6	1.4	.0
Other <i>and</i> Black/African American		1	1	0	0	0	1	0	0	1	0
	%	.1	.3	.0	.0	.0	.4	.0	.0	.7	.0
NHPI <i>and</i> Caucasian/White		1	1	0	0	0	0	1	0	1	0
	%	.1	.3	.0	.0	.0	.0	.2	.0	.7	.0
Asian <i>and</i> Black/African American <i>and</i> Caucasian/White		1	1	0	0	1	0	0	0	1	0
	%	.1	.3	.0	.0	.3	.0	.0	.0	.7	.0
AIAN <i>and</i> Black/African American <i>and</i> Caucasian/White		3	2	1	0	2	0	0	1	3	0
	%	.2	.5	.2	.0	.5	.0	.0	.3	2.1	.0
TOTAL		1,406	399	615	392	368	285	416	337	145	1,261
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		61	29	21	11	15	12	11	23	0	0

Notes: The racial categories listed in the survey match those used in the 2000 U.S. census. No separate results are shown in the table for the category "Native Hawaiian or Other Pacific Islander" because no respondents identified themselves as *solely* in that racial group. Multiple racial group responses are indicated by "*and*" between the category names.

35. To what racial group do you belong?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
American Indian/ Alaska Native (AIAN)		10	0	6	2	2	3	7	6	3	1	4
	%	.7	.0	1.8	.6	.4	1.0	.6	.8	1.0	.3	.6
Asian		21	4	7	2	8	2	19	16	0	5	5
	%	1.5	2.2	2.2	.6	1.5	.7	1.7	2.2	.0	1.4	.8
Black/African American		76	8	13	24	27	7	69	46	16	14	30
	%	5.4	4.3	4.0	6.8	5.1	2.4	6.2	6.3	5.2	4.0	4.6
Caucasian/White		1,261	169	289	319	474	272	989	647	284	315	599
	%	89.7	90.9	88.9	90.6	89.8	92.2	89.0	88.1	92.5	90.3	91.3
Other		17	2	4	2	9	9	8	9	2	6	8
	%	1.2	1.1	1.2	.6	1.7	3.1	.7	1.2	.7	1.7	1.2
Caucasian/White <i>and</i> Other		1	0	1	0	0	0	1	0	1	0	1
	%	.1	.0	.3	.0	.0	.0	.1	.0	.3	.0	.2
Caucasian/White <i>and</i> AIAN		12	3	4	2	2	1	11	4	1	6	7
	%	.9	1.6	1.2	.6	.4	.3	1.0	.5	.3	1.7	1.1
Asian <i>and</i> Native Hawaiian or Other Pacific Islander (NHPI)		2	0	1	0	1	0	2	2	0	0	0
	%	.1	.0	.3	.0	.2	.0	.2	.3	.0	.0	.0
Other <i>and</i> Black/African American		1	0	0	0	1	0	1	1	0	0	0
	%	.1	.0	.0	.0	.2	.0	.1	.1	.0	.0	.0
NHPI <i>and</i> Caucasian/White		1	0	0	1	0	0	1	0	0	1	1
	%	.1	.0	.0	.3	.0	.0	.1	.0	.0	.3	.2
Asian <i>and</i> Black/African American <i>and</i> Caucasian/White		1	0	0	0	1	0	1	1	0	0	0
	%	.1	.0	.0	.0	.2	.0	.1	.1	.0	.0	.0
AIAN <i>and</i> Black/African American <i>and</i> Caucasian/White		3	0	0	0	3	1	2	2	0	1	1
	%	.2	.0	.0	.0	.6	.3	.2	.3	.0	.3	.2
TOTAL		1,406	186	325	352	528	295	1,111	734	307	349	656
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		61	10	13	14	8	13	47	30	17	12	29

Notes: The racial categories listed in the survey match those used in the 2000 U.S. census. No separate results are shown in the table for the category "Native Hawaiian or Other Pacific Islander" because no respondents identified themselves as *solely* in that racial group. Multiple racial group responses are indicated by "*and*" between the category names.

36a. How many school-age children are there in your household who are currently enrolled in school?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		913	275	391	247	241	167	282	223	96	794
	%	64.4	67.2	63.2	63.3	65.7	58.2	67.8	64.1	68.6	64.4
One		236	72	105	59	58	59	66	53	22	204
	%	16.6	17.6	17.0	15.1	15.8	20.6	15.9	15.2	15.7	16.6
Two		203	44	97	62	52	53	50	48	17	178
	%	14.3	10.8	15.7	15.9	14.2	18.5	12.0	13.8	12.1	14.4
Three		56	17	21	18	15	7	14	20	5	47
	%	3.9	4.2	3.4	4.6	4.1	2.4	3.4	5.7	3.6	3.8
Four		8	1	4	3	0	1	4	3	0	8
	%	.6	.2	.6	.8	.0	.3	1.0	.9	.0	.6
Five or more		2	0	1	1	1	0	0	1	0	1
	%	.1	.0	.2	.3	.3	.0	.0	.3	.0	.1
TOTAL		1,418	409	619	390	367	287	416	348	140	1,232
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		49	19	17	13	16	10	11	12	5	29

36a. How many school-age children are there in your household who are currently enrolled in school?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		913	178	197	136	391	181	732	501	190	212	402
	%	64.4	95.2	59.9	37.7	74.6	60.3	65.5	67.1	61.7	61.4	61.6
One		236	6	56	92	80	47	188	116	63	55	118
	%	16.6	3.2	17.0	25.5	15.3	15.7	16.8	15.5	20.5	15.9	18.1
Two		203	3	52	102	43	53	150	97	43	58	101
	%	14.3	1.6	15.8	28.3	8.2	17.7	13.4	13.0	14.0	16.8	15.5
Three		56	0	21	28	6	17	39	28	8	19	27
	%	3.9	.0	6.4	7.8	1.1	5.7	3.5	3.7	2.6	5.5	4.1
Four		8	0	3	2	3	1	7	3	4	1	5
	%	.6	.0	.9	.6	.6	.3	.6	.4	1.3	.3	.8
Five or more		2	0	0	1	1	1	1	2	0	0	0
	%	.1	.0	.0	.3	.2	.3	.1	.3	.0	.0	.0
TOTAL		1,418	187	329	361	524	300	1,117	747	308	345	653
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		49	9	9	5	12	8	41	17	16	16	32

36b. How many of these children are attending private school this year (2000-01)?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		426	106	195	125	104	101	112	109	39	370
	%	87.7	83.5	89.0	89.3	84.6	88.6	86.2	91.6	88.6	87.9
One		39	16	14	9	14	11	9	5	4	34
	%	8.0	12.6	6.4	6.4	11.4	9.6	6.9	4.2	9.1	8.1
Two		17	5	8	4	5	2	6	4	1	14
	%	3.5	3.9	3.7	2.9	4.1	1.8	4.6	3.4	2.3	3.3
Three		3	0	2	1	0	0	2	1	0	2
	%	.6	.0	.9	.7	.0	.0	1.5	.8	.0	.5
Four		1	0	0	1	0	0	1	0	0	1
	%	.2	.0	.0	.7	.0	.0	.8	.0	.0	.2
TOTAL		486	127	219	140	123	114	130	119	44	421
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		19	7	9	3	3	6	4	6	0	17
Not App		962	294	408	260	257	177	293	235	101	823

36b. How many of these children are attending private school this year (2000-01)?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		426	9	112	187	115	106	319	203	99	118	217
	%	87.7	100.0	87.5	87.0	88.5	92.2	86.2	86.8	85.3	92.2	88.9
One		39	0	10	16	13	7	32	21	10	6	16
	%	8.0	.0	7.8	7.4	10.0	6.1	8.6	9.0	8.6	4.7	6.6
Two		17	0	3	11	2	2	15	8	6	3	9
	%	3.5	.0	2.3	5.1	1.5	1.7	4.1	3.4	5.2	2.3	3.7
Three		3	0	2	1	0	0	3	2	1	0	1
	%	.6	.0	1.6	.5	.0	.0	.8	.9	.9	.0	.4
Four		1	0	1	0	0	0	1	0	0	1	1
	%	.2	.0	.8	.0	.0	.0	.3	.0	.0	.8	.4
TOTAL		486	9	128	215	130	115	370	234	116	128	244
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		19	0	4	10	3	4	15	12	2	5	7
Not App		962	187	206	141	403	189	773	518	206	228	434

37. What was the educational attainment of your father?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Elementary school completed or less		153	40	71	42	49	33	33	38	16	119
	%	10.6	9.6	11.3	10.5	12.9	11.3	7.8	10.7	11.3	9.5
Some high school but did not graduate		191	63	73	55	60	41	49	41	32	154
	%	13.2	15.1	11.6	13.8	15.8	14.1	11.6	11.5	22.7	12.2
High school graduate		451	118	189	144	130	87	152	82	38	402
	%	31.1	28.2	30.0	36.0	34.3	29.9	35.8	23.1	27.0	32.0
Some college, but did not graduate		241	62	116	63	47	44	76	74	30	207
	%	16.6	14.8	18.4	15.8	12.4	15.1	17.9	20.8	21.3	16.5
College graduate (4 years)		195	65	85	45	49	41	49	56	15	177
	%	13.5	15.6	13.5	11.3	12.9	14.1	11.6	15.8	10.6	14.1
Graduate work after college graduation		218	70	97	51	44	45	65	64	10	199
	%	15.0	16.7	15.4	12.8	11.6	15.5	15.3	18.0	7.1	15.8
TOTAL		1,449	418	631	400	379	291	424	355	141	1,258
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		18	10	5	3	4	6	3	5	4	3

37. What was the educational attainment of your father?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Elementary school completed or less		153	4	21	45	80	38	114	80	36	34	70
	%	10.6	2.0	6.2	12.3	15.0	12.4	10.0	10.6	11.3	9.6	10.4
Some high school but did not graduate		191	10	26	53	100	43	148	106	42	43	85
	%	13.2	5.1	7.7	14.5	18.8	14.0	13.0	14.0	13.2	12.1	12.6
High school graduate		451	61	98	115	172	90	361	217	99	129	228
	%	31.1	31.1	29.1	31.5	32.3	29.3	31.6	28.7	31.0	36.2	33.8
Some college, but did not graduate		241	40	61	57	77	46	195	134	53	49	102
	%	16.6	20.4	18.1	15.6	14.4	15.0	17.1	17.7	16.6	13.8	15.1
College graduate (4 years)		195	31	66	41	56	33	162	109	39	47	86
	%	13.5	15.8	19.6	11.2	10.5	10.7	14.2	14.4	12.2	13.2	12.7
Graduate work after college graduation		218	50	65	54	48	57	161	110	50	54	104
	%	15.0	25.5	19.3	14.8	9.0	18.6	14.1	14.6	15.7	15.2	15.4
TOTAL		1,449	196	337	365	533	307	1,141	756	319	356	675
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		18	0	1	1	3	1	17	8	5	5	10

37. What was the educational attainment of your mother?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Elementary school completed or less		104	28	52	24	34	17	22	31	14	75
	%	7.2	6.6	8.2	6.0	8.9	5.8	5.2	8.7	9.7	6.0
Some high school but did not graduate		148	52	58	38	42	38	34	34	27	116
	%	10.2	12.3	9.2	9.5	11.0	13.0	8.0	9.5	18.8	9.2
High school graduate		597	165	261	171	173	119	187	118	53	532
	%	41.1	39.1	41.3	42.8	45.4	40.8	44.1	33.1	36.8	42.2
Some college, but did not graduate		274	76	120	78	57	59	78	80	22	241
	%	18.8	18.0	19.0	19.5	15.0	20.2	18.4	22.4	15.3	19.1
College graduate (4 years)		182	54	77	51	43	36	53	50	14	165
	%	12.5	12.8	12.2	12.8	11.3	12.3	12.5	14.0	9.7	13.1
Graduate work after college graduation		149	47	64	38	32	23	50	44	14	131
	%	10.2	11.1	10.1	9.5	8.4	7.9	11.8	12.3	9.7	10.4
TOTAL		1,454	422	632	400	381	292	424	357	144	1,260
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		13	6	4	3	2	5	3	3	1	1

37. What was the educational attainment of your mother?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Elementary school completed or less		104	5	13	25	59	25	78	57	24	21	45
	%	7.2	2.6	3.8	6.8	11.0	8.1	6.8	7.5	7.5	5.9	6.6
Some high school but did not graduate		148	2	25	41	79	30	118	84	33	30	63
	%	10.2	1.0	7.4	11.2	14.7	9.8	10.3	11.1	10.3	8.4	9.3
High school graduate		597	71	130	156	232	137	460	291	143	157	300
	%	41.1	36.2	38.5	42.6	43.3	44.6	40.1	38.3	44.7	44.0	44.3
Some college, but did not graduate		274	44	77	58	91	48	226	148	50	71	121
	%	18.8	22.4	22.8	15.8	17.0	15.6	19.7	19.5	15.6	19.9	17.9
College graduate (4 years)		182	36	48	47	49	40	142	99	36	44	80
	%	12.5	18.4	14.2	12.8	9.1	13.0	12.4	13.0	11.3	12.3	11.8
Graduate work after college graduation		149	38	45	39	26	27	122	80	34	34	68
	%	10.2	19.4	13.3	10.7	4.9	8.8	10.6	10.5	10.6	9.5	10.0
TOTAL		1,454	196	338	366	536	307	1,146	759	320	357	677
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		13	0	0	0	0	1	12	5	4	4	8

38. What did you do during the summer of 2000?

		Stratum				Region				Race	
	Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White	
Taught summer school in my school system	184	66	82	36	36	41	42	65	32	144	
%	12.7	15.8	13.0	9.0	9.4	14.0	9.9	18.5	22.4	11.5	
Other employment in my school system	112	37	44	31	38	21	27	26	15	94	
%	7.7	8.9	7.0	7.8	10.0	7.2	6.4	7.4	10.5	7.5	
Employed in education but outside my school system	111	30	44	37	40	15	26	30	5	104	
%	7.7	7.2	7.0	9.3	10.5	5.1	6.1	8.5	3.5	8.3	
Employed outside education	233	57	100	76	64	45	77	47	16	211	
%	16.1	13.6	15.9	19.0	16.8	15.4	18.2	13.4	11.2	16.9	
Attended summer school	274	80	102	92	66	36	109	63	23	239	
%	18.9	19.1	16.2	23.0	17.3	12.3	25.8	17.9	16.1	19.1	
Traveled	579	179	247	153	152	103	169	155	54	503	
%	40.0	42.8	39.2	38.3	39.9	35.3	40.0	44.0	37.8	40.2	
Did not work for pay, study or travel	440	111	202	127	108	103	121	108	41	385	
%	30.4	26.6	32.1	31.8	28.3	35.3	28.6	30.7	28.7	30.8	
TOTAL	1,448	418	630	400	381	292	423	352	143	1,252	
%	133	134	130	138	132	125	135	140	130	134	
No Resp	19	10	6	3	2	5	4	8	2	9	

Note: Percentages sum to more than 100% because of multiple responses.

38. What did you do during the summer of 2000?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/Jr Hi	Senr High	Comb Sec
Taught summer school in my school system		184	26	43	46	67	44	140	104	34	44	78
%		12.7	13.3	12.9	12.6	12.6	14.4	12.3	13.8	10.6	12.3	11.5
Other employment in my school system		112	12	32	34	32	29	83	53	26	33	59
%		7.7	6.1	9.6	9.3	6.0	9.5	7.3	7.0	8.1	9.2	8.7
Employed in education but outside my school system		111	25	19	29	38	25	86	55	27	28	55
%		7.7	12.8	5.7	8.0	7.1	8.2	7.5	7.3	8.4	7.8	8.1
Employed outside education		233	66	55	50	58	103	130	90	60	80	140
%		16.1	33.7	16.5	13.7	10.9	33.8	11.4	12.0	18.7	22.4	20.6
Attended summer school		274	52	62	64	91	54	219	139	63	68	131
%		18.9	26.5	18.6	17.6	17.1	17.7	19.2	18.5	19.6	19.0	19.3
Traveled		579	69	116	135	249	110	468	295	118	156	274
%		40.0	35.2	34.7	37.1	46.7	36.1	41.0	39.2	36.8	43.7	40.4
Did not work for pay, study or travel		440	31	111	115	177	63	377	258	89	86	175
%		30.4	15.8	33.2	31.6	33.2	20.7	33.0	34.3	27.7	24.1	25.8
TOTAL		1,448	196	334	364	533	305	1,142	752	321	357	678
%		133	143	131	130	134	140	132	132	130	139	135
No Resp		19	0	4	2	3	3	16	12	3	4	7

Note: Percentages sum to more than 100% because of multiple responses.

39. How would you classify yourself in regard to your political philosophy?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Conservative		268	65	128	75	53	76	81	58	23	238
	%	19.0	15.8	20.8	19.5	14.7	26.6	19.7	16.5	16.8	19.3
Tend to be conservative		527	143	231	153	139	114	155	119	43	466
	%	37.3	34.8	37.6	39.7	38.5	39.9	37.6	33.8	31.4	37.9
Tend to be liberal		479	152	203	124	132	71	146	130	51	419
	%	33.9	37.0	33.0	32.2	36.6	24.8	35.4	36.9	37.2	34.1
Liberal		137	51	53	33	37	25	30	45	20	107
	%	9.7	12.4	8.6	8.6	10.2	8.7	7.3	12.8	14.6	8.7
TOTAL		1,411	411	615	385	361	286	412	352	137	1,230
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		56	17	21	18	22	11	15	8	8	31

39. How would you classify yourself in regard to your political philosophy?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Conservative		268	33	64	71	96	80	188	138	61	62	123
	%	19.0	17.4	19.4	19.8	18.5	26.8	16.9	18.8	19.4	17.9	18.6
Tend to be conservative		527	65	124	149	182	104	423	290	113	120	233
	%	37.3	34.2	37.6	41.6	35.1	34.9	38.0	39.5	36.0	34.6	35.2
Tend to be liberal		479	61	110	112	193	89	389	241	107	127	234
	%	33.9	32.1	33.3	31.3	37.3	29.9	35.0	32.8	34.1	36.6	35.4
Liberal		137	31	32	26	47	25	112	66	33	38	71
	%	9.7	16.3	9.7	7.3	9.1	8.4	10.1	9.0	10.5	11.0	10.7
TOTAL		1,411	190	330	358	518	298	1,112	735	314	347	661
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		56	6	8	8	18	10	46	29	10	14	24

40. How would you classify yourself in regard to your political affiliation?

		Stratum				Region				Race	
	Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White	
Democrat	637	219	274	144	179	114	161	183	94	515	
%	44.5	52.8	43.7	37.0	48.0	39.7	38.4	52.0	65.7	41.5	
Republican	398	105	182	111	79	114	126	79	12	382	
%	27.8	25.3	29.0	28.5	21.2	39.7	30.1	22.4	8.4	30.8	
Other political party	13	2	3	8	7	0	0	6	1	12	
%	.9	.5	.5	2.1	1.9	.0	.0	1.7	.7	1.0	
I do not consider myself affiliated with any political party	383	89	168	126	108	59	132	84	36	332	
%	26.8	21.4	26.8	32.4	29.0	20.6	31.5	23.9	25.2	26.8	
TOTAL	1,431	415	627	389	373	287	419	352	143	1,241	
%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
No Resp	36	13	9	14	10	10	8	8	2	20	

40. How would you classify yourself in regard to your political affiliation?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Democrat		637	72	148	164	247	124	512	340	135	156	291
	%	44.5	37.3	44.0	45.7	46.8	40.7	45.5	45.3	42.6	44.7	43.7
Republican		398	47	110	115	124	90	308	209	98	87	185
	%	27.8	24.4	32.7	32.0	23.5	29.5	27.4	27.9	30.9	24.9	27.8
Other political party		13	2	5	3	3	4	9	8	4	1	5
	%	.9	1.0	1.5	.8	.6	1.3	.8	1.1	1.3	.3	.8
I do not consider myself affiliated with any political party												
		383	72	73	77	154	87	296	193	80	105	185
	%	26.8	37.3	21.7	21.4	29.2	28.5	26.3	25.7	25.2	30.1	27.8
TOTAL		1,431	193	336	359	528	305	1,125	750	317	349	666
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		36	3	2	7	8	3	33	14	7	12	19

41. Is your residence within the boundaries of the school system in which you teach?

		Stratum			Region				Race	
	Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes	771	252	330	189	164	202	194	211	76	668
	% 52.9	59.3	52.1	47.5	43.2	68.5	45.8	58.9	52.4	53.0
No	686	173	304	209	216	93	230	147	69	592
	% 47.1	40.7	47.9	52.5	56.8	31.5	54.2	41.1	47.6	47.0
TOTAL	1,457	425	634	398	380	295	424	358	145	1,260
	% 100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp	10	3	2	5	3	2	3	2	0	1

41. Is your residence within the boundaries of the school system in which you teach?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		771	104	175	184	296	161	609	412	169	182	351
	%	52.9	53.1	51.8	50.3	55.3	52.6	53.0	54.1	52.6	51.1	51.8
No		686	92	163	182	239	145	541	350	152	174	326
	%	47.1	46.9	48.2	49.7	44.7	47.4	47.0	45.9	47.4	48.9	48.2
TOTAL		1,457	196	338	366	535	306	1,150	762	321	356	677
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		10	0	0	0	1	2	8	2	3	5	8

42. Is your residence within the attendance area of the school in which you teach?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		465	79	191	195	97	114	132	122	39	413
	%	32.0	18.6	30.2	49.4	25.7	38.6	31.2	34.3	26.9	32.9
No		987	345	442	200	281	181	291	234	106	844
	%	68.0	81.4	69.8	50.6	74.3	61.4	68.8	65.7	73.1	67.1
TOTAL		1,452	424	633	395	378	295	423	356	145	1,257
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		15	4	3	8	5	2	4	4	0	4

42. Is your residence within the attendance area of the school in which you teach?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		465	61	107	122	170	111	354	192	117	151	268
	%	32.0	31.1	31.9	33.3	31.8	36.5	30.9	25.3	36.6	42.5	39.7
No		987	135	228	244	364	193	793	568	203	204	407
	%	68.0	68.9	68.1	66.7	68.2	63.5	69.1	74.7	63.4	57.5	60.3
TOTAL		1,452	196	335	366	534	304	1,147	760	320	355	675
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		15	0	3	0	2	4	11	4	4	6	10

43. Are you a member of any of the following religious, professional, social, or civic organizations?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Church, synagogue, other formal religious group		1,095	305	487	303	270	243	336	246	112	947
	%	77.5	74.2	78.7	79.1	74.4	85.0	80.6	70.9	78.9	77.1
Youth-serving group (e.g., scouts)		219	64	99	56	57	51	51	60	32	181
	%	15.5	15.6	16.0	14.6	15.7	17.8	12.2	17.3	22.5	14.7
Business, professional, or civic-social groups		330	96	148	86	66	87	100	77	49	268
	%	23.4	23.4	23.9	22.5	18.2	30.4	24.0	22.2	34.5	21.8
Civil liberties group		60	34	18	8	22	13	11	14	32	25
	%	4.2	8.3	2.9	2.1	6.1	4.5	2.6	4.0	22.5	2.0
Veterans group		39	14	10	15	7	8	13	11	4	35
	%	2.8	3.4	1.6	3.9	1.9	2.8	3.1	3.2	2.8	2.9
Political party organization		126	47	51	28	25	29	26	46	16	107
	%	8.9	11.4	8.2	7.3	6.9	10.1	6.2	13.3	11.3	8.7
Parent-Teacher Association		807	258	361	188	193	222	193	199	81	705
	%	57.1	62.8	58.3	49.1	53.2	77.6	46.3	57.3	57.0	57.4
Hobby club		406	105	201	100	97	91	122	96	35	362
	%	28.7	25.5	32.5	26.1	26.7	31.8	29.3	27.7	24.6	29.5
National Education Association		961	230	456	275	255	142	315	249	90	846
	%	68.0	56.0	73.7	71.8	70.2	49.7	75.5	71.8	63.4	68.9
Subject-matter or professional special interest association		569	162	257	150	147	109	177	136	62	489
	%	40.3	39.4	41.5	39.2	40.5	38.1	42.4	39.2	43.7	39.8
American Federation of Teachers		242	116	69	57	111	32	59	40	48	184
	%	17.1	28.2	11.1	14.9	30.6	11.2	14.1	11.5	33.8	15.0
National Association of Professional Educators		59	28	14	17	20	13	12	14	17	39
	%	4.2	6.8	2.3	4.4	5.5	4.5	2.9	4.0	12.0	3.2
TOTAL		1,413	411	619	383	363	286	417	347	142	1,228
	%	348	355	351	335	350	364	339	342	407	341
No Resp		54	17	17	20	20	11	10	13	3	33

Note: Percentages sum to more than 100% because of multiple responses.

43. Are you a member of any of the following religious, professional, social, or civic organizations?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Church, synagogue, other formal religious group		1,095	134	254	278	418	211	884	594	249	239	488
	%	77.5	72.4	77.4	77.2	79.8	73.0	78.7	79.7	79.8	70.3	74.8
Youth-serving group (e.g., scouts)		219	7	47	74	90	52	167	104	42	71	113
	%	15.5	3.8	14.3	20.6	17.2	18.0	14.9	14.0	13.5	20.9	17.3
Business, professional, or civic-social groups		330	34	72	82	141	47	282	158	70	97	167
	%	23.4	18.4	22.0	22.8	26.9	16.3	25.1	21.2	22.4	28.5	25.6
Civil liberties group		60	5	5	17	32	12	48	26	18	16	34
	%	4.2	2.7	1.5	4.7	6.1	4.2	4.3	3.5	5.8	4.7	5.2
Veterans group		39	0	7	7	25	29	10	12	10	17	27
	%	2.8	.0	2.1	1.9	4.8	10.0	.9	1.6	3.2	5.0	4.1
Political party organization		126	13	24	29	59	35	90	46	34	44	78
	%	8.9	7.0	7.3	8.1	11.3	12.1	8.0	6.2	10.9	12.9	12.0
Parent-Teacher Association		807	63	184	232	319	117	690	513	159	126	285
	%	57.1	34.1	56.1	64.4	60.9	40.5	61.4	68.9	51.0	37.1	43.7
Hobby club		406	48	83	110	161	91	315	212	79	109	188
	%	28.7	25.9	25.3	30.6	30.7	31.5	28.0	28.5	25.3	32.1	28.8
National Education Association		961	113	215	250	371	199	761	511	211	230	441
	%	68.0	61.1	65.5	69.4	70.8	68.9	67.8	68.6	67.6	67.6	67.6
Subject-matter or professional special interest association		569	53	115	147	250	125	444	212	150	202	352
	%	40.3	28.6	35.1	40.8	47.7	43.3	39.5	28.5	48.1	59.4	54.0
American Federation of Teachers		242	14	50	59	116	51	190	130	47	63	110
	%	17.1	7.6	15.2	16.4	22.1	17.6	16.9	17.4	15.1	18.5	16.9
National Association of Professional Educators		59	4	10	19	24	6	52	35	9	12	21
	%	4.2	2.2	3.0	5.3	4.6	2.1	4.6	4.7	2.9	3.5	3.2
TOTAL		1,413	185	328	360	524	289	1,123	745	312	340	652
	%	348	264	325	362	383	337	350	343	346	361	353
No Resp		54	11	10	6	12	19	35	19	12	21	33

Note: Percentages sum to more than 100% because of multiple responses.

44. Did you participate in any of the following professional growth activities last year (1999-2000)?

			Stratum			Region				Race	
			Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority
Sabbatical leave		22	6	7	9	5	5	8	4	4	18
	%	1.7	1.6	1.3	2.6	1.5	2.0	2.1	1.3	3.3	1.6
Other educational travel		226	61	106	59	53	44	68	61	25	188
	%	17.8	16.7	19.2	16.9	16.0	17.5	18.2	19.6	20.8	17.1
System sponsored professional development during school year		939	282	414	243	244	190	281	224	76	828
	%	74.1	77.0	75.1	69.4	73.7	75.7	75.1	72.0	63.3	75.3
System sponsored professional development during summer		479	143	221	115	109	114	134	122	47	414
	%	37.8	39.1	40.1	32.9	32.9	45.4	35.8	39.2	39.2	37.7
Professional development sponsored by professional associations		413	108	184	121	115	76	131	91	41	360
	%	32.6	29.5	33.4	34.6	34.7	30.3	35.0	29.3	34.2	32.8
Work on curriculum committee		493	116	233	144	130	83	169	111	46	430
	%	38.9	31.7	42.3	41.1	39.3	33.1	45.2	35.7	38.3	39.1
Committee work or special assignment other than curriculum		492	128	226	138	103	104	165	120	47	432
	%	38.8	35.0	41.0	39.4	31.1	41.4	44.1	38.6	39.2	39.3
College courses in education during school year		360	110	156	94	89	52	115	104	43	302
	%	28.4	30.1	28.3	26.9	26.9	20.7	30.7	33.4	35.8	27.5
College courses in subject fields other than education during school year		109	32	47	30	32	29	22	26	12	94
	%	8.6	8.7	8.5	8.6	9.7	11.6	5.9	8.4	10.0	8.6
College courses in education during the summer		292	72	121	99	67	32	116	77	24	257
	%	23.0	19.7	22.0	28.3	20.2	12.7	31.0	24.8	20.0	23.4
College courses in subjects other than education during the summer		70	21	27	22	15	13	19	23	10	57
	%	5.5	5.7	4.9	6.3	4.5	5.2	5.1	7.4	8.3	5.2
Professional development for National Board Certification		63	18	33	12	16	13	13	21	11	48
	%	5.0	4.9	6.0	3.4	4.8	5.2	3.5	6.8	9.2	4.4

44. Did you participate in any of the following professional growth activities last year (1999-2000)? (continued)

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Exchange teaching, domestic		16	3	8	5	4	4	4	4	1	15
%		1.3	.8	1.5	1.4	1.2	1.6	1.1	1.3	.8	1.4
Exchange teaching, foreign		19	6	8	5	4	5	4	6	3	16
%		1.5	1.6	1.5	1.4	1.2	2.0	1.1	1.9	2.5	1.5
International education meetings		41	13	18	10	13	13	8	7	5	35
%		3.2	3.6	3.3	2.9	3.9	5.2	2.1	2.3	4.2	3.2
Time for collaboration with other teachers		622	194	262	166	173	121	166	162	60	539
%		49.1	53.0	47.5	47.4	52.3	48.2	44.4	52.1	50.0	49.0
Assisting another teacher in a formal relationship		344	111	150	83	92	68	85	99	48	283
%		27.2	30.3	27.2	23.7	27.8	27.1	22.7	31.8	40.0	25.8
Being assisted by another teacher in a formal relationship		170	54	65	51	43	35	50	42	20	143
%		13.4	14.8	11.8	14.6	13.0	13.9	13.4	13.5	16.7	13.0
Formally evaluated your peers’ teaching and classroom management skills		148	46	71	31	37	44	31	36	20	120
%		11.7	12.6	12.9	8.9	11.2	17.5	8.3	11.6	16.7	10.9
Had your teaching and classroom management skills formally evaluated by your peers		218	77	95	46	57	63	53	45	26	182
%		17.2	21.0	17.2	13.1	17.2	25.1	14.2	14.5	21.7	16.6
Individual or collaborative research		166	62	67	37	37	31	48	50	24	136
%		13.1	16.9	12.2	10.6	11.2	12.4	12.8	16.1	20.0	12.4
Other		36	12	15	9	12	2	8	14	4	31
%		2.8	3.3	2.7	2.6	3.6	.8	2.1	4.5	3.3	2.8
TOTAL		1,267	366	551	350	331	251	374	311	120	1,099
%		453	458	460	437	438	455	454	466	498	448
No Resp		200	62	85	53	52	46	53	49	25	162

Note: Percentages sum to more than 100% because of multiple responses.

44. Did you participate in any of the following professional growth activities last year (1999-2000)?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/Jr Hi	Senr High	Comb Sec
Sabbatical leave		22	1	7	4	10	5	17	14	2	6	8
%		1.7	.7	2.3	1.2	2.1	2.0	1.7	2.1	.7	2.0	1.4
Other educational travel		226	20	50	57	94	52	174	98	43	81	124
%		17.8	13.2	16.4	17.6	20.2	20.7	17.1	14.7	15.4	26.4	21.2
System sponsored professional development during school year		939	106	215	242	357	175	763	496	213	224	437
%		74.1	70.2	70.7	74.9	76.6	69.7	75.2	74.3	76.3	73.0	74.6
System sponsored professional development during summer		479	49	113	118	188	63	416	281	103	91	194
%		37.8	32.5	37.2	36.5	40.3	25.1	41.0	42.1	36.9	29.6	33.1
Professional development sponsored by professional associations		413	36	92	117	162	67	346	233	86	92	178
%		32.6	23.8	30.3	36.2	34.8	26.7	34.1	34.9	30.8	30.0	30.4
Work on curriculum committee		493	44	97	139	207	101	392	245	123	120	243
%		38.9	29.1	31.9	43.0	44.4	40.2	38.6	36.7	44.1	39.1	41.5
Committee work or special assignment other than curriculum		492	45	112	139	188	91	401	271	102	114	216
%		38.8	29.8	36.8	43.0	40.3	36.3	39.5	40.6	36.6	37.1	36.9
College courses in education during school year		360	66	101	94	93	63	296	196	83	76	159
%		28.4	43.7	33.2	29.1	20.0	25.1	29.2	29.3	29.7	24.8	27.1
College courses in subject fields other than education during school year		109	10	27	27	42	28	81	43	20	45	65
%		8.6	6.6	8.9	8.4	9.0	11.2	8.0	6.4	7.2	14.7	11.1
College courses in education during the summer		292	47	81	66	95	56	236	159	61	68	129
%		23.0	31.1	26.6	20.4	20.4	22.3	23.3	23.8	21.9	22.1	22.0
College courses in subjects other than education during the summer		70	7	15	18	28	16	54	28	14	28	42
%		5.5	4.6	4.9	5.6	6.0	6.4	5.3	4.2	5.0	9.1	7.2
Professional development for National Board Certification		63	5	11	21	26	7	56	39	12	11	23
%		5.0	3.3	3.6	6.5	5.6	2.8	5.5	5.8	4.3	3.6	3.9

44. Did you participate in any of the following professional growth activities last year (1999-2000)? (continued)

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Exchange teaching, domestic		16	0	3	2	11	3	13	12	2	2	4
%		1.3	.0	1.0	.6	2.4	1.2	1.3	1.8	.7	.7	.7
Exchange teaching, foreign		19	0	4	3	12	3	16	13	2	4	6
%		1.5	.0	1.3	.9	2.6	1.2	1.6	1.9	.7	1.3	1.0
International education meetings		41	1	10	9	19	8	33	29	6	5	11
%		3.2	.7	3.3	2.8	4.1	3.2	3.3	4.3	2.2	1.6	1.9
Time for collaboration with other teachers		622	74	145	166	228	103	519	337	142	138	280
%		49.1	49.0	47.7	51.4	48.9	41.0	51.1	50.4	50.9	45.0	47.8
Assisting another teacher in a formal relationship		344	28	73	102	132	70	274	189	67	86	153
%		27.2	18.5	24.0	31.6	28.3	27.9	27.0	28.3	24.0	28.0	26.1
Being assisted by another teacher in a formal relationship		170	43	40	39	46	29	141	96	39	34	73
%		13.4	28.5	13.2	12.1	9.9	11.6	13.9	14.4	14.0	11.1	12.5
Formally evaluated your peers' teaching and classroom management skills		148	12	32	41	59	29	119	78	27	40	67
%		11.7	7.9	10.5	12.7	12.7	11.6	11.7	11.7	9.7	13.0	11.4
Had your teaching and classroom management skills formally evaluated by your peers		218	37	55	49	73	57	161	104	54	56	110
%		17.2	24.5	18.1	15.2	15.7	22.7	15.9	15.6	19.4	18.2	18.8
Individual or collaborative research		166	18	40	43	62	29	137	89	33	44	77
%		13.1	11.9	13.2	13.3	13.3	11.6	13.5	13.3	11.8	14.3	13.1
Other		36	1	11	12	11	8	28	22	5	9	14
%		2.8	.7	3.6	3.7	2.4	3.2	2.8	3.3	1.8	2.9	2.4
TOTAL		1,267	151	304	323	466	251	1,015	668	279	307	586
%		453	430	439	467	460	424	460	460	444	448	446
No Resp		200	45	34	43	70	57	143	96	45	54	99

Note: Percentages sum to more than 100% because of multiple responses.

44. Did you participate in any of the following professional growth activities this year (2000-2001)?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Sabbatical leave		3	1	1	1	3	0	0	0	1	2
	%	.2	.3	.2	.3	.8	.0	.0	.0	.7	.2
Other educational travel		201	58	87	56	44	50	53	54	27	160
	%	14.6	14.7	14.4	14.9	12.1	18.1	13.3	16.2	20.1	13.5
System sponsored professional development during school year		1,061	309	472	280	292	208	313	248	97	922
	%	77.2	78.4	78.0	74.7	80.2	75.4	78.3	74.3	72.4	77.8
System sponsored professional development during summer		479	133	217	129	111	118	129	121	47	413
	%	34.9	33.8	35.9	34.4	30.5	42.8	32.3	36.2	35.1	34.9
Professional development sponsored by professional associations		427	120	185	122	138	77	119	93	39	368
	%	31.1	30.5	30.6	32.5	37.9	27.9	29.8	27.8	29.1	31.1
Work on curriculum committee		555	117	260	178	151	81	187	136	59	478
	%	40.4	29.7	43.0	47.5	41.5	29.3	46.8	40.7	44.0	40.3
Committee work or special assignment other than curriculum		602	142	282	178	142	125	190	145	52	532
	%	43.8	36.0	46.6	47.5	39.0	45.3	47.5	43.4	38.8	44.9
College courses in education during school year		344	106	147	91	96	42	108	98	42	284
	%	25.0	26.9	24.3	24.3	26.4	15.2	27.0	29.3	31.3	24.0
College courses in subject fields other than education during school year		81	25	31	25	23	14	23	21	9	67
	%	5.9	6.3	5.1	6.7	6.3	5.1	5.8	6.3	6.7	5.7
College courses in education during the summer		261	72	100	89	66	30	97	68	26	220
	%	19.0	18.3	16.5	23.7	18.1	10.9	24.3	20.4	19.4	18.6
College courses in subjects other than education during the summer		59	14	27	18	17	9	17	16	3	52
	%	4.3	3.6	4.5	4.8	4.7	3.3	4.3	4.8	2.2	4.4
Professional development for National Board Certification		53	20	22	11	15	14	12	12	7	42
	%	3.9	5.1	3.6	2.9	4.1	5.1	3.0	3.6	5.2	3.5

44. Did you participate in any of the following professional growth activities this year (2000-2001)? (continued)

		Stratum			Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle West	Minority	White
Exchange teaching, domestic		3	2	1	0	1	0	1	1	1
	%	.2	.5	.2	.0	.3	.0	.3	1.5	.1
Exchange teaching, foreign		3	1	2	0	1	1	0	2	1
	%	.2	.3	.3	.0	.3	.4	.0	1.5	.1
International education meetings		32	11	15	6	13	9	5	5	26
	%	2.3	2.8	2.5	1.6	3.6	3.3	1.3	4.5	2.2
Time for collaboration with other teachers		733	224	313	196	196	148	198	191	75
	%	53.3	56.9	51.7	52.3	53.8	53.6	49.5	57.2	56.0
Assisting another teacher in a formal relationship		417	133	189	95	104	87	116	110	55
	%	30.3	33.8	31.2	25.3	28.6	31.5	29.0	32.9	41.0
Being assisted by another teacher in a formal relationship		192	64	83	45	52	32	62	46	24
	%	14.0	16.2	13.7	12.0	14.3	11.6	15.5	13.8	17.9
Formally evaluated your peers' teaching and classroom management skills		147	52	63	32	40	42	29	36	22
	%	10.7	13.2	10.4	8.5	11.0	15.2	7.3	10.8	16.4
Had your teaching and classroom management skills formally evaluated by your peers		251	80	113	58	69	70	61	51	27
	%	18.3	20.3	18.7	15.5	19.0	25.4	15.3	15.3	20.1
Individual or collaborative research		185	67	79	39	53	31	50	51	20
	%	13.5	17.0	13.1	10.4	14.6	11.2	12.5	15.3	14.9
Other		39	13	17	9	11	6	10	12	4
	%	2.8	3.3	2.8	2.4	3.0	2.2	2.5	3.6	3.0
TOTAL		1,374	394	605	375	364	276	400	334	134
	%	446	448	447	442	450	433	445	454	482
No Resp		93	34	31	28	19	21	27	26	11
										76

Note: Percentages sum to more than 100% because of multiple responses.

44. Did you participate in any of the following professional growth activities this year (2000-2001)?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/Jr Hi	Senr High	Comb Sec
Sabbatical leave		3	0	0	1	2	1	2	1	0	2	2
	%	.2	.0	.0	.3	.4	.4	.2	.1	.0	.6	.3
Other educational travel		201	19	48	51	75	47	154	94	39	65	104
	%	14.6	10.1	15.3	14.6	15.2	16.9	14.1	12.9	13.0	19.5	16.4
System sponsored professional development during school year		1,061	130	245	269	392	206	855	565	235	253	488
	%	77.2	68.8	78.0	76.9	79.4	74.1	78.1	77.8	78.3	76.0	77.1
System sponsored professional development during summer		479	57	114	117	177	83	396	264	103	107	210
	%	34.9	30.2	36.3	33.4	35.8	29.9	36.2	36.4	34.3	32.1	33.2
Professional development sponsored by professional associations		427	46	95	116	163	77	350	232	92	99	191
	%	31.1	24.3	30.3	33.1	33.0	27.7	32.0	32.0	30.7	29.7	30.2
Work on curriculum committee		555	72	115	146	217	107	447	285	132	133	265
	%	40.4	38.1	36.6	41.7	43.9	38.5	40.8	39.3	44.0	39.9	41.9
Committee work or special assignment other than curriculum		602	77	140	154	223	105	497	329	131	138	269
	%	43.8	40.7	44.6	44.0	45.1	37.8	45.4	45.3	43.7	41.4	42.5
College courses in education during school year		344	78	92	82	86	66	277	189	75	76	151
	%	25.0	41.3	29.3	23.4	17.4	23.7	25.3	26.0	25.0	22.8	23.9
College courses in subject fields other than education during school year		81	10	28	18	24	17	63	25	22	33	55
	%	5.9	5.3	8.9	5.1	4.9	6.1	5.8	3.4	7.3	9.9	8.7
College courses in education during the summer		261	56	77	58	66	52	209	136	64	58	122
	%	19.0	29.6	24.5	16.6	13.4	18.7	19.1	18.7	21.3	17.4	19.3
College courses in subjects other than education during the summer		59	10	13	16	18	14	44	13	13	33	46
	%	4.3	5.3	4.1	4.6	3.6	5.0	4.0	1.8	4.3	9.9	7.3
Professional development for National Board Certification		53	7	13	22	11	6	47	34	9	9	18
	%	3.9	3.7	4.1	6.3	2.2	2.2	4.3	4.7	3.0	2.7	2.8

44. Did you participate in any of the following professional growth activities this year (2000-2001)? (continued)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Exchange teaching, domestic		3	0	2	0	1	0	3	2	0	1	1
%		.2	.0	.6	.0	.2	.0	.3	.3	.0	.3	.2
Exchange teaching, foreign		3	1	2	0	0	1	2	1	1	1	2
%		.2	.5	.6	.0	.0	.4	.2	.1	.3	.3	.3
International education meetings		32	1	7	7	16	9	23	20	4	8	12
%		2.3	.5	2.2	2.0	3.2	3.2	2.1	2.8	1.3	2.4	1.9
Time for collaboration with other teachers		733	102	168	184	266	120	613	400	164	161	325
%		53.3	54.0	53.5	52.6	53.8	43.2	56.0	55.1	54.7	48.3	51.3
Assisting another teacher in a formal relationship		417	44	85	108	172	81	336	223	80	110	190
%		30.3	23.3	27.1	30.9	34.8	29.1	30.7	30.7	26.7	33.0	30.0
Being assisted by another teacher in a formal relationship		192	56	42	48	43	33	159	104	43	42	85
%		14.0	29.6	13.4	13.7	8.7	11.9	14.5	14.3	14.3	12.6	13.4
Formally evaluated your peers' teaching and classroom management skills		147	18	35	36	55	28	119	73	31	41	72
%		10.7	9.5	11.1	10.3	11.1	10.1	10.9	10.1	10.3	12.3	11.4
Had your teaching and classroom management skills formally evaluated by your peers		251	53	60	52	81	61	190	119	63	64	127
%		18.3	28.0	19.1	14.9	16.4	21.9	17.4	16.4	21.0	19.2	20.1
Individual or collaborative research		185	24	40	50	67	41	144	89	42	53	95
%		13.5	12.7	12.7	14.3	13.6	14.7	13.2	12.3	14.0	15.9	15.0
Other		39	5	8	14	11	8	31	21	10	8	18
%		2.8	2.6	2.5	4.0	2.2	2.9	2.8	2.9	3.3	2.4	2.8
TOTAL		1,374	189	314	350	494	278	1,095	726	300	333	633
%		446	458	455	443	438	418	453	443	451	449	450
No Resp		93	7	24	16	42	30	63	38	24	28	52

Note: Percentages sum to more than 100% because of multiple responses.

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

School safety

		Stratum			Region				Race		
		Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White	
Yes		654	174	294	186	165	140	185	164	71	558
	%	54.2	50.3	55.1	57.1	52.9	56.9	53.0	54.8	59.7	53.6
No		552	172	240	140	147	106	164	135	48	484
	%	45.8	49.7	44.9	42.9	47.1	43.1	47.0	45.2	40.3	46.4
TOTAL		1,206	346	534	326	312	246	349	299	119	1,042
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		261	82	102	77	71	51	78	61	26	219

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

School safety

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		654	79	150	155	254	136	517	330	144	172	316
	%	54.2	45.9	53.0	51.2	59.6	55.3	53.9	52.6	53.9	57.9	56.0
No		552	93	133	148	172	110	442	297	123	125	248
	%	45.8	54.1	47.0	48.8	40.4	44.7	46.1	47.4	46.1	42.1	44.0
TOTAL		1,206	172	283	303	426	246	959	627	267	297	564
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		261	24	55	63	110	62	199	137	57	64	121

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Parental involvement in the schools

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		522	182	218	122	124	131	145	122	77	422
	%	44.4	52.0	42.7	38.6	41.2	54.4	41.8	42.5	64.7	41.7
No		654	168	292	194	177	110	202	165	42	591
	%	55.6	48.0	57.3	61.4	58.8	45.6	58.2	57.5	35.3	58.3
TOTAL		1,176	350	510	316	301	241	347	287	119	1,013
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		291	78	126	87	82	56	80	73	26	248

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Parent involvement in the schools

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		522	72	120	135	181	81	440	323	102	93	195
	%	44.4	41.1	42.9	45.5	45.0	34.9	46.7	51.8	40.2	32.9	36.3
No		654	103	160	162	221	151	503	300	152	190	342
	%	55.6	58.9	57.1	54.5	55.0	65.1	53.3	48.2	59.8	67.1	63.7
TOTAL		1,176	175	280	297	402	232	943	623	254	283	537
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		291	21	58	69	134	76	215	141	70	78	148

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Classroom management

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		647	205	274	168	171	139	193	144	80	541
	%	53.1	56.6	52.2	50.8	53.8	56.7	54.2	48.2	63.5	51.7
No		571	157	251	163	147	106	163	155	46	506
	%	46.9	43.4	47.8	49.2	46.2	43.3	45.8	51.8	36.5	48.3
TOTAL		1,218	362	525	331	318	245	356	299	126	1,047
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		249	66	111	72	65	52	71	61	19	214

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Classroom management

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		647	93	140	162	237	140	506	347	136	160	296
	%	53.1	52.5	49.1	52.3	55.9	55.1	52.5	54.6	50.9	53.3	52.2
No		571	84	145	148	187	114	457	288	131	140	271
	%	46.9	47.5	50.9	47.7	44.1	44.9	47.5	45.4	49.1	46.7	47.8
TOTAL		1,218	177	285	310	424	254	963	635	267	300	567
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		249	19	53	56	112	54	195	129	57	61	118

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Technology in the classroom

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		1,074	298	474	302	266	228	327	253	104	925
	%	81.2	78.0	81.6	83.9	77.1	84.1	83.2	80.6	81.9	80.8
No		249	84	107	58	79	43	66	61	23	220
	%	18.8	22.0	18.4	16.1	22.9	15.9	16.8	19.4	18.1	19.2
TOTAL		1,323	382	581	360	345	271	393	314	127	1,145
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		144	46	55	43	38	26	34	46	18	116

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Technology in the classroom

		Total	Age				Sex		Level			
			Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		1,074	135	237	282	399	219	854	540	242	280	522
	%	81.2	73.4	76.7	84.2	85.1	79.9	81.5	79.3	81.2	85.1	83.3
No		249	49	72	53	70	55	194	141	56	49	105
	%	18.8	26.6	23.3	15.8	14.9	20.1	18.5	20.7	18.8	14.9	16.7
TOTAL		1,323	184	309	335	469	274	1,048	681	298	329	627
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		144	12	29	31	67	34	110	83	26	32	58

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Your grade level/subject matter area

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		1,073	334	475	264	293	220	299	261	107	925
	%	81.7	86.5	83.2	73.9	84.9	83.0	78.3	81.1	81.7	81.4
No		241	52	96	93	52	45	83	61	24	211
	%	18.3	13.5	16.8	26.1	15.1	17.0	21.7	18.9	18.3	18.6
TOTAL		1,314	386	571	357	345	265	382	322	131	1,136
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		153	42	65	46	38	32	45	38	14	125

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Your grade level/subject matter area

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		1,073	147	237	276	394	198	874	612	238	214	452
	%	81.7	79.0	77.5	84.4	83.3	75.9	83.1	86.9	82.1	70.2	76.0
No		241	39	69	51	79	63	178	92	52	91	143
	%	18.3	21.0	22.5	15.6	16.7	24.1	16.9	13.1	17.9	29.8	24.0
TOTAL		1,314	186	306	327	473	261	1,052	704	290	305	595
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		153	10	32	39	63	47	106	60	34	56	90

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Managing diversity in the classroom

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		465	172	202	91	131	92	113	129	59	384
	%	40.1	49.4	39.8	29.7	43.8	39.1	33.8	44.0	54.6	38.0
No		696	176	305	215	168	143	221	164	49	627
	%	59.9	50.6	60.2	70.3	56.2	60.9	66.2	56.0	45.4	62.0
TOTAL		1,161	348	507	306	299	235	334	293	108	1,011
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		306	80	129	97	84	62	93	67	37	250

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Managing diversity in the classroom

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		465	68	89	113	184	81	383	253	95	112	207
	%	40.1	40.0	31.8	38.7	46.1	35.5	41.1	41.7	36.7	40.0	38.4
No		696	102	191	179	215	147	549	354	164	168	332
	%	59.9	60.0	68.2	61.3	53.9	64.5	58.9	58.3	63.3	60.0	61.6
TOTAL		1,161	170	280	292	399	228	932	607	259	280	539
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		306	26	58	74	137	80	226	157	65	81	146

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Curriculum development

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		980	274	421	285	261	192	284	243	92	854
	%	76.8	74.5	75.7	81.0	77.9	76.2	74.9	78.4	78.0	76.6
No		296	94	135	67	74	60	95	67	26	261
	%	23.2	25.5	24.3	19.0	22.1	23.8	25.1	21.6	22.0	23.4
TOTAL		1,276	368	556	352	335	252	379	310	118	1,115
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		191	60	80	51	48	45	48	50	27	146

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Curriculum development

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		980	125	214	254	368	178	801	539	205	226	431
	%	76.8	69.8	72.1	80.1	80.0	70.4	78.4	80.0	71.9	75.1	73.5
No		296	54	83	63	92	75	221	135	80	75	155
	%	23.2	30.2	27.9	19.9	20.0	29.6	21.6	20.0	28.1	24.9	26.5
TOTAL		1,276	179	297	317	460	253	1,022	674	285	301	586
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		191	17	41	49	76	55	136	90	39	60	99

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Assessing and monitoring students' work

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		761	238	338	185	223	157	183	198	79	650
	%	61.8	67.4	62.5	54.9	68.6	64.6	51.5	64.3	66.4	60.9
No		470	115	203	152	102	86	172	110	40	418
	%	38.2	32.6	37.5	45.1	31.4	35.4	48.5	35.7	33.6	39.1
TOTAL		1,231	353	541	337	325	243	355	308	119	1,068
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		236	75	95	66	58	54	72	52	26	193

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Assessing and monitoring students' work

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		761	93	171	192	291	123	637	447	152	151	303
	%	61.8	52.2	58.4	62.5	67.4	51.3	64.3	67.8	56.9	52.2	54.5
No		470	85	122	115	141	117	353	212	115	138	253
	%	38.2	47.8	41.6	37.5	32.6	48.8	35.7	32.2	43.1	47.8	45.5
TOTAL		1,231	178	293	307	432	240	990	659	267	289	556
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		236	18	45	59	104	68	168	105	57	72	129

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

The use of data to support decisions about school improvement

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		612	203	269	140	132	132	187	161	77	510
	%	51.4	58.5	51.8	43.2	43.6	54.8	53.0	54.9	65.3	49.7
No		578	144	250	184	171	109	166	132	41	517
	%	48.6	41.5	48.2	56.8	56.4	45.2	47.0	45.1	34.7	50.3
TOTAL		1,190	347	519	324	303	241	353	293	118	1,027
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		277	81	117	79	80	56	74	67	27	234

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

The use of data to support decisions about school improvement

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		612	66	141	162	233	113	499	359	119	129	248
	%	51.4	38.6	49.5	54.5	56.0	47.3	52.5	57.3	45.9	44.6	45.3
No		578	105	144	135	183	126	451	268	140	160	300
	%	48.6	61.4	50.5	45.5	44.0	52.7	47.5	42.7	54.1	55.4	54.7
TOTAL		1,190	171	285	297	416	239	950	627	259	289	548
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		277	25	53	69	120	69	208	137	65	72	137

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Alignment of curriculum across levels (elementary to middle school and middle school to high school)

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		665	167	284	214	158	112	215	180	68	577
	%	54.9	48.3	53.6	63.9	50.3	47.7	59.2	60.2	58.1	55.0
No		546	179	246	121	156	123	148	119	49	472
	%	45.1	51.7	46.4	36.1	49.7	52.3	40.8	39.8	41.9	45.0
TOTAL		1,211	346	530	335	314	235	363	299	117	1,049
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		256	82	106	68	69	62	64	61	28	212

45. Have you participated in professional development activities during the 2000-2001 school year that have concentrated on:

Alignment of curriculum across levels (elementary to middle school and middle school to high school)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/ Jr Hi	Senr High	Comb Sec
Yes		665	88	150	174	244	141	524	330	167	160	327
	%	54.9	50.9	53.0	57.4	56.5	57.6	54.3	52.5	60.5	55.2	57.8
No		546	85	133	129	188	104	441	299	109	130	239
	%	45.1	49.1	47.0	42.6	43.5	42.4	45.7	47.5	39.5	44.8	42.2
TOTAL		1,211	173	283	303	432	245	965	629	276	290	566
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		256	23	55	63	104	63	193	135	48	71	119

46a. How often, in the last year, have you had professional development experiences in your teaching field designed to help you improve instruction?

Number of days attended in 2000-2001

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		128	29	56	43	31	27	48	22	10	113
	%	9.4	7.3	9.4	11.4	8.6	9.9	11.9	6.6	7.6	9.6
1 day		81	23	26	32	26	10	27	18	6	73
	%	5.9	5.8	4.4	8.5	7.2	3.6	6.7	5.4	4.6	6.2
2 days		157	33	79	45	43	24	54	36	11	142
	%	11.5	8.3	13.3	12.0	12.0	8.8	13.4	10.8	8.4	12.0
3 days		165	54	70	41	50	21	49	45	12	142
	%	12.1	13.6	11.8	10.9	13.9	7.7	12.2	13.6	9.2	12.0
4 days		130	32	58	40	33	22	43	32	13	112
	%	9.5	8.0	9.8	10.6	9.2	8.0	10.7	9.6	9.9	9.5
5 days		186	46	81	59	51	39	55	41	13	166
	%	13.6	11.6	13.6	15.7	14.2	14.2	13.6	12.3	9.9	14.0
6 to 10 days		343	113	145	85	84	79	93	87	36	295
	%	25.1	28.4	24.4	22.6	23.4	28.8	23.1	26.2	27.5	24.9
2 to 10 weeks		178	68	79	31	41	52	34	51	30	140
	%	13.0	17.1	13.3	8.2	11.4	19.0	8.4	15.4	22.9	11.8
TOTAL		1,368	398	594	376	359	274	403	332	131	1,183
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		6.5	7.8	6.2	5.5	6.3	7.5	5.3	7.3	9.0	6.2
Median		5.0	5.0	5.0	4.0	4.0	5.0	4.0	5.0	6.0	5.0
Low		0	0	0	0	0	0	0	0	0	0
High		50	45	38	50	50	42	35	45	45	50
Std. Dev.		6.9	8.2	6.2	6.4	7.2	7.0	5.5	7.9	9.6	6.5
Std. Err.		.2	.4	.3	.3	.4	.4	.3	.4	.8	.2
No Resp		86	25	37	24	20	22	22	22	11	69
Not App		13	5	5	3	4	1	2	6	3	9

46a. How often, in the last year, have you had professional development experiences in your teaching field designed to help you improve instruction?

Number of days attended in 2000-2001

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		128	15	32	30	48	40	88	34	34	58	92
	%	9.4	8.1	10.0	8.7	9.7	13.8	8.2	4.8	11.2	17.2	14.4
1 day		81	13	18	19	28	26	55	31	21	27	48
	%	5.9	7.0	5.6	5.5	5.7	9.0	5.1	4.3	6.9	8.0	7.5
2 days		157	18	42	46	51	36	121	77	39	41	80
	%	11.5	9.7	13.1	13.4	10.3	12.4	11.2	10.8	12.9	12.2	12.5
3 days		165	18	43	39	62	40	125	90	39	35	74
	%	12.1	9.7	13.4	11.3	12.6	13.8	11.6	12.6	12.9	10.4	11.6
4 days		130	12	25	43	49	34	96	64	31	32	63
	%	9.5	6.5	7.8	12.5	9.9	11.7	8.9	9.0	10.2	9.5	9.8
5 days		186	33	48	44	59	39	147	104	36	44	80
	%	13.6	17.8	15.0	12.8	11.9	13.4	13.6	14.6	11.9	13.1	12.5
6 to 10 days		343	45	77	82	131	47	295	201	76	64	140
	%	25.1	24.3	24.0	23.8	26.5	16.2	27.4	28.2	25.1	19.0	21.9
2 to 10 weeks		178	31	36	41	66	28	150	113	27	36	63
	%	13.0	16.8	11.2	11.9	13.4	9.7	13.9	15.8	8.9	10.7	9.8
TOTAL		1,368	185	321	344	494	290	1,077	714	303	337	640
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		6.5	7.0	6.1	6.3	6.6	5.3	6.8	7.4	5.6	5.4	5.5
Median		5.0	5.0	5.0	4.0	5.0	4.0	5.0	5.0	4.0	4.0	4.0
Low		0	0	0	0	0	0	0	0	0	0	0
High		50	40	50	40	45	45	50	50	40	45	45
Std. Dev.		6.9	6.9	6.5	6.9	7.2	6.5	7.0	7.4	5.8	6.6	6.2
Std. Err.		.2	.5	.4	.4	.3	.4	.2	.3	.3	.4	.2
No Resp		86	10	16	18	35	16	70	42	18	23	41
Not App		13	1	1	4	7	2	11	8	3	1	4

46b. How long did the average experience last?**Average number of hours attended per day**

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
1-2		227	85	93	49	50	61	72	44	37	179
	%	18.5	23.4	17.4	14.9	15.6	24.7	20.4	14.4	31.1	16.9
3-4		259	79	111	69	69	45	91	54	28	223
	%	21.1	21.7	20.8	21.0	21.5	18.2	25.8	17.7	23.5	21.1
5 to 8		714	195	319	200	193	139	180	202	52	636
	%	58.2	53.6	59.7	61.0	60.1	56.3	51.0	66.2	43.7	60.1
9 to 24		26	5	11	10	9	2	10	5	2	20
	%	2.1	1.4	2.1	3.0	2.8	.8	2.8	1.6	1.7	1.9
TOTAL		1,226	364	534	328	321	247	353	305	119	1,058
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		5.1	4.9	5.1	5.4	5.1	4.8	5.0	5.6	4.4	5.2
Median		6.0	5.0	6.0	6.0	5.0	5.0	5.0	6.0	4.0	6.0
Low		1	1	1	1	1	1	1	1	1	1
High		24	20	20	24	20	16	18	24	18	24
Std. Dev.		2.5	2.6	2.4	2.7	2.6	2.3	2.5	2.6	2.7	2.4
Std. Err.		.1	.1	.1	.1	.1	.1	.1	.1	.3	.1
No Resp		12	4	4	4	6	0	1	5	1	11
Not App		229	60	98	71	56	50	73	50	25	192

46b. How long did the average experience last?
Average number of hours attended per day

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
1-2		227	32	53	53	87	44	183	132	41	52	93
	%	18.5	18.8	18.8	17.0	19.7	17.7	18.8	19.6	15.4	18.8	17.1
3-4		259	35	53	66	101	47	212	143	60	55	115
	%	21.1	20.6	18.8	21.2	22.9	18.9	21.7	21.3	22.5	19.9	21.2
5 to 8		714	100	173	182	247	155	558	383	157	167	324
	%	58.2	58.8	61.3	58.5	55.9	62.2	57.2	57.0	58.8	60.5	59.7
9 to 24		26	3	3	10	7	3	23	14	9	2	11
	%	2.1	1.8	1.1	3.2	1.6	1.2	2.4	2.1	3.4	.7	2.0
TOTAL		1,226	170	282	311	442	249	976	672	267	276	543
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		5.1	5.1	5.1	5.3	4.9	5.1	5.1	5.1	5.3	5.1	5.2
Median		6.0	6.0	6.0	6.0	5.0	6.0	6.0	6.0	6.0	6.0	6.0
Low		1	1	1	1	1	1	1	1	1	1	1
High		24	16	12	24	20	12	24	24	18	14	18
Std. Dev.		2.5	2.4	2.3	2.8	2.4	2.2	2.6	2.6	2.5	2.2	2.4
Std. Err.		.1	.2	.1	.2	.1	.1	.1	.1	.2	.1	.1
No Resp		12	0	6	3	3	1	11	7	1	3	4
Not App		229	26	50	52	91	58	171	85	56	82	138

47. How many quarter hours of college credit have you earned in the past three years (since college graduation)?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		790	222	358	210	220	198	208	164	73	690
	%	91.1	89.5	90.9	93.3	95.7	96.6	90.0	81.6	85.9	91.9
5 or fewer		17	7	4	6	6	2	5	4	4	13
	%	2.0	2.8	1.0	2.7	2.6	1.0	2.2	2.0	4.7	1.7
6-9		10	1	8	1	2	1	1	6	1	9
	%	1.2	.4	2.0	.4	.9	.5	.4	3.0	1.2	1.2
10-14		10	4	4	2	1	0	5	4	1	7
	%	1.2	1.6	1.0	.9	.4	.0	2.2	2.0	1.2	.9
15-18		10	6	2	2	0	2	3	5	0	10
	%	1.2	2.4	.5	.9	.0	1.0	1.3	2.5	.0	1.3
19-23		4	0	3	1	0	0	1	3	0	4
	%	.5	.0	.8	.4	.0	.0	.4	1.5	.0	.5
24-27		3	0	2	1	0	0	2	1	0	3
	%	.3	.0	.5	.4	.0	.0	.9	.5	.0	.4
28-32		7	3	4	0	0	0	2	5	1	5
	%	.8	1.2	1.0	.0	.0	.0	.9	2.5	1.2	.7
33-100		16	5	9	2	1	2	4	9	5	10
	%	1.8	2.0	2.3	.9	.4	1.0	1.7	4.5	5.9	1.3
TOTAL		867	248	394	225	230	205	231	201	85	751
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		599	179	242	178	153	92	196	158	60	509
Not App		1	1	0	0	0	0	0	1	0	1

47. How many quarter hours of college credit have you earned in the past three years (since college graduation)?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		790	77	165	188	345	172	618	429	168	186	354
	%	91.1	89.5	88.2	87.9	94.8	92.0	90.9	90.1	90.8	93.9	92.4
5 or fewer		17	0	4	7	6	4	13	10	5	2	7
	%	2.0	.0	2.1	3.3	1.6	2.1	1.9	2.1	2.7	1.0	1.8
6-9		10	1	1	5	3	2	8	7	1	2	3
	%	1.2	1.2	.5	2.3	.8	1.1	1.2	1.5	.5	1.0	.8
10-14		10	1	3	5	1	1	9	6	2	2	4
	%	1.2	1.2	1.6	2.3	.3	.5	1.3	1.3	1.1	1.0	1.0
15-18		10	2	2	4	2	2	8	7	2	1	3
	%	1.2	2.3	1.1	1.9	.5	1.1	1.2	1.5	1.1	.5	.8
19-23		4	2	1	1	0	1	3	2	1	1	2
	%	.5	2.3	.5	.5	.0	.5	.4	.4	.5	.5	.5
24-27		3	1	1	1	0	1	2	2	1	0	1
	%	.3	1.2	.5	.5	.0	.5	.3	.4	.5	.0	.3
28-32		7	0	4	1	2	1	6	5	0	2	2
	%	.8	.0	2.1	.5	.5	.5	.9	1.1	.0	1.0	.5
33-100		16	2	6	2	5	3	13	8	5	2	7
	%	1.8	2.3	3.2	.9	1.4	1.6	1.9	1.7	2.7	1.0	1.8
TOTAL		867	86	187	214	364	187	680	476	185	198	383
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		599	110	151	152	171	121	477	287	139	163	302
Not App		1	0	0	0	1	0	1	1	0	0	0

47. How many semester hours of college credit have you earned in the past three years (since college graduation)?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		739	214	332	193	213	188	175	163	66	646
	%	53.7	53.2	55.6	51.3	57.9	66.0	43.4	51.1	49.3	54.4
1-3		117	30	45	42	25	19	51	22	9	102
	%	8.5	7.5	7.5	11.2	6.8	6.7	12.7	6.9	6.7	8.6
4-6		128	25	61	42	22	31	50	25	6	118
	%	9.3	6.2	10.2	11.2	6.0	10.9	12.4	7.8	4.5	9.9
7-9		58	19	23	16	16	11	21	10	6	49
	%	4.2	4.7	3.9	4.3	4.3	3.9	5.2	3.1	4.5	4.1
10-12		66	23	25	18	13	9	20	24	10	53
	%	4.8	5.7	4.2	4.8	3.5	3.2	5.0	7.5	7.5	4.5
13-15		41	16	11	14	10	2	18	11	9	32
	%	3.0	4.0	1.8	3.7	2.7	.7	4.5	3.4	6.7	2.7
16-18		41	16	15	10	9	6	14	12	4	34
	%	3.0	4.0	2.5	2.7	2.4	2.1	3.5	3.8	3.0	2.9
19-21		29	9	14	6	5	7	6	11	2	25
	%	2.1	2.2	2.3	1.6	1.4	2.5	1.5	3.4	1.5	2.1
22-100		156	50	71	35	55	12	48	41	22	128
	%	11.3	12.4	11.9	9.3	14.9	4.2	11.9	12.9	16.4	10.8
TOTAL		1,375	402	597	376	368	285	403	319	134	1,187
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp Not App		81	21	39	21	9	11	24	37	10	65
		11	5	0	6	6	1	0	4	1	9

47. How many semester hours of college credit have you earned in the past three years (since college graduation)?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		739	74	146	173	331	169	570	397	155	180	335
	%	53.7	39.4	46.6	50.3	65.7	59.1	52.4	56.1	50.0	52.8	51.5
1-3		117	11	23	39	41	14	103	63	28	24	52
	%	8.5	5.9	7.3	11.3	8.1	4.9	9.5	8.9	9.0	7.0	8.0
4-6		128	14	29	32	52	25	103	63	27	35	62
	%	9.3	7.4	9.3	9.3	10.3	8.7	9.5	8.9	8.7	10.3	9.5
7-9		58	6	23	17	11	12	46	31	11	16	27
	%	4.2	3.2	7.3	4.9	2.2	4.2	4.2	4.4	3.5	4.7	4.1
10-12		66	11	18	21	16	13	53	38	14	12	26
	%	4.8	5.9	5.8	6.1	3.2	4.5	4.9	5.4	4.5	3.5	4.0
13-15		41	8	14	9	10	9	32	17	9	15	24
	%	3.0	4.3	4.5	2.6	2.0	3.1	2.9	2.4	2.9	4.4	3.7
16-18		41	13	9	11	6	7	33	17	13	11	24
	%	3.0	6.9	2.9	3.2	1.2	2.4	3.0	2.4	4.2	3.2	3.7
19-21		29	7	7	7	7	3	26	16	8	5	13
	%	2.1	3.7	2.2	2.0	1.4	1.0	2.4	2.3	2.6	1.5	2.0
22-100		156	44	44	35	30	34	122	66	45	43	88
	%	11.3	23.4	14.1	10.2	6.0	11.9	11.2	9.3	14.5	12.6	13.5
TOTAL		1,375	188	313	344	504	286	1,088	708	310	341	651
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		81	8	23	19	26	20	61	50	12	17	29
Not App		11	0	2	3	6	2	9	6	2	3	5

Total college credits earned in the last three years (combined semester and quarter hours)

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
3 sem/5 quar or less		125	34	44	47	24	20	55	26	10	109
	%	18.0	16.6	15.0	24.0	15.4	19.6	22.2	13.8	13.5	18.4
4-6 sem/6-9 quar		135	24	68	43	22	32	51	30	6	126
	%	19.4	11.7	23.1	21.9	14.1	31.4	20.6	15.9	8.1	21.3
7-9 sem/10-14 quar		67	22	27	18	17	11	25	14	6	56
	%	9.6	10.7	9.2	9.2	10.9	10.8	10.1	7.4	8.1	9.5
10-12 sem/15-18 quar		74	27	27	20	13	11	23	27	10	61
	%	10.6	13.2	9.2	10.2	8.3	10.8	9.3	14.3	13.5	10.3
13-15 sem/19-23 quar		45	16	14	15	10	2	19	14	9	36
	%	6.5	7.8	4.8	7.7	6.4	2.0	7.7	7.4	12.2	6.1
16-18 sem/24-27 quar		43	16	17	10	9	6	15	13	4	36
	%	6.2	7.8	5.8	5.1	5.8	5.9	6.0	6.9	5.4	6.1
19-21 sem/28-32 quar		34	11	17	6	5	6	8	15	2	29
	%	4.9	5.4	5.8	3.1	3.2	5.9	3.2	7.9	2.7	4.9
22 or more sem/ 33 or more quar		172	55	80	37	56	14	52	50	27	138
	%	24.7	26.8	27.2	18.9	35.9	13.7	21.0	26.5	36.5	23.4
TOTAL		695	205	294	196	156	102	248	189	74	591
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		50	13	19	18	16	9	8	17	5	41
No Credits Earned		722	210	323	189	211	186	171	154	66	629

Total college credits earned in the last three years (combined semester and quarter hours)

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
3 sem/5 quar or less		125	11	24	43	44	16	109	66	31	26	57
	%	18.0	9.2	13.0	22.5	23.3	12.3	19.3	19.1	18.6	15.0	16.8
4-6 sem/6-9 quar		135	15	29	35	55	27	108	68	27	37	64
	%	19.4	12.5	15.8	18.3	29.1	20.8	19.1	19.7	16.2	21.4	18.8
7-9 sem/10-14 quar		67	7	25	22	12	13	54	36	13	18	31
	%	9.6	5.8	13.6	11.5	6.3	10.0	9.6	10.4	7.8	10.4	9.1
10-12 sem/15-18 quar		74	12	20	24	18	15	59	44	15	13	28
	%	10.6	10.0	10.9	12.6	9.5	11.5	10.5	12.8	9.0	7.5	8.2
13-15 sem/19-23 quar		45	10	15	10	10	10	35	19	10	16	26
	%	6.5	8.3	8.2	5.2	5.3	7.7	6.2	5.5	6.0	9.2	7.6
16-18 sem/24-27 quar		43	13	10	12	6	8	34	18	14	11	25
	%	6.2	10.8	5.4	6.3	3.2	6.2	6.0	5.2	8.4	6.4	7.4
19-21 sem/28-32 quar		34	6	11	8	9	4	30	20	7	7	14
	%	4.9	5.0	6.0	4.2	4.8	3.1	5.3	5.8	4.2	4.0	4.1
22 or more sem/ 33 or more quar		172	46	50	37	35	37	135	74	50	45	95
	%	24.7	38.3	27.2	19.4	18.5	28.5	23.9	21.4	29.9	26.0	27.9
TOTAL		695	120	184	191	189	130	564	345	167	173	340
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		50	4	13	9	19	12	38	30	6	13	19
No Credits Earned		722	72	141	166	328	166	556	389	151	175	326

48. If you have earned college credits in the past three years, approximately how much of your own money have you spent for:

Fees and tuition?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		57	12	26	19	14	21	14	8	2	53
	%	9.3	7.0	9.8	10.7	10.6	26.3	6.0	4.7	3.3	10.0
\$1-\$99		21	8	11	2	5	3	1	12	2	19
	%	3.4	4.7	4.1	1.1	3.8	3.8	.4	7.1	3.3	3.6
\$100-\$199		24	3	9	12	5	2	8	9	1	23
	%	3.9	1.7	3.4	6.8	3.8	2.5	3.4	5.3	1.7	4.3
\$200-\$299		35	11	11	13	8	6	16	5	0	33
	%	5.7	6.4	4.1	7.3	6.1	7.5	6.8	3.0	.0	6.2
\$300-\$399		47	14	17	16	6	7	17	17	6	38
	%	7.6	8.1	6.4	9.0	4.5	8.8	7.3	10.1	10.0	7.2
\$400-\$499		20	3	11	6	3	1	14	2	2	18
	%	3.3	1.7	4.1	3.4	2.3	1.3	6.0	1.2	3.3	3.4
\$500-\$599		21	1	11	9	3	2	11	5	2	19
	%	3.4	.6	4.1	5.1	2.3	2.5	4.7	3.0	3.3	3.6
\$600-\$699		30	7	15	8	2	3	17	8	2	26
	%	4.9	4.1	5.6	4.5	1.5	3.8	7.3	4.7	3.3	4.9
\$700-\$999		43	12	18	13	7	4	20	12	4	38
	%	7.0	7.0	6.8	7.3	5.3	5.0	8.5	7.1	6.7	7.2
\$1,000-\$1,499		52	16	22	14	7	10	19	16	4	44
	%	8.5	9.3	8.3	7.9	5.3	12.5	8.1	9.5	6.7	8.3
\$1,500-\$1,999		36	14	15	7	8	2	11	15	5	30
	%	5.9	8.1	5.6	4.0	6.1	2.5	4.7	8.9	8.3	5.7
\$2,000-\$9,900		229	71	100	58	64	19	86	60	30	189
	%	37.2	41.3	37.6	32.8	48.5	23.8	36.8	35.5	50.0	35.7
TOTAL		615	172	266	177	132	80	234	169	60	530
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		2,192.0	2,517.7	2,231.4	1,816.2	2,866.7	1,244.5	2,157.1	2,161.8	2,796.8	2,101.8
Median		1,000.0	1,275.0	1,000.0	700.0	1,650.0	450.0	925.0	1,200.0	1,900.0	900.0
Low		0	0	0	0	0	0	0	0	0	0
High		9,800	9,800	9,680	9,000	9,680	9,000	9,000	9,800	9,000	9,800
Std. Dev.		2,633	2,765	2,696	2,361	2,991	1,968	2,515	2,644	2,704	2,601
Std. Err.		106	211	165	177	260	220	164	203	349	113
No Resp		75	31	20	24	24	21	10	20	13	57
Not App		55	15	27	13	16	10	12	17	6	45
No Credits Earned		722	210	323	189	211	186	171	154	66	629

48. If you have earned college credits in the past three years, approximately how much of your own money have you spent for:

Fees and tuition?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		57	5	7	21	23	7	50	34	11	12	23
	%	9.3	4.5	4.2	12.4	14.1	6.0	10.1	10.9	7.3	8.3	7.8
\$1-\$99		21	2	4	10	5	0	21	17	2	2	4
	%	3.4	1.8	2.4	5.9	3.1	.0	4.2	5.5	1.3	1.4	1.4
\$100-\$199		24	1	6	6	11	5	19	12	8	3	11
	%	3.9	.9	3.6	3.6	6.7	4.3	3.8	3.9	5.3	2.1	3.7
\$200-\$299		35	3	10	9	13	6	29	12	9	14	23
	%	5.7	2.7	6.0	5.3	8.0	5.1	5.8	3.9	6.0	9.7	7.8
\$300-\$399		47	5	10	14	16	9	38	24	6	16	22
	%	7.6	4.5	6.0	8.3	9.8	7.7	7.6	7.7	4.0	11.0	7.4
\$400-\$499		20	3	4	5	8	1	19	11	8	1	9
	%	3.3	2.7	2.4	3.0	4.9	.9	3.8	3.5	5.3	.7	3.0
\$500-\$599		21	4	3	4	10	5	16	10	8	1	9
	%	3.4	3.6	1.8	2.4	6.1	4.3	3.2	3.2	5.3	.7	3.0
\$600-\$699		30	4	9	11	6	4	26	16	8	5	13
	%	4.9	3.6	5.4	6.5	3.7	3.4	5.2	5.1	5.3	3.4	4.4
\$700-\$999		43	4	9	17	13	11	32	25	7	10	17
	%	7.0	3.6	5.4	10.1	8.0	9.4	6.4	8.0	4.6	6.9	5.7
\$1,000-\$1,499		52	8	12	17	15	13	39	25	12	15	27
	%	8.5	7.2	7.2	10.1	9.2	11.1	7.8	8.0	7.9	10.3	9.1
\$1,500-\$1,999		36	8	11	8	9	8	28	18	11	7	18
	%	5.9	7.2	6.6	4.7	5.5	6.8	5.6	5.8	7.3	4.8	6.1
\$2,000-\$9,900		229	64	82	47	34	48	180	107	61	59	120
	%	37.2	57.7	49.1	27.8	20.9	41.0	36.2	34.4	40.4	40.7	40.5
TOTAL		615	111	167	169	163	117	497	311	151	145	296
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		2,192.0	3,496.0	2,754.0	1,700.5	1,229.0	2,355.9	2,149.8	2,003.2	2,419.2	2,402.8	2,411.2
Median		1,000.0	2,500.0	1,800.0	715.0	500.0	1,200.0	900.0	837.0	1,200.0	1,080.0	1,200.0
Low		0	0	0	0	0	0	0	0	0	0	0
High		9,800	9,500	9,000	9,800	9,000	9,000	9,800	9,800	9,500	9,000	9,500
Std. Dev.		2,633	3,069	2,783	2,353	1,811	2,556	2,654	2,549	2,735	2,718	2,722
Std. Err.		106	291	215	181	142	236	119	145	223	226	158
No Resp		75	5	17	18	29	11	64	32	14	27	41
Not App		55	8	13	13	16	14	41	32	8	14	22
No Credits Earned		722	72	141	166	328	166	556	389	151	175	326

48. If you have earned college credits in the past three years, approximately how much of your own money have you spent for:

Food and lodging while attending school?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		179	46	86	47	50	35	60	34	11	163
	%	48.4	50.5	55.1	38.2	59.5	59.3	43.8	37.8	36.7	50.0
\$1-\$99		54	12	16	26	9	8	26	11	3	49
	%	14.6	13.2	10.3	21.1	10.7	13.6	19.0	12.2	10.0	15.0
\$100-\$199		40	11	15	14	10	5	17	8	6	34
	%	10.8	12.1	9.6	11.4	11.9	8.5	12.4	8.9	20.0	10.4
\$200-\$299		29	5	14	10	5	4	8	12	4	25
	%	7.8	5.5	9.0	8.1	6.0	6.8	5.8	13.3	13.3	7.7
\$300-\$399		18	5	6	7	3	3	5	7	3	13
	%	4.9	5.5	3.8	5.7	3.6	5.1	3.6	7.8	10.0	4.0
\$400-\$499		6	1	1	4	0	0	4	2	1	5
	%	1.6	1.1	.6	3.3	.0	.0	2.9	2.2	3.3	1.5
\$500-\$599		14	0	9	5	2	2	7	3	1	13
	%	3.8	.0	5.8	4.1	2.4	3.4	5.1	3.3	3.3	4.0
\$600-\$699		1	1	0	0	0	0	0	1	0	1
	%	.3	1.1	.0	.0	.0	.0	.0	1.1	.0	.3
\$700-\$999		5	3	1	1	2	0	0	3	1	4
	%	1.4	3.3	.6	.8	2.4	.0	.0	3.3	3.3	1.2
\$1,000-\$1,499		14	4	5	5	2	0	6	6	0	11
	%	3.8	4.4	3.2	4.1	2.4	.0	4.4	6.7	.0	3.4
\$1,500-\$1,999		1	0	0	1	0	0	0	1	0	1
	%	.3	.0	.0	.8	.0	.0	.0	1.1	.0	.3
\$2,000-\$9,900		9	3	3	3	1	2	4	2	0	7
	%	2.4	3.3	1.9	2.4	1.2	3.4	2.9	2.2	.0	2.1
TOTAL		370	91	156	123	84	59	137	90	30	326
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		210.8	286.5	165.6	212.2	179.2	198.8	195.4	271.6	139.8	192.9
Median		25.0	.0	.0	50.0	.0	.0	30.0	85.0	100.0	5.5
Low		0	0	0	0	0	0	0	0	0	0
High		7,000	7,000	3,000	3,000	7,000	5,000	2,500	3,000	800	7,000
Std. Dev.		594	933	405	458	781	751	435	484	184	556
Std. Err.		31	98	32	41	85	98	37	51	34	31
No Resp		337	117	139	81	79	43	111	104	43	278
Not App		38	10	18	10	9	9	8	12	6	28
No Credits Earned		722	210	323	189	211	186	171	154	66	629

48. If you have earned college credits in the past three years, approximately how much of your own money have you spent for:

Food and lodging while attending school?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/Jr Hi	Senr High	Comb Sec
None		179	33	36	53	55	26	153	100	40	36	76
	%	48.4	51.6	40.0	49.5	51.9	39.4	50.5	54.6	43.5	40.9	42.2
\$1-\$99		54	7	8	18	21	9	45	26	15	12	27
	%	14.6	10.9	8.9	16.8	19.8	13.6	14.9	14.2	16.3	13.6	15.0
\$100-\$199		40	9	11	10	10	5	35	25	7	6	13
	%	10.8	14.1	12.2	9.3	9.4	7.6	11.6	13.7	7.6	6.8	7.2
\$200-\$299		29	3	12	7	7	7	22	11	5	13	18
	%	7.8	4.7	13.3	6.5	6.6	10.6	7.3	6.0	5.4	14.8	10.0
\$300-\$399		18	1	5	6	5	3	14	8	6	3	9
	%	4.9	1.6	5.6	5.6	4.7	4.5	4.6	4.4	6.5	3.4	5.0
\$400-\$499		6	0	3	1	2	1	5	1	4	1	5
	%	1.6	.0	3.3	.9	1.9	1.5	1.7	.5	4.3	1.1	2.8
\$500-\$599		14	3	7	3	1	4	10	3	5	6	11
	%	3.8	4.7	7.8	2.8	.9	6.1	3.3	1.6	5.4	6.8	6.1
\$600-\$699		1	0	0	1	0	0	1	0	1	0	1
	%	.3	.0	.0	.9	.0	.0	.3	.0	1.1	.0	.6
\$700-\$999		5	2	1	1	1	1	4	3	2	0	2
	%	1.4	3.1	1.1	.9	.9	1.5	1.3	1.6	2.2	.0	1.1
\$1,000-\$1,499		14	3	5	4	2	5	9	6	4	4	8
	%	3.8	4.7	5.6	3.7	1.9	7.6	3.0	3.3	4.3	4.5	4.4
\$1,500-\$1,999		1	0	1	0	0	1	0	0	0	1	1
	%	.3	.0	1.1	.0	.0	1.5	.0	.0	.0	1.1	.6
\$2,000-\$9,900		9	3	1	3	2	4	5	0	3	6	9
	%	2.4	4.7	1.1	2.8	1.9	6.1	1.7	.0	3.3	6.8	5.0
TOTAL		370	64	90	107	106	66	303	183	92	88	180
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		210.8	333.1	255.5	179.7	133.6	374.1	174.9	105.4	283.1	364.6	322.9
Median		25.0	.0	100.0	11.0	.0	50.0	.0	.0	32.5	50.0	50.0
Low		0	0	0	0	0	0	0	0	0	0	0
High		7,000	7,000	5,000	2,500	3,000	5,000	7,000	1,400	5,000	7,000	7,000
Std. Dev.		594	1005	588	419	382	789	539	225	701	907	807
Std. Err.		31	126	62	40	37	97	31	17	73	97	60
No Resp		337	53	96	87	93	66	271	168	77	89	166
Not App		38	7	11	6	9	10	28	24	4	9	13
No Credits Earned		722	72	141	166	328	166	556	389	151	175	326

48. If you have earned college credits in the past three years, approximately how much of your own money have you spent for:

Travel to and from school?

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		76	18	36	22	17	13	27	19	3	71
	%	15.7	12.8	17.6	15.7	14.9	18.1	15.3	15.6	5.6	17.3
\$1-\$99		102	32	43	27	17	19	44	22	8	92
	%	21.0	22.7	21.1	19.3	14.9	26.4	24.9	18.0	14.8	22.4
\$100-\$199		111	30	43	38	25	18	41	27	15	93
	%	22.9	21.3	21.1	27.1	21.9	25.0	23.2	22.1	27.8	22.7
\$200-\$299		67	23	24	20	26	5	19	17	9	54
	%	13.8	16.3	11.8	14.3	22.8	6.9	10.7	13.9	16.7	13.2
\$300-\$399		23	5	12	6	6	3	10	4	1	19
	%	4.7	3.5	5.9	4.3	5.3	4.2	5.6	3.3	1.9	4.6
\$400-\$499		10	8	1	1	3	1	3	3	2	8
	%	2.1	5.7	.5	.7	2.6	1.4	1.7	2.5	3.7	2.0
\$500-\$599		31	10	15	6	8	7	8	8	8	23
	%	6.4	7.1	7.4	4.3	7.0	9.7	4.5	6.6	14.8	5.6
\$600-\$699		5	0	4	1	1	1	2	1	0	5
	%	1.0	.0	2.0	.7	.9	1.4	1.1	.8	.0	1.2
\$700-\$999		11	3	3	5	2	2	2	5	0	10
	%	2.3	2.1	1.5	3.6	1.8	2.8	1.1	4.1	.0	2.4
\$1,000-\$1,499		27	8	10	9	8	0	12	7	3	21
	%	5.6	5.7	4.9	6.4	7.0	.0	6.8	5.7	5.6	5.1
\$1,500-\$1,999		5	0	4	1	0	0	2	3	1	3
	%	1.0	.0	2.0	.7	.0	.0	1.1	2.5	1.9	.7
\$2,000-\$9,900		17	4	9	4	1	3	7	6	4	11
	%	3.5	2.8	4.4	2.9	.9	4.2	4.0	4.9	7.4	2.7
TOTAL		485	141	204	140	114	72	177	122	54	410
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		305.7	293.8	327.1	286.6	254.3	281.2	304.6	369.8	407.0	264.7
Median		100.0	100.0	100.0	100.0	167.5	100.0	100.0	100.0	200.0	100.0
Low		0	0	0	0	0	0	0	0	0	0
High		5,000	5,000	5,000	4,000	2,000	5,000	4,000	5,000	2,500	4,000
Std. Dev.		558	556	596	501	328	669	554	653	577	452
Std. Err.		25	47	42	42	31	79	42	59	78	22
No Resp		226	69	93	64	50	30	72	74	20	197
Not App		34	8	16	10	8	9	7	10	5	25
No Credits Earned		722	210	323	189	211	186	171	154	66	629

48. If you have earned college credits in the past three years, approximately how much of your own money have you spent for:

Travel to and from school?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/Jr Hi	Senr High	Comb Sec
None		76	10	14	25	26	11	65	44	17	14	31
	%	15.7	10.6	11.7	18.8	19.4	13.3	16.2	18.3	13.6	12.5	13.1
\$1-\$99		102	15	21	30	36	12	90	59	28	14	42
	%	21.0	16.0	17.5	22.6	26.9	14.5	22.4	24.6	22.4	12.5	17.7
\$100-\$199		111	20	27	32	31	19	92	53	25	30	55
	%	22.9	21.3	22.5	24.1	23.1	22.9	22.9	22.1	20.0	26.8	23.2
\$200-\$299		67	16	15	19	16	10	57	32	21	13	34
	%	13.8	17.0	12.5	14.3	11.9	12.0	14.2	13.3	16.8	11.6	14.3
\$300-\$399		23	5	7	4	7	5	18	10	7	4	11
	%	4.7	5.3	5.8	3.0	5.2	6.0	4.5	4.2	5.6	3.6	4.6
\$400-\$499		10	2	5	0	3	4	6	5	2	3	5
	%	2.1	2.1	4.2	.0	2.2	4.8	1.5	2.1	1.6	2.7	2.1
\$500-\$599		31	12	8	7	3	7	24	11	10	10	20
	%	6.4	12.8	6.7	5.3	2.2	8.4	6.0	4.6	8.0	8.9	8.4
\$600-\$699		5	0	3	0	2	0	5	3	1	1	2
	%	1.0	.0	2.5	.0	1.5	.0	1.2	1.3	.8	.9	.8
\$700-\$999		11	3	3	4	1	2	8	4	3	4	7
	%	2.3	3.2	2.5	3.0	.7	2.4	2.0	1.7	2.4	3.6	3.0
\$1,000-\$1,499		27	9	7	7	4	7	20	7	8	12	20
	%	5.6	9.6	5.8	5.3	3.0	8.4	5.0	2.9	6.4	10.7	8.4
\$1,500-\$1,999		5	0	3	0	2	1	4	3	1	1	2
	%	1.0	.0	2.5	.0	1.5	1.2	1.0	1.3	.8	.9	.8
\$2,000-\$9,900		17	2	7	5	3	5	12	9	2	6	8
	%	3.5	2.1	5.8	3.8	2.2	6.0	3.0	3.8	1.6	5.4	3.4
TOTAL		485	94	120	133	134	83	401	240	125	112	237
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		305.7	340.3	430.8	267.2	210.1	433.0	278.1	275.5	289.2	399.4	341.3
Median		100.0	200.0	155.0	100.0	100.0	175.0	100.0	100.0	100.0	150.0	150.0
Low		0	0	0	0	0	0	0	0	0	0	0
High		5,000	4,000	5,000	3,000	2,000	5,000	5,000	5,000	5,000	3,000	5,000
Std. Dev.		558	519	774	488	380	755	505	577	541	546	545
Std. Err.		25	54	71	42	33	83	25	37	48	52	35
No Resp		226	26	67	61	65	50	176	113	44	67	111
Not App		34	4	10	6	9	9	25	22	4	7	11
No Credits Earned		722	72	141	166	328	166	556	389	151	175	326

48. If you have earned college credits in the past three years, approximately how much of your own money have you spent for:

Books and other instructional materials?

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		60	12	27	21	12	15	26	7	4	53
	%	11.1	7.3	11.7	14.3	8.8	19.2	14.1	4.9	7.1	11.4
\$1-\$99		72	26	27	19	9	15	30	18	4	68
	%	13.3	15.8	11.7	12.9	6.6	19.2	16.2	12.7	7.1	14.6
\$100-\$199		101	19	44	38	28	12	35	26	8	92
	%	18.6	11.5	19.1	25.9	20.4	15.4	18.9	18.3	14.3	19.7
\$200-\$299		71	26	26	19	20	10	18	23	12	53
	%	13.1	15.8	11.3	12.9	14.6	12.8	9.7	16.2	21.4	11.4
\$300-\$399		49	16	16	17	12	5	15	17	5	42
	%	9.0	9.7	7.0	11.6	8.8	6.4	8.1	12.0	8.9	9.0
\$400-\$499		20	5	10	5	7	2	4	7	1	18
	%	3.7	3.0	4.3	3.4	5.1	2.6	2.2	4.9	1.8	3.9
\$500-\$599		66	24	30	12	20	8	25	13	9	55
	%	12.2	14.5	13.0	8.2	14.6	10.3	13.5	9.2	16.1	11.8
\$600-\$699		10	3	5	2	4	4	1	1	2	8
	%	1.8	1.8	2.2	1.4	2.9	5.1	.5	.7	3.6	1.7
\$700-\$999		23	7	12	4	7	2	9	5	1	21
	%	4.2	4.2	5.2	2.7	5.1	2.6	4.9	3.5	1.8	4.5
\$1,000-\$1,499		37	15	14	8	10	3	10	14	7	29
	%	6.8	9.1	6.1	5.4	7.3	3.8	5.4	9.9	12.5	6.2
\$1,500-\$1,999		11	5	6	0	2	1	2	6	1	10
	%	2.0	3.0	2.6	.0	1.5	1.3	1.1	4.2	1.8	2.1
\$2,000-\$9,900		22	7	13	2	6	1	10	5	2	17
	%	4.1	4.2	5.7	1.4	4.4	1.3	5.4	3.5	3.6	3.6
TOTAL		542	165	230	147	137	78	185	142	56	466
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		419.0	468.5	472.4	279.8	458.9	270.6	403.1	482.7	450.6	385.3
Median		200.0	260.0	200.0	150.0	250.0	125.0	200.0	225.0	280.0	200.0
Low		0	0	0	0	0	0	0	0	0	0
High		9,000	5,000	9,000	3,600	5,000	2,000	3,700	9,000	2,500	3,700
Std. Dev.		672	633	808	414	643	355	618	864	493	523
Std. Err.		29	49	53	34	55	40	45	73	66	24
No Resp		169	45	67	57	27	24	64	54	18	141
Not App		34	8	16	10	8	9	7	10	5	25
No Credits Earned		722	210	323	189	211	186	171	154	66	629

48. If you have earned college credits in the past three years, approximately how much of your own money have you spent for:

Books and other instructional materials?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
None		60	4	10	24	21	8	52	36	14	9	23
	%	11.1	3.9	6.9	16.0	14.8	7.9	11.8	13.0	10.5	7.1	8.9
\$1-\$99		72	5	15	23	29	10	62	43	16	11	27
	%	13.3	4.9	10.4	15.3	20.4	9.9	14.1	15.6	12.0	8.7	10.4
\$100-\$199		101	13	25	34	29	18	83	47	24	29	53
	%	18.6	12.7	17.4	22.7	20.4	17.8	18.9	17.0	18.0	23.0	20.5
\$200-\$299		71	18	18	18	17	9	62	43	13	14	27
	%	13.1	17.6	12.5	12.0	12.0	8.9	14.1	15.6	9.8	11.1	10.4
\$300-\$399		49	11	14	15	9	9	40	23	14	11	25
	%	9.0	10.8	9.7	10.0	6.3	8.9	9.1	8.3	10.5	8.7	9.7
\$400-\$499		20	6	5	3	5	7	13	10	5	4	9
	%	3.7	5.9	3.5	2.0	3.5	6.9	3.0	3.6	3.8	3.2	3.5
\$500-\$599		66	18	21	13	14	14	52	35	15	16	31
	%	12.2	17.6	14.6	8.7	9.9	13.9	11.8	12.7	11.3	12.7	12.0
\$600-\$699		10	1	3	1	4	3	7	4	2	4	6
	%	1.8	1.0	2.1	.7	2.8	3.0	1.6	1.4	1.5	3.2	2.3
\$700-\$999		23	7	5	6	5	7	16	7	6	10	16
	%	4.2	6.9	3.5	4.0	3.5	6.9	3.6	2.5	4.5	7.9	6.2
\$1,000-\$1,499		37	12	9	11	5	8	28	15	14	8	22
	%	6.8	11.8	6.3	7.3	3.5	7.9	6.4	5.4	10.5	6.3	8.5
\$1,500-\$1,999		11	4	4	1	2	3	8	5	3	3	6
	%	2.0	3.9	2.8	.7	1.4	3.0	1.8	1.8	2.3	2.4	2.3
\$2,000-\$9,900		22	3	15	1	2	5	17	8	7	7	14
	%	4.1	2.9	10.4	.7	1.4	5.0	3.9	2.9	5.3	5.6	5.4
TOTAL		542	102	144	150	142	101	440	276	133	126	259
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		419.0	546.2	599.6	272.9	282.4	484.4	402.4	363.4	485.9	484.8	485.4
Median		200.0	375.0	300.0	150.0	100.0	311.0	200.0	200.0	250.0	275.0	250.0
Low		0	0	0	0	0	0	0	0	0	0	0
High		9,000	5,000	9,000	2,000	3,000	3,700	9,000	9,000	5,000	3,700	5,000
Std. Dev.		672	682	977	335	420	575	692	687	695	619	658
Std. Err.		29	68	81	27	35	57	33	41	60	55	41
No Resp		169	18	43	44	57	32	137	77	36	53	89
Not App		34	4	10	6	9	9	25	22	4	7	11
No Credits Earned		722	72	141	166	328	166	556	389	151	175	326

Total amount of own money spent in earning college credits in the past three years

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
None		71	21	26	24	18	23	15	15	8	58
	%	10.0	10.0	8.8	11.8	11.0	22.5	6.0	7.7	10.7	9.6
\$1-\$99		23	9	8	6	1	4	5	13	2	21
	%	3.2	4.3	2.7	2.9	.6	3.9	2.0	6.6	2.7	3.5
\$100-\$199		42	9	21	12	10	11	11	10	3	39
	%	5.9	4.3	7.1	5.9	6.1	10.8	4.4	5.1	4.0	6.4
\$200-\$299		20	7	6	7	3	5	8	4	0	18
	%	2.8	3.3	2.0	3.4	1.8	4.9	3.2	2.0	.0	3.0
\$300-\$399		42	14	15	13	14	7	13	8	4	36
	%	5.9	6.6	5.1	6.4	8.5	6.9	5.2	4.1	5.3	5.9
\$400-\$499		40	12	17	11	12	4	17	7	0	38
	%	5.6	5.7	5.7	5.4	7.3	3.9	6.8	3.6	.0	6.3
\$500-\$599		30	3	11	16	4	3	13	10	5	25
	%	4.2	1.4	3.7	7.8	2.4	2.9	5.2	5.1	6.7	4.1
\$600-\$699		17	3	8	6	2	3	9	3	0	17
	%	2.4	1.4	2.7	2.9	1.2	2.9	3.6	1.5	.0	2.8
\$700-\$999		43	7	23	13	4	0	24	15	4	39
	%	6.0	3.3	7.7	6.4	2.4	.0	9.6	7.7	5.3	6.4
\$1,000-\$1,499		60	20	20	20	12	13	20	15	6	50
	%	8.4	9.5	6.7	9.8	7.3	12.7	8.0	7.7	8.0	8.2
\$1,500-\$4,999		166	51	72	43	33	19	60	54	23	138
	%	23.3	24.2	24.2	21.1	20.1	18.6	24.0	27.6	30.7	22.7
\$5,000-\$7,499		59	25	24	10	19	4	20	16	11	43
	%	8.3	11.8	8.1	4.9	11.6	3.9	8.0	8.2	14.7	7.1
\$7,500-\$9,999		47	10	19	18	20	1	18	8	2	43
	%	6.6	4.7	6.4	8.8	12.2	1.0	7.2	4.1	2.7	7.1
\$10,000 or more		52	20	27	5	12	5	17	18	7	42
	%	7.3	9.5	9.1	2.5	7.3	4.9	6.8	9.2	9.3	6.9
TOTAL		712	211	297	204	164	102	250	196	75	607
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		2,937.4	3,354.6	3,113.7	2,249.1	3,507.9	1,594.5	3,040.1	3,027.8	3,722.7	2,792.2
Median		1,125.0	1,500.0	1,200.0	812.5	1,575.0	405.0	1,050.0	1,425.0	2,000.0	1,050.0
Low		0	0	0	0	0	0	0	0	0	0
High		39,996	39,996	23,000	13,600	23,998	11,278	39,996	23,000	39,996	23,998
Std. Dev.		4,045	4,793	4,038	3,009	4,189	2,602	4,320	4,050	5,708	3,702
Std. Err.		152	330	234	211	327	258	273	289	659	150
Not App		33	7	16	10	8	9	6	10	4	25
No Credits Earned		722	210	323	189	211	186	171	154	66	629

Total amount of own money spent in earning college credits in the past three years

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/Jr Hi	Senr High	Comb Sec
None		71	5	13	19	29	13	58	32	11	26	37
	%	10.0	4.2	7.0	9.8	14.5	9.8	10.0	9.0	6.5	14.5	10.6
\$1-\$99		23	1	3	11	8	0	23	20	2	1	3
	%	3.2	.8	1.6	5.7	4.0	.0	4.0	5.6	1.2	.6	.9
\$100-\$199		42	2	8	18	14	4	38	21	13	7	20
	%	5.9	1.7	4.3	9.3	7.0	3.0	6.6	5.9	7.7	3.9	5.7
\$200-\$299		20	2	3	5	9	1	19	15	3	2	5
	%	2.8	1.7	1.6	2.6	4.5	.8	3.3	4.2	1.8	1.1	1.4
\$300-\$399		42	5	9	7	19	8	34	20	8	14	22
	%	5.9	4.2	4.8	3.6	9.5	6.0	5.9	5.6	4.7	7.8	6.3
\$400-\$499		40	6	11	8	15	7	33	14	13	13	26
	%	5.6	5.0	5.9	4.1	7.5	5.3	5.7	4.0	7.7	7.3	7.5
\$500-\$599		30	3	8	8	11	7	23	17	8	4	12
	%	4.2	2.5	4.3	4.1	5.5	5.3	4.0	4.8	4.7	2.2	3.4
\$600-\$699		17	1	3	9	4	3	14	8	5	4	9
	%	2.4	.8	1.6	4.6	2.0	2.3	2.4	2.3	3.0	2.2	2.6
\$700-\$999		43	5	13	13	12	7	36	25	6	10	16
	%	6.0	4.2	7.0	6.7	6.0	5.3	6.2	7.1	3.6	5.6	4.6
\$1,000-\$1,499		60	11	8	23	17	12	48	29	12	17	29
	%	8.4	9.2	4.3	11.9	8.5	9.0	8.3	8.2	7.1	9.5	8.3
\$1,500-\$4,999		166	33	54	41	38	38	128	82	47	36	83
	%	23.3	27.5	28.9	21.1	19.0	28.6	22.1	23.2	27.8	20.1	23.9
\$5,000-\$7,499		59	13	26	11	8	12	46	27	16	15	31
	%	8.3	10.8	13.9	5.7	4.0	9.0	8.0	7.6	9.5	8.4	8.9
\$7,500-\$9,999		47	19	12	9	6	10	37	19	12	16	28
	%	6.6	15.8	6.4	4.6	3.0	7.5	6.4	5.4	7.1	8.9	8.0
\$10,000 or more		52	14	16	12	10	11	41	25	13	14	27
	%	7.3	11.7	8.6	6.2	5.0	8.3	7.1	7.1	7.7	7.8	7.8
TOTAL		712	120	187	194	200	133	578	354	169	179	348
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		2,937.4	4,725.6	3,534.5	2,335.4	1,963.7	3,347.3	2,837.4	2,736.5	3,148.6	3,219.6	3,185.1
Median		1,125.0	3,025.0	2,000.0	932.5	527.5	1,860.0	1,025.0	1,010.0	1,800.0	1,200.0	1,400.0
Low		0	0	0	0	0	0	0	0	0	0	0
High		39,996	21,498	23,998	12,799	39,996	23,998	39,996	39,996	16,750	23,998	23,998
Std. Dev.		4,045	4,745	4,065	3,235	3,900	3,952	4,064	4,177	3,582	4,254	3,936
Std. Err.		152	433	297	232	276	343	169	222	276	318	211
Not App		33	4	10	6	8	9	24	21	4	7	11
No Credits Earned		722	72	141	166	328	166	556	389	151	175	326

49. What is the length (in months) of your teaching contract for school year 2000-2001?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Less than nine		69	30	26	13	21	9	18	21	12	51
	%	4.9	7.3	4.2	3.3	5.8	3.1	4.3	6.0	8.7	4.2
Nine		374	70	165	139	22	66	184	102	26	339
	%	26.4	17.0	26.8	35.7	6.1	22.8	44.4	29.0	18.8	27.7
Ten		677	233	306	138	241	182	117	137	71	580
	%	47.8	56.7	49.8	35.5	67.1	62.8	28.3	38.9	51.4	47.3
Eleven		19	7	8	4	3	3	5	8	3	15
	%	1.3	1.7	1.3	1.0	.8	1.0	1.2	2.3	2.2	1.2
Twelve		276	71	110	95	72	30	90	84	26	240
	%	19.5	17.3	17.9	24.4	20.1	10.3	21.7	23.9	18.8	19.6
TOTAL		1,415	411	615	389	359	290	414	352	138	1,225
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		52	17	21	14	24	7	13	8	7	36

49. What is the length (in months) of your teaching contract for school year 2000-2001?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Less than nine		69	12	21	15	18	14	54	34	20	14	34
	%	4.9	6.3	6.4	4.2	3.5	4.7	4.8	4.6	6.3	4.0	5.1
Nine		374	39	83	99	149	78	296	194	85	91	176
	%	26.4	20.6	25.2	28.0	28.8	26.3	26.5	26.5	26.8	25.9	26.3
Ten		677	87	142	176	257	135	542	357	142	173	315
	%	47.8	46.0	43.0	49.9	49.7	45.5	48.5	48.7	44.8	49.3	47.2
Eleven		19	2	4	5	7	5	14	12	5	2	7
	%	1.3	1.1	1.2	1.4	1.4	1.7	1.3	1.6	1.6	.6	1.0
Twelve		276	49	80	58	86	65	211	136	65	71	136
	%	19.5	25.9	24.2	16.4	16.6	21.9	18.9	18.6	20.5	20.2	20.4
TOTAL		1,415	189	330	353	517	297	1,117	733	317	351	668
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		52	7	8	13	19	11	41	31	7	10	17

50. What is your current annual contract salary as a teacher for the school year 2000-2001 (excluding extra pay for extra duties or incentive pay)?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
\$10,000-\$19,999		17	6	5	6	3	5	4	5	0	15
	%	1.2	1.5	.8	1.6	.8	1.8	1.0	1.5	.0	1.2
\$20,000-\$24,999		31	5	9	17	1	8	12	10	2	29
	%	2.2	1.2	1.5	4.4	.3	2.9	2.9	2.9	1.5	2.4
\$25,000-\$29,999		137	35	56	46	11	39	44	43	14	115
	%	9.8	8.6	9.2	12.0	3.0	14.0	10.6	12.6	10.6	9.5
\$30,000-\$34,999		257	75	101	81	54	73	74	56	24	215
	%	18.3	18.4	16.6	21.1	14.8	26.3	17.8	16.4	18.2	17.7
\$35,000-\$39,999		202	62	83	57	44	57	52	49	23	175
	%	14.4	15.2	13.6	14.8	12.0	20.5	12.5	14.3	17.4	14.4
\$40,000-\$44,999		194	64	81	49	36	48	58	52	23	165
	%	13.8	15.7	13.3	12.8	9.8	17.3	14.0	15.2	17.4	13.6
\$45,000-\$49,999		137	42	64	31	35	26	41	35	15	119
	%	9.8	10.3	10.5	8.1	9.6	9.4	9.9	10.2	11.4	9.8
\$50,000-\$59,999		248	76	111	61	78	17	98	55	18	224
	%	17.7	18.6	18.2	15.9	21.3	6.1	23.6	16.1	13.6	18.4
\$60,000-\$99,999		178	43	99	36	104	5	32	37	13	159
	%	12.7	10.5	16.3	9.4	28.4	1.8	7.7	10.8	9.8	13.1
TOTAL		1,401	408	609	384	366	278	415	342	132	1,216
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		43,262.1	42,923.0	44,990.0	40,881.9	50,414.1	36,842.0	42,288.5	42,008.1	42,630.7	43,497.5
Median		41,000.0	41,000.0	42,000.0	38,000.0	49,386.0	36,000.0	42,000.0	40,799.0	40,000.0	41,454.0
Low		10,000	12,000	10,000	13,200	16,000	17,750	10,000	12,000	24,000	10,000
High		99,900	85,000	99,900	93,929	99,900	65,000	90,000	86,000	99,900	98,400
Std. Dev.		13,613	12,288	14,461	13,206	15,785	8,734	12,019	12,866	13,224	13,654
Std. Err.		364	608	586	674	825	524	590	696	1,151	392
No Resp		59	18	24	17	14	18	12	15	11	40
Not App		7	2	3	2	3	1	0	3	2	5

Note: Responses that gave amounts of less than \$10,000 were excluded because they were assumed to be for less than full-time work.

50. What is your current annual contract salary as a teacher for the school year 2000-2001 (excluding extra pay for extra duties or incentive pay)?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
\$10,000-\$19,999		17	1	4	8	4	0	17	14	0	3	3
	%	1.2	.5	1.2	2.3	.8	.0	1.5	1.9	.0	.9	.5
\$20,000-\$24,999		31	11	12	2	5	5	26	18	5	8	13
	%	2.2	5.7	3.6	.6	1.0	1.7	2.4	2.5	1.6	2.3	2.0
\$25,000-\$29,999		137	60	43	26	8	22	115	79	30	27	57
	%	9.8	31.3	13.0	7.5	1.6	7.4	10.4	10.9	9.6	7.8	8.6
\$30,000-\$34,999		257	76	93	40	45	61	195	123	75	54	129
	%	18.3	39.6	28.1	11.6	8.8	20.4	17.7	17.0	24.0	15.5	19.5
\$35,000-\$39,999		202	31	61	53	54	26	176	117	39	44	83
	%	14.4	16.1	18.4	15.4	10.6	8.7	16.0	16.1	12.5	12.6	12.6
\$40,000-\$44,999		194	9	51	61	68	45	149	99	48	45	93
	%	13.8	4.7	15.4	17.7	13.3	15.1	13.5	13.7	15.3	12.9	14.1
\$45,000-\$49,999		137	2	21	39	74	26	111	68	31	38	69
	%	9.8	1.0	6.3	11.3	14.5	8.7	10.1	9.4	9.9	10.9	10.4
\$50,000-\$59,999		248	2	39	66	137	58	190	122	52	69	121
	%	17.7	1.0	11.8	19.1	26.8	19.4	17.3	16.8	16.6	19.8	18.3
\$60,000-\$99,999		178	0	7	50	116	56	122	85	33	60	93
	%	12.7	.0	2.1	14.5	22.7	18.7	11.1	11.7	10.5	17.2	14.1
TOTAL		1,401	192	331	345	511	299	1,101	725	313	348	661
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		43,262.1	31,484.5	37,611.5	44,577.4	50,302.9	46,325.5	42,439.9	42,487.6	42,546.3	45,640.0	44,175.1
Median		41,000.0	31,000.0	36,000.0	43,000.0	49,476.0	43,055.0	40,000.0	40,000.0	40,000.0	43,222.5	42,000.0
Low		10,000	18,600	13,200	10,000	12,000	22,000	10,000	10,000	22,000	13,200	13,200
High		99,900	52,000	78,000	90,000	99,900	99,900	98,400	99,900	98,400	95,000	98,400
Std. Dev.		13,613	5,160	9,460	12,984	14,005	15,404	12,971	13,295	12,926	14,722	13,976
Std. Err.		364	372	520	699	620	891	391	494	731	789	544
No Resp		59	4	7	20	20	9	50	35	10	11	21
Not App		7	0	0	1	5	0	7	4	1	2	3

Note: Responses that gave amounts of less than \$10,000 were excluded because they were assumed to be for less than full-time work.

51a. Below are listed sources of additional income. During the summer of 2000, how much did you earn from:

School-related employment?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
\$10-\$99		9	4	3	2	4	1	2	2	1	6
	%	2.2	3.2	1.7	1.9	3.4	1.3	1.9	1.9	2.1	1.7
\$100-\$499		79	13	38	28	28	10	31	10	4	73
	%	19.3	10.3	21.1	27.2	23.5	12.8	29.5	9.3	8.5	21.0
\$500-\$999		64	14	31	19	20	15	15	14	1	62
	%	15.6	11.1	17.2	18.4	16.8	19.2	14.3	13.1	2.1	17.8
\$1,000-\$1,999		86	29	41	16	22	16	19	29	10	70
	%	21.0	23.0	22.8	15.5	18.5	20.5	18.1	27.1	21.3	20.1
\$2,000-\$2,999		76	26	32	18	16	16	18	26	14	61
	%	18.6	20.6	17.8	17.5	13.4	20.5	17.1	24.3	29.8	17.5
\$3,000-\$3,999		46	22	11	13	10	11	10	15	8	37
	%	11.2	17.5	6.1	12.6	8.4	14.1	9.5	14.0	17.0	10.6
\$4,000-\$10,000		49	18	24	7	19	9	10	11	9	39
	%	12.0	14.3	13.3	6.8	16.0	11.5	9.5	10.3	19.1	11.2
TOTAL		409	126	180	103	119	78	105	107	47	348
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		1,858.8	2,189.7	1,807.7	1,543.3	1,845.4	1,796.9	1,763.9	2,012.1	2,600.7	1,771.0
Median		1,500.0	2,000.0	1,287.5	1,000.0	1,200.0	1,500.0	1,000.0	1,800.0	2,000.0	1,287.5
Low		20	20	50	50	50	20	50	80	60	50
High		10,000	10,000	10,000	6,978	8,000	5,500	10,000	6,978	10,000	10,000
Std. Dev.		1,771	1,852	1,855	1,439	1,927	1,356	2,096	1,503	1,934	1,731
Std. Err.		88	165	138	142	177	154	205	145	282	93
No Resp		848	254	354	240	214	182	255	197	80	734
Not App		11	1	9	1	2	3	1	5	2	9
No Income		199	47	93	59	48	34	66	51	16	170

51a. Below are listed sources of additional income. During the summer of 2000, how much did you earn from:

School-related employment?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
\$10-\$99		9	0	1	4	3	2	7	8	1	0	1
	%	2.2	.0	1.0	3.7	2.0	2.0	2.3	3.8	1.1	.0	.5
\$100-\$499		79	9	20	22	26	12	67	45	18	15	33
	%	19.3	19.1	19.6	20.2	17.7	11.9	21.8	21.6	20.2	13.9	16.8
\$500-\$999		64	8	12	19	25	15	49	31	15	17	32
	%	15.6	17.0	11.8	17.4	17.0	14.9	15.9	14.9	16.9	15.7	16.2
\$1,000-\$1,999		86	13	28	19	26	20	66	42	23	20	43
	%	21.0	27.7	27.5	17.4	17.7	19.8	21.4	20.2	25.8	18.5	21.8
\$2,000-\$2,999		76	8	18	24	25	19	57	41	13	22	35
	%	18.6	17.0	17.6	22.0	17.0	18.8	18.5	19.7	14.6	20.4	17.8
\$3,000-\$3,999		46	6	10	14	16	16	30	24	9	13	22
	%	11.2	12.8	9.8	12.8	10.9	15.8	9.7	11.5	10.1	12.0	11.2
\$4,000-\$10,000		49	3	13	7	26	17	32	17	10	21	31
	%	12.0	6.4	12.7	6.4	17.7	16.8	10.4	8.2	11.2	19.4	15.7
TOTAL		409	47	102	109	147	101	308	208	89	108	197
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		1,858.8	1,783.9	1,897.2	1,600.8	2,080.8	2,200.7	1,746.7	1,673.4	1,741.3	2,286.6	2,040.2
Median		1,500.0	1,500.0	1,500.0	1,200.0	1,500.0	2,000.0	1,300.0	1,200.0	1,200.0	2,000.0	1,500.0
Low		20	100	50	20	60	50	20	20	50	100	50
High		10,000	10,000	10,000	7,000	8,000	10,000	10,000	10,000	7,054	10,000	10,000
Std. Dev.		1,771	1,741	1,918	1,420	1,902	1,772	1,760	1,667	1,653	1,920	1,820
Std. Err.		88	254	190	136	157	176	100	116	175	185	130
No Resp		848	130	201	208	284	161	687	440	188	208	396
Not App		11	3	0	2	6	7	4	3	5	3	8
No Income		199	16	35	47	99	39	159	113	42	42	84

51a. Below are listed sources of additional income. During the summer of 2000, how much did you earn from:

Outside employment?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
\$10-\$99		1	0	0	1	1	0	0	0	0	1
	%	.3	.0	.0	1.1	1.2	.0	.0	.0	.0	.4
\$100-\$499		24	10	9	5	4	8	6	6	4	19
	%	8.4	13.5	7.2	5.7	4.9	17.4	6.2	9.8	18.2	7.4
\$500-\$999		44	6	21	17	13	8	18	5	3	41
	%	15.4	8.1	16.8	19.5	15.9	17.4	18.6	8.2	13.6	16.0
\$1,000-\$1,999		59	13	28	18	17	11	21	10	6	53
	%	20.6	17.6	22.4	20.7	20.7	23.9	21.6	16.4	27.3	20.7
\$2,000-\$2,999		45	15	17	13	14	8	16	7	2	42
	%	15.7	20.3	13.6	14.9	17.1	17.4	16.5	11.5	9.1	16.4
\$3,000-\$3,999		46	16	15	15	13	7	16	10	3	42
	%	16.1	21.6	12.0	17.2	15.9	15.2	16.5	16.4	13.6	16.4
\$4,000-\$25,000		67	14	35	18	20	4	20	23	4	58
	%	23.4	18.9	28.0	20.7	24.4	8.7	20.6	37.7	18.2	22.7
TOTAL		286	74	125	87	82	46	97	61	22	256
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		2,976.6	2,623.6	3,077.8	3,131.4	2,899.6	2,036.0	2,826.8	4,027.5	2,777.7	2,910.1
Median		2,000.0	2,000.0	2,000.0	2,000.0	2,000.0	1,500.0	2,000.0	3,000.0	1,550.0	2,000.0
Low		30	150	160	30	30	200	100	160	300	30
High		25,000	13,000	18,000	25,000	13,000	16,000	20,000	25,000	20,000	25,000
Std. Dev.		3,447	2,407	3,382	4,222	2,786	2,543	3,171	4,815	4,190	3,284
Std. Err.		204	280	302	453	308	375	322	616	893	205
No Resp		972	307	413	252	251	216	263	242	109	823
No Income		209	47	98	64	50	35	67	57	14	182

51a. Below are listed sources of additional income. During the summer of 2000, how much did you earn from:

Outside employment?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
\$10-\$99		1	0	0	0	1	0	1	0	1	0	1
	%	.3	.0	.0	.0	1.4	.0	.6	.0	1.3	.0	.6
\$100-\$499		24	5	7	5	7	8	16	11	6	7	13
	%	8.4	6.6	9.7	7.8	9.7	7.0	9.4	9.2	7.9	8.1	8.0
\$500-\$999		44	6	12	8	18	12	32	20	14	9	23
	%	15.4	7.9	16.7	12.5	25.0	10.4	18.7	16.8	18.4	10.5	14.2
\$1,000-\$1,999		59	13	13	23	10	19	40	28	18	11	29
	%	20.6	17.1	18.1	35.9	13.9	16.5	23.4	23.5	23.7	12.8	17.9
\$2,000-\$2,999		45	15	15	12	3	16	29	20	12	13	25
	%	15.7	19.7	20.8	18.8	4.2	13.9	17.0	16.8	15.8	15.1	15.4
\$3,000-\$3,999		46	16	12	9	9	18	28	19	11	16	27
	%	16.1	21.1	16.7	14.1	12.5	15.7	16.4	16.0	14.5	18.6	16.7
\$4,000-\$25,000		67	21	13	7	24	42	25	21	14	30	44
	%	23.4	27.6	18.1	10.9	33.3	36.5	14.6	17.6	18.4	34.9	27.2
TOTAL		286	76	72	64	72	115	171	119	76	86	162
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		2,976.6	2,977.6	2,774.6	2,540.7	3,508.8	4,011.6	2,280.5	2,446.3	2,385.7	4,024.2	3,255.5
Median		2,000.0	2,650.0	2,000.0	1,620.0	1,875.0	3,000.0	1,800.0	2,000.0	1,775.0	3,000.0	2,000.0
Low		30	300	100	150	30	100	30	200	30	100	30
High		25,000	16,000	20,000	25,000	20,000	25,000	16,000	16,000	10,000	20,000	20,000
Std. Dev.		3,447	2,496	3,360	3,629	4,188	4,368	2,432	2,637	2,180	4,275	3,541
Std. Err.		204	286	396	454	494	407	186	242	250	461	278
No Resp		972	108	231	248	358	167	805	515	206	239	445
No Income		209	12	35	54	106	26	182	130	42	36	78

Total earnings from employment during the summer of 2000

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
\$10-\$99		8	3	3	2	4	1	2	1	1	5
	%	1.3	1.7	1.1	1.2	2.3	.9	1.1	.7	1.5	.9
\$100-\$499		78	20	37	21	24	15	26	13	7	68
	%	12.7	11.0	13.8	12.7	13.8	13.3	14.5	8.8	10.8	12.9
\$500-\$999		81	14	39	28	23	19	26	13	4	76
	%	13.2	7.7	14.6	17.0	13.2	16.8	14.5	8.8	6.2	14.4
\$1,000-\$1,999		117	33	53	31	31	22	34	30	12	100
	%	19.1	18.2	19.8	18.8	17.8	19.5	19.0	20.3	18.5	18.9
\$2,000-\$2,999		114	36	47	31	30	24	33	27	15	97
	%	18.6	19.9	17.5	18.8	17.2	21.2	18.4	18.2	23.1	18.4
\$3,000-\$3,999		92	36	27	29	23	19	25	25	11	79
	%	15.0	19.9	10.1	17.6	13.2	16.8	14.0	16.9	16.9	15.0
\$4,000-\$35,000		124	39	62	23	39	13	33	39	15	103
	%	20.2	21.5	23.1	13.9	22.4	11.5	18.4	26.4	23.1	19.5
TOTAL		614	181	268	165	174	113	179	148	65	528
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		2,624.7	2,597.0	2,649.7	2,614.5	2,628.6	2,069.1	2,566.6	3,114.7	2,820.7	2,578.2
Median		2,000.0	2,000.0	2,000.0	2,000.0	2,000.0	1,800.0	2,000.0	2,260.0	2,000.0	2,000.0
Low		20	20	50	30	30	20	50	84	60	30
High		25,000	13,000	18,000	25,000	16,000	16,000	20,000	25,000	20,000	25,000
Std. Dev.		2,858	2,166	2,828	3,516	2,770	1,998	2,827	3,440	2,887	2,799
Std. Err.		115	161	173	274	210	188	211	283	358	122
No Resp		678	207	285	186	168	155	192	163	68	581
Not App		8	1	7	0	2	0	1	5	1	7
No Income		167	39	76	52	39	29	55	44	11	145

Total earnings from employment during the summer of 2000

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
\$10-\$99		8	0	0	3	4	1	7	7	1	0	1
	%	1.3	.0	.0	2.1	2.0	.5	1.6	2.3	.7	.0	.3
\$100-\$499		78	9	20	19	28	11	67	48	15	15	30
	%	12.7	8.0	13.2	13.0	14.1	6.0	15.5	16.1	10.9	8.8	9.7
\$500-\$999		81	9	14	24	34	18	63	40	20	19	39
	%	13.2	8.0	9.3	16.4	17.1	9.9	14.6	13.4	14.6	11.1	12.7
\$1,000-\$1,999		117	23	34	27	33	28	89	58	29	27	56
	%	19.1	20.5	22.5	18.5	16.6	15.4	20.6	19.5	21.2	15.8	18.2
\$2,000-\$2,999		114	24	34	31	24	29	85	59	26	29	55
	%	18.6	21.4	22.5	21.2	12.1	15.9	19.7	19.8	19.0	17.0	17.9
\$3,000-\$3,999		92	23	21	24	24	35	57	44	19	29	48
	%	15.0	20.5	13.9	16.4	12.1	19.2	13.2	14.8	13.9	17.0	15.6
\$4,000-\$35,000		124	24	28	18	52	60	64	42	27	52	79
	%	20.2	21.4	18.5	12.3	26.1	33.0	14.8	14.1	19.7	30.4	25.6
TOTAL		614	112	151	146	199	182	432	298	137	171	308
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		2,624.7	2,769.2	2,604.5	2,308.8	2,806.6	3,756.1	2,148.1	2,144.9	2,454.6	3,468.0	3,017.3
Median		2,000.0	2,250.0	2,000.0	1,948.5	2,000.0	3,000.0	1,725.0	1,800.0	2,000.0	2,500.0	2,067.5
Low		20	100	100	20	30	60	20	20	30	100	30
High		25,000	16,000	20,000	25,000	20,000	25,000	16,000	16,000	10,000	20,000	20,000
Std. Dev.		2,858	2,349	2,768	2,869	3,178	3,865	2,140	2,202	2,140	3,599	3,075
Std. Err.		115	222	225	237	225	286	103	128	183	275	175
No Resp		678	72	160	178	245	102	576	361	149	159	308
Not App		8	2	0	1	5	5	3	3	2	3	5
No Income		167	10	27	41	87	19	147	102	36	28	64

51b. Below are listed sources of additional income. During the 2000-2001 school year, how much did you earn from:

Stipends for additional duties?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
\$10-\$99		20	8	7	5	3	5	10	2	5	15
	%	3.7	5.6	3.0	3.1	2.2	5.7	5.3	1.5	9.8	3.1
\$100-\$499		144	40	61	43	33	20	52	39	16	124
	%	26.6	27.8	26.1	26.4	24.6	23.0	27.7	29.5	31.4	26.0
\$500-\$999		107	36	39	32	21	25	33	28	8	98
	%	19.8	25.0	16.7	19.6	15.7	28.7	17.6	21.2	15.7	20.5
\$1,000-\$1,999		98	32	41	25	29	22	26	21	10	82
	%	18.1	22.2	17.5	15.3	21.6	25.3	13.8	15.9	19.6	17.2
\$2,000-\$2,999		62	10	33	19	20	5	21	16	6	54
	%	11.5	6.9	14.1	11.7	14.9	5.7	11.2	12.1	11.8	11.3
\$3,000-\$3,999		46	12	18	16	10	5	16	15	1	45
	%	8.5	8.3	7.7	9.8	7.5	5.7	8.5	11.4	2.0	9.4
\$4,000-\$10,000		64	6	35	23	18	5	30	11	5	59
	%	11.8	4.2	15.0	14.1	13.4	5.7	16.0	8.3	9.8	12.4
TOTAL		541	144	234	163	134	87	188	132	51	477
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		1,639.5	1,172.7	1,849.9	1,749.7	1,816.2	1,162.2	1,840.1	1,488.8	1,224.6	1,699.9
Median		986.0	800.0	1,000.0	1,000.0	1,150.0	800.0	875.0	900.0	800.0	1,000.0
Low		25	50	25	30	28	50	25	30	28	25
High		9,999	7,100	9,999	9,999	9,999	8,000	9,999	6,200	5,500	9,999
Std. Dev.		1,858	1,233	2,100	1,886	1,947	1,315	2,181	1,482	1,373	1,917
Std. Err.		80	103	137	148	168	141	159	129	192	88
No Resp		778	243	343	192	210	186	192	190	86	653
Not App		1	0	1	0	1	0	0	0	0	1
No Income		147	41	58	48	38	24	47	38	8	130

51b. Below are listed sources of additional income. During the 2000-2001 school year, how much did you earn from:

Stipends for additional duties?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
\$10-\$99		20	3	1	7	9	4	16	15	4	1	5
	%	3.7	3.6	.7	5.2	4.9	2.6	4.1	6.8	2.9	.5	1.6
\$100-\$499		144	19	32	43	49	25	119	79	29	34	63
	%	26.6	22.9	23.5	31.9	26.9	16.2	30.7	36.1	21.3	18.7	19.8
\$500-\$999		107	16	22	28	41	21	86	40	32	34	66
	%	19.8	19.3	16.2	20.7	22.5	13.6	22.2	18.3	23.5	18.7	20.8
\$1,000-\$1,999		98	19	27	22	28	35	63	44	21	33	54
	%	18.1	22.9	19.9	16.3	15.4	22.7	16.3	20.1	15.4	18.1	17.0
\$2,000-\$2,999		62	14	18	11	18	19	43	17	24	20	44
	%	11.5	16.9	13.2	8.1	9.9	12.3	11.1	7.8	17.6	11.0	13.8
\$3,000-\$3,999		46	4	17	11	13	15	31	8	11	27	38
	%	8.5	4.8	12.5	8.1	7.1	9.7	8.0	3.7	8.1	14.8	11.9
\$4,000-\$10,000		64	8	19	13	24	35	29	16	15	33	48
	%	11.8	9.6	14.0	9.6	13.2	22.7	7.5	7.3	11.0	18.1	15.1
TOTAL		541	83	136	135	182	154	387	219	136	182	318
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		1,639.5	1,491.6	1,932.5	1,488.9	1,604.8	2,430.3	1,324.8	1,114.2	1,694.0	2,251.4	2,013.0
Median		986.0	1,000.0	1,250.0	770.0	800.0	1,400.0	770.0	600.0	1,000.0	1,450.0	1,200.0
Low		25	50	60	25	30	30	25	25	30	30	30
High		9,999	7,000	9,000	9,999	9,999	9,999	9,999	7,100	9,999	9,999	9,999
Std. Dev.		1,858	1,430	1,973	1,954	1,878	2,413	1,474	1,367	1,768	2,230	2,061
Std. Err.		80	157	169	168	139	194	75	92	152	165	116
No Resp		778	104	177	199	274	128	650	447	161	158	319
Not App		1	1	0	0	0	1	0	0	0	1	1
No Income		147	8	25	32	80	25	121	98	27	20	47

51b. Below are listed sources of additional income. During the 2000-2001 school year, how much did you earn from:

Performance-based or incentive pay?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Less than \$100		3	1	1	1	1	1	0	1	2	1
	%	2.6	1.8	2.3	5.9	7.7	2.4	.0	2.2	11.8	1.1
\$100-\$499		22	7	9	6	6	5	5	6	2	18
	%	19.0	12.7	20.5	35.3	46.2	11.9	33.3	13.0	11.8	19.1
\$500-\$999		36	17	16	3	2	12	5	17	4	32
	%	31.0	30.9	36.4	17.6	15.4	28.6	33.3	37.0	23.5	34.0
\$1,000-\$1,999		34	14	13	7	2	15	4	13	3	28
	%	29.3	25.5	29.5	41.2	15.4	35.7	26.7	28.3	17.6	29.8
\$2,000-\$2,999		11	8	3	0	1	3	1	6	4	7
	%	9.5	14.5	6.8	.0	7.7	7.1	6.7	13.0	23.5	7.4
\$3,000-\$3,999		7	6	1	0	1	4	0	2	1	6
	%	6.0	10.9	2.3	.0	7.7	9.5	.0	4.3	5.9	6.4
\$4,000-\$5,000		3	2	1	0	0	2	0	1	1	2
	%	2.6	3.6	2.3	.0	.0	4.8	.0	2.2	5.9	2.1
TOTAL		116	55	44	17	13	42	15	46	17	94
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		1,103.8	1,371.1	939.3	664.5	803.6	1,314.9	777.1	1,102.3	1,272.1	1,094.8
Median		888.5	1,000.0	800.0	571.0	400.0	1,000.0	600.0	850.0	1,000.0	863.5
Low		15	30	15	50	15	30	150	50	15	50
High		4,000	4,000	4,000	1,400	3,400	4,000	2,500	4,000	4,000	4,000
Std. Dev.		932	1,062	804	422	967	1,033	646	876	1,186	901
Std. Err.		87	143	121	102	268	159	167	129	288	93
No Resp		1,127	319	497	311	310	220	345	252	118	965
Not App		4	3	1	0	0	2	0	2	0	4
No Income		220	51	94	75	60	33	67	60	10	198

51b. Below are listed sources of additional income. During the 2000-2001 school year, how much did you earn from:

Performance-based or incentive pay?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Less than \$100		3	0	1	2	0	0	3	3	0	0	0
	%	2.6	.0	3.8	5.4	.0	.0	3.3	4.2	.0	.0	.0
\$100-\$499		22	5	3	7	6	3	19	14	4	4	8
	%	19.0	38.5	11.5	18.9	15.8	12.5	20.7	19.7	19.0	16.7	17.8
\$500-\$999		36	5	11	14	6	9	27	25	6	5	11
	%	31.0	38.5	42.3	37.8	15.8	37.5	29.3	35.2	28.6	20.8	24.4
\$1,000-\$1,999		34	1	8	8	16	8	26	17	7	10	17
	%	29.3	7.7	30.8	21.6	42.1	33.3	28.3	23.9	33.3	41.7	37.8
\$2,000-\$2,999		11	1	3	3	4	0	11	10	1	0	1
	%	9.5	7.7	11.5	8.1	10.5	.0	12.0	14.1	4.8	.0	2.2
\$3,000-\$3,999		7	1	0	1	5	3	4	2	2	3	5
	%	6.0	7.7	.0	2.7	13.2	12.5	4.3	2.8	9.5	12.5	11.1
\$4,000-\$5,000		3	0	0	2	1	1	2	0	1	2	3
	%	2.6	.0	.0	5.4	2.6	4.2	2.2	.0	4.8	8.3	6.7
TOTAL		116	13	26	37	38	24	92	71	21	24	45
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		1,103.8	888.5	898.1	1,044.5	1,402.3	1,195.9	1,079.7	946.2	1,332.1	1,370.0	1,352.3
Median		888.5	500.0	800.0	800.0	1,100.0	938.5	875.0	750.0	1,000.0	1,000.0	1,000.0
Low		15	200	30	15	132	232	15	15	150	100	100
High		4,000	3,400	2,000	4,000	4,000	4,000	4,000	3,400	4,000	4,000	4,000
Std. Dev.		932	1,000	573	1,026	984	1,006	917	760	1,108	1,150	1,118
Std. Err.		87	277	112	169	160	205	96	90	242	235	167
No Resp		1,127	165	272	277	386	234	893	567	254	290	544
Not App		4	0	1	2	1	0	4	2	2	0	2
No Income		220	18	39	50	111	50	169	124	47	47	94

51b. Below are listed sources of additional income. During the 2000-2001 school year, how much did you earn from:

Outside employment?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
\$10-\$99		2	0	1	1	0	0	2	0	0	2
	%	1.0	.0	1.1	2.1	.0	.0	3.4	.0	.0	1.1
\$100-\$499		17	4	11	2	4	5	3	5	1	16
	%	8.6	7.1	11.7	4.2	8.3	12.5	5.1	9.8	7.7	8.9
\$500-\$999		20	5	10	5	3	8	5	4	2	17
	%	10.1	8.9	10.6	10.4	6.3	20.0	8.5	7.8	15.4	9.5
\$1,000-\$1,999		42	6	22	14	10	7	18	7	2	39
	%	21.2	10.7	23.4	29.2	20.8	17.5	30.5	13.7	15.4	21.8
\$2,000-\$2,999		36	11	15	10	11	6	11	8	3	31
	%	18.2	19.6	16.0	20.8	22.9	15.0	18.6	15.7	23.1	17.3
\$3,000-\$3,999		17	7	7	3	5	1	6	5	1	15
	%	8.6	12.5	7.4	6.3	10.4	2.5	10.2	9.8	7.7	8.4
\$4,000-\$6,999		44	17	21	6	9	10	9	16	4	39
	%	22.2	30.4	22.3	12.5	18.8	25.0	15.3	31.4	30.8	21.8
\$7,000-\$70,000		20	6	7	7	6	3	5	6	0	20
	%	10.1	10.7	7.4	14.6	12.5	7.5	8.5	11.8	.0	11.2
TOTAL		198	56	94	48	48	40	59	51	13	179
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		3,392.8	3,841.3	2,645.9	4,332.2	3,874.2	2,884.1	2,791.9	4,033.9	2,669.8	3,471.6
Median		2,000.0	3,000.0	2,000.0	2,000.0	2,250.0	1,750.0	2,000.0	3,000.0	2,000.0	2,000.0
Low		25	200	50	25	200	200	25	200	200	25
High		45,000	19,165	10,000	45,000	45,000	19,165	20,000	25,000	6,000	45,000
Std. Dev.		4,593.1	3,890.3	2,272.5	7,631.7	6,603.9	3,495.9	3,163.4	4,439.7	1,967.0	4,790.0
Std. Err.		326.4	519.9	234.4	1,101.5	953.2	552.8	411.8	621.7	545.5	358.0
No Resp		1,080	327	458	295	288	227	307	258	123	913
Not App		1	0	1	0	0	0	0	1	0	0
No Income		188	45	83	60	47	30	61	50	9	169

51b. Below are listed sources of additional income. During the 2000-2001 school year, how much did you earn from:

Outside employment?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
\$10-\$99		2	1	1	0	0	0	2	0	1	1	2
	%	1.0	3.0	2.1	.0	.0	.0	1.5	.0	2.1	1.7	1.9
\$100-\$499		17	3	6	4	4	3	14	13	2	2	4
	%	8.6	9.1	12.5	7.4	6.7	4.8	10.3	14.9	4.2	3.4	3.7
\$500-\$999		20	2	6	5	6	5	15	6	7	6	13
	%	10.1	6.1	12.5	9.3	10.0	8.1	11.0	6.9	14.6	10.2	12.1
\$1,000-\$1,999		42	10	8	13	10	12	30	20	10	12	22
	%	21.2	30.3	16.7	24.1	16.7	19.4	22.1	23.0	20.8	20.3	20.6
\$2,000-\$2,999		36	8	10	7	11	13	23	16	8	12	20
	%	18.2	24.2	20.8	13.0	18.3	21.0	16.9	18.4	16.7	20.3	18.7
\$3,000-\$3,999		17	4	2	5	6	5	12	8	4	5	9
	%	8.6	12.1	4.2	9.3	10.0	8.1	8.8	9.2	8.3	8.5	8.4
\$4,000-\$6,999		44	4	9	13	17	16	28	16	13	13	26
	%	22.2	12.1	18.8	24.1	28.3	25.8	20.6	18.4	27.1	22.0	24.3
\$7,000-\$70,000		20	1	6	7	6	8	12	8	3	8	11
	%	10.1	3.0	12.5	13.0	10.0	12.9	8.8	9.2	6.3	13.6	10.3
TOTAL		198	33	48	54	60	62	136	87	48	59	107
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		3,392.8	2,094.5	3,930.1	3,749.5	3,427.3	4,412.9	2,927.8	2,956.5	2,900.4	4,080.4	3,551.1
Median		2,000.0	2,000.0	2,000.0	2,000.0	2,694.0	2,200.0	2,000.0	2,000.0	2,350.0	2,000.0	2,200.0
Low		25	50	25	200	200	270	25	200	50	25	25
High		45,000	7,000	45,000	25,000	18,000	45,000	20,000	20,000	10,000	45,000	45,000
Std. Dev.		4,593.1	1,586.1	7,027.0	4,464.0	3,215.1	6,702.1	3,129.5	3,594.3	2,462.3	6,195.6	4,903.0
Std. Err.		326.4	276.1	1,014.3	607.5	415.1	851.2	268.3	385.4	355.4	806.6	474.0
No Resp		1080	147	255	269	383	214	866	565	232	270	502
Not App		1	0	0	0	1	1	0	0	0	1	1
No Income		188	16	35	43	92	31	156	112	44	31	75

Total earnings from employment during the 2000-2001 school year

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
\$10-\$99		16	7	5	4	2	4	8	2	4	12
	%	2.3	3.4	1.6	2.1	1.2	2.9	3.6	1.1	6.1	1.9
\$100-\$499		140	36	63	41	38	23	46	33	17	119
	%	19.7	17.4	20.4	21.1	22.1	16.9	20.9	18.1	25.8	19.0
\$500-\$999		122	42	46	34	21	33	38	30	10	110
	%	17.2	20.3	14.9	17.5	12.2	24.3	17.3	16.5	15.2	17.6
\$1,000-\$1,999		133	40	56	37	36	30	32	35	12	115
	%	18.7	19.3	18.1	19.1	20.9	22.1	14.5	19.2	18.2	18.4
\$2,000-\$2,999		88	21	45	22	24	11	28	25	8	75
	%	12.4	10.1	14.6	11.3	14.0	8.1	12.7	13.7	12.1	12.0
\$3,000-\$3,999		70	24	27	19	12	13	24	21	3	66
	%	9.9	11.6	8.7	9.8	7.0	9.6	10.9	11.5	4.5	10.6
\$4,000-\$85,000		141	37	67	37	39	22	44	36	12	128
	%	19.9	17.9	21.7	19.1	22.7	16.2	20.0	19.8	18.2	20.5
TOTAL		710	207	309	194	172	136	220	182	66	625
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		2,375.7	2,219.3	2,339.5	2,600.3	2,556.9	1,997.8	2,374.2	2,488.7	1,799.8	2,456.3
Median		1,300.0	1,200.0	1,500.0	1,225.5	1,400.0	1,000.0	1,435.0	1,500.0	1,000.0	1,400.0
Low		25	50	25	50	43	50	25	50	43	25
High		47,800	19,165	14,100	47,800	47,800	19,165	20,000	25,000	9,200	47,800
Std. Dev.		3,257.9	2,722.0	2,471.1	4,610.8	4,217.8	2,470.9	2,904.3	3,139.8	1,995.3	3,391.3
Std. Err.		122.3	189.2	140.6	331.0	321.6	211.9	195.8	232.7	245.6	135.7
No Resp		637	190	280	167	181	143	167	146	74	530
Not App		4	2	2	0	1	1	0	2	0	3
No Income		116	29	45	42	29	17	40	30	5	103

Total earnings from employment during the 2000-2001 school year

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
\$10-\$99		16	2	1	7	6	2	14	13	3	0	3
	%	2.3	1.9	.6	3.7	2.5	1.0	2.7	4.1	1.8	.0	.8
\$100-\$499		140	19	29	41	49	24	116	79	28	33	61
	%	19.7	17.9	17.1	21.9	20.6	12.6	22.4	25.1	16.4	15.1	15.7
\$500-\$999		122	17	27	35	42	20	102	55	37	28	65
	%	17.2	16.0	15.9	18.7	17.6	10.5	19.7	17.5	21.6	12.8	16.7
\$1,000-\$1,999		133	21	34	33	43	35	98	67	25	41	66
	%	18.7	19.8	20.0	17.6	18.1	18.3	18.9	21.3	14.6	18.8	17.0
\$2,000-\$2,999		88	21	22	16	27	27	61	35	26	26	52
	%	12.4	19.8	12.9	8.6	11.3	14.1	11.8	11.1	15.2	11.9	13.4
\$3,000-\$3,999		70	12	21	17	19	21	49	20	16	34	50
	%	9.9	11.3	12.4	9.1	8.0	11.0	9.4	6.3	9.4	15.6	12.9
\$4,000-\$85,000		141	14	36	38	52	62	79	46	36	56	92
	%	19.9	13.2	21.2	20.3	21.8	32.5	15.2	14.6	21.1	25.7	23.7
TOTAL		710	106	170	187	238	191	519	315	171	218	389
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		2,375.7	1,929.0	2,793.0	2,364.3	2,315.1	3,542.2	1,946.4	1,804.4	2,325.0	3,134.8	2,778.8
Median		1,300.0	1,500.0	1,650.0	1,000.0	1,200.0	2,000.0	1,000.0	1,000.0	1,500.0	2,000.0	1,836.0
Low		25	50	90	25	45	50	25	25	50	100	50
High		47,800	7,000	47,800	25,000	18,000	47,800	20,000	20,000	14,100	47,800	47,800
Std. Dev.		3,257.9	1,632.0	4,548.0	3,263.9	2,677.0	4,718.9	2,381.9	2,414.9	2,418.1	4,262.4	3,589.5
Std. Err.		122.3	158.5	348.8	238.7	173.5	341.5	104.6	136.1	184.9	288.7	182.0
No Resp		637	83	149	156	229	100	537	367	131	128	259
Not App		4	1	0	1	2	2	2	1	1	2	3
No Income		116	6	19	22	67	15	100	81	21	13	34

Total amount of additional earnings from employment during the summer of 2000 and the 2000-2001 school year

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
\$10-\$99		14	7	4	3	3	4	4	3	3	9
	%	1.5	2.5	1.0	1.2	1.3	2.2	1.4	1.3	3.4	1.1
\$100-\$499		129	32	60	37	38	24	43	24	13	112
	%	13.8	11.6	14.8	14.6	15.8	13.3	15.5	10.1	14.6	13.8
\$500-\$999		121	35	47	39	28	29	36	28	6	113
	%	12.9	12.7	11.6	15.4	11.7	16.1	13.0	11.8	6.7	13.9
\$1,000-\$1,999		147	37	68	42	34	34	42	37	8	129
	%	15.7	13.4	16.7	16.6	14.2	18.9	15.2	15.5	9.0	15.8
\$2,000-\$2,999		128	41	54	33	31	23	34	40	17	106
	%	13.7	14.9	13.3	13.0	12.9	12.8	12.3	16.8	19.1	13.0
\$3,000-\$3,999		106	44	37	25	19	25	30	32	15	90
	%	11.3	15.9	9.1	9.9	7.9	13.9	10.8	13.4	16.9	11.1
\$4,000-\$120,000		290	80	136	74	87	41	88	74	27	255
	%	31.0	29.0	33.5	29.2	36.3	22.8	31.8	31.1	30.3	31.3
TOTAL		935	276	406	253	240	180	277	238	89	814
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		3,527.6	3,367.6	3,529.6	3,699.0	3,738.1	2,808.4	3,544.2	3,840.0	3,394.7	3,558.3
Median		2,200.0	2,500.0	2,110.0	2,000.0	2,266.0	1,900.0	2,200.0	2,500.0	2,700.0	2,185.0
Low		20	20	45	50	50	20	45	50	60	45
High		52,800	26,000	28,000	52,800	52,800	22,998	28,000	50,000	20,000	52,800
Std. Dev.		4,401	3,655	3,779	5,847	4,892	3,165	4,109	4,941	3,391	4,519
Std. Err.		144	220	188	368	316	236	247	320	359	158
No Resp		433	123	193	117	122	100	117	94	48	364
Not App		5	2	3	0	1	1	1	2	1	4
No Income		94	27	34	33	20	16	32	26	7	79

Total amount of additional earnings from employment during the summer of 2000 and the 2000-2001 school year

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
\$10-\$99		14	0	1	5	7	1	13	12	2	0	2
	%	1.5	.0	.4	2.1	2.2	.4	1.9	2.7	.9	.0	.4
\$100-\$499		129	13	30	39	45	15	114	76	27	26	53
	%	13.8	9.0	13.3	16.7	14.1	6.3	16.4	17.0	12.6	9.8	11.0
\$500-\$999		121	14	21	39	46	11	110	69	28	23	51
	%	12.9	9.7	9.3	16.7	14.4	4.6	15.8	15.5	13.0	8.7	10.6
\$1,000-\$1,999		147	19	39	32	55	32	115	77	32	35	67
	%	15.7	13.1	17.3	13.7	17.2	13.4	16.5	17.3	14.9	13.2	14.0
\$2,000-\$2,999		128	26	26	30	44	27	101	63	32	32	64
	%	13.7	17.9	11.6	12.8	13.8	11.3	14.5	14.1	14.9	12.1	13.3
\$3,000-\$3,999		106	24	35	23	24	34	72	44	20	42	62
	%	11.3	16.6	15.6	9.8	7.5	14.2	10.3	9.9	9.3	15.8	12.9
\$4,000-\$120,000		290	49	73	66	99	119	171	105	74	107	181
	%	31.0	33.8	32.4	28.2	30.9	49.8	24.6	23.5	34.4	40.4	37.7
TOTAL		935	145	225	234	320	239	696	446	215	265	480
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		3,527.6	3,549.1	3,858.2	3,330.0	3,467.2	5,691.1	2,784.7	2,707.6	3,413.3	4,816.7	4,188.1
Median		2,200.0	3,000.0	2,600.0	2,000.0	2,000.0	3,900.0	1,886.0	1,700.0	2,300.0	3,050.0	3,000.0
Low		20	100	90	20	45	60	20	20	65	100	65
High		52,800	16,000	52,800	50,000	28,000	52,800	26,000	22,998	21,600	52,800	52,800
Std. Dev.		4,401	2,934	5,014	4,797	4,237	6,296	3,207	3,198	3,303	5,578	4,745
Std. Err.		144	244	334	314	237	407	122	151	225	343	217
No Resp		433	46	99	112	158	60	373	247	92	86	178
Not App		5	0	0	1	4	2	3	2	3	0	3
No Income		94	5	14	19	54	7	86	69	14	10	24

52. What is your total annual household income (including spouse's income, if married)?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
\$13,000-\$29,999		31	8	10	13	1	9	12	9	3	27
	%	2.4	2.2	1.8	3.7	.3	3.5	3.2	2.8	2.5	2.4
\$30,000-\$39,999		133	49	47	37	32	37	26	38	23	102
	%	10.3	13.4	8.2	10.4	9.6	14.4	6.8	11.8	19.0	9.1
\$40,000-\$49,999		110	40	33	37	22	23	27	38	16	90
	%	8.5	10.9	5.8	10.4	6.6	8.9	7.1	11.8	13.2	8.0
\$50,000-\$59,999		149	43	58	48	29	29	47	44	16	123
	%	11.5	11.7	10.2	13.5	8.7	11.3	12.4	13.7	13.2	10.9
\$60,000-\$74,999		239	63	107	69	50	56	81	52	22	207
	%	18.5	17.2	18.7	19.4	15.0	21.8	21.3	16.2	18.2	18.4
\$75,000-\$99,999		325	75	169	81	83	65	110	67	19	301
	%	25.2	20.5	29.6	22.8	24.9	25.3	28.9	20.9	15.7	26.8
\$100,000-\$199,999		289	83	138	68	113	32	74	70	20	261
	%	22.4	22.7	24.2	19.2	33.8	12.5	19.5	21.8	16.5	23.2
\$200,000-\$350,000		16	5	9	2	4	6	3	3	2	14
	%	1.2	1.4	1.6	.6	1.2	2.3	.8	.9	1.7	1.2
TOTAL		1,292	366	571	355	334	257	380	321	121	1,125
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		77,738.6	76,714.0	82,031.2	71,890.3	86,757.4	71,698.1	76,189.7	75,024.1	69,951.1	79,054.7
Median		73,000.0	70,000.0	78,000.0	67,000.0	83,850.0	67,440.0	74,000.0	67,000.0	65,000.0	75,000.0
Low		23,000	26,000	24,000	23,000	28,900	24,000	23,000	24,000	27,237	23,000
High		300,000	300,000	300,000	200,000	220,000	250,000	300,000	300,000	300,000	300,000
Std. Dev.		35,807	38,289	36,348	31,173	36,944	36,027	31,644	37,464	38,968	35,506
Std. Err.		996	2,001	1,521	1,654	2,021	2,247	1,623	2,091	3,543	1,059
No Resp		158	58	58	42	45	37	39	37	22	121
Not App		17	4	7	6	4	3	8	2	2	15

52. What is your total annual household income (including spouse's income, if married)?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
\$13,000-\$29,999		31	19	9	2	0	4	27	20	6	5	11
%		2.4	10.4	2.9	.6	.0	1.4	2.7	3.0	2.1	1.5	1.8
\$30,000-\$39,999		133	56	38	22	16	25	107	75	29	29	58
%		10.3	30.8	12.2	6.9	3.4	8.8	10.6	11.1	10.1	9.0	9.5
\$40,000-\$49,999		110	11	33	31	35	25	85	56	22	31	53
%		8.5	6.0	10.6	9.7	7.5	8.8	8.4	8.3	7.7	9.6	8.7
\$50,000-\$59,999		149	19	45	36	47	39	110	74	41	31	72
%		11.5	10.4	14.4	11.3	10.1	13.7	10.9	11.0	14.3	9.6	11.8
\$60,000-\$74,999		239	43	58	51	83	53	186	127	53	58	111
%		18.5	23.6	18.6	16.0	17.8	18.7	18.5	18.9	18.5	17.9	18.2
\$75,000-\$99,999		325	29	82	88	125	63	262	170	79	73	152
%		25.2	15.9	26.3	27.7	26.8	22.2	26.0	25.3	27.6	22.5	24.9
\$100,000-\$199,999		289	5	43	84	152	74	215	140	53	95	148
%		22.4	2.7	13.8	26.4	32.6	26.1	21.4	20.8	18.5	29.3	24.3
\$200,000-\$350,000		16	0	4	4	8	1	15	11	3	2	5
%		1.2	.0	1.3	1.3	1.7	.4	1.5	1.6	1.0	.6	.8
TOTAL		1,292	182	312	318	466	284	1,007	673	286	324	610
%		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		77,738.6	53,583.3	71,239.8	81,929.3	88,661.8	77,418.5	77,873.7	77,061.5	75,539.9	81,222.4	78,558.2
Median		73,000.0	51,000.0	66,870.0	78,104.0	85,000.0	71,900.0	73,000.0	72,000.0	70,500.0	76,800.0	74,500.0
Low		23,000	23,000	24,000	26,000	30,000	24,000	23,000	23,000	26,400	24,000	24,000
High		300,000	168,000	230,904	300,000	300,000	220,000	300,000	300,000	300,000	220,000	300,000
Std. Dev.		35,807	22,478	32,720	36,392	36,397	32,235	36,755	37,014	33,578	35,344	34,616
Std. Err.		996	1,666	1,852	2,041	1,686	1,913	1,158	1,427	1,986	1,964	1,402
No Resp		158	14	25	42	60	22	136	80	36	33	69
Not App		17	0	1	6	10	2	15	11	2	4	6

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:**Serving as a mentor or staff developer**

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		788	254	364	170	233	152	197	206	90	667
	%	57.7	64.5	60.6	45.9	64.7	55.7	49.6	61.5	68.2	56.5
No		577	140	237	200	127	121	200	129	42	514
	%	42.3	35.5	39.4	54.1	35.3	44.3	50.4	38.5	31.8	43.5
TOTAL		1,365	394	601	370	360	273	397	335	132	1,181
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		102	34	35	33	23	24	30	25	13	80

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:**Serving as a mentor or staff developer**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		788	123	183	198	269	149	638	432	166	184	350
	%	57.7	66.5	56.8	58.9	53.7	52.3	59.1	60.8	53.9	54.9	54.4
No		577	62	139	138	232	136	441	278	142	151	293
	%	42.3	33.5	43.2	41.1	46.3	47.7	40.9	39.2	46.1	45.1	45.6
TOTAL		1,365	185	322	336	501	285	1,079	710	308	335	643
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		102	11	16	30	35	23	79	54	16	26	42

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:**Teaching in a subject area where there is a teacher shortage**

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		288	130	95	63	71	62	71	84	49	225
	%	21.9	34.3	16.8	17.1	20.7	24.0	18.4	25.7	39.5	19.8
No		1,026	249	472	305	272	196	315	243	75	914
	%	78.1	65.7	83.2	82.9	79.3	76.0	81.6	74.3	60.5	80.2
TOTAL		1,314	379	567	368	343	258	386	327	124	1,139
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		153	49	69	35	40	39	41	33	21	122

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:**Teaching in a subject area where there is a teacher shortage**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		288	38	61	76	105	71	216	137	69	78	147
	%	21.9	21.3	19.5	23.2	22.2	25.6	20.8	20.1	23.0	24.3	23.7
No		1,026	140	252	252	369	206	820	543	231	243	474
	%	78.1	78.7	80.5	76.8	77.8	74.4	79.2	79.9	77.0	75.7	76.3
TOTAL		1,314	178	313	328	474	277	1,036	680	300	321	621
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		153	18	25	38	62	31	122	84	24	40	64

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:

Working in a school that presents more challenges to staff than other schools in the district

		Stratum			Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle West	Minority	White
Yes		124	88	26	10	40	45	8	31	31
	%	9.5	23.5	4.6	2.7	11.7	17.5	2.1	9.7	25.4
No		1,177	286	536	355	301	212	377	287	91
	%	90.5	76.5	95.4	97.3	88.3	82.5	97.9	90.3	74.6
TOTAL		1,301	374	562	365	341	257	385	318	122
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		166	54	74	38	42	40	42	42	23
										132

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:

Working in a school that presents more challenges to staff than other schools in the district

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		124	16	34	35	36	24	99	69	27	27	54
	%	9.5	9.0	10.9	10.8	7.6	8.8	9.6	10.2	9.0	8.6	8.8
No		1,177	161	277	289	436	250	927	607	274	286	560
	%	90.5	91.0	89.1	89.2	92.4	91.2	90.4	89.8	91.0	91.4	91.2
TOTAL		1,301	177	311	324	472	274	1,026	676	301	313	614
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		166	19	27	42	64	34	132	88	23	48	71

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:**Improving student performance**

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		211	105	76	30	45	75	33	58	37	163
	%	16.3	28.5	13.5	8.2	13.5	29.0	8.5	18.3	30.3	14.5
No		1,087	264	489	334	289	184	355	259	85	963
	%	83.7	71.5	86.5	91.8	86.5	71.0	91.5	81.7	69.7	85.5
TOTAL		1,298	369	565	364	334	259	388	317	122	1,126
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		169	59	71	39	49	38	39	43	23	135

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:**Improving student performance**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		211	25	47	54	78	32	179	124	43	42	85
	%	16.3	14.2	15.2	16.6	16.6	11.9	17.4	18.3	14.4	13.5	13.9
No		1,087	151	262	271	392	237	849	553	255	270	525
	%	83.7	85.8	84.8	83.4	83.4	88.1	82.6	81.7	85.6	86.5	86.1
TOTAL		1,298	176	309	325	470	269	1,028	677	298	312	610
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		169	20	29	41	66	39	130	87	26	49	75

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:
Certification by National Board of Professional Teaching Standards

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		437	198	174	65	68	196	75	98	65	349
	%	34.2	54.2	31.1	18.4	21.0	74.2	19.8	31.6	52.8	31.6
No		840	167	385	288	256	68	304	212	58	755
	%	65.8	45.8	68.9	81.6	79.0	25.8	80.2	68.4	47.2	68.4
TOTAL		1,277	365	559	353	324	264	379	310	123	1,104
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		190	63	77	50	59	33	48	50	22	157

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:
Certification by National Board of Professional Teaching Standards

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		437	58	119	111	141	77	359	246	97	93	190
	%	34.2	34.3	38.3	34.8	30.7	28.1	35.8	37.6	32.4	29.8	31.1
No		840	111	192	208	319	197	643	409	202	219	421
	%	65.8	65.7	61.7	65.2	69.3	71.9	64.2	62.4	67.6	70.2	68.9
TOTAL		1,277	169	311	319	460	274	1,002	655	299	312	611
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		190	27	27	47	76	34	156	109	25	49	74

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:**Achieving additional teaching licenses or certifications**

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		638	197	284	157	162	177	162	137	68	542
	%	48.3	52.1	49.4	42.8	47.6	66.0	41.3	42.8	55.7	47.3
No		682	181	291	210	178	91	230	183	54	604
	%	51.7	47.9	50.6	57.2	52.4	34.0	58.7	57.2	44.3	52.7
TOTAL		1,320	378	575	367	340	268	392	320	122	1,146
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		147	50	61	36	43	29	35	40	23	115

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:**Achieving additional teaching licenses or certifications**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/Jr Hi	Senr High	Comb Sec
Yes		638	97	161	152	219	106	531	365	136	130	266
	%	48.3	53.3	51.4	46.5	45.7	38.1	51.0	53.2	44.4	41.1	42.8
No		682	85	152	175	260	172	510	321	170	186	356
	%	51.7	46.7	48.6	53.5	54.3	61.9	49.0	46.8	55.6	58.9	57.2
TOTAL		1,320	182	313	327	479	278	1,041	686	306	316	622
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		147	14	25	39	57	30	117	78	18	45	63

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:
Developing new skills/knowledge in non-university settings

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		202	62	85	55	67	23	49	63	26	166
	%	15.6	16.8	15.2	15.1	19.6	9.1	12.8	20.0	21.8	14.8
No		1,089	306	474	309	274	229	334	252	93	955
	%	84.4	83.2	84.8	84.9	80.4	90.9	87.2	80.0	78.2	85.2
TOTAL		1,291	368	559	364	341	252	383	315	119	1,121
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		176	60	77	39	42	45	44	45	26	140

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:
Developing new skills/knowledge in non-university settings

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/ Jr Hi	Senr High	Comb Sec
Yes		202	23	45	57	75	44	158	124	40	38	78
	%	15.6	13.2	14.5	17.7	16.0	16.1	15.6	18.5	13.3	12.2	12.8
No		1,089	151	265	265	393	230	858	545	260	273	533
	%	84.4	86.8	85.5	82.3	84.0	83.9	84.4	81.5	86.7	87.8	87.2
TOTAL		1,291	174	310	322	468	274	1,016	669	300	311	611
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		176	22	28	44	68	34	142	95	24	50	74

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:**Other activities that teachers can participate in to earn additional pay**

		Stratum			Region				Race		
		Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White	
Yes	Total	411	114	184	113	117	78	114	102	44	349
	%	47.6	49.8	48.9	43.6	54.7	45.6	42.2	48.8	55.0	46.4
No	Total	453	115	192	146	97	93	156	107	36	403
	%	52.4	50.2	51.1	56.4	45.3	54.4	57.8	51.2	45.0	53.6
TOTAL	Total	864	229	376	259	214	171	270	209	80	752
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		603	199	260	144	169	126	157	151	65	509

53. Can teachers in your district earn extra money beyond their regular salary for the following activities:**Other activities that teachers can participate in to earn additional pay**

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		411	59	99	105	140	74	336	231	87	88	175
	%	47.6	48.0	46.7	49.1	45.9	39.4	49.8	50.5	45.1	42.9	44.0
No		453	64	113	109	165	114	339	226	106	117	223
	%	52.4	52.0	53.3	50.9	54.1	60.6	50.2	49.5	54.9	57.1	56.0
TOTAL		864	123	212	214	305	188	675	457	193	205	398
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		603	73	126	152	231	120	483	307	131	156	287

54. Are social security contributions currently withheld from your pay as a teacher, or from your spouse's pay as a full-time employee?

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes, from my pay only		384	135	159	90	122	94	86	82	50	316
	%	27.0	32.5	25.9	23.0	32.7	33.1	20.6	23.7	35.7	25.8
Yes, from my spouse's pay only		182	48	84	50	39	25	67	51	15	162
	%	12.8	11.6	13.7	12.8	10.5	8.8	16.1	14.7	10.7	13.2
Yes, from both		621	152	280	189	165	148	200	108	51	549
	%	43.7	36.6	45.6	48.3	44.2	52.1	48.0	31.2	36.4	44.9
No		233	80	91	62	47	17	64	105	24	196
	%	16.4	19.3	14.8	15.9	12.6	6.0	15.3	30.3	17.1	16.0
TOTAL		1,420	415	614	391	373	284	417	346	140	1,223
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		47	13	22	12	10	13	10	14	5	38

54. Are social security contributions currently withheld from your pay as a teacher, or from your spouse's pay as a full-time employee?

		Total	Age				Sex		Level			
			Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes, from my pay only		384	74	80	92	128	80	304	203	81	97	178
	%	27.0	39.2	24.5	25.9	24.4	26.7	27.2	27.5	25.8	27.6	26.8
Yes, from my spouse's pay only		182	14	39	45	80	28	154	94	45	39	84
	%	12.8	7.4	12.0	12.7	15.3	9.3	13.8	12.7	14.3	11.1	12.6
Yes, from both		621	82	161	156	216	135	486	317	146	153	299
	%	43.7	43.4	49.4	43.9	41.2	45.0	43.4	43.0	46.5	43.6	45.0
No		233	19	46	62	100	57	175	124	42	62	104
	%	16.4	10.1	14.1	17.5	19.1	19.0	15.6	16.8	13.4	17.7	15.6
TOTAL		1,420	189	326	355	524	300	1,119	738	314	351	665
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		47	7	12	11	12	8	39	26	10	10	20

55. Do you earn more than half of your household income?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Yes		872	256	370	246	235	160	251	226	92	744
	%	61.5	62.6	59.9	63.1	63.5	57.3	60.2	64.4	66.7	60.7
No		545	153	248	144	135	119	166	125	46	482
	%	38.5	37.4	40.1	36.9	36.5	42.7	39.8	35.6	33.3	39.3
TOTAL		1,417	409	618	390	370	279	417	351	138	1,226
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		50	19	18	13	13	18	10	9	7	35

55. Do you earn more than half of your household income?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Yes		872	116	200	200	341	240	631	426	194	244	438
	%	61.5	61.4	60.2	56.8	65.2	79.7	56.6	58.0	61.8	69.3	65.8
No		545	73	132	152	182	61	484	309	120	108	228
	%	38.5	38.6	39.8	43.2	34.8	20.3	43.4	42.0	38.2	30.7	34.2
TOTAL		1,417	189	332	352	523	301	1,115	735	314	352	666
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		50	7	6	14	13	7	43	29	10	9	19

56a. What were you doing during the 1999-2000 school year?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Teaching full-time in this school system		1,199	331	530	338	319	244	344	292	108	1,049
	%	90.6	88.5	91.1	92.1	92.2	90.7	89.6	90.1	90.0	91.0
Teaching full-time in another school system		39	16	13	10	12	6	15	6	3	33
	%	2.9	4.3	2.2	2.7	3.5	2.2	3.9	1.9	2.5	2.9
Attending a college or university full-time		25	7	13	5	7	4	4	10	1	21
	%	1.9	1.9	2.2	1.4	2.0	1.5	1.0	3.1	.8	1.8
In military service		2	0	2	0	0	1	0	1	0	2
	%	.2	.0	.3	.0	.0	.4	.0	.3	.0	.2
Working in a nonteaching occupation		9	5	1	3	0	4	3	2	2	6
	%	.7	1.3	.2	.8	.0	1.5	.8	.6	1.7	.5
Homemaking, child rearing and/or parental care		9	5	3	1	2	3	4	0	1	8
	%	.7	1.3	.5	.3	.6	1.1	1.0	.0	.8	.7
Unemployed and seeking work		2	1	0	1	1	1	0	0	2	0
	%	.2	.3	.0	.3	.3	.4	.0	.0	1.7	.0
Retired		3	1	2	0	1	0	2	0	1	2
	%	.2	.3	.3	.0	.3	.0	.5	.0	.8	.2
Other		35	8	18	9	4	6	12	13	2	32
	%	2.6	2.1	3.1	2.5	1.2	2.2	3.1	4.0	1.7	2.8
TOTAL		1,323	374	582	367	346	269	384	324	120	1,153
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		144	54	54	36	37	28	43	36	25	108

56a. What were you doing during the 1999-2000 school year?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/Jr Hi	Senr High	Comb Sec
Teaching full-time in this school system		1,199	122	274	303	477	268	931	618	265	304	569
	%	90.6	72.2	89.8	92.1	96.2	92.7	90.0	90.4	92.3	90.2	91.2
Teaching full-time in another school system		39	15	11	9	3	1	38	20	6	11	17
	%	2.9	8.9	3.6	2.7	.6	.3	3.7	2.9	2.1	3.3	2.7
Attending a college or university full-time		25	20	4	1	0	7	18	12	5	8	13
	%	1.9	11.8	1.3	.3	.0	2.4	1.7	1.8	1.7	2.4	2.1
In military service		2	1	0	0	1	1	1	1	1	0	1
	%	.2	.6	.0	.0	.2	.3	.1	.1	.3	.0	.2
Working in a nonteaching occupation		9	2	1	3	3	4	5	3	1	5	6
	%	.7	1.2	.3	.9	.6	1.4	.5	.4	.3	1.5	1.0
Homemaking, child rearing and/or parental care		9	3	3	2	1	0	9	8	1	0	1
	%	.7	1.8	1.0	.6	.2	.0	.9	1.2	.3	.0	.2
Unemployed and seeking work		2	0	2	0	0	1	1	1	0	1	1
	%	.2	.0	.7	.0	.0	.3	.1	.1	.0	.3	.2
Retired		3	0	0	0	3	0	3	1	0	1	1
	%	.2	.0	.0	.0	.6	.0	.3	.1	.0	.3	.2
Other		35	6	10	11	8	7	28	20	8	7	15
	%	2.6	3.6	3.3	3.3	1.6	2.4	2.7	2.9	2.8	2.1	2.4
TOTAL		1,323	169	305	329	496	289	1,034	684	287	337	624
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		144	27	33	37	40	19	124	80	37	24	61

56b. What do you expect to be doing during the 2001-2002 school year?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Teaching full-time in this school system		1,220	344	534	342	325	250	353	292	111	1,061
	%	92.1	91.5	91.4	94.0	93.7	94.3	91.5	89.6	92.5	92.0
Teaching full-time in another school system		29	10	13	6	6	4	9	10	1	26
	%	2.2	2.7	2.2	1.6	1.7	1.5	2.3	3.1	.8	2.3
Attending a college or university full-time		3	2	0	1	0	1	1	1	0	3
	%	.2	.5	.0	.3	.0	.4	.3	.3	.0	.3
Working in a nonteaching occupation		6	4	0	2	2	0	1	3	2	4
	%	.5	1.1	.0	.5	.6	.0	.3	.9	1.7	.3
Homemaking, child rearing and/or parental care		11	2	7	2	4	1	2	4	2	9
	%	.8	.5	1.2	.5	1.2	.4	.5	1.2	1.7	.8
Unemployed and seeking work		3	0	2	1	1	1	0	1	1	2
	%	.2	.0	.3	.3	.3	.4	.0	.3	.8	.2
Retired		31	7	17	7	6	4	14	7	1	29
	%	2.3	1.9	2.9	1.9	1.7	1.5	3.6	2.1	.8	2.5
Other		21	7	11	3	3	4	6	8	2	19
	%	1.6	1.9	1.9	.8	.9	1.5	1.6	2.5	1.7	1.6
TOTAL		1,324	376	584	364	347	265	386	326	120	1,153
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		143	52	52	39	36	32	41	34	25	108

56b. What do you expect to be doing during the 2001-2002 school year?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/Jr Hi	Senr High	Comb Sec
Teaching full-time in this school system		1,220	145	283	315	453	269	951	631	267	310	577
	%	92.1	87.3	93.1	94.3	91.3	92.8	92.0	92.4	92.1	92.0	92.0
Teaching full-time in another school system		29	10	6	8	5	11	18	10	9	10	19
	%	2.2	6.0	2.0	2.4	1.0	3.8	1.7	1.5	3.1	3.0	3.0
Attending a college or university full-time		3	1	0	1	1	0	3	1	2	0	2
	%	.2	.6	.0	.3	.2	.0	.3	.1	.7	.0	.3
Working in a nonteaching occupation		6	3	0	2	1	1	5	3	1	2	3
	%	.5	1.8	.0	.6	.2	.3	.5	.4	.3	.6	.5
Homemaking, child rearing and/or parental care		11	3	7	0	1	0	11	7	3	1	4
	%	.8	1.8	2.3	.0	.2	.0	1.1	1.0	1.0	.3	.6
Unemployed and seeking work		3	1	1	0	1	2	1	1	1	1	2
	%	.2	.6	.3	.0	.2	.7	.1	.1	.3	.3	.3
Retired		31	0	0	1	30	5	26	16	4	9	13
	%	2.3	.0	.0	.3	6.0	1.7	2.5	2.3	1.4	2.7	2.1
Other		21	3	7	7	4	2	19	14	3	4	7
	%	1.6	1.8	2.3	2.1	.8	.7	1.8	2.0	1.0	1.2	1.1
TOTAL		1,324	166	304	334	496	290	1,034	683	290	337	627
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		143	30	34	32	40	18	124	81	34	24	58

57. What are the three main reasons you originally decided to become a teacher?

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Value or significance of education in society		631	191	272	168	170	132	178	151	79	520
	%	43.5	45.5	43.2	42.1	45.0	45.4	42.0	42.4	56.0	41.6
Desire to work with young people		1,054	301	463	290	284	210	318	242	105	905
	%	72.7	71.7	73.5	72.7	75.1	72.2	75.0	68.0	74.5	72.5
Interest in a subject-matter field		524	150	235	139	159	88	162	115	46	459
	%	36.2	35.7	37.3	34.8	42.1	30.2	38.2	32.3	32.6	36.7
Influence of a teacher in elementary or secondary school		465	129	195	141	110	83	150	122	41	407
	%	32.1	30.7	31.0	35.3	29.1	28.5	35.4	34.3	29.1	32.6
Influence of a teacher or advisor in college		94	22	45	27	23	25	26	20	15	79
	%	6.5	5.2	7.1	6.8	6.1	8.6	6.1	5.6	10.6	6.3
Influence of family		283	73	124	86	65	56	100	62	27	250
	%	19.5	17.4	19.7	21.6	17.2	19.2	23.6	17.4	19.1	20.0
Financial rewards		35	11	15	9	4	5	13	13	5	29
	%	2.4	2.6	2.4	2.3	1.1	1.7	3.1	3.7	3.5	2.3
Long summer vacation		299	98	123	78	77	72	79	71	36	246
	%	20.6	23.3	19.5	19.5	20.4	24.7	18.6	19.9	25.5	19.7
Job security		242	78	99	65	69	48	55	70	36	194
	%	16.7	18.6	15.7	16.3	18.3	16.5	13.0	19.7	25.5	15.5
Employment mobility		61	21	27	13	15	14	14	18	11	48
	%	4.2	5.0	4.3	3.3	4.0	4.8	3.3	5.1	7.8	3.8
Preparation program in college appealed to me		93	34	36	23	27	17	26	23	13	76
	%	6.4	8.1	5.7	5.8	7.1	5.8	6.1	6.5	9.2	6.1
Wanted a suitable job until marriage		25	12	6	7	7	2	8	8	4	21
	%	1.7	2.9	1.0	1.8	1.9	.7	1.9	2.2	2.8	1.7
Wanted a job with draft deferment		5	1	3	1	4	0	0	1	0	5
	%	.3	.2	.5	.3	1.1	.0	.0	.3	.0	.4
Wanted a change from other work		64	22	21	21	16	11	17	20	7	56
	%	4.4	5.2	3.3	5.3	4.2	3.8	4.0	5.6	5.0	4.5

57. What are the three main reasons you originally decided to become a teacher? (continued)

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Need for second income in family		68	21	27	20	6	18	20	24	8	59
	%	4.7	5.0	4.3	5.0	1.6	6.2	4.7	6.7	5.7	4.7
Need for income after termination of marriage		16	5	9	2	3	4	2	7	0	16
	%	1.1	1.2	1.4	.5	.8	1.4	.5	2.0	.0	1.3
Never really considered anything else		278	69	116	93	79	52	95	52	16	253
	%	19.2	16.4	18.4	23.3	20.9	17.9	22.4	14.6	11.3	20.3
Opportunity for a lifetime of self-growth		165	46	79	40	38	29	51	47	26	131
	%	11.4	11.0	12.5	10.0	10.1	10.0	12.0	13.2	18.4	10.5
One of the few professions open to me		102	25	49	28	24	19	30	29	8	90
	%	7.0	6.0	7.8	7.0	6.3	6.5	7.1	8.1	5.7	7.2
Sense of freedom in my own classroom		145	46	53	46	39	18	47	41	17	119
	%	10.0	11.0	8.4	11.5	10.3	6.2	11.1	11.5	12.1	9.5
Other		61	18	28	15	10	13	23	15	6	50
	%	4.2	4.3	4.4	3.8	2.6	4.5	5.4	4.2	4.3	4.0
TOTAL		1,449	420	630	399	378	291	424	356	141	1,249
	%	325	327	321	329	325	315	333	323	359	321
No Resp		18	8	6	4	5	6	3	4	4	12

Note: Percentages sum to more than 100% because of multiple responses.

57. What are the three main reasons you originally decided to become a teacher?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/Jr Hi	Senr High	Comb Sec
Value or significance of education in society		631	77	147	160	230	126	505	341	140	144	284
	%	43.5	39.5	44.3	44.1	43.4	41.7	44.1	45.0	44.0	40.4	42.1
Desire to work with young people		1,054	156	270	267	345	216	837	578	240	225	465
	%	72.7	80.0	81.3	73.6	65.1	71.5	73.0	76.3	75.5	63.2	69.0
Interest in a subject-matter field		524	65	109	133	206	143	381	169	136	215	351
	%	36.2	33.3	32.8	36.6	38.9	47.4	33.2	22.3	42.8	60.4	52.1
Influence of a teacher in elementary or secondary school		465	76	102	113	166	89	376	250	110	101	211
	%	32.1	39.0	30.7	31.1	31.3	29.5	32.8	33.0	34.6	28.4	31.3
Influence of a teacher or advisor in college		94	18	24	18	32	31	63	36	27	31	58
	%	6.5	9.2	7.2	5.0	6.0	10.3	5.5	4.7	8.5	8.7	8.6
Influence of family		283	37	55	72	116	44	239	176	47	56	103
	%	19.5	19.0	16.6	19.8	21.9	14.6	20.9	23.2	14.8	15.7	15.3
Financial rewards		35	0	3	12	18	7	28	23	3	9	12
	%	2.4	.0	.9	3.3	3.4	2.3	2.4	3.0	.9	2.5	1.8
Long summer vacation		299	46	90	62	95	58	240	150	69	76	145
	%	20.6	23.6	27.1	17.1	17.9	19.2	20.9	19.8	21.7	21.3	21.5
Job security		242	22	53	56	104	68	174	138	44	59	103
	%	16.7	11.3	16.0	15.4	19.6	22.5	15.2	18.2	13.8	16.6	15.3
Employment mobility		61	6	14	15	25	11	50	35	10	15	25
	%	4.2	3.1	4.2	4.1	4.7	3.6	4.4	4.6	3.1	4.2	3.7
Preparation program in college appealed to me		93	12	22	25	33	12	81	64	15	12	27
	%	6.4	6.2	6.6	6.9	6.2	4.0	7.1	8.4	4.7	3.4	4.0
Wanted a suitable job until marriage		25	3	5	3	14	2	23	16	5	4	9
	%	1.7	1.5	1.5	.8	2.6	.7	2.0	2.1	1.6	1.1	1.3
Wanted a job with draft deferment		5	0	0	0	5	5	0	0	1	4	5
	%	.3	.0	.0	.0	.9	1.7	.0	.0	.3	1.1	.7
Wanted a change from other work		64	5	24	18	17	26	38	32	10	22	32
	%	4.4	2.6	7.2	5.0	3.2	8.6	3.3	4.2	3.1	6.2	4.7

57. What are the three main reasons you originally decided to become a teacher? (continued)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Need for second income in family		68	2	7	23	34	2	66	42	8	16	24
	%	4.7	1.0	2.1	6.3	6.4	.7	5.8	5.5	2.5	4.5	3.6
Need for income after termination of marriage		16	0	1	7	8	0	16	12	2	2	4
	%	1.1	.0	.3	1.9	1.5	.0	1.4	1.6	.6	.6	.6
Never really considered anything else		278	35	44	82	110	25	253	176	58	42	100
	%	19.2	17.9	13.3	22.6	20.8	8.3	22.1	23.2	18.2	11.8	14.8
Opportunity for a lifetime of self-growth		165	27	39	44	50	28	137	91	37	35	72
	%	11.4	13.8	11.7	12.1	9.4	9.3	12.0	12.0	11.6	9.8	10.7
One of the few professions open to me		102	1	6	17	75	8	94	52	21	27	48
	%	7.0	.5	1.8	4.7	14.2	2.6	8.2	6.9	6.6	7.6	7.1
Sense of freedom in my own classroom		145	21	34	36	52	24	120	90	24	29	53
	%	10.0	10.8	10.2	9.9	9.8	7.9	10.5	11.9	7.5	8.1	7.9
Other		61	7	15	15	23	10	51	30	8	22	30
	%	4.2	3.6	4.5	4.1	4.3	3.3	4.5	4.0	2.5	6.2	4.5
TOTAL		1,449	195	332	363	530	302	1,146	758	318	356	674
	%	325	316	320	325	332	310	329	330	319	322	321
No Resp		18	1	6	3	6	6	12	6	6	5	11

Note: Percentages sum to more than 100% because of multiple responses.

57. What are the three main reasons you are presently still teaching?

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Value or significance of education in society		610	175	271	164	170	113	170	157	68	521
	%	42.8	42.6	43.6	41.7	46.1	39.8	40.5	44.6	49.6	42.3
Desire to work with young people		963	260	437	266	254	184	293	232	99	826
	%	67.6	63.3	70.4	67.7	68.8	64.8	69.8	65.9	72.3	67.0
Interest in a subject-matter field		435	119	203	113	120	79	132	104	45	375
	%	30.5	29.0	32.7	28.8	32.5	27.8	31.4	29.5	32.8	30.4
Influence of a teacher in elementary or secondary school		133	29	60	44	29	21	41	42	14	113
	%	9.3	7.1	9.7	11.2	7.9	7.4	9.8	11.9	10.2	9.2
Influence of a teacher or advisor in college		18	5	10	3	6	3	6	3	5	13
	%	1.3	1.2	1.6	.8	1.6	1.1	1.4	.9	3.6	1.1
Influence of family		76	24	33	19	23	16	19	18	10	66
	%	5.3	5.8	5.3	4.8	6.2	5.6	4.5	5.1	7.3	5.4
Financial rewards		79	20	38	21	29	5	24	21	5	71
	%	5.5	4.9	6.1	5.3	7.9	1.8	5.7	6.0	3.6	5.8
Long summer vacation		344	121	135	88	107	76	102	59	35	293
	%	24.1	29.4	21.7	22.4	29.0	26.8	24.3	16.8	25.5	23.8
Job security		389	121	158	110	107	76	113	93	42	329
	%	27.3	29.4	25.4	28.0	29.0	26.8	26.9	26.4	30.7	26.7
Employment mobility		56	27	20	9	12	9	10	25	12	43
	%	3.9	6.6	3.2	2.3	3.3	3.2	2.4	7.1	8.8	3.5
Preparation program in college appealed to me		12	5	6	1	3	1	3	5	7	5
	%	.8	1.2	1.0	.3	.8	.4	.7	1.4	5.1	.4
Wanted a suitable job until marriage		6	1	2	3	1	1	4	0	2	4
	%	.4	.2	.3	.8	.3	.4	1.0	.0	1.5	.3
Wanted a job with draft deferment		2	1	1	0	0	0	1	1	1	1
	%	.1	.2	.2	.0	.0	.0	.2	.3	.7	.1
Wanted a change from other work		19	9	4	6	3	3	9	4	3	15
	%	1.3	2.2	.6	1.5	.8	1.1	2.1	1.1	2.2	1.2

57. What are the three main reasons you are presently still teaching? (continued)

		Stratum			Region				Race		
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Need for second income in family		156	46	67	43	29	38	53	36	8	145
	%	10.9	11.2	10.8	10.9	7.9	13.4	12.6	10.2	5.8	11.8
Need for income after termination of marriage		33	16	14	3	4	11	7	11	3	30
	%	2.3	3.9	2.3	.8	1.1	3.9	1.7	3.1	2.2	2.4
Never really considered anything else		123	31	56	36	31	28	42	22	6	112
	%	8.6	7.5	9.0	9.2	8.4	9.9	10.0	6.3	4.4	9.1
Opportunity for a lifetime of self-growth		219	63	95	61	52	35	69	63	27	185
	%	15.4	15.3	15.3	15.5	14.1	12.3	16.4	17.9	19.7	15.0
One of the few professions open to me		32	18	6	8	7	13	4	8	8	23
	%	2.2	4.4	1.0	2.0	1.9	4.6	1.0	2.3	5.8	1.9
Sense of freedom in my own classroom		261	78	113	70	63	38	80	80	24	225
	%	18.3	19.0	18.2	17.8	17.1	13.4	19.0	22.7	17.5	18.3
Too much invested to leave now		430	125	181	124	101	96	139	94	33	384
	%	30.2	30.4	29.1	31.6	27.4	33.8	33.1	26.7	24.1	31.2
Other		96	23	45	28	24	15	32	25	8	83
	%	6.7	5.6	7.2	7.1	6.5	5.3	7.6	7.1	5.8	6.7
TOTAL		1,425	411	621	393	369	284	420	352	137	1,232
	%	315	320	315	310	318	303	322	313	339	313
No Resp		42	17	15	10	14	13	7	8	8	29

Note: Percentages sum to more than 100% because of multiple responses.

57. What are the three main reasons you are presently still teaching?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/Jr Hi	Senr High	Comb Sec
Value or significance of education in society		610	81	137	150	229	128	482	320	138	148	286
	%	42.8	42.4	41.4	42.3	44.0	43.2	42.7	42.7	44.7	42.0	43.3
Desire to work with young people		963	142	244	251	310	200	762	505	226	224	450
	%	67.6	74.3	73.7	70.7	59.6	67.6	67.6	67.4	73.1	63.6	68.1
Interest in a subject-matter field		435	57	92	108	170	116	319	162	103	167	270
	%	30.5	29.8	27.8	30.4	32.7	39.2	28.3	21.6	33.3	47.4	40.8
Influence of a teacher in elementary or secondary school		133	37	23	36	35	28	105	79	26	27	53
	%	9.3	19.4	6.9	10.1	6.7	9.5	9.3	10.5	8.4	7.7	8.0
Influence of a teacher or advisor in college		18	4	5	4	5	3	15	9	1	8	9
	%	1.3	2.1	1.5	1.1	1.0	1.0	1.3	1.2	.3	2.3	1.4
Influence of family		76	16	20	24	16	12	64	53	12	11	23
	%	5.3	8.4	6.0	6.8	3.1	4.1	5.7	7.1	3.9	3.1	3.5
Financial rewards		79	1	8	23	47	21	58	49	13	16	29
	%	5.5	.5	2.4	6.5	9.0	7.1	5.1	6.5	4.2	4.5	4.4
Long summer vacation		344	54	110	77	96	64	279	175	77	89	166
	%	24.1	28.3	33.2	21.7	18.5	21.6	24.7	23.4	24.9	25.3	25.1
Job security		389	42	96	86	158	95	294	205	81	99	180
	%	27.3	22.0	29.0	24.2	30.4	32.1	26.1	27.4	26.2	28.1	27.2
Employment mobility		56	11	16	9	20	17	39	23	19	12	31
	%	3.9	5.8	4.8	2.5	3.8	5.7	3.5	3.1	6.1	3.4	4.7
Preparation program in college appealed to me		12	3	0	2	7	1	11	8	2	2	4
	%	.8	1.6	.0	.6	1.3	.3	1.0	1.1	.6	.6	.6
Wanted a suitable job until marriage		6	2	1	0	3	1	5	4	1	1	2
	%	.4	1.0	.3	.0	.6	.3	.4	.5	.3	.3	.3
Wanted a job with draft deferment		2	0	0	0	2	0	2	2	0	0	0
	%	.1	.0	.0	.0	.4	.0	.2	.3	.0	.0	.0
Wanted a change from other work		19	1	4	8	6	6	13	10	3	6	9
	%	1.3	.5	1.2	2.3	1.2	2.0	1.2	1.3	1.0	1.7	1.4

57. What are the three main reasons you are presently still teaching? (continued)

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Need for second income in family		156	9	43	40	62	4	152	98	26	27	53
	%	10.9	4.7	13.0	11.3	11.9	1.4	13.5	13.1	8.4	7.7	8.0
Need for income after termination of marriage		33	0	1	10	21	0	33	20	6	7	13
	%	2.3	.0	.3	2.8	4.0	.0	2.9	2.7	1.9	2.0	2.0
Never really considered anything else		123	18	19	30	52	17	106	79	28	15	43
	%	8.6	9.4	5.7	8.5	10.0	5.7	9.4	10.5	9.1	4.3	6.5
Opportunity for a lifetime of self-growth		219	37	55	56	67	34	185	126	49	44	93
	%	15.4	19.4	16.6	15.8	12.9	11.5	16.4	16.8	15.9	12.5	14.1
One of the few professions open to me		32	3	11	6	11	8	24	17	7	7	14
	%	2.2	1.6	3.3	1.7	2.1	2.7	2.1	2.3	2.3	2.0	2.1
Sense of freedom in my own classroom		261	36	60	64	94	42	218	150	49	62	111
	%	18.3	18.8	18.1	18.0	18.1	14.2	19.3	20.0	15.9	17.6	16.8
Too much invested to leave now		430	16	81	128	198	93	337	227	78	115	193
	%	30.2	8.4	24.5	36.1	38.1	31.4	29.9	30.3	25.2	32.7	29.2
Other		96	17	23	22	33	19	77	51	20	23	43
	%	6.7	8.9	6.9	6.2	6.3	6.4	6.8	6.8	6.5	6.5	6.5
TOTAL		1,425	191	331	355	520	296	1,128	749	309	352	661
	%	315	307	317	319	316	307	317	317	312	315	314
No Resp		42	5	7	11	16	12	30	15	15	9	24

Note: Percentages sum to more than 100% because of multiple responses.

58. How long do you plan to remain in teaching?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Until required to retire		234	69	93	72	54	36	62	82	25	200
	%	16.2	16.4	14.7	18.2	14.3	12.4	14.8	22.8	17.6	16.0
Until I am eligible for retirement		666	172	311	183	160	134	227	145	49	589
	%	46.0	40.9	49.3	46.2	42.3	46.2	54.0	40.3	34.5	47.2
Will probably continue unless something better comes along		155	54	59	42	36	35	39	45	22	125
	%	10.7	12.8	9.4	10.6	9.5	12.1	9.3	12.5	15.5	10.0
Definitely plan to leave teaching as soon as I can		70	28	27	15	21	20	18	11	8	58
	%	4.8	6.7	4.3	3.8	5.6	6.9	4.3	3.1	5.6	4.6
I am undecided at this time		323	98	141	84	107	65	74	77	38	276
	%	22.3	23.3	22.3	21.2	28.3	22.4	17.6	21.4	26.8	22.1
TOTAL		1,448	421	631	396	378	290	420	360	142	1,248
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		19	7	5	7	5	7	7	0	3	13

58. How long do you plan to remain in teaching?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/ Jr Hi	Senr High	Comb Sec
Until required to retire		234	30	45	63	90	58	176	113	64	54	118
%		16.2	15.3	13.4	17.3	17.2	19.0	15.4	14.9	19.9	15.2	17.5
Until I am eligible for retirement		666	65	125	200	265	145	521	351	148	160	308
%		46.0	33.2	37.3	54.9	50.6	47.5	45.6	46.4	46.1	45.1	45.6
Will probably continue unless something better comes along		155	38	60	37	17	39	115	90	30	35	65
%		10.7	19.4	17.9	10.2	3.2	12.8	10.1	11.9	9.3	9.9	9.6
Definitely plan to leave teaching as soon as I can		70	7	18	8	34	14	56	30	13	25	38
%		4.8	3.6	5.4	2.2	6.5	4.6	4.9	4.0	4.0	7.0	5.6
I am undecided at this time		323	56	87	56	118	49	274	172	66	81	147
%		22.3	28.6	26.0	15.4	22.5	16.1	24.0	22.8	20.6	22.8	21.7
TOTAL		1,448	196	335	364	524	305	1,142	756	321	355	676
%		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		19	0	3	2	12	3	16	8	3	6	9

58a. If you plan to remain in teaching until retirement, in how many years do you plan to retire?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
1-4 years		118	23	54	41	33	12	48	25	10	103
	%	13.7	10.0	14.2	16.6	16.3	7.4	17.5	11.5	14.9	13.6
5-9 years		200	59	86	55	46	50	55	49	15	177
	%	23.3	25.5	22.6	22.3	22.7	30.7	20.0	22.5	22.4	23.4
10-14 years		163	47	72	44	35	34	50	44	18	142
	%	19.0	20.3	18.9	17.8	17.2	20.9	18.2	20.2	26.9	18.8
15-19 years		114	33	47	34	21	23	33	37	5	102
	%	13.3	14.3	12.3	13.8	10.3	14.1	12.0	17.0	7.5	13.5
20-24 years		108	31	52	25	30	21	31	26	10	95
	%	12.6	13.4	13.6	10.1	14.8	12.9	11.3	11.9	14.9	12.6
25-29 years		80	15	37	28	18	13	32	17	3	75
	%	9.3	6.5	9.7	11.3	8.9	8.0	11.6	7.8	4.5	9.9
30-34 years		54	16	25	13	13	8	21	12	3	46
	%	6.3	6.9	6.6	5.3	6.4	4.9	7.6	5.5	4.5	6.1
35-39 years		15	4	6	5	4	2	4	5	3	11
	%	1.7	1.7	1.6	2.0	2.0	1.2	1.5	2.3	4.5	1.5
40-45 years		7	3	2	2	3	0	1	3	0	5
	%	.8	1.3	.5	.8	1.5	.0	.4	1.4	.0	.7
TOTAL		859	231	381	247	203	163	275	218	67	756
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		14.2	14.3	14.2	13.9	14.2	13.8	14.2	14.3	13.1	14.1
Median		12.0	12.0	12.0	12.0	12.0	11.0	12.0	12.5	10.0	12.0
Low		1	1	1	1	1	1	1	1	1	1
High		43	43	40	40	43	35	40	40	35	40
Std. Dev.		9.2	9.1	9.1	9.3	9.7	8.2	9.5	9.0	8.9	9.1
Std. Err.		.3	.6	.5	.6	.7	.6	.6	.6	1.1	.3
No Resp		35	11	15	9	10	9	10	6	6	25
Not App		573	186	240	147	170	125	142	136	72	480

58a. If you plan to remain in teaching until retirement, in how many years do you plan to retire?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
1-4 years		118	0	0	10	104	36	82	56	20	40	60
	%	13.7	.0	.0	3.9	31.6	18.1	12.4	12.8	9.8	19.2	14.5
5-9 years		200	0	1	64	132	45	155	102	41	57	98
	%	23.3	.0	.6	25.2	40.1	22.6	23.5	23.4	20.0	27.4	23.7
10-14 years		163	0	12	85	62	36	127	78	43	38	81
	%	19.0	.0	7.2	33.5	18.8	18.1	19.2	17.9	21.0	18.3	19.6
15-19 years		114	2	33	48	27	27	87	50	34	28	62
	%	13.3	2.2	19.8	18.9	8.2	13.6	13.2	11.5	16.6	13.5	15.0
20-24 years		108	7	62	37	2	21	87	67	25	15	40
	%	12.6	7.5	37.1	14.6	.6	10.6	13.2	15.4	12.2	7.2	9.7
25-29 years		80	37	35	8	0	20	60	46	17	16	33
	%	9.3	39.8	21.0	3.1	.0	10.1	9.1	10.6	8.3	7.7	8.0
30-34 years		54	32	19	2	1	11	43	25	20	9	29
	%	6.3	34.4	11.4	.8	.3	5.5	6.5	5.7	9.8	4.3	7.0
35-39 years		15	10	3	0	1	3	12	6	4	5	9
	%	1.7	10.8	1.8	.0	.3	1.5	1.8	1.4	2.0	2.4	2.2
40-45 years		7	5	2	0	0	0	7	6	1	0	1
	%	.8	5.4	1.2	.0	.0	.0	1.1	1.4	.5	.0	.2
TOTAL		859	93	167	254	329	199	660	436	205	208	413
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean		14.2	29.2	22.0	12.9	7.1	13.3	14.4	14.5	15.3	12.4	13.9
Median		12.0	30.0	21.0	12.0	6.0	11.0	12.0	12.0	14.0	10.0	12.0
Low		1	17	5	1	1	1	1	1	1	1	1
High		43	43	40	31	35	35	43	43	40	35	40
Std. Dev.		9.2	4.8	5.8	5.7	4.7	9.0	9.2	9.4	9.1	8.8	9.0
Std. Err.		.3	.5	.5	.4	.3	.6	.4	.4	.6	.6	.4
No Resp		35	2	3	9	18	5	30	19	7	7	14
Not App		573	101	168	103	189	104	468	309	112	146	258

58. If you do not plan to remain in teaching until retirement, what is the main factor that would cause you to leave?

		Stratum				Region				Race	
		Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Low salary		149	60	43	46	34	38	26	51	21	117
	%	37.3	41.7	26.9	47.9	34.3	41.8	27.1	44.7	50.0	34.2
Working conditions		79	36	32	11	17	20	20	22	9	67
	%	19.8	25.0	20.0	11.5	17.2	22.0	20.8	19.3	21.4	19.6
Support system		13	4	6	3	7	2	0	4	2	11
	%	3.3	2.8	3.8	3.1	7.1	2.2	.0	3.5	4.8	3.2
Student-related		17	8	8	1	9	3	3	2	1	16
	%	4.3	5.6	5.0	1.0	9.1	3.3	3.1	1.8	2.4	4.7
Administration-related		31	6	15	10	6	7	13	5	2	29
	%	7.8	4.2	9.4	10.4	6.1	7.7	13.5	4.4	4.8	8.5
Parent-related		18	7	8	3	2	3	9	4	0	17
	%	4.5	4.9	5.0	3.1	2.0	3.3	9.4	3.5	.0	5.0
Lack of prestige		8	3	3	2	3	3	1	1	0	8
	%	2.0	2.1	1.9	2.1	3.0	3.3	1.0	.9	.0	2.3
Lack of opportunity for advancement		18	6	7	5	3	4	6	5	3	15
	%	4.5	4.2	4.4	5.2	3.0	4.4	6.3	4.4	7.1	4.4
Other		67	14	38	15	18	11	18	20	4	62
	%	16.8	9.7	23.8	15.6	18.2	12.1	18.8	17.5	9.5	18.1
TOTAL		400	144	160	96	99	91	96	114	42	342
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		830	214	382	234	229	169	268	164	78	716
Not App		237	70	94	73	55	37	63	82	25	203

Note: No respondents selected "Colleague-related" on the questionnaire.

58. If you do not plan to remain in teaching until retirement, what is the main factor that would cause you to leave?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Low salary		149	39	63	26	21	34	114	83	30	33	63
	%	37.3	47.0	42.6	28.6	28.0	43.0	35.6	38.4	36.6	33.7	35.0
Working conditions		79	12	26	27	13	12	67	55	11	13	24
	%	19.8	14.5	17.6	29.7	17.3	15.2	20.9	25.5	13.4	13.3	13.3
Support system		13	1	9	1	1	4	9	7	3	3	6
	%	3.3	1.2	6.1	1.1	1.3	5.1	2.8	3.2	3.7	3.1	3.3
Student-related		17	2	2	5	8	5	12	5	6	6	12
	%	4.3	2.4	1.4	5.5	10.7	6.3	3.8	2.3	7.3	6.1	6.7
Administration-related		31	4	12	7	8	8	23	13	7	11	18
	%	7.8	4.8	8.1	7.7	10.7	10.1	7.2	6.0	8.5	11.2	10.0
Parent-related		18	5	8	3	2	2	16	10	4	3	7
	%	4.5	6.0	5.4	3.3	2.7	2.5	5.0	4.6	4.9	3.1	3.9
Lack of prestige		8	1	3	2	1	1	7	3	2	3	5
	%	2.0	1.2	2.0	2.2	1.3	1.3	2.2	1.4	2.4	3.1	2.8
Lack of opportunity for advancement		18	6	5	6	1	5	13	7	3	8	11
	%	4.5	7.2	3.4	6.6	1.3	6.3	4.1	3.2	3.7	8.2	6.1
Other		67	13	20	14	20	8	59	33	16	18	34
	%	16.8	15.7	13.5	15.4	26.7	10.1	18.4	15.3	19.5	18.4	18.9
TOTAL		400	83	148	91	75	79	320	216	82	98	180
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		830	83	145	211	369	170	660	434	177	208	385
Not App		237	30	45	64	92	59	178	114	65	55	120

Note: No respondents selected "Colleague-related" on the questionnaire.

59. What in your present position as a teacher helps you most to provide the best service of which you are capable?

			Stratum			Region				Race	
			Total	Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority
Interest in children/teaching/ other personal characteristics		191	64	75	52	54	38	48	51	31	147
	%	15.2	17.4	13.7	15.1	16.2	15.3	13.3	16.2	25.8	13.6
Training, education, knowledge of subject matter		218	65	91	62	54	45	62	57	19	183
	%	17.3	17.7	16.6	18.0	16.2	18.1	17.1	18.1	15.8	16.9
Cooperative, competent teacher colleagues		279	79	130	70	70	50	86	73	25	250
	%	22.2	21.5	23.8	20.3	21.0	20.2	23.8	23.2	20.8	23.1
Help from administrators, specialists		147	46	58	43	42	30	46	29	7	135
	%	11.7	12.5	10.6	12.5	12.6	12.1	12.7	9.2	5.8	12.5
School environment, organization, freedom to teach		116	27	48	41	35	20	32	29	6	105
	%	9.2	7.3	8.8	11.9	10.5	8.1	8.8	9.2	5.0	9.7
Good materials, resources, facilities		87	22	42	23	20	21	29	17	9	74
	%	6.9	6.0	7.7	6.7	6.0	8.5	8.0	5.4	7.5	6.8
Adequate preparation time, time to teach, help from aides		85	22	43	20	23	19	24	19	4	77
	%	6.8	6.0	7.9	5.8	6.9	7.7	6.6	6.0	3.3	7.1
Cooperation, backing of parents		40	11	23	6	6	9	9	16	1	38
	%	3.2	3.0	4.2	1.7	1.8	3.6	2.5	5.1	.8	3.5
Reasonably small classes		29	11	12	6	7	3	9	10	3	25
	%	2.3	3.0	2.2	1.7	2.1	1.2	2.5	3.2	2.5	2.3
Interested, good students, community		55	18	20	17	19	11	13	12	13	40
	%	4.4	4.9	3.7	4.9	5.7	4.4	3.6	3.8	10.8	3.7
Other		12	3	5	4	4	2	4	2	2	9
	%	1.0	.8	.9	1.2	1.2	.8	1.1	.6	1.7	.8
TOTAL		1,259	368	547	344	334	248	362	315	120	1,083
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		208	60	89	59	49	49	65	45	25	178

59. What in your present position as a teacher helps you most to provide the best service of which you are capable?

		Age				Sex		Level				
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Midl/ Jr Hi	Senr High	Comb Sec
Interest in children/teaching/ other personal characteristics		191	14	47	53	72	39	152	95	42	50	92
	%	15.2	9.2	15.8	16.3	15.6	15.0	15.2	14.2	15.3	16.6	16.0
Training, education, knowledge of subject matter		218	19	45	57	93	46	172	114	45	57	102
	%	17.3	12.5	15.1	17.5	20.1	17.7	17.2	17.0	16.4	18.9	17.7
Cooperative, competent teacher colleagues		279	56	75	61	85	50	229	151	65	62	127
	%	22.2	36.8	25.2	18.7	18.4	19.2	22.9	22.6	23.7	20.5	22.0
Help from administrators, specialists		147	15	36	36	57	33	114	77	44	24	68
	%	11.7	9.9	12.1	11.0	12.3	12.7	11.4	11.5	16.1	7.9	11.8
School environment, organization, freedom to teach		116	10	25	37	42	35	81	56	24	33	57
	%	9.2	6.6	8.4	11.3	9.1	13.5	8.1	8.4	8.8	10.9	9.9
Good materials, resources, facilities		87	12	20	22	32	20	67	43	17	27	44
	%	6.9	7.9	6.7	6.7	6.9	7.7	6.7	6.4	6.2	8.9	7.6
Adequate preparation time, time to teach, help from aides		85	9	20	23	30	17	68	52	17	15	32
	%	6.8	5.9	6.7	7.1	6.5	6.5	6.8	7.8	6.2	5.0	5.6
Cooperation, backing of parents		40	4	9	13	14	6	34	30	4	6	10
	%	3.2	2.6	3.0	4.0	3.0	2.3	3.4	4.5	1.5	2.0	1.7
Reasonably small classes		29	3	5	11	10	1	28	23	2	4	6
	%	2.3	2.0	1.7	3.4	2.2	.4	2.8	3.4	.7	1.3	1.0
Interested, good students, community		55	7	11	10	26	12	42	22	12	20	32
	%	4.4	4.6	3.7	3.1	5.6	4.6	4.2	3.3	4.4	6.6	5.6
Other		12	3	5	3	1	1	11	6	2	4	6
	%	1.0	2.0	1.7	.9	.2	.4	1.1	.9	.7	1.3	1.0
TOTAL		1,259	152	298	326	462	260	998	669	274	302	576
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		208	44	40	40	74	48	160	95	50	59	109

60. What in your present position as a teacher hinders you most in providing the best service of which you are capable?

		Total	Stratum			Region				Race	
			Large 25K+	Medium 3K–24,999	Small 1–2,999	North- east	South- east	Middle	West	Minority	White
Discipline, negative attitudes of students	%	121 9.4	45 11.9	47 8.3	29 8.3	35 10.3	25 9.8	43 11.5	18 5.6	4 3.4	110 9.8
Heavy workload, extra responsibilities, paperwork, meetings	%	203 15.7	58 15.3	94 16.7	51 14.7	40 11.7	61 23.8	57 15.3	45 14.1	20 17.2	178 15.9
Lack of preparation/planning time	%	84 6.5	18 4.8	44 7.8	22 6.3	22 6.5	15 5.9	24 6.4	23 7.2	2 1.7	81 7.2
Lack of time to teach, classroom interruptions	%	93 7.2	21 5.6	47 8.3	25 7.2	24 7.0	23 9.0	24 6.4	22 6.9	7 6.0	80 7.2
Negative attitudes of public, parents, state legislators	%	160 12.4	52 13.8	61 10.8	47 13.5	39 11.4	28 10.9	50 13.4	43 13.5	20 17.2	136 12.2
Lack of funds, decent salary	%	102 7.9	31 8.2	38 6.7	33 9.5	17 5.0	18 7.0	32 8.6	35 11.0	10 8.6	84 7.5
Incompetent, uncooperative admin/lack of support from admin	%	176 13.7	51 13.5	72 12.8	53 15.2	58 17.0	21 8.2	55 14.7	42 13.2	21 18.1	147 13.1
Lack of materials, resources, facilities	%	107 8.3	37 9.8	42 7.5	28 8.0	35 10.3	22 8.6	31 8.3	19 6.0	11 9.5	88 7.9
Assigned outside field of training, experience	%	11 .9	4 1.1	4 .7	3 .9	3 .9	0 .0	7 1.9	1 .3	2 1.7	8 .7
Lack of teacher cooperation, unprofessional teachers	%	35 2.7	8 2.1	16 2.8	11 3.2	12 3.5	5 2.0	14 3.8	4 1.3	3 2.6	30 2.7
Class size	%	85 6.6	29 7.7	41 7.3	15 4.3	23 6.7	16 6.3	17 4.6	29 9.1	6 5.2	78 7.0
Limited English, Foreign language proficiency	%	8 .6	2 .5	4 .7	2 .6	1 .3	0 .0	3 .8	4 1.3	1 .9	5 .4
Testing demands/teaching to the test	%	56 4.3	14 3.7	28 5.0	14 4.0	15 4.4	11 4.3	8 2.1	22 6.9	3 2.6	51 4.6
Other	%	48 3.7	8 2.1	25 4.4	15 4.3	17 5.0	11 4.3	8 2.1	12 3.8	6 5.2	42 3.8
TOTAL	%	1,289 100.0	378 100.0	563 100.0	348 100.0	341 100.0	256 100.0	373 100.0	319 100.0	116 100.0	1,118 100.0
No Resp		178	50	73	55	42	41	54	41	29	143

60. What in your present position as a teacher hinders you most in providing the best service of which you are capable?

		Age					Sex		Level			
		Total	Under 30	30 to 39	40 to 49	50 or more	Male	Female	Elem	Mid/Jr Hi	Senr High	Comb Sec
Discipline, negative attitudes of students		121	8	28	26	56	34	86	45	44	32	76
	%	9.4	5.1	9.2	7.8	11.9	12.5	8.5	6.7	15.7	10.1	12.7
Heavy workload, extra responsibilities, paperwork, meetings		203	15	40	65	81	35	168	117	35	49	84
	%	15.7	9.5	13.2	19.5	17.3	12.9	16.5	17.3	12.5	15.4	14.0
Lack of preparation/planning time		84	12	19	21	30	14	70	56	8	19	27
	%	6.5	7.6	6.3	6.3	6.4	5.2	6.9	8.3	2.8	6.0	4.5
Lack of time to teach, classroom interruptions		93	16	18	22	36	21	72	59	16	17	33
	%	7.2	10.1	5.9	6.6	7.7	7.7	7.1	8.7	5.7	5.3	5.5
Negative attitudes of public, parents, state legislators		160	22	44	34	58	35	125	87	37	35	72
	%	12.4	13.9	14.5	10.2	12.4	12.9	12.3	12.9	13.2	11.0	12.0
Lack of funds, decent salary		102	24	30	27	20	22	80	47	26	28	54
	%	7.9	15.2	9.9	8.1	4.3	8.1	7.9	7.0	9.3	8.8	9.0
Incompetent, uncooperative admin/lack of support from admin		176	16	41	42	74	45	131	82	41	49	90
	%	13.7	10.1	13.5	12.6	15.8	16.6	12.9	12.1	14.6	15.4	15.0
Lack of materials, resources, facilities		107	16	28	27	33	14	93	54	20	32	52
	%	8.3	10.1	9.2	8.1	7.0	5.2	9.1	8.0	7.1	10.1	8.7
Assigned outside field of training, experience		11	2	2	3	4	2	9	6	4	1	5
	%	.9	1.3	.7	.9	.9	.7	.9	.9	1.4	.3	.8
Lack of teacher cooperation, unprofessional teachers		35	4	9	9	11	10	25	11	12	12	24
	%	2.7	2.5	3.0	2.7	2.3	3.7	2.5	1.6	4.3	3.8	4.0
Class size		85	14	18	22	29	13	72	52	20	13	33
	%	6.6	8.9	5.9	6.6	6.2	4.8	7.1	7.7	7.1	4.1	5.5
Limited English, Foreign language proficiency		8	2	3	2	1	0	8	7	1	0	1
	%	.6	1.3	1.0	.6	.2	.0	.8	1.0	.4	.0	.2
Testing demands/teaching to the test		56	4	12	21	18	11	45	34	10	10	20
	%	4.3	2.5	3.9	6.3	3.8	4.1	4.4	5.0	3.6	3.1	3.3
Other		48	3	12	13	18	15	33	19	7	21	28
	%	3.7	1.9	3.9	3.9	3.8	5.5	3.2	2.8	2.5	6.6	4.7
TOTAL		1,289	158	304	334	469	271	1,017	676	281	318	599
	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No Resp		178	38	34	32	67	37	141	88	43	43	86