

**PRIVATE SCHOOL PRINCIPAL QUESTIONNAIRE
SCHOOLS AND STAFFING SURVEY
2007-08 SCHOOL YEAR**

THIS SURVEY HAS BEEN ENDORSED BY:

American Montessori Society	National Association of Private Special Education Centers
Association of Boarding Schools	National Catholic Educational Association
Association of Christian Schools International	National Christian School Association
Association of Christian Teachers and Schools	National Coalition of Girls' Schools
Association of Waldorf Schools of North America	National Council for Private School Accreditation
Christian Schools International	National Independent Private Schools Association
Council for American Private Education	North American Division of Seventh-Day Adventists
Evangelical Lutheran Church in America	Oral Roberts University Educational Fellowship
Islamic School League of America	Solomon Schechter Day School Association
Jesuit Secondary Education Association	Toussaint Institute
Lutheran Church-Missouri Synod	United States Conference of Catholic Bishops
National Association of Episcopal Schools	Wisconsin Evangelical Lutheran Synod
National Association of Independent Schools	

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

DEAR PRINCIPAL/SCHOOL HEAD:

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

WHAT IS THE PURPOSE OF THIS SURVEY?

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

WHO IS CONDUCTING THIS SURVEY?

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

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

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

WILL YOUR RESPONSES BE KEPT CONFIDENTIAL?

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

HOW WILL YOUR INFORMATION BE REPORTED?

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

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed preaddressed, postage-paid envelope, or mail it to:

**U.S. CENSUS BUREAU
ATTN: SPB 64C
1201 E. 10th STREET
JEFFERSONVILLE, IN 47132-0001**

WE HOPE YOU WILL PARTICIPATE IN THIS VOLUNTARY SURVEY.

SINCERELY,

MARK SCHNEIDER

**COMMISSIONER for EDUCATION STATISTICS
NATIONAL CENTER FOR EDUCATION STATISTICS**

INSTRUCTIONS

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

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

Incorrect marking example -

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

/_/_/!:_/_/ Time started

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average XX minutes per response, including the time spent to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to U.S. Department of Education, Washington D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, email: sassdata@ed.gov, or write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., #9018, Washington DC 20006.

I. PRINCIPAL EXPERIENCE AND TRAINING

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

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

0025 None
 / / / Year(s) as principal/school head at this or any school

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

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

0026 None
 / / / Year(s) as principal/school head of this school

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

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

0027 None
 / / / Year(s) of teaching before becoming a principal/school head

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

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

0028 None → GO TO item 6 on [page # related to item 6/below].
 / / / Year(s) of teaching since becoming a principal/school head

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

0029 Yes
 No

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

0037 Yes
 No

7. Before you became a principal/school head, did you have any management experience outside of the field of education?

NEW Yes
 No

8. What is the highest degree you have earned?

* *Mark (X) only one box.*

0039 Do not have a degree

Associate degree

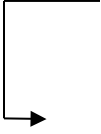
Bachelor's degree (B.A, B.S., etc.)

Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)

Education specialist or professional diploma (at least one year beyond master's level)

Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)

} GO TO item 10 on [page # related to item 10/below].



9. Do you have a master's degree or higher in Education Administration?

NEW Yes

No

10. In the past 12 months, have YOU participated in any professional development activities related to your role as a principal/school head?

NEW Yes

No

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II. GOALS AND DECISION MAKING

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

- 1- Building basic literacy skills (reading, math, writing, speaking)
- 2- Encouraging academic excellence
- 3- Promoting occupational or vocational skills
- 4- Promoting good work habits and self-discipline
- 5- Promoting personal growth (self-esteem, self-knowledge, etc.)
- 6- Promoting human relations skills
- 7- Promoting specific moral values
- 8- Promoting multi-cultural awareness or understanding
- 9- Fostering religious or spiritual development

0056 /___/ Most important

0057 /___/ Second most important

0058 /___/ Third most important

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

a. SETTING PERFORMANCE STANDARDS FOR STUDENTS OF THIS SCHOOL

**Mark (X) one box on each line.*

No influence Minor influence Moderate influence Major influence Not Applicable

- (1) Governing/Diocesan board 0060
- (2) Principal/School head 0062
- (3) Teachers 0063
- (4) Curriculum specialists 0064
- (5) Parent association 0065

b. ESTABLISHING CURRICULUM AT THIS SCHOOL

- (1) Governing/Diocesan board 0067
- (2) Principal/School head 0069
- (3) Teachers 0070
- (4) Curriculum specialists 0071
- (5) Parent association 0072

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

- (1) Governing/Diocesan board 0074
- (2) Principal/School head 0076
- (3) Teachers 0077
- (4) Curriculum specialists 0078
- (5) Parent association 0079
- (6) College and university partners 0080

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

**d. EVALUATING TEACHERS
IN THIS SCHOOL**

**Mark (X) one box on each line.*

No influence Minor influence Moderate influence Major influence Not Applicable

- (1) Governing/Diocesan board 0082
- (2) Principal/School head 0084
- (3) Teachers 0085
- (4) Curriculum specialists 0086
- (5) Parent association 0087

**e. HIRING NEW FULL-TIME
TEACHERS AT THIS SCHOOL**

- (1) Governing/Diocesan board 0089
- (2) Principal/School head 0091
- (3) Teachers 0092
- (4) Curriculum specialists 0093
- (5) Parent association 0094

**f. SETTING DISCIPLINE
POLICY AT THIS SCHOOL**

- (1) Governing/Diocesan board 0096
- (2) Principal/School head 0098
- (3) Teachers 0099
- (4) Curriculum specialists 0100
- (5) Parent association 0101

**g. DECIDING HOW YOUR
SCHOOL BUDGET WILL
BE SPENT**

- (1) Governing/Diocesan board 0103
- (2) Principal/School head 0105
- (3) Teachers 0106
- (4) Curriculum specialists 0107
- (5) Parent association 0108

III. TEACHER AND AIDE PROFESSIONAL DEVELOPMENT

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

- 0117 Yes
 No → GO to item 15 [page# related to item 15 below].

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

- a. Substitute teachers to cover teachers' classes**
- 0118 Yes
 No
- b. Early dismissal or late start for students**
- 0119 Yes
 No
- c. Professional days built in before the beginning of the students' school year**
- 0120 Yes
 No
- d. Professional days built in during the students' school year**
- 0121 Yes
 No
- e. Professional days built in after the students' school year**
- 0122 Yes
 No
- f. Common planning time for teachers for professional development**
- 0123 Yes
 No
- g. Reduced teacher work loads (less time in the classroom with students or less time on assigned non-instructional duties) for professional development**
- 0124 Yes
 No

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

**Mark (X) one box on each line.*
Never Rarely Sometimes Frequently Always

a. Designed or chosen to support the school's improvement goals? 0125

b. Designed or chosen to support the implementation of academic standards? 0127

c. Evaluated for evidence of improvement in student achievement? 0129

d. Considered part of teachers' regular work? 0130

e. Planned by teachers in this school? 0131

f. Presented by teachers in this school? 0132

g. Accompanied by the resources that teachers need (e.g., time and materials) to make changes in the classroom? 0133

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

(Instructional aides assist teachers in the classroom and are sometimes called paraprofessionals.)

- 0116 Yes
 No
 No, this school does not have instructional aides

IV. SCHOOL CLIMATE AND SAFETY

17. LAST SCHOOL YEAR (2006-07), how many students were expelled from this school, that is, removed or transferred for at least the remainder of the school year?

**If none, please mark (X) the box.*

0189 None
 / / / / Students

18. What was the total number of suspensions during the LAST SCHOOL YEAR (2006-07)?

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

(Out-of-school suspensions include student removal from the school for disciplinary purposes temporarily, for the remainder of the school year, or longer according to policy.)

0190 None
 / / / / / Suspensions

19. THIS school year (2007-08), is it the practice of this school to do the following?

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

0191 Yes
 No

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

0192 Yes
 No

c. Require students to pass through metal detectors each day

0193 Yes
 No

d. Perform random metal detector checks on students

0194 Yes
 No

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

0195 Yes
 No

f. Use one or more random dog sniffs to check for drugs

0196 Yes
 No

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

0197 Yes
 No

h. Require students to wear uniforms

0198 Yes
 No

i. Enforce a strict dress code

0199 Yes
 No

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

0200 Yes
 No

k. Require students to wear badges or picture IDs

0201 Yes
 No

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

0202 Yes
 No

m. Maintain daily presence of police or security personnel

0203 Yes
 No

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

**Mark ONE response for each line.*

Happens Daily Happens at least once a week Happens at least once a month Happens on occasion Never happens

a. Physical conflicts among students 0204

b. Robbery or theft 0205

c. Vandalism 0206

d. Student use of alcohol 0207

e. Student use of illegal drugs 0208

f. Student possession of weapons 0209

g. Physical abuse of teachers 0210

h. Student racial tensions 0211

i. Student bullying 0212

- j. Student verbal abuse of teachers** 0213
- k. Widespread disorder in classrooms** 0214
- l. Student acts of disrespect for teachers** 0215
- m. Gang activities** 0216

21. LAST school year (2006-07), what percentage of students had at least one parent or guardian participating in the following events?

**Mark (X) ONE box for each line.*
 0-25% 26-50% 51-75% 76-100% Not Applicable

- a. Open house or back-to-school night** 0234
- b. All regularly scheduled schoolwide parent-teacher conferences** 0235
- c. One or more special subject-area events (e.g., science fair, concerts)** 0236
- d. Volunteer in the school on a regular basis** NEW

22. THIS school year (2007-08), does this school have the following?

- a. A staff member assigned to work on parent involvement**
 0240 Yes
 No
- b. A service that allows parents to retrieve homework assignments (e.g., a web site or an automated voice response system)**
 NEW Yes
 No
- c. Workshops or courses for parents/guardians**
 0237 Yes
 No
- d. Services to support parent participation, such as providing child care or transportation**
 0243 Yes
 No
- e. A parent drop-in center or lounge**
 0244 Yes
 No

V. INSTRUCTIONAL TIME

23. Does this school have THIRD and/or EIGHTH grades?

NEW Yes → Continue with the items below.
 No → Skip to Section VI on [page # related to beginning of section VI].

24. Does this school have students enrolled in the THIRD GRADE?

NEW Yes
 No → GO to item 27 on [page # related to item 27/below].

25. How long is the TYPICAL FULL WEEK of school for THIRD GRADE students?

**Report BOTH hours and minutes, e.g., 30 hours and 0 minutes, 32 hours and 54 minutes, etc.*

NEW /_/_/ Hours AND /_/_/ Minutes

26. During a TYPICAL FULL WEEK of school, approximately how many minutes do most THIRD GRADE students spend on the following activities at this school?

** Please use your best estimate for the planned time spent for most regular students in the typical third grade classroom.*

** If most third grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes a week for half the year, respond with 30 minutes per week.*

** Do not include time spent on additional tutoring or remedial instruction for students receiving special services.*

** Total should not exceed the number of minutes calculated from your response to question 25. For example, if the typical school week is 35 hours, the total should not exceed 2100 minutes (35 hours x 60 minutes).*

** If your school does not offer a particular activity for third grade students during the typical week, mark (X) the box.*

a. English/Reading/Language arts

NEW None
/_/_/_/ Minutes per week

(1) Of these minutes, how many were designated for reading instruction?

NEW None
/_/_/_/ Minutes per week

b. Arithmetic/Mathematics

NEW None
/_/_/_/ Minutes per week

c. Social studies/History

NEW None
/_/_/_/ Minutes per week

d. Science

NEW None
/_/_/_/ Minutes per week

e. Foreign language (Not English as a Second Language [ESL])

NEW None
/ / / / Minutes per week

f. Physical education

NEW None
/ / / / Minutes per week

g. Music

NEW None
/ / / / Minutes per week

h. Art

NEW None
/ / / / Minutes per week

i. Recess

**Do not include time allocated for lunch.*

NEW None
/ / / / Minutes per week

27. Does this school have students enrolled in the EIGHTH GRADE?

NEW Yes
 No → GO to item 30 on [page # related to item 30/below].

28. How long is the TYPICAL FULL WEEK of school for EIGHTH GRADE students?

**Report BOTH hours and minutes, e.g., 30 hours and 0 minutes, 32 hours and 54 minutes, etc.*

NEW / / / Hours AND / / / Minutes

29. During a TYPICAL FULL WEEK of school, approximately how many minutes do most EIGHTH GRADE students spend on the following activities at this school?

** Please use your best estimate for the planned time spent for most regular students in the typical eighth grade classroom.*

** If most eighth grade students have courses taught on a rotational schedule, calculate typical course time based on the following example: For a course taught 60 minutes a week for half the year, respond with 30 minutes per week.*

** Do not include time spent on additional tutoring or remedial instruction for students receiving special services.*

** Total should not exceed the number of minutes calculated from your response to question 28. For example, if the typical school week is 35 hours, the total should not exceed 2100 minutes (35 hours x 60 minutes).*

** If your school does not offer a particular activity for eighth grade students during the typical week, mark (X) the box.*

a. English/Reading/Language arts

NEW None
/ / / / Minutes per week

(1) Of these minutes, how many were designated for reading instruction?

NEW None
/ / / / Minutes per week

b. Arithmetic/Mathematics

NEW None
 / / / / Minutes per week

c. Social studies/History

NEW None
 / / / / Minutes per week

d. Science

NEW None
 / / / / Minutes per week

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VI. TEACHER AND SCHOOL PERFORMANCE

Please use the following directions for the questions below.

- Feel free to use a faculty roster, if this will help you categorize your teachers.
- Please include only classroom teachers, which means any staff member that currently teaches any regular scheduled classes in any of grades K—12. Please do NOT include short-term substitute teachers, aides, or librarians who only teach library skills or how to use the library.
- Please use the following definitions to categorize your teachers in questions c and d below. If your school does not have a tenure system, please distinguish your teachers into these categories as best you can.

Tenured teacher: A teacher who has satisfactorily completed a probationary period and is given a contract as a career or permanent employee. Please include all teachers who are defined in a similar way in your school.

Non-tenured teacher: A teacher who is often relatively inexperienced or a novice. This includes teachers in their initial induction year, teachers who are on year-to-year contracts and those teachers who have not entered a more permanent status, traditionally referred to as tenure.

30. For the 2007-08 school year, how many FULL-TIME CLASSROOM TEACHERS would you put in the following categories, based on your overall opinion of their TEACHING ABILITY?

* If none, please mark (X) the box.

a. Outstanding Teachers: *These teachers’ levels of skills, knowledge, and professionalism are exceptional. You would easily nominate them for teaching awards due to their performance in the classroom. They would make excellent examples to other teaching faculty members.*

NEW None
 / Full-time teachers

b. Good Teachers: *These teachers’ levels of skills, knowledge, and professionalism make them successful teachers in the classroom. You are glad to have them as part of your faculty, but they are not at the very top of teachers for their grade and subject.*

NEW None
 / Full-time teachers

c. Fair Teachers: *These teachers only exert the effort necessary to get the job done in the classroom. They do an adequate job but will not be exemplars for other teachers. They could potentially improve with proper on-the-job training or coaching.*

NEW None
 / Full-time teachers →

(1) Of these teachers, how many were tenured teachers (according to the definition above)?

NEW None
 / Teachers

d. Unsatisfactory Teachers: *These teachers have levels of skills, knowledge, and/or professionalism that are inadequate, and at present they do not belong in the teaching profession.*

NEW None
 / / / Full-time teachers → **(1) Of these teachers, how many were tenured teachers (according to the definition above)?**

NEW None
 / / / Teachers

31. In your opinion, are the following considerations barriers to the dismissal of poor-performing or incompetent teachers in this school?

a. Personnel policies

0150 Yes
 No

b. Termination decisions not upheld

0151 Yes
 No

c. Length of time required for termination process

0152 Yes
 No

d. Effort required for documentation

0153 Yes
 No

e. Tight deadlines for completing documentation

0154 Yes
 No

f. Tenure

0155 Yes
 No

g. Teacher associations or unions

0156 Yes
 No

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

0157 Yes
 No

i. Difficulty in obtaining suitable replacements

0158 Yes
 No

j. Resistance from parents

0159 Yes
 No

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VII. WORKING CONDITIONS AND PRINCIPAL/SCHOOL HEAD PERCEPTIONS

32. Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL school-related activities during a typical FULL WEEK at THIS school?

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

0040 /_/_/_/_/ Total weekly hours

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

**Include both formal and informal interactions.*

0041 /_/_/_/_/ Total weekly hours

34. How many days per year are you required to work under your current contract?

**Include professional development, student contact days, and any other days covered by your contract.*

NEW /_/_/_/_/ Days

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

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

Strongly agree Agree Disagree Strongly disagree

a. The stress and disappointments involved in serving as principal/school head at this school aren't really worth it. 0043

b. The faculty and staff at this school like being here; I would describe them as a satisfied group. 0044

c. If I could get a higher paying job I'd leave education as soon as possible. 0046

d. I think about transferring to another school. 0047

e. I don't seem to have as much enthusiasm now as I did when I began my career as a principal/school head. 0048

f. I think about staying home from school because I'm just too tired to go. 0049

VIII. DEMOGRAPHIC INFORMATION

36. Are you male or female?

0254 Male
 Female

37. Are you of Hispanic or Latino origin?

0255 Yes
 No

38. What is your race?

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

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

GO TO item 39 on [page # related to item 39/below].

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

0261 Yes
 No

39. What is your year of birth?

0262 /1/9/_/_/ Year of birth

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

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

0263 /_/_/_/, _/_/_/.00 Per year

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

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

0264 /_/_/ Minutes

42. Please enter the date you completed this questionnaire.

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

	Month		Day		Year
0265	/_/_/	0266	/_/_/	0267	/2/0/_/_/