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| U.S. DEPARTMENT OF EDUCATION  National Center for Education Statistics | OMB No. 1850-XXXX: Approval Expires xx/xx/201x  Conducted by:  U.S. DEPARTMENT OF COMMERCE  Economics and Statistics Administration  U.S. CENSUS BUREAU |

PRINCIPAL QUESTIONNAIRE

NATIONAL TEACHER AND PRINCIPAL SURVEY

2013-14 SCHOOL YEAR

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

THIS SURVEY HAS BEEN ENDORSED BY:

TO BE DETERMINED

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

**NOTICE:**

**DEAR PRINCIPAL:**

The National Teacher and Principal 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 principals' experience and training, hours worked, and instructional priorities.

**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 (20 U.S.C., §9573). 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 purpose, 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 individually-identifiable data will be included in the statistical reports.

**WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?**

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

**U.S. CENSUS BUREAU**

**ATTN: DCB/PCSPU, BUILDING 61G**

**1201 E. 10TH STREET**

**JEFFERSONVILLE, IN 47132-0001**

**WE HOPE YOU WILL PARTICIPATE IN THIS VOLUNTARY SURVEY.**

**SINCERELY,**

**JOHN Q. EASTON**

**ACTING COMMISSIONER FOR EDUCATION STATISTICS**

**NATIONAL CENTER FOR EDUCATION STATISTICS**

|  |
| --- |
| Paperwork Burden Statement  According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0803. The time required to complete this information collection is estimated to average 17 minutes per response, including the time 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, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire please e-mail: addp.education.surveys@census.gov, or write directly to: National Teacher and Principal Survey, National Center for Education Statistics, 1990 K Street, N.W., #9018,Washington, DC 20006. |

INSTRUCTIONS AND DEFINITIONS

The data you enter on this form will be captured through the use of imaging technology. Please print all information clearly in ordinary characters, using a **black ballpoint pen**.

|  |  |  |
| --- | --- | --- |
| **Correct** marking example – (Use care to keep characters in their designated spaces.) | **Incorrect** marking example – | |
| |  |  |  | | --- | --- | --- | | 35 |  |  | |  |  |  | | X |  |  | | |  |  |  | | --- | --- | --- | |  | 35 |  | |  |  |  | | X |  |  | | |  |  |  | | --- | --- | --- | | 35 |  |  | |  |  |  | |  |  |  | |
| 1 Yes  2 No | 1 Yes  2 No | 1 Yes  2 No |

**a.** It is important that this questionnaire is completed by the school PRINCIPAL, not by anyone else.

**b.** Please do not write any comments by the answer boxes.

**c.** If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.

**d.** If you have any questions, call the U.S. Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: [addp.education.surveys@census.gov](mailto:dsd.sass@census.gov).

**YOUR COMMENTS**

|  |
| --- |
|  |

# 1. PRINCIPAL EXPERIENCE AND TRAINING

1-1. Before you became a principal, 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.

|  |  |  |  |
| --- | --- | --- | --- |
| None **or** |  |  |  |
|  |  | Year(s) of teaching before becoming a principal |
|  |  |  |

1-2. BEFORE you became a principal, did you hold the position of an assistant principal or program director?

 Include temporary positions.

1 Yes

2 No

1-3. Before you became a principal, did you have any management experience outside of the field of education?

1 Yes

2 No

1-4. Before you became a principal, did you participate in any district or school training or development program for ASPIRING school principals?

1 Yes

2 No

1-5. PRIOR to this school year, how many years did you serve as the principal of THIS OR ANY OTHER school?

 Do NOT include any years you served as ASSISTANT principal.

 Count part of a year as 1 year.

 If none, please mark (X) the box.

|  |  |  |  |
| --- | --- | --- | --- |
| None **or** |  |  |  |
|  |  | Year(s) as principal of this or any other school |
|  |  |  |

1-6. PRIOR to this school year, how many years did you serve as the principal of THIS school?

 Do NOT include any years you served as ASSISTANT principal.

 Count part of a year as 1 year.

 If none, please mark (X) the box.

|  |  |  |  |
| --- | --- | --- | --- |
| None **or** |  |  |  |
|  |  | Year(s) as principal of this school |
|  |  |  |

1-7. What is the highest degree you have earned?

 Mark (X) only one box.

1 Associate’s degree

2 Bachelor’s degree (B.A., B.S., etc.)

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

4 Educational specialist or professional diploma (at least one year beyond master’s level)

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

6 Do not have a degree

1-8. Was the highest degree you have earned from a Department of Education, College of Education, or School of Education at your college or university?

1 Yes

2 No

1-9. Do you currently hold a license/certificate in “school administration”?

1 Yes

2 No

1-10. At any time after you became a principal, did you serve as a regular classroom teacher?

1 Yes

2 No 🡺

GO TO Section 2 on page 6.

1-11. Since becoming a principal, 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.

None 🡺

GO TO Section 2 on page 6.

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  | Year(s) of teaching since becoming a principal |
|  |  |  |

1-12. In addition to serving as principal, are you currently teaching in this school?

1 Yes

2 No

# 2. GOALS AND DECISION MAKING

2-1. We are interested in the importance you place on various educational goals. From the following ten 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 - Preparing students for postsecondary education

4 - Promoting occupational or vocational skills

5 - Promoting good work habits and self-discipline

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

7 - Promoting human relations skills

8 - Promoting specific moral values

9 - Promoting multicultural awareness or understanding

10 - Fostering religious or spiritual development

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  | Most important |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  | Second most important |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  | Third most important |
|  |  |  |

2-2. How much ACTUAL influence do you think you have as a principal on decisions concerning the following activities?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | . | Mark (X) one box on each line | | | | |
|  |  |  | No influence | Minor influence | Moderate influence | Major influence | Not applicable |
|  | **a.** | **Setting performance standards for students of this school** | 1 | 2 | 3 | 4 | 5 |
|  | **b.** | **Establishing curriculum at this school** | 1 | 2 | 3 | 4 | 5 |
|  | **c.** | **Determining the content of in-service professional development programs for teachers of this school** | 1 | 2 | 3 | 4 | 5 |
|  | **d.** | **Evaluating teachers of this school** | 1 | 2 | 3 | 4 | 5 |
|  | **e.** | **Hiring new full-time teachers of this school** | 1 | 2 | 3 | 4 | 5 |
|  | **f.** | **Setting discipline policy at this school** | 1 | 2 | 3 | 4 | 5 |
|  | **g.** | **Deciding how your school budget will be spent** | 1 | 2 | 3 | 4 | 5 |

# 3. SCHOOL CLIMATE AND SAFETY

3-1. To the best of your knowledge, how often do the following types of problems occur at this school?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | . | Mark (X) one box on 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** | 1 | 2 | 3 | 4 | 5 |
|  | **b.** | **Robbery or theft** | 1 | 2 | 3 | 4 | 5 |
|  | **c.** | **Vandalism** | 1 | 2 | 3 | 4 | 5 |
|  | **d.** | **Student use of alcohol** | 1 | 2 | 3 | 4 | 5 |
|  | **e.** | **Student use of illegal drugs** | 1 | 2 | 3 | 4 | 5 |
|  | **f.** | **Student possession of weapons** | 1 | 2 | 3 | 4 | 5 |
|  | **g.** | **Physical abuse of teachers** | 1 | 2 | 3 | 4 | 5 |
|  | **h.** | **Student racial tensions** | 1 | 2 | 3 | 4 | 5 |
|  | **i.** | **Student bullying** | 1 | 2 | 3 | 4 | 5 |
|  | **j.** | **Student verbal abuse of teachers** | 1 | 2 | 3 | 4 | 5 |
|  | **k.** | **Widespread disorder in classrooms** | 1 | 2 | 3 | 4 | 5 |
|  | **l.** | **Student acts of disrespect for teachers** | 1 | 2 | 3 | 4 | 5 |
|  | **m.** | **Gang activities** | 1 | 2 | 3 | 4 | 5 |

3-2. LAST SCHOOL YEAR (2012-13), what percentage of students had at least one parent or guardian participating in the following events?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | . | Mark (X) one box on each line | | | | |
|  |  |  | 0-25% | 26-50% | 51-75% | 76-100% | Not applicable |
|  | **a.** | **Open house or back-to-school night** | 1 | 2 | 3 | 4 | 5 |
|  | **b.** | **All regularly scheduled schoolwide parent-teacher conferences** | 1 | 2 | 3 | 4 | 5 |
|  | **c.** | **Special subject-area events (e.g., science fair,** **concerts)** | 1 | 2 | 3 | 4 | 5 |
|  | **d.** | **Parent education workshops or courses** | 1 | 2 | 3 | 4 | 5 |
|  | **e.** | **Signing of a school-parent compact**  (This is an agreement between school community members [e.g., parents, principals, teachers, and students] that acknowledges the shared responsibility for student learning and/or the school’s policies) | 1 | 2 | 3 | 4 | 5 |
|  | **f.** | **Volunteer in the school as needed or on a regular basis** | 1 | 2 | 3 | 4 | 5 |
|  | **g.** | **Involvement in school instructional issues (e.g., planning classroom learning activities, providing feedback on curriculum)** | 1 | 2 | 3 | 4 | 5 |
|  | **h.** | **Involvement in governance (e.g., PTA or PTO meetings, school board, parent booster clubs)** | 1 | 2 | 3 | 4 | 5 |
|  | **i.** | **Involvement in budget decisions** | 1 | 2 | 3 | 4 | 5 |

3-3. Are teachers at THIS school required to do the following?

|  |  |
| --- | --- |
| a. | Help students with academic needs OUTSIDE of regular school hours |

1 Yes

2 No

|  |  |
| --- | --- |
| b. | Help students with social and emotional needs OUTSIDE of regular school hours |

1 Yes

2 No

3-4. Are BEGINNING teachers at this school enrolled in a formal school or district-wide program aimed to enhance teachers’ effectiveness by providing systematic support (sometimes called a teacher induction program)?

1 Yes

2 No

# 4. WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS

4-1. 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?

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  | Total WEEKLY hours spent on school-related activities |
|  |  |  |  |

4-2. On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school?

 Rough estimates are sufficient.

 Please write a percentage in each row. Write 0 if none.

 Responses should add up to 100%.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **a.** | Internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget | |  |  |  |  | | --- | --- | --- | --- | |  |  |  | % | |  |  |  | |  |  |  | |
|  | **b.** | Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers | |  |  |  |  | | --- | --- | --- | --- | |  |  |  | % | |  |  |  | |  |  |  | |
|  | **c.** | Student interactions, including discipline and academic guidance | |  |  |  |  | | --- | --- | --- | --- | |  |  |  | % | |  |  |  | |  |  |  | |
|  | **d.** | Parent interactions, including formal and informal interactions | |  |  |  |  | | --- | --- | --- | --- | |  |  |  | % | |  |  |  | |  |  |  | |
|  | **e.** | Other - *please specify*   |  | | --- | |  | | |  |  |  |  | | --- | --- | --- | --- | |  |  |  | % | |  |  |  | |  |  |  | |
|  |  |  | **100% TOTAL** |

4-3. 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.



|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  | Days per contract year |
|  |  |  |  |

4-4. Are you represented under a meet-and-confer agreement or a collective bargaining agreement?   
("Meet-and-confer" discussions are for the purpose of reaching non-legally-binding agreements. Collective bargaining agreements are legally-binding agreements.)

 Mark (X) only one box.

1 Yes, meet-and-confer

2 Yes, collective bargaining

3 No

4-5. To what extent do you agree or disagree with each of the following statements?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | . | Mark (X) one box on each line | | | |
|  |  |  | Strongly agree | Somewhat agree | Somewhat disagree | Strongly disagree |
|  | **a.** | **The stress and disappointments involved with being a principal at this school aren’t really worth it.** | 1 | 2 | 3 | 4 |
|  | **b.** | **I am generally satisfied with being principal at this school.** | 1 | 2 | 3 | 4 |
|  | **c.** | **If I could get a higher paying job, I’d leave this job as soon as possible.** | 1 | 2 | 3 | 4 |
|  | **d.** | **I think about transferring to another school.** | 1 | 2 | 3 | 4 |
|  | **e.** | **I don’t seem to have as much enthusiasm now as I did when I began this job.** | 1 | 2 | 3 | 4 |
|  | **f.** | **I think about staying home from school because I’m just too tired to go.** | 1 | 2 | 3 | 4 |

4-6. How long do you plan to remain a principal?

 Mark (X) only one box.

1 As long as I am able

2 Until I am eligible for retirement benefits from this job

3 Until I am eligible for retirement benefits from a previous job

4 Until I am eligible for Social Security benefits

5 Until a specific life event occurs (e.g., children graduate from college, relocation)

6 Until a more desirable job opportunity comes along

7 Definitely plan to leave as soon as I can

8 Undecided at this time

# 5. STUDENT GROWTH AND TEACHER EVALUATION

5-1. During this school year (2013-14), is student achievement growth on standardized assessments used in the performance evaluation of teachers in this school? Please include student achievement growth within a teacher’s classroom as well as teamwide, gradewide, or schoolwide student achievement growth.

|  |
| --- |
| Student achievement growth is the change in student achievement for an individual student between two or more points in time, and may be measured using student growth percentiles, value added, or other measures of change in student achievement over time.  Standardized assessments are assessments consistently administered and scored for all students in the same grades and subjects, districtwide. These might include required state summative assessments, assessments purchased from testing companies, or district-developed assessments that are administered districtwide. |

Student achievement growth on standardized assessments is:

1 Used in the evaluation of ALL teachers in the school, including all grades, all subjects (including art, music, and physical education), special education, and special populations such as English learners and students with disabilities.

2 Used in the evaluation of SOME (but not all) teachers in this school.

3 Not used in the evaluation of any teachers in this school.

5-2. During this school year (2013-14), which of the following sources of information on teacher performance does your school use in teacher evaluations?

|  |  |
| --- | --- |
| a. | Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator |

1 Used in evaluating teachers

2 Not used in evaluating teachers

|  |  |
| --- | --- |
| b. | Classroom observations using a teacher professional practice rubric, conducted by someone other than a school administrator (such as a peer or mentor teacher, instructional coach, central office staff member, or an observer from outside the school or district) |

1 Used in evaluating teachers

2 Not used in evaluating teachers

|  |  |
| --- | --- |
| c. | Teacher self-assessment |

1 Used in evaluating teachers

2 Not used in evaluating teachers

|  |  |
| --- | --- |
| d. | Portfolios or other artifacts of teacher professional practice |

1 Used in evaluating teachers

2 Not used in evaluating teachers

5-2. *Continued –* **During this school year (2013-14), which of the following sources of information on teacher performance does your school use in teacher evaluations?**

|  |  |
| --- | --- |
| e. | Assessments by a peer or mentor teacher that are not based on a teacher professional practice rubric |

1 Used in evaluating teachers

2 Not used in evaluating teachers

|  |  |
| --- | --- |
| f. | Student work samples |

1 Used in evaluating teachers

2 Not used in evaluating teachers

|  |  |
| --- | --- |
| g. | Student surveys or other student feedback |

1 Used in evaluating teachers

2 Not used in evaluating teachers

|  |  |
| --- | --- |
| h. | Parent surveys or other parent feedback |

1 Used in evaluating teachers

2 Not used in evaluating teachers

5-3. Will the performance evaluation results for teachers for this school year (2013-14) be used to inform any of the following decisions about teacher professional development?

|  |  |
| --- | --- |
| a. | Feedback given to teachers on their professional practice |

1 Yes

2 No

|  |  |
| --- | --- |
| b. | Planning professional development for individual teachers |

1 Yes

2 No

|  |  |
| --- | --- |
| c. | Development of performance improvement plans for low-performing teachers |

1 Yes

2 No

|  |  |
| --- | --- |
| d. | Setting goals with teachers for student achievement growth for the next school year |

1 Yes

2 No

|  |  |
| --- | --- |
| e. | Identifying low-performing teachers for coaching, mentoring, or peer assistance |

1 Yes

2 No

5-4. Will the performance evaluation results for teachers for this school year (2013-14) be used to inform any of the following decisions about teacher career advancement?

|  |  |
| --- | --- |
| a. | Recognizing high-performing teachers |

1 Yes

2 No

|  |  |
| --- | --- |
| b. | Determining annual salary increases |

1 Yes

2 No

|  |  |
| --- | --- |
| c. | Determining bonuses or performance-based compensation other than salary increases |

1 Yes

2 No

3 This school does not use bonuses or performance-based compensation

|  |  |
| --- | --- |
| d. | Granting tenure or similar job protection |

1 Yes

2 No

3 This school does not grant tenure or similar job protection

|  |  |
| --- | --- |
| e. | Career advancement opportunities, such as teacher leadership roles |

1 Yes

2 No

5-5. Will the performance evaluation results for teachers for this school year (2013-14) be used to inform any of the following decisions about low-performing teachers?

|  |  |
| --- | --- |
| a. | Loss of tenure or similar job protection |

1 Yes

2 No

3 This school does not grant tenure or similar job protection

|  |  |
| --- | --- |
| b. | Sequencing potential layoffs to reduce staff |

1 Yes

2 No

|  |  |
| --- | --- |
| c. | Dismissing or terminating employment for cause |

1 Yes

2 No

# 6. PRINCIPAL DEMOGRAPHIC INFORMATION

6-1. Are you male or female?

1 Male

2 Female

6-2. Are you of Hispanic or Latino origin?

1 Yes

2 No

6-3. What is your race?

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

1 White

2 Black or African-American

1 Asian

2 Native Hawaiian or Other Pacific Islander

1 American Indian or Alaska Native

6-4. What is your year of birth?

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **1** | **9** |  |  |
|  |  |  |  |

6-5. 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 at this school), please include your entire salary before taxes and deductions.

 Please report in whole dollars.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
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# 7. CONTACT INFORMATION

7-1. The survey you have completed may involve a brief follow-up next school year in order to gain information on principals’ movements in the labor force. The following information would assist us in contacting you if you have moved or changed jobs. Please keep in mind that all information provided here is strictly confidential and will only be used in the event that we need to contact you for follow-up. Your responses are protected from disclosure by federal statute (20 U.S.C. §9543). 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 purpose unless otherwise compelled by law.

Please PRINT your name, home address, your work, cell, and home telephone numbers, and your work and home e-mail addresses.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| a. | First Name | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | Middle Name | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | Last Name | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Suffix | | | | | |
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| b. | Street Address | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| c. | City | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| d. | State | | | |
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| e. | Zip Code + 4 | | | | | | | | | | | |
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| f. | Work phone number |

AREA CODE TELEPHONE NUMBER

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| g. | Cell phone number |

AREA CODE TELEPHONE NUMBER

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| h. | Home phone number | | | | | | | | | | | | | |

AREA CODE TELEPHONE NUMBER

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| i. | Work e-mail address | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| j. | Home e-mail address | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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7-2. Please enter the date you completed this questionnaire.

 Report month as a number, that is, 01 for January, 02 for February, etc.

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| MONTH | |  | DAY | |  | YEAR | | | |

7-3. Please indicate how much time it took you to complete this form, not counting interruptions.

 Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.

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**YOUR COMMENTS**

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Thank you very much for your participation

in this survey. If you have any questions,

please contact us, toll-free, at: 1-800-221-1204

or by e-mail at: [dsd.sass@census.gov](mailto:dsd.sass@census.gov).

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| To learn more about this survey and to  access reports from earlier collections, see  the Schools and Staffing Survey (SASS) website at:  http://nces.ed.gov/surveys/sass  Additional data collected by the National  Center for Education Statistics (NCES) on  a variety of topics in elementary,  secondary, postsecondary, and  international education are available  from NCES’ website at:  <http://nces.ed.gov>  For additional data collected by various  Federal agencies, including the  Department of Education, visit the  Federal Statistics clearinghouse at:  <http://www.fedstats.gov> |