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ABSTRACT

This report summarizes findings of the 1990-91 Schools and Staffing Survey (SASS) with regard to schools that serve American Indian and Alaska Native students. The Bureau of Indian Affairs (BIA) and federally recognized tribal organizations under BIA grants and contracts operate 149 elementary and secondary schools. In addition, 1,260 public schools are considered to have high Indian student enrollment (over 25 percent). These two types of schools are located mainly in rural areas and small towns. However, of the 445,425 American Indian and Alaska Native students enrolled in grades K-12, 56 percent attend public schools with low Indian enrollment. Chapters contain many data tables and figures and provide information for the three school types on the following: (1) school and student profiles (school size, rurality, region, student sex and race/ethnicity, bilingual education and remedial programs, free or reduced-price lunch, and college preparation); (2) demographic characteristics and qualifications of principals and teachers (percentage that are American Indian/Alaska Native, degrees earned, and administrative or teaching experience), schools with formal evaluation and mentoring programs for teachers, and percentage of full-time noninstructional staff; (3) principal and teacher salaries and benefits; (4) principal ratings of educational objectives, principal and teacher ratings of school problems, teacher and student absenteeism rates, principal beliefs about influence of various stakeholders on school practices, and principal career plans; and (5) teacher supply and demand, certification, and shortages, as well as teacher recruitment strategies. Appendices contain technical notes on the SASS and tables of variance estimates. Contains an index and a list of additional resources on the SASS. (SV)

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Characteristics of American Indian and Alaska Native Education

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The Artist

The cover artist is Subiyai (Bruce Miller), a Skokomish Indian from Shelton, Washington. He is the traditional leader and practicing shaman for the Coast Salish tribes, and serves as cultural consultant to the Skokomish, Squaxin, Puyallup, Duamish, Tulalip, Swinomish, and Snoqualamie tribes. He was awarded the Washington State Governor's Art and Ethnic Heritage Award in 1993, and has received numerous grants, commissions, and awards from the Washington State Arts Commission, and arts groups in Seattle, Tacoma, and King County, Washington. He is also an author and playwright, and is currently developing a dictionary of the Twana language.

The Design

The design on the report cover is titled "The Four Directions." The design represents four areas of Indian culture in this nation. The Northwest, the upper right hand portion of the figure, presents "the legend of the secret society," an important organization of the Coast Salish Tribes. The figure includes a Thunderbird, Wolf, and Snake, representing, respectively, the peacemaker, the law enforcer, and the medicine man. The floral pattern in the lower right quadrant depicts the Northeast, and presents the matrilineal nature of the region's tribes, their agricultural traditions, and medicinal herbal knowledge. The lower left portion of the figure is the Southwest. The artist presents another Thunderbird, this time representing the rainmaker, to depict the antiquity of Pueblo pottery and agricultural cultures. The Plains culture includes a buffalo head, tepees, black hills, and stars to represent the buffalo culture, sundance, and the Pawnee morning star society.

NATIONAL CENTER FOR EDUCATION STATISTICS

Characteristics of American Indian and Alaska Native Education

**Results from the 1990-91
Schools and Staffing Survey**

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April 1995

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HIGHLIGHTS

American Indian and Alaska Native students comprise one percent of the total student population in the United States. Consequently, these students and the schools and teachers who serve them are almost never represented in sufficient numbers in national education studies to permit reliable and valid generalizations about their characteristics. Furthermore, because of factors such as tribal and linguistic diversity, geographic dispersion, and preponderance in remote rural areas, most national studies have found it too costly to add supplemental samples to address issues of concern to American Indian and Alaska Native education. The data available from the 1990-91 American Indian and Alaska Native supplement to the Schools and Staffing Survey provide a rare opportunity to make detailed information available on schools, administrators, and teachers serving these students that is both national in scope and comparable to data gathered concurrently on U.S. schools in general.

This report summarizes findings of the 1990-91 Schools and Staffing Survey (SASS) with regard to schools that serve American Indian and Alaska Native students. Some of the highlights are described below.

Chapter 2: Schools and Students

- The Bureau of Indian Affairs (BIA), U.S. Department of the Interior, and federally recognized tribal organizations under BIA grants and contracts operate 149 elementary and secondary schools in the United States (BIA/tribal schools). Of the 79,885 public schools in the U.S., 1,260 schools have an American Indian/Alaska Native student enrollment of at least 25 percent (referred to here as schools with high Indian student enrollment).
- BIA/tribal schools and public schools with high Indian student enrollment are located mainly in rural areas and small towns.
- Of the 445,425 American Indian and Alaska Native students in the U.S. enrolled in kindergarten through twelfth grade (K-12) classes in public and BIA/tribal schools, eight percent (35,339 students) attend BIA/tribal schools and 36 percent (165,161) attend public schools with high Indian student enrollment. The majority of these students (56 percent or 254,925 persons) attend public schools with low Indian student enrollment.
- BIA/tribal schools are more likely than schools with low Indian enrollment (schools with Indian student enrollment of less than 25 percent) to offer compensatory programs such as Chapter 1, remedial math, and bilingual education. Public schools with low Indian student enrollment are more likely to offer gifted and talented programs than BIA/tribal schools.

- Among schools serving twelfth graders, BIA/tribal schools and public schools with high Indian enrollment offer college preparatory programs less frequently than public schools serving few Indian students.
- The college application rates in both BIA/tribal schools and public schools with high Indian enrollment were lower than public schools serving few Indian students. Eighty-two percent of the seniors at BIA/tribal schools graduated during the 1989-90 school year; the graduation rate for seniors in public schools with low Indian enrollment was 94 percent.
- Eighty-eight percent of students in BIA/tribal schools and 61 percent of students in public schools with high Indian enrollment are eligible for free or reduced-priced lunches. Only 32 percent of students in other public schools are eligible for these lunches.

Chapter 3: The Work Force

- Approximately half of the principals in BIA/tribal schools describe themselves as American Indian and Alaska Native; less than one percent of the principals in public schools with less than 25 percent Indian student enrollment are Indian. Ninety-seven percent of the Indian principals in BIA/tribal schools are enrolled in a state or federally recognized tribe; 38 percent of Indian principals in public schools with low Indian enrollment are tribally enrolled.
- Most principals have received inservice training in evaluation and supervision. However, two thirds of the BIA/tribal school principals report receiving specific training in Indian education administration; 22 percent of the principals in public schools with more than 25 percent Indian students are similarly trained. Few principals in public schools with low Indian enrollment received similar training.
- Overall, approximately one percent of the teachers in BIA/tribal and public schools are American Indian or Alaska Native. One-third (38 percent) of the teachers in BIA/tribal schools are American Indian/Alaska Native. Sixteen percent of the teachers in public schools with high Indian enrollment are American Indian/Alaska Native; less than one percent of the teachers in public schools with low Indian student enrollment are American Indians or Alaska Natives.
- Over 90 percent of the American Indian/Alaska Native teachers in BIA/tribal schools and public schools with 25 percent or more Indian students are enrolled in state or federally recognized tribes. Only 38 percent of the American Indian/Alaska Native teachers in public schools with low Indian enrollment are enrolled.
- Teachers in BIA/tribal schools report fewer years of teaching experience (10 years) than teachers in either public schools with high Indian student enrollment (13 years) or low Indian student enrollment (15 years).

- Very few teachers in schools serving large numbers of American Indian and Alaska Native students majored or minored in Indian education (3 percent for BIA/tribal schools, 1 percent for public schools with high Indian student enrollment).
- All schools generally provide teacher evaluations. Teacher mentoring programs are more common in public schools (66 percent) than in BIA/tribal schools (21 percent). However, American Indian/Alaska Native teachers in BIA/tribal schools are more likely to serve as master or mentor teachers than their white, non-Hispanic colleagues in BIA/tribal schools.
- BIA/tribal schools employ more full-time non-instructional staff than public schools.

Chapter 4: Compensation

- BIA/tribal school principals with "more than master's degrees" report salaries that average \$10,000 less than principals at public schools with low Indian student enrollment who have equivalent degrees. Principals with master's degrees in schools with few Indian students also earn more than comparably educated principals in BIA/tribal schools and public schools serving high percentages of Indian students.
- Teacher salary schedules for all schools are quite similar; however, BIA/tribal schools have slightly higher maximum salary levels.
- BIA/tribal schools are more likely than either type of public school district to provide medical, dental, and group life insurance benefits to their teachers. However, public school teachers have greater access to retirement plans than BIA/tribal school teachers. BIA/tribal school teachers are also less likely than public school teachers serving few Indian students to receive in-kind benefits (housing, meals, transportation, tuition).

Chapter 5: Attitudes and Perceptions

- Principals in all three types of schools agree that building basic literacy skills, promoting personal growth, encouraging academic excellence, and promoting good work habits are the most important educational goals for students.
- More than half of the BIA/tribal school principals and teachers report poverty and parental alcohol and drug abuse as serious problems in their schools. Fewer principals and teachers in public schools with low Indian enrollment see these issues as serious problems in their schools.
- Nine percent of the students attending BIA/tribal schools are likely to be absent on a given day. This is larger than absence rates in public schools with high and low Indian student enrollment (seven percent for both).

- Teacher quality concerns the principals of many BIA/tribal and public schools. In BIA/tribal schools, only one quarter of the principals rated experienced teachers as excellent; fewer than 10 percent of the principals rated their inexperienced teachers as excellent. More principals in public schools with low Indian student enrollment rated their experienced and inexperienced teachers as excellent (37 and 25 percent, respectively).

Chapter 6: Supply, Demand, and Shortage of Teachers

- BIA/tribal schools are more likely than public school districts to report unfilled teaching positions, and were less likely to fill their positions with qualified instructors.
- The vast majority of BIA/tribal schools had one or more American Indian/Alaska Native teachers compared to two-thirds of the public schools with high Indian student enrollment, and only 5 percent of the public schools with low Indian student enrollment.

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CHAPTER 1 INTRODUCTION

The education of American Indians and Alaska Natives has received considerable attention in recent years with the report of the Indian Nations at Risk Task Force (1991), the *White House Conference on Indian Education* (1991), the National Education Association's *American Indian/Alaska Native Dropout Study* (NEA 1991), and the Bureau of Indian Affairs (BIA), Office of Indian Education Program's *Membership Study: Examination of Dropout and Transfer Rates* (1991). Although important for bringing attention to the current condition of Indian education, these and other reports lack important national data that can be used to examine the school environment and allow educators and policymakers to compare, understand, and reflect on the issues confronting the schools serving American Indian and Alaska Native students. The 1990-91 administration of the Schools and Staffing Survey (SASS), an ongoing national survey of districts, schools, and personnel sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education (ED), affords such an opportunity, based on its supplemental sample of schools that serve large percentages of American Indian and Alaska Native students.

Past studies of Indian education have limited utility for addressing current concerns of policymakers. For example, the findings from the *Evaluation of the Impact of the Part A Entitlement Program of Title IV of the Indian Education Act* (Young et al. 1983), while useful for providing a historical perspective, are inadequate to address the concerns of the Indian Nations at Risk Task Force because they are now 10 years out of date, the study sample was limited to schools receiving Title IV (now Title V) Part A entitlement funds, and the study collected limited data on teacher characteristics. The restricted foci of more recent research targeting American Indian and Alaska Native students¹ mean that they are equally insufficient to address the broad issues raised by the Task Force.

The relatively small size of the American Indian and Alaska Native student population (about one percent of the total student population in the United States), has meant that these students and the schools and teachers who serve them are almost never represented in sufficient numbers in national education studies to permit reliable and valid generalizations about their characteristics (NEA 1991; Pavel 1993; Pavel & Padilla 1993). Furthermore, because of factors such as tribal and linguistic diversity, geographic dispersion, and

¹The *Evaluation of Instructional Services for Limited-English-Speaking Native American Students* (Rudes et al. 1988), for instance, was restricted to schools that received Title VII (bilingual education) funds to serve limited English proficient Native American students, while the BIA study of excellence in Indian education (1988) was limited to BIA and tribally controlled schools.

preponderance in remote rural areas, most national studies have found it too costly to add supplemental samples to address issues of concern to American Indian and Alaska Native education. The data available for analysis from the 1990-91 American Indian and Alaska Native supplement to the Schools and Staffing Survey, thus, represent a rare opportunity to make detailed information available on schools, administrators, and teachers serving American Indian and Alaska Native students that is both national in scope and comparable to data gathered concurrently on U.S. schools in general.

Areas of Interests

The topics addressed in this report were developed on the basis of a careful review of pertinent literature on education for American Indian and Alaska Native students, in particular the information contained in *Indian Nations at Risk: An Educational Strategy for Action* (Indian Nations at Risk Task Force 1991). The report structure was further informed by a detailed examination of the 1990-91 SASS survey instruments, data files, and documentation, as well as preliminary analyses of relevant data. We examine four topics in this report, including: schools and students, administrators, teachers, and teacher demand and shortage.

Characteristics of schools and students. The focus of inquiry for this report is the characteristics of schools with high percentages of American Indian/Alaska Native student enrollment and how those schools compare with public schools with an enrollment of less than 25 percent American Indian and Alaska Native students. The 1990-91 SASS Indian school supplemental sample consisted of Bureau of Indian Affairs (BIA) and tribal schools and public schools with an enrollment of 25 percent or more Indian students.² The term "BIA/tribal schools" refers to the elementary and secondary schools that are either directly operated by BIA or funded by BIA grants and contracts to recognized tribes and tribal organizations. Since these schools establish their own procedures, curricula, and personnel policies, they function as both schools and school districts.

The report examines several of the pressing concerns facing schools with large numbers of American Indian and Alaska Native students as we approach the year 2000. Various reports (NEA 1991; BIA 1991) suggest that demographic information is necessary to place the condition of Indian education in the proper context. Knowledge of the region, setting, and student composition of schools with a large number of Indian students enables educators and policymakers to appreciate the unique needs of and diversity among schools.

² The SASS Indian School Questionnaire was administered to BIA/tribal schools. The SASS Public School Questionnaire collected data from the public schools in this study.

These same studies and reports also call for determining the number of and type of programs in schools that are intended to curb absenteeism, reduce dropout rates, increase high school graduation rates, and cultivate aspirations for postsecondary education.

Characteristics of administrators. This report uses SASS Public School Administrator Questionnaire data that permit an examination of the basic demographic characteristics of administrators. The report also examines several important issues highlighted in recent reports on Indian education. For instance, the *White House Conference on Indian Education* (1991), the *American Indian/Alaska Native Dropout Study* (NEA 1991), and the Indian education *Membership Study* (BIA 1991) make special mention of the problems administrators encounter and the need to establish appropriate goals to guide decisionmaking and program development. The literature also calls for additional research on issues related to the high rate of turnover among administrators (e.g., stressful work environments, low salaries, and lack of benefits) that affect the continuity important to establishing capable leadership.

Characteristics of teachers. The SASS Public School Teacher Questionnaire was used for teachers in both public and BIA/tribal schools. This instrument permits an examination of the factors associated with improvement in the quality of teachers and the instruction they provide. For example, high teacher expectations, well-trained teachers, well-developed lesson plans, and well-organized classes all influence a student's ability to succeed in school (Indian Nations at Risk Task Force 1991). Competent, sensitive, and fair teachers are much more successful with their students than are teachers who do not display these characteristics (NEA 1991). Furthermore, teachers should understand the variety of learning styles and adapt their teaching methods to the individual learner (Swisher & Pavel 1994). At the same time, teachers should build upon and expand the individual student's approaches to learning.

Teacher demand and shortage. BIA/tribal and public school districts responded to several items about teacher supply and demand that were contained, respectively, in the SASS Indian School Questionnaire and the SASS Teacher Demand and Shortage Questionnaire. One of the motivating considerations for SASS has been the concern of policymakers and educational researchers that the supply of qualified teachers is, or will be, inadequate to meet the growing demand for teachers (Choy, Henke, Alt, Medrich, & Bobbitt 1992). The Indian Nations at Risk Task Force (1991) and the White House Conference on Indian Education (1992) also identified the lack of adequately trained teachers as one of the barriers that must be overcome if Indian children are to receive meaningful educations. The questions raised by this concern require a description of student-teacher ratios and the level of qualified teaching staff, along with an assessment of the extent of layoffs and other faculty turnover as these

pertain to the elementary and secondary education of American Indians and Alaska Natives. In addition, the Task Force pointed to a shortage of American Indian and Alaska Native educators and emphasized the need to recruit American Indian/Alaska Natives to the teaching profession as role models for American Indian and Alaska Native students. The 1990-91 SASS data provide opportunities to examine questions related to the demand for and supply of teachers in the schools and school districts that serve American Indian and Alaska Native students.

These areas are addressed comparatively for BIA/tribal schools, public schools and school districts that serve large numbers of American Indian and Alaska Native students, and public schools and districts that serve few American Indian and Alaska Native students. Other analyses examine regional and other geographic factors that may relate to problems of teacher shortage in schools serving American Indian and Alaska Natives.

Data Sources and Limitations

The 1990-91 SASS contained design features to permit analyses of BIA and tribal schools and staff, and to allow comparisons with the main 1990-91 SASS sample. The 1990-91 SASS research design facilitated this objective in several ways.

- An Indian School Questionnaire was sent to a sample of schools that were funded by the BIA, which includes BIA operated schools and schools operated by tribes and tribal organizations under BIA grant and contract.³
- Public schools with 25 percent or more American Indian and Alaska Native student enrollment were oversampled for the School Survey.
- Without any special stratified sampling, the SASS sample in Alaska provided a large sample of schools with high Indian student enrollment.
- American Indians and Alaska Natives were oversampled for the Teacher Questionnaire.

As a result of these adjustments to the survey design, the SASS American Indian and Alaska Native sample includes 351 schools designated as "Indian schools," of which 101 are sampled from the BIA/tribal school directory, and 250 are public schools with 25 percent or more American Indian and Alaska Native student enrollment. For our analyses, sample data

³The sample selection procedures for Indian schools are described in the Technical Notes.

were weighted to permit national estimates for the school and district characteristics that we analyzed.

The sample design used in the 1990-91 SASS has some limitations with respect to the Public School Administrator Questionnaire and the Teacher Demand and Shortage Questionnaire. While American Indian/Alaska Native teachers were directly oversampled, American Indian and Alaska Native administrators were oversampled only to the extent that they were more likely to work in the schools included in the "Indian School" sample. Assessing the supply and shortage of teachers in the public schools included in the special American Indian and Alaska Native sample (i.e., those with 25 percent or more Indian student enrollment) also requires particular care. The questions concerning demand and shortage of teachers were found on a single survey in the case of BIA-funded schools. For public schools, however, the questions were included in both the Public School Survey, completed by school personnel, and the Teacher Demand and Shortage questionnaire that pertained to entire school districts. Consequently, some analyses of high Indian enrollment schools were conducted at the district level. Therefore, it should be noted that some schools with an American Indian and Alaska Native student enrollment of 25 percent or more were located in districts which, overall, had a low percentage of American Indian and Alaska Native enrollment. Consequently, conclusions about recruitment and retention, compensation, and training programs for the teachers in these schools are difficult to reach.

Organization of the Report

The following chapters address issues related to schools and students, the work force, compensation, attitudes, and teacher supply and demand. Chapter 2 describes the distribution of schools and students by selected characteristics (i.e., school level and size, community type, geographic region). It contains a profile of schools and students that provides a context for the services or programs offered at the three types of schools. Chapter 3 addresses issues related to the work force, focusing on the demographic characteristics and qualifications of principals and teachers. Chapter 4 deals with compensation by examining principal salaries and teacher salaries and benefits. Chapter 5 examines various attitudes and perceptions of principals and teachers in terms of goals, school problems, influences on school practices, principals' rating of teacher quality, and principals' future career plans. Chapter 6 examines the interrelated issues of teacher supply, demand, and shortage through analyses of staffing

levels and certification of teaching staff, adequacy of supply of teachers, nature of shortages, strategies for dealing with field-specific shortages, and constancy of demand.

Appendix A describes the survey design and statistical procedures used and defines key variables. Appendix B includes standard errors for all tables presented in the report.

Nearly all tables in this report follow the same format. In the typical table, the first row includes totals for BIA/tribal schools, public schools with 25 percent or more Indian student enrollment, and public schools with less than 25 percent Indian student enrollment. In the rest of the table, data for the three school types are shown separately to highlight important differences that might exist across types of schools. Within each type of school, data are reported for school level (elementary, secondary, and combined), school size (less than 100, 100 to 499, and 500 or more students), community type (urban, suburban, and rural-small town), and by the ED Office of Indian Education's (OIE) six regional categories (East, Northern plains, South central, Southwest, Northwest, and Alaska).

Estimates based on small sample sizes have been suppressed in the tables. (The Technical Notes in Appendix A describe the decision rules.) Where appropriate, we replace these estimates with "—," and footnote the table with the note, "Too few cases for a reliable estimate."

This report does not require or assume any statistical expertise on the part of readers. All differences noted in the text are statistically significant; however, not all significant differences are discussed. We are interested in the reader's reaction to the information presented here and to the content of the questions used to produce the results. We welcome recommendations for improving our survey work. If you have suggestions or comments, want more information about this report, or would like copies of the questionnaires, please contact:

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CHAPTER 2

SCHOOLS AND STUDENTS

This chapter provides a description of the characteristics of schools and students, based on data from the 1990-91 Schools and Staffing Survey (SASS). The characteristics are compared across school type, level, size, community type, and Office of Indian Education region. The first section presents the number of schools and average enrollment by selected school characteristics. The second section describes student enrollment in types of schools by race-ethnicity. The third section highlights selected school and district programs and services.

Profile of Schools

In 1990-91, there were approximately 79,885 public schools (Choy, Henke, Alt, Medrich, & Bobbitt 1992) and 149 BIA/tribal schools in the United States.⁴ These schools are separated, for the purposes of this report, into three categories: 149 BIA/tribal schools, 1,260 public schools in which the Indian student enrollment constitutes 25 percent or more of the total enrollment, and 78,625 public schools with less than 25 percent Indian student enrollment (table 1).

Most of the BIA/tribal schools are elementary schools with fewer than 500 students; their average enrollment is 241 students. BIA/tribal schools are largely located in rural areas and small towns of the United States. The Southwest, in particular, has the highest concentration of BIA/tribal schools (88 schools or 59 percent) and the most students enrolled in BIA/tribal schools (22,516 students or 63 percent).

Public schools with high Indian student enrollment are also located in rural areas and small towns. One-third of these public schools are in the Northwest. BIA/tribal schools and those public schools with high Indian student enrollment have smaller average enrollments than schools with low Indian enrollment. Schools with low Indian enrollment are more likely to be found in urban areas and less likely to be located in rural areas and small towns than are BIA/tribal schools.

⁴The Education Directory for the BIA Office of Indian Education Programs included 180 educational institutions for the 1989-90 school year. The definition of schools used in the 1990-91 SASS sample was more restrictive and included 149 BIA/tribal schools. The sample selection procedures for schools is described in more detail in Appendix A, Technical Notes.

Table 1— Distribution of schools and students by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Schools		Students (K-12)		Average enrollment
	Number	Percent	Number	Percent	
TOTAL	80,003	100.0	40,139,504	100.0	502
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	149	100.0	35,805	100.0	241
School level					
Elementary	98	66.2	18,825	52.6	191
Secondary	20	13.5	6,106	17.1	304
Combined	30	20.3	10,875	30.4	361
School size					
Less than 100	40	26.6	2,563	7.2	65
100 to 499	97	65.0	25,254	70.5	261
500 or more	12	8.3	7,989	22.3	647
Community type					
Urban	—	3.9	—	3.6	—
Suburban	—	19.7	—	18.4	—
Rural-small town	114	76.4	27,904	77.9	246
Region					
East	—	5.5	—	5.9	—
Northern plains	30	20.4	7,618	21.3	251
South central	20	13.2	2,876	8.0	147
Southwest	88	59.1	22,516	62.9	256
Northwest	—	1.8	—	1.9	—
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	1,260	100.0	298,715	100.0	237
School level					
Elementary	691	54.9	190,137	63.7	275
Secondary	364	28.9	84,052	28.1	231
Combined	204	16.2	24,526	8.2	120
School size					
Less than 100	317	25.1	15,943	5.3	50
100 to 499	846	67.1	214,636	71.9	254
500 or more	97	7.7	68,136	22.8	701
Community type					
Urban	—	1.4	—	2.7	—
Suburban	—	3.7	—	3.4	—
Rural-small town	1,196	94.9	280,376	93.9	234

See footnotes at end of table.

Table 1— Distribution of schools and students by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Schools		Students (K-12)		Average enrollment
	Number	Percent	Number	Percent	
Region					
East	117	9.3	39,864	13.3	341
Northern plains	164	13.1	34,648	11.6	211
South central	167	13.2	39,049	13.1	234
Southwest	215	17.0	73,141	24.5	341
Northwest	401	31.8	89,178	29.9	223
Alaska	196	15.6	22,837	7.6	116
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	78,625	100.0	39,804,984	100.0	506
School level					
Elementary	55,429	70.5	24,896,183	62.5	449
Secondary	19,359	24.6	13,608,716	34.2	703
Combined	3,837	4.9	1,300,085	3.3	339
School size					
Less than 100	5,299	6.7	279,185	0.7	53
100 to 499	41,349	52.6	12,977,538	32.6	314
500 or more	31,977	40.7	26,548,261	66.7	830
Community type					
Urban	18,666	23.7	11,884,342	29.9	637
Suburban	20,802	26.5	12,505,431	31.4	601
Rural-small town	39,156	49.8	15,415,211	38.7	394
Region					
East	46,901	59.7	24,178,351	60.7	516
Northern plains	8,924	11.4	2,940,855	7.4	330
South central	6,451	8.2	2,807,705	7.1	435
Southwest	9,140	11.6	5,982,906	15.0	655
Northwest	6,980	8.9	3,808,891	9.6	546
Alaska	229	0.3	86,275	0.2	376

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

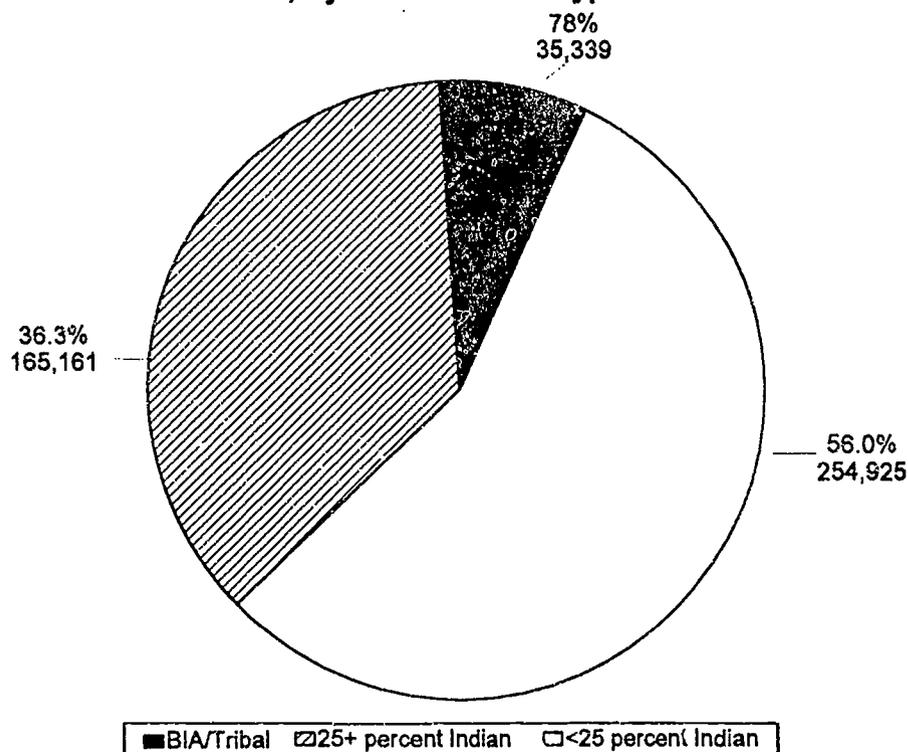
NOTE: Because of rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Profile of Students

The approximately 445,425 American Indian/Alaska Native students who are the focus of this report represent only one percent of the 40,139,504 students attending public and BIA/tribal schools in the United States. Approximately 8 percent of the American Indian/Alaska Native students attend BIA/tribal schools, 36 percent attend public schools with high Indian student enrollment, and 56 percent attend public schools with low Indian student enrollment (figure 1, table 2). Approximately 35,805 students are enrolled in BIA/tribal schools; the vast majority of them (35,339) are American Indians and Alaska Natives.⁵ There are 165,161 American Indian/Alaska Native students in public schools with at least 25 percent

Figure 1-- Percentage distribution and number of American Indian and Alaska Native students, by Indian school type: 1990-91



NOTE: Details may not add to totals due to rounding. Estimated standard errors for the numbers of Indian students are 1,833 for BIA schools, 10,299 for 25%+ schools, and 8,446 for <25%, and 12,984 for all schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

⁵It should be noted that BIA/tribal schools are designed to serve only American Indian and Alaska Native students who are enrolled members of federally recognized tribes. Nevertheless, a very small number of non-enrolled Indians and other students are served by these schools (e.g., the children of school staff).

Table 2— Percentage of students by sex and race-ethnicity, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total students	Sex		Race-ethnicity				
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Hispanic	Black non-Hisp.	White non-Hisp.
TOTAL	40,139,504	50.7	49.3	1.1	2.9	11.1	16.1	68.7
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS								
Total	35,805	50.8	49.2	98.7	#	0.3	#	0.6
School level								
Elementary	18,825	51.6	48.4	99.3	—	0.5	—	0.2
Secondary	6,106	50.0	50.0	99.8	—	—	—	0.2
Combined	10,875	50.0	50.0	97.0	—	—	—	—
School size								
Less than 100	2,563	50.4	49.6	99.2	—	—	—	—
100 to 499	25,254	51.0	49.0	98.9	—	0.5	#	0.3
500 or more	7,989	50.5	49.5	98.0	—	—	—	1.5
Community type								
Urban	—	—	—	—	—	—	—	—
Suburban	—	51.1	48.9	99.6	—	—	—	—
Rural-small town	27,904	50.7	49.3	98.5	#	0.4	#	0.6
Region								
East	—	—	—	—	—	—	—	—
Northern plains	7,618	50.1	49.9	97.0	—	—	—	—
South central	2,876	54.0	46.0	98.7	—	0.1	—	1.2
Southwest	22,516	50.5	49.5	99.3	#	0.4	#	0.2
Northwest	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT								
Total	298,715	51.4	48.6	55.3	0.4	4.5	3.5	36.3
School level								
Elementary	190,137	51.3	48.7	54.9	0.4	3.8	4.5	36.4
Secondary	84,052	51.5	48.5	51.8	0.5	5.9	1.9	39.9
Combined	24,526	51.8	48.2	70.1	0.5	5.7	0.8	22.8
School size								
Less than 100	15,943	53.7	46.3	71.5	0.4	1.1	0.9	26.1
100 to 499	214,636	51.4	48.6	53.7	0.4	3.0	3.2	39.8
500 or more	68,136	51.0	49.0	56.5	0.7	10.3	5.0	27.5
Community type								
Urban	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—
Rural-small town	280,376	51.3	48.7	56.7	0.4	4.1	3.2	35.6

See footnotes at end of table.

Table 2— Percentage of students by sex and race-ethnicity, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total students	Sex		Race-ethnicity				
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Hispanic	Black non-Hisp.	White non-Hisp.
Region								
East	39,864	50.2	49.8	47.8	0.1	0.6	16.3	35.1
Northern plains	34,648	51.4	48.6	65.1	0.2	0.4	1.2	33.2
South central	39,049	51.5	48.5	57.1	0.4	5.5	0.2	36.7
Southwest	73,141	51.9	48.1	65.9	0.6	13.6	0.8	19.2
Northwest	89,178	51.3	48.7	42.2	0.3	0.9	2.5	54.2
Alaska	22,837	52.1	47.9	67.7	1.7	1.2	2.5	26.9
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT								
Total	39,804,984	50.7	49.3	0.6	2.9	11.1	16.3	69.0
School level								
Elementary	24,896,183	50.7	49.3	0.6	2.9	11.3	16.9	68.2
Secondary	13,608,716	50.5	49.5	0.6	3.2	11.1	15.2	70.0
Combined	1,300,085	52.8	47.2	0.6	1.4	8.8	14.6	74.5
School size								
Less than 100	279,185	53.0	47.0	1.0	0.6	5.6	7.7	85.0
100 to 499	12,977,538	51.2	48.8	0.7	2.0	7.3	13.9	76.1
500 or more	26,548,261	50.5	49.5	0.6	3.4	13.1	17.5	65.4
Community type								
Urban	11,884,342	50.5	49.5	0.6	4.1	19.5	28.7	47.0
Suburban	12,505,431	50.7	49.3	0.4	4.3	10.3	12.8	72.2
Rural-small town	15,415,211	50.9	49.1	0.8	0.9	5.4	9.5	83.4
Region								
East	24,178,351	50.7	49.3	0.2	1.8	4.9	21.3	71.8
Northern plains	2,940,855	50.7	49.3	1.1	1.9	2.0	5.9	89.1
South central	2,807,705	50.9	49.1	1.7	2.9	7.1	2.9	85.4
Southwest	5,982,906	50.4	49.6	1.2	9.0	33.1	8.1	48.7
Northwest	3,808,891	51.3	48.7	1.1	1.7	26.8	15.2	55.2
Alaska	86,275	51.3	48.7	7.5	4.3	2.5	5.2	80.5

—Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

#Estimate is less than 0.05.

NOTE: Because of rounding, detail may not add to totals. The percents shown are rounded and may not reflect the numbers presented in figure 2 and the text.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Indian student enrollment. However, the majority of American Indian/Alaska Native students (254,925) attend public schools with less than 25 percent Indian student enrollment (figure 1, table 2).

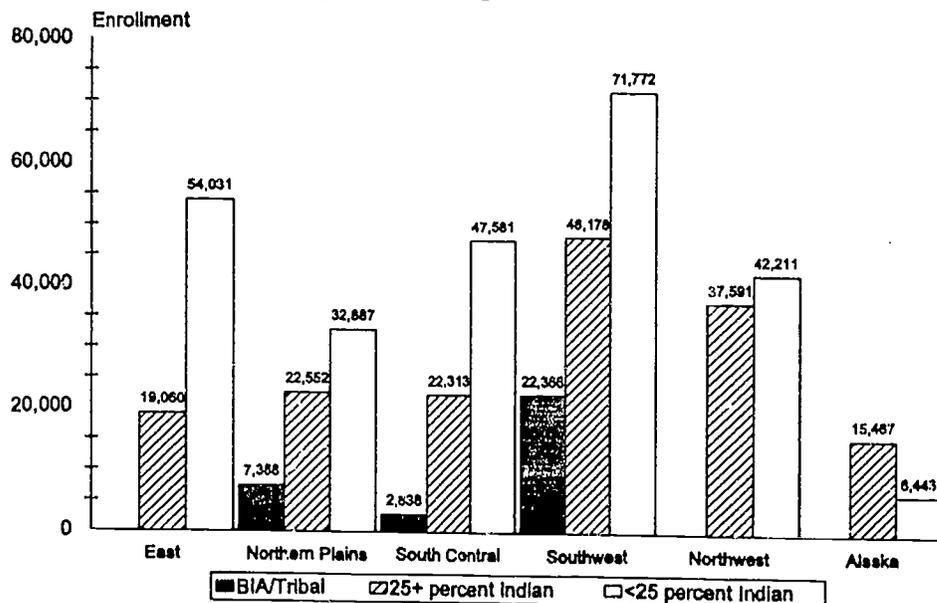
Ninety-nine percent of the students in BIA/tribal schools are American Indian/Alaska Native. Overall, 55 percent of the student enrollment in public schools with at least 25 percent Indian student enrollment are American Indian and Alaska Native. In schools with less than 25 percent Indian student enrollment, the majority of students (69 percent) are White and non-Hispanic.

Clusters of American Indian/Alaska Native students are found throughout the country. The Southwest region has the highest number of American Indian/Alaska Native students for BIA/tribal schools (22,366 students) and public schools with more than 25 percent Indian student enrollment (48,178) (figure 2). In Alaska, most American Indian/Alaska Native students attend public schools with high Indian enrollment.

Program and Services

One indicator of the extent to which attempts are made to provide educational opportunity for American Indian/Alaska Native students is to ascertain the availability of

Figure 2-- Distribution of American Indian and Alaska Native student enrollment, by Indian school type and region: 1990-91



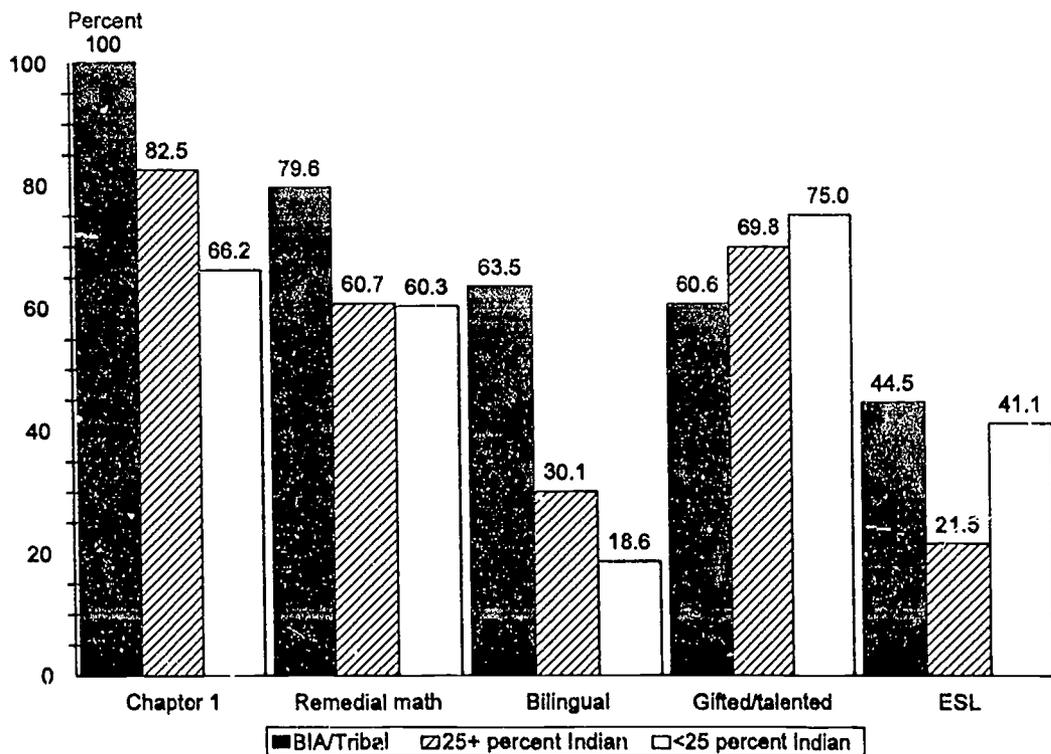
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

NOTE: Estimates based on small sample sizes are suppressed.

certain programs and services. Reviewing the types of programs and services available in the schools also provides insight into the student populations being served, especially since many of the programs have school and student eligibility requirements. Figure 3 and table 3 present the five programs that are offered most often at BIA/tribal schools and compare the availability of these programs to those offered by public schools with high and low Indian enrollment.

Academic programs. Chapter 1 programs are designed to address the needs of educationally disadvantaged children by raising the academic performance of low achieving students. All BIA/tribal schools and 82 percent of the public schools with high Indian enrollment have Chapter 1 programs (table 3). Approximately 80 percent of the BIA/tribal schools offer remedial math—which is the label given to math classes that are "below grade

Figure 3-- Percentage of various programs and services offered to students, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey 1990-91 (Indian and Public School Questionnaires).

Table 3— Percentage of schools offering specific programs and services, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total schools	ESL	Bilingual education	Remedial math	Gifted/ talented	Chapter 1
TOTAL	80,003	40.8	18.9	60.3	74.9	66.5
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	149	44.5	63.5	79.6	60.6	100.0
School level						
Elementary	98	56.6	71.7	78.6	55.7	100.0
Secondary	20	—	34.9	83.5	51.8	100.0
Combined	30	—	55.9	80.4	82.7	100.0
School size						
Less than 100	40	—	—	—	—	100.0
100 to 499	97	48.6	68.3	79.1	68.4	100.0
500 or more	12	47.3	56.0	91.3	70.8	100.0
Community type						
Urban	—	—	—	—	—	—
Suburban	—	—	—	—	—	—
Rural-small town	114	52.3	69.0	77.3	61.0	100.0
Region						
East	—	—	—	—	—	—
Northern plains	30	—	44.9	91.2	77.1	100.0
South central	20	7.2	37.9	88.6	50.0	100.0
Southwest	88	59.8	75.3	75.7	54.0	100.0
Northwest	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	1,260	21.5	30.1	60.7	69.8	82.5
School level						
Elementary	691	16.3	26.9	64.7	71.2	89.8
Secondary	364	26.8	23.4	53.3	69.3	69.1
Combined	204	29.9	53.2	60.7	65.6	82.1
School size						
Less than 100	317	19.0	35.7	55.7	50.3	71.3
100 to 499	846	18.5	26.6	60.5	75.4	85.1
500 or more	97	56.2	42.7	79.1	84.2	97.1
Community type						
Urban	—	—	—	—	—	—
Suburban	—	—	—	—	—	—
Rural-small town	1,196	20.8	30.5	62.0	70.4	81.6

See footnotes at end of table.

Table 3— Percentage of schools offering specific programs and services, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total schools	ESL	Bilingual education	Remedial math	Gifted/ talented	Chapter 1
Region						
East	117	8.0	5.2	81.1	70.1	96.6
Northern plains	164	15.5	12.1	80.0	64.6	97.5
South central	167	18.9	31.3	72.6	42.3	74.2
Southwest	215	51.2	56.5	56.5	54.1	83.3
Northwest	401	7.5	11.6	44.6	88.0	80.7
Alaska	196	33.1	68.1	59.9	77.0	71.6
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	78,625	41.1	18.6	60.3	75.0	66.2
School level						
Elementary	55,429	43.1	20.2	58.7	77.9	74.2
Secondary	19,359	38.2	14.8	64.4	70.4	43.1
Combined	3,837	26.9	15.9	62.9	55.0	67.4
School size						
Less than 100	5,299	14.9	7.3	58.4	37.6	59.8
100 to 499	41,349	33.8	15.4	57.4	74.4	72.4
500 or more	31,977	54.8	24.6	64.4	81.9	59.2
Community type						
Urban	18,666	53.1	32.2	58.6	71.1	61.0
Suburban	20,802	58.4	19.8	59.8	78.5	57.5
Rural-small town	39,156	26.1	11.5	61.4	74.9	73.3
Region						
East	46,901	33.4	13.2	62.9	74.7	68.9
Northern plains	8,924	25.7	5.5	54.9	73.0	66.4
South central	6,451	45.2	20.1	67.1	63.5	61.3
Southwest	9,140	73.5	49.2	55.4	74.3	56.9
Northwest	6,980	65.2	29.4	49.7	90.3	65.7
Alaska	229	62.3	60.5	58.1	85.7	32.9

—Too few cases for reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

level"—to provide opportunities to upgrade the students' academic level. Bilingual education programs—designed to help students whose primary language is not English achieve at grade level in "regular" classes—are offered in 64 percent of the BIA/tribal schools. English as a Second Language (ESL) programs are offered in 44 percent of the BIA/tribal schools to help students acquire enough English to function in their academic classes. A larger percentage of BIA/tribal schools offer Chapter 1, remedial math, and bilingual programs than the two types of public schools. Gifted and talented programs are more likely to be offered in public schools with low Indian student enrollment (75 percent) compared to BIA/tribal schools (61 percent).

Free or reduced-price lunch. Eighty-eight percent of students in BIA/tribal schools are eligible for free or reduced-price lunches (table 4). The proportion of students (61 percent) who are eligible for this program at public schools with high Indian student enrollment is also quite large, especially when compared to the 32 percent at public schools with low Indian student enrollment.

College preparation. Graduation requirements, as measured by the years of instruction in various subject areas required for graduation, are comparable among the Indian school types (table 5). The key area of concentration for all schools is English/Language Arts, where almost four years of instruction is required. Requirements for instruction in computer science and foreign languages were less.

Among schools serving twelfth graders, BIA/tribal schools and public schools with high Indian student enrollment offer college preparatory programs less frequently than public schools with low Indian enrollment. Approximately half of the BIA/tribal schools (54 percent) and public schools with high Indian student enrollment (55 percent) offer college preparatory programs. Three-quarters of public schools with few Indian students (76 percent) offer these college preparatory programs. Table 6 and figure 4 indicate that the percentages of students enrolled in college prep programs in BIA/tribal schools and public schools with high Indian enrollment (38 percent and 49 percent, respectively) appear slightly smaller but are not statistically different from public schools with low Indian student enrollment (52 percent).

Table 4— School enrollment and percentage of students eligible for free or reduced-price lunches, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total students (K-12)	Eligible for lunch program
TOTAL	40,139,504	31.7
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS		
Total	35,805	87.5
School level		
Elementary	18,825	89.3
Secondary	6,106	75.2
Combined	10,875	91.2
School size		
Less than 100	2,563	91.7
100 to 499	25,254	89.9
500 or more	7,989	78.3
Community type		
Urban	—	—
Suburban	—	95.0
Rural-small town	27,904	86.0
Region		
East	—	—
Northern plains	7,618	87.4
South central	2,876	87.1
Southwest	22,516	87.0
Northwest	—	—
Alaska	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT		
Total	298,715	61.4
School level		
Elementary	190,137	65.7
Secondary	84,052	51.4
Combined	24,526	62.6
School size		
Less than 100	15,943	65.8
100 to 499	214,636	62.1
500 or more	68,136	58.3
Community type		
Urban	—	—
Suburban	—	—
Rural-small town	280,376	62.0

See footnotes at end of table.

Table 4— School enrollment and percentage of students eligible for free or reduced-price lunches, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total students (K-12)	Eligible for lunch program
Region		
East	39,864	56.4
Northern plains	34,648	71.7
South central	39,049	63.8
Southwest	73,141	59.9
Northwest	89,178	62.7
Alaska	22,837	50.3
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT		
Total	39,804,984	31.5
School level		
Elementary	24,896,183	36.6
Secondary	13,608,716	21.3
Combined	1,300,085	38.6
School size		
Less than 100	279,185	35.4
100 to 499	12,977,538	33.5
500 or more	26,548,261	30.4
Community type		
Urban	11,884,342	43.3
Suburban	12,505,431	22.6
Rural-small town	15,415,211	29.5
Region		
East	24,178,351	31.2
Northern plains	2,940,855	23.7
South central	2,807,705	24.2
Southwest	5,982,906	34.6
Northwest	3,808,891	39.8
Alaska	86,275	13.2

—Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Table 5— Average years of instruction in various subject areas required for high school graduation, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total districts	English/ Language arts	Mathematics	Computer science	Social studies	Sciences	Foreign languages
TOTAL	15,632	3.8	2.4	0.3	2.9	2.1	0.3
BUREAU OF INDIAN AFFAIRS AND TRIBAL CONTRACT SCHOOLS							
Total	149	3.9	2.7	0.5	3.1	2.4	0.3
Region							
East	—	—	—	—	—	—	—
Northern plains	30	—	—	—	—	—	—
South central	—	—	—	—	—	—	—
Southwest	83	3.9	2.7	—	3.2	2.2	—
Northwest	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT							
Total	478	3.8	2.3	0.3	2.6	2.1	0.2
Region							
East	—	—	—	—	—	—	—
Northern plains	—	3.9	2.4	—	3.0	2.1	—
South central	74	4.0	2.4	—	2.8	2.1	—
Southwest	—	4.0	2.6	—	3.2	2.1	—
Northwest	209	3.5	2.1	0.3	2.2	2.0	—
Alaska	33	4.0	2.2	—	2.8	2.3	—
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT							
Total	15,005	3.8	2.4	0.3	2.9	2.1	0.3
Region							
East	7,919	3.7	2.4	0.2	2.8	2.1	0.3
Northern plains	2,799	3.7	2.1	0.4	3.0	2.0	0.1
South central	1,472	3.8	2.3	0.3	2.9	2.2	0.2
Southwest	1,387	3.7	2.5	0.2	3.1	2.0	0.6
Northwest	1,406	3.9	2.8	0.5	2.7	2.2	0.4
Alaska	23	4.0	2.2	#	3.1	2.1	—

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

#Estimate is less than 0.05.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Table 6— Of schools that served 12th graders, percentage that offered college preparatory programs, average percentage of 10-12th grade students enrolled in college preparatory programs, and graduation and college application rates of 1989-90 12th graders, by Indian school type, school size, community type, and region: 1990-91

School characteristics	Schools serving 12th graders	College preparatory		Average % of 12th graders who	
		% schools offered	Average % enrolled	Graduated	Applied to college
TOTAL	18,353	75.7	51.9	93.4	55.7
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	46	54.0	37.6	81.7	32.6
School size					
Less than 100	—	—	15.0	83.3	—
100 to 499	32	52.4	44.2	78.6	30.6
500 or more	8	80.8	24.9	92.4	47.4
Community type					
Urban	—	—	—	—	—
Suburban	—	—	—	80.1	—
Rural-small town	33	54.7	34.8	84.4	29.5
Region					
East	—	—	—	—	—
Northern plains	15	—	—	78.8	32.5
South central	10	27.8	17.9	74.5	17.1
Southwest	15	57.3	40.0	89.9	39.4
Northwest	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	439	54.9	49.3	91.3	43.0
School size					
Less than 100	175	41.8	48.7	88.6	33.0
100 to 499	238	61.6	49.7	92.9	49.0
500 or more	27	80.9	49.0	95.4	52.9
Community type					
Urban	—	—	—	—	—
Suburban	—	—	—	—	—
Rural-small town	414	57.8	49.5	92.8	44.5

See footnotes at end of table.

Table 6— Of schools that served 12th graders, percentage that offered college preparatory programs, average percentage of 10-12th grade students enrolled in college preparatory programs, and graduation and college application rates of 1989-90 12th graders, by Indian school type, school size, community type, and region: 1990-91—Continued

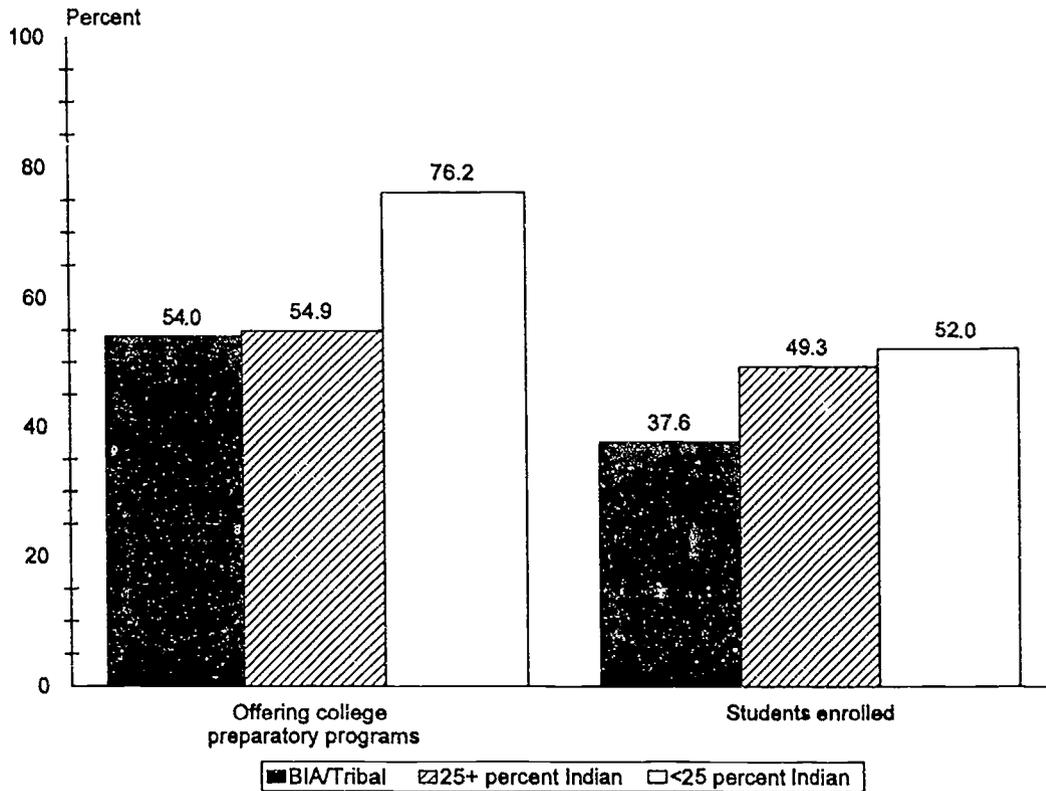
School characteristics	Schools serving 12th graders	College preparatory		Average % of 12th graders who	
		% schools offered	Average % enrolled	Graduated	Applied to college
Region					
East	23	65.5	26.6	91.1	52.2
Northern plains	50	55.1	47.4	90.3	58.8
South central	50	48.2	35.4	82.8	51.9
Southwest	59	51.5	46.4	83.6	49.2
Northwest	118	51.4	59.0	96.3	43.1
Alaska	140	60.0	52.0	93.9	30.4
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	17,868	76.2	52.0	93.5	56.1
School size					
Less than 100	1,736	38.6	46.4	85.1	42.2
100 to 499	7,449	67.8	50.4	93.7	55.5
500 or more	8,682	91.0	53.5	95.0	59.1
Community type					
Urban	2,985	73.0	52.1	87.2	55.4
Suburban	3,643	78.7	58.0	90.8	58.2
Rural-small town	11,239	76.3	50.0	96.0	55.6
Region					
East	10,493	80.8	52.0	93.6	54.8
Northern plains	2,326	70.1	51.7	97.0	65.4
South central	1,490	75.3	46.0	90.4	56.9
Southwest	1,905	68.2	60.6	91.0	50.3
Northwest	1,577	65.0	48.7	93.7	57.2
Alaska	77	84.5	40.2	88.3	47.6

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

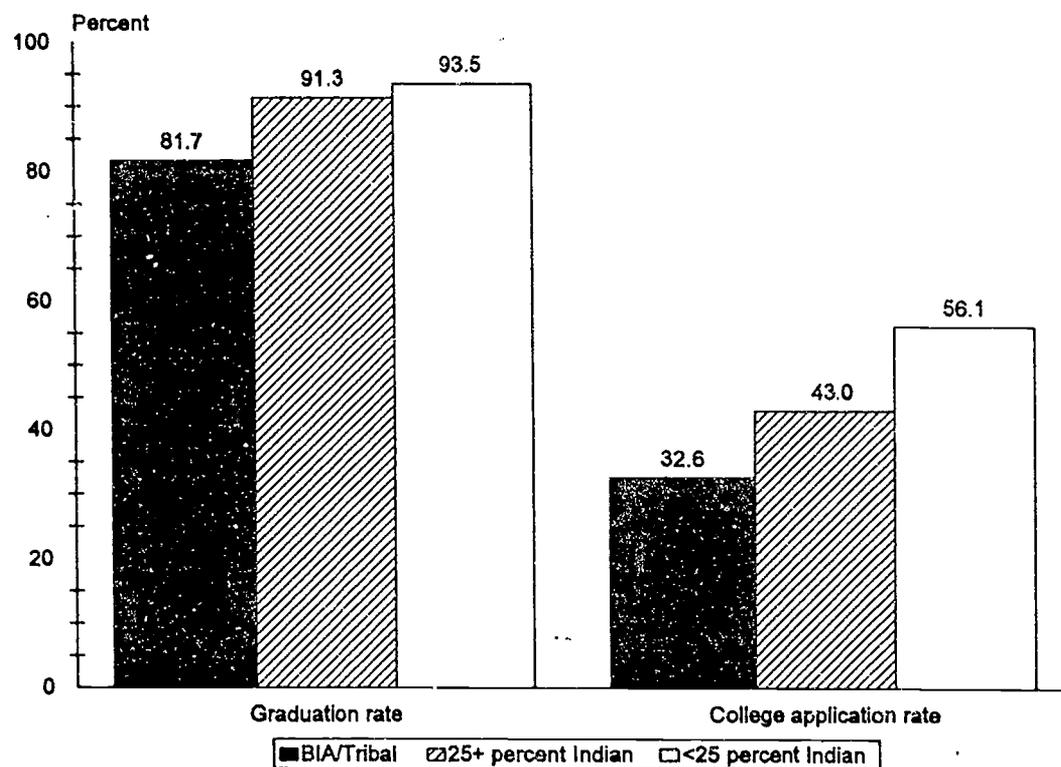
Figure 4-- Of schools that served twelfth graders, percentage of schools offering college preparatory programs, and the percentage of students enrolled in the programs, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

As illustrated in figure 5, the graduation rate for twelfth graders from BIA/tribal schools is 82 percent; the graduation rates at public schools serving large and small percentages of Indians (91 percent and 94 percent, respectively) are higher. The college application rates at both BIA/tribal schools (33 percent) and public schools with high Indian student enrollment (43 percent) are lower than public schools serving few Indian students (56 percent).

Figure 5-- Graduation and college application rates, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Summary

The findings suggest that sizable clusters of American Indian/Alaska Native students can be found in two types of schools and in various regions of the U.S. There are 149 schools funded directly by the U.S. Department of Interior, Bureau of Indian Affairs, or under BIA grant and contract to tribes and tribal organizations (BIA/tribal schools). These schools enroll 35,339 American Indian/Alaska Native students, eight percent of the total Indian student population in the U.S. There are 1,260 public schools with Indian student enrollment over 25 percent that enroll 165,161 American Indian/Alaska Natives (36 percent of the total Indian student population). The remaining 254,925 American Indian/Alaska Native students (56 percent of the Indian student population) are dispersed among approximately 78,591 public schools with low Indian student enrollment.

BIA/tribal schools and public schools with high Indian enrollment are primarily located in rural areas and small towns. Approximately one third of the public schools with

high Indian student enrollment are located in the Northwest. The Southwest has the highest concentration of both BIA/tribal schools and the most Indian students enrolled in them.

Noticeable differences in the types of available academic and college preparatory programs are present among the three types of schools serving American Indian and Alaska Native students. BIA/tribal schools are more likely to offer compensatory programs such as Chapter 1, remedial math, and bilingual education than public schools. On the other hand, public schools with low Indian student enrollment are more likely to offer academic enrichment programs for gifted and talented students than BIA/tribal schools. Among schools serving twelfth graders, BIA/tribal schools and public schools with high Indian student enrollment offer college preparatory programs less frequently than public schools serving few Indian students. Correspondingly, the percentage of students who apply to college are lower in schools with high percentages of Indian students than at public schools with low Indian student enrollment.

BIA/tribal and public schools with large Indian student enrollment face additional challenges. The majority of students in these schools are from low-income families and are eligible to participate in free or reduced-price lunch programs.

CHAPTER 3

THE WORK FORCE

This chapter examines the demographic characteristics of school administrators and teachers that describe principal and teacher staffing patterns. Of particular interest are the qualifications of these personnel within and between different types of schools. It is important to distinguish between role models who hold citizenship in a tribal community, usually expressed as enrollment in a state or federally recognized tribe, and those who do not. Tribal enrollment is an essential element of sovereign American Indian and Alaska Native society because it allows each Indian Nation to determine who is a citizen of the group, and thus, is eligible for available federal and tribal government services. Enrollment is of particular interest in BIA and tribal schools because these institutions were established specifically to address the educational needs of American Indian and Alaska Native students. Thus, virtually all education and support services in these schools are restricted to American Indian and Alaska Native students who can demonstrate tribal enrollment.

Principals

Demographic characteristics. The majority, or 70 percent, of the 79,031 principals in BIA/tribal and public schools were male (table 7). Forty-nine percent of the 141 principals⁶ at BIA/tribal schools were White non-Hispanic, while an additional 47 percent were American Indian or Alaska Native. Ninety-seven percent of American Indian and Alaska Native principals in BIA/tribal schools were enrolled members of a state or federally recognized tribe. Among the 1,201 principals in public schools with 25 percent or more Indian student enrollment, 79 percent (or 952) were White non-Hispanic and 15 percent (180 persons) were American Indian or Alaska Native. Ninety-three percent of these Indian principals (or 168) were enrolled tribal members. White non-Hispanic principals also constituted the majority in public schools with low Indian student enrollment; only one percent were American Indian/Alaska Native. Moreover, only 38 percent of the 534 American Indian/Alaska Native principals in these schools identified themselves as being tribally enrolled.

⁶The total number of administrators in BIA/tribal schools (N=141) do not equal the total number of schools (N=149) since some schools share principals.

Table 7— Percentage of principals by highest degree earned and average years of teaching experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principal	Highest degree earned			Years of teaching experience
		Less than Master's	Master's	More than Master's	
TOTAL	79,031	1.8	60.5	37.6	10.5
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	141	11.6	63.2	25.2	8.3
School level					
Elementary	95	10.5	59.2	30.3	7.9
Secondary	20	5.4	82.1	12.5	7.8
Combined	26	—	63.3	—	10.4
School size					
Less than 100	36	—	—	—	7.2
100 to 499	92	7.5	71.0	21.5	8.4
500 or more	12	8.9	74.5	16.6	11.1
Community type					
Urban	—	—	—	—	—
Suburban	—	—	—	—	7.5
Rural-small town	106	5.2	65.9	29.0	8.6
Region					
East	—	—	—	—	—
Northern plains	26	—	85.3	—	8.5
South central	19	28.0	60.6	11.4	8.2
Southwest	86	9.7	60.1	30.3	8.2
Northwest	—	—	—	—	8.0
Alaska	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity					
American Indian/Alaska Native	67	12.9	70.9	16.2	9.2
Tribally enrolled	65	13.3	70.1	16.6	9.0
Not enrolled	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—
Hispanic	—	—	—	—	—
White non-Hispanic	69	11.2	58.5	30.3	7.4
Sex					
Male	110	9.8	69.2	21.0	7.7
Female	31	—	—	—	10.6
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	1,201	6.1	66.7	26.2	10.3
School level					
Elementary	648	6.8	64.4	28.8	10.8
Secondary	352	3.7	77.4	19.0	9.8
Combined	201	8.0	55.6	30.4	9.8

See footnotes at end of table.

Table 7— Percentage of principals by highest degree earned and average years of teaching experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principal	Highest degree earned			Years of teaching experience
		Less than Master's	Master's	More than Master's	
School size					
Less than 100	298	14.5	64.7	16.8	9.1
100 to 499	799	3.7	67.3	29.1	10.8
500 or more	104	#	68.6	31.4	10.4
Community type					
Urban	—	—	—	—	—
Suburban	—	—	—	—	—
Rural-small town	1,134	6.4	66.2	26.3	10.3
Region					
East	110	3.7	60.5	35.7	11.4
Northern plains	160	8.3	70.7	21.1	10.5
South central	134	1.7	74.4	23.9	11.1
Southwest	216	6.7	56.9	30.8	9.0
Northwest	394	7.0	67.5	25.5	11.0
Alaska	187	5.9	71.2	22.9	9.1
Race-Ethnicity					
American Indian/Alaska Native	180	2.1	58.9	38.9	10.6
Tribally enrolled	168	2.3	57.0	40.7	10.4
Not enrolled	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—
Hispanic	—	—	—	—	—
White non-Hispanic	952	7.1	70.0	22.9	10.6
Sex					
Male	887	5.7	69.4	25.0	9.6
Female	314	7.2	59.3	29.6	12.3
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	77,577	1.7	60.4	37.8	10.5
School level					
Elementary	54,321	1.8	60.5	37.7	10.7
Secondary	19,149	1.5	60.8	37.8	10.1
Combined	4,107	2.4	57.6	39.8	10.3
School size					
Less than 100	4,418	11.2	62.0	26.7	9.6
100 to 499	41,134	1.6	61.6	36.8	10.7
500 or more	32,026	0.7	58.7	40.6	10.3
Community type					
Urban	18,518	0.5	60.5	38.9	10.9
Suburban	20,681	1.1	60.3	38.6	10.6
Rural-small town	38,379	2.7	60.5	36.8	10.2

See footnotes at end of table.

Table 7— Percentage of principals by highest degree earned and average years of teaching experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principal	Highest degree earned			Years of teaching experience
		Less than Master's	Master's	More than Master's	
Region					
East	46,477	0.9	57.1	42.0	10.6
Northern plains	8,501	3.8	61.5	34.7	9.4
South central	6,338	2.3	63.8	33.9	10.3
Southwest	9,076	3.9	65.8	30.3	11.2
Northwest	6,959	1.6	71.0	27.4	10.7
Alaska	227	3.5	69.3	27.1	8.9
Race-Ethnicity					
American Indian/Alaska Native	534	7.1	52.0	41.0	9.7
Tribally enrolled	205	—	—	—	9.5
Not enrolled	329	—	—	—	9.9
Asian/Pacific Islander	594	6.0	60.5	33.5	10.8
Black non-Hispanic	6,753	0.9	57.8	41.4	12.0
Hispanic	2,954	4.3	68.8	26.9	10.8
White non-Hispanic	66,743	1.6	60.4	37.9	10.3
Sex					
Male	54,283	1.5	62.4	36.1	9.6
Female	23,294	2.4	55.8	41.8	12.5

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

#Estimate is less than 0.05.

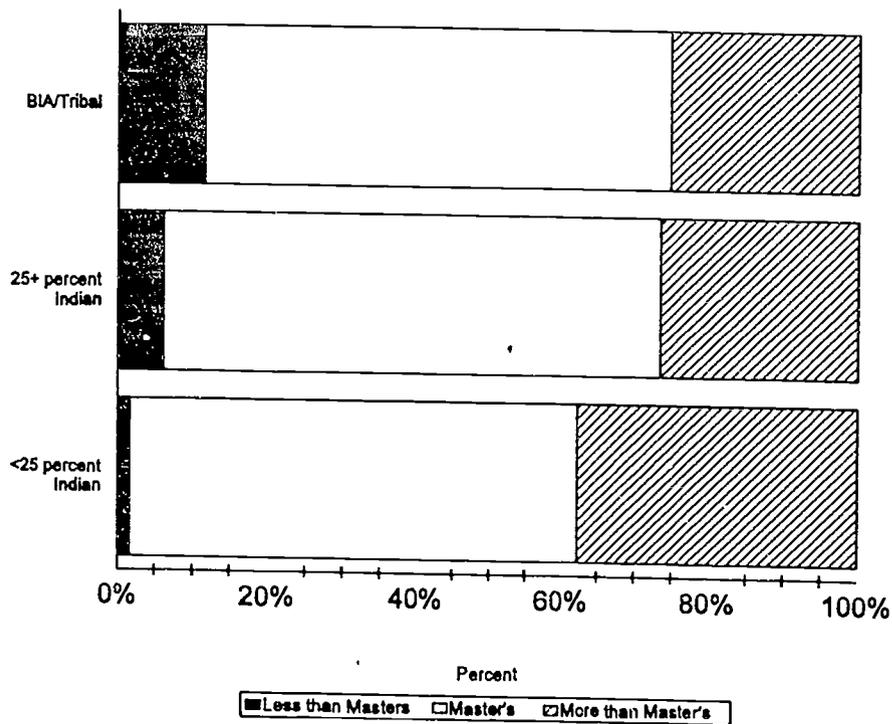
Note: Because of rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Qualifications. Six percent of the principals at public schools with 25 percent or more Indian student enrollment, and 12 percent of BIA/tribal school principals have "less than a master's degree." Less than two percent of the principals at public schools serving few Indian students have less than a master's degree (figure 6). Overall, approximately 60 percent of principals have master's degrees; one quarter of the BIA/tribal schools and public schools serving large numbers of American Indian and Alaska Native students are headed by principals with more than master's degree.

Tribally enrolled principals at BIA/tribal schools and public schools with large and small percentages of American Indian and Alaska Native students had comparable years of teaching experience. As shown in table 8 and figure 7, principals at BIA/tribal schools reported previous staff or administrative experience as a department head/curriculum coordinator (40 percent), club sponsor (39 percent), athletic coach (37 percent), and/or assistant principal/program director (36 percent). Forty-three percent of principals at public schools with high Indian student enrollment had previous experience as an athletic coach.

Figure 6-- Percentage distribution of principals by highest degree earned, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Table 8— Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin./ Prog. Dir.	Guidance counselor	Other	None
TOTAL	79,031	24.7	26.4	28.8	51.0	9.2	24.5	14.4
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS								
Total	141	40.2	38.6	36.6	36.2	19.1	31.3	8.5
School level								
Elementary	95	37.5	40.6	34.2	32.7	—	30.5	—
Secondary	20	44.5	27.1	55.4	45.2	11.5	34.9	6.6
Combined	26	46.9	—	—	—	—	—	—
School size								
Less than 100	36	—	—	—	—	—	—	—
100 to 499	92	49.3	39.1	29.5	34.8	15.4	32.2	9.5
500 or more	12	61.1	43.9	43.9	74.4	27.3	42.8	#
Community type								
Urban	—	—	—	—	—	—	—	—
Suburban	29	—	—	—	—	—	—	—
Rural-small town	106	40.3	41.8	4.2	39.6	17.4	22.5	11.2
Region								
East	—	—	—	—	—	—	—	—
Northern plains	26	—	—	—	—	—	—	—
South central	19	12.1	23.2	51.8	28.9	38.4	33.6	#
Southwest	86	55.5	42.7	35.3	41.6	21.1	33.0	4.8
Northwest	—	—	—	—	—	—	—	—
Alaska	0	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity								
American Indian/Alaska Native	67	42.8	37.3	30.1	37.8	17.6	45.6	7.7
Tribally enrolled	65	41.3	38.3	30.9	38.8	18.1	46.8	7.9
Not enrolled	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—
White non-Hispanic	69	37.0	39.0	45.6	35.6	22.0	18.0	9.7

See footnotes at end of table.

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Table 8— Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin./ Prog. Dir.	Guidance counselor	Other	None
Sex								
Male	110	38.4	42.5	47.1	37.9	23.6	28.2	6.9
Female	31	46.7	—	—	—	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT								
Total	1,201	20.6	26.5	42.8	28.0	11.9	19.6	19.5
School level								
Elementary	648	20.4	22.9	35.4	24.3	12.1	21.4	23.6
Secondary	352	18.0	27.5	58.5	35.3	13.5	17.6	11.0
Combined	201	25.7	36.6	39.2	27.3	8.3	17.5	21.4
School size								
Less than 100	298	15.3	22.4	38.1	14.7	10.8	17.9	28.3
100 to 499	799	22.8	28.1	46.7	28.8	13.0	21.0	16.6
500 or more	104	18.7	26.3	26.6	60.4	5.9	14.0	16.7
Community type								
Urban	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—
Rural-small town	1,134	20.1	27.8	43.5	28.8	12.6	19.6	19.7
Region								
East	110	22.3	33.1	44.7	53.5	11.2	27.6	21.2
Northern plains	160	16.2	23.1	31.1	17.0	13.9	25.2	25.2
South central	134	42.5	29.0	30.0	31.6	16.5	31.6	16.4
Southwest	216	22.2	24.3	26.3	41.1	12.5	16.9	23.1
Northwest	394	14.6	21.4	59.7	20.2	12.1	11.5	16.8
Alaska	187	18.3	37.3	44.3	21.4	6.2	21.8	17.5

Table 8— Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin./ Prog. Dir.	Guidance counselor	Other	None
Race-Ethnicity								
American Indian/Alaska Native	180	10.8	24.3	51.5	30.4	11.5	22.5	5.1
Tribally enrolled	168	9.8	26.0	55.1	31.6	12.3	20.7	4.5
Not enrolled	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—
White non-Hispanic	952	22.1	26.9	41.6	27.3	11.9	17.8	22.7
Sex								
Male	887	18.4	27.6	54.7	31.1	13.3	17.6	13.3
Female	314	26.6	23.7	9.2	19.4	7.8	25.4	37.0
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT								
Total	77,577	24.7	26.3	28.5	51.4	9.2	24.6	14.3
School level								
Elementary	54,321	22.6	20.6	21.0	47.6	7.1	26.4	17.3
Secondary	19,149	29.7	41.4	48.8	63.7	14.9	20.0	6.1
Combined	4,107	27.7	30.2	33.2	44.4	9.4	22.5	13.1
School size								
Less than 100	4,418	20.2	26.5	36.9	24.4	9.3	23.9	23.9
100 to 499	41,134	20.6	23.4	28.4	40.5	7.9	25.9	17.8
500 or more	32,026	30.5	29.9	27.5	69.2	10.8	23.0	8.5
Community type								
Urban	18,518	28.7	23.2	16.5	65.5	11.2	28.7	9.6
Suburban	20,681	25.4	24.7	21.7	57.3	9.4	27.1	13.3
Rural-small town	38,379	22.3	28.6	38.0	41.5	8.0	21.2	17.1

Table 8— Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Dept head/ Curr. coord.	Club Sponsor	Athletic coach	Ass. Prin./ Prog. Dir.	Guidance counselor	Other	None
Region								
East	46,477	23.2	24.5	26.3	52.7	8.3	24.2	14.2
Northern plains	8,501	17.9	23.5	38.9	28.3	8.6	18.8	24.3
South central	6,338	24.1	31.5	36.3	47.1	11.0	25.8	14.3
Southwest	9,076	37.6	36.6	24.8	68.4	11.9	34.0	7.6
Northwest	6,959	26.3	22.8	28.3	53.0	10.5	20.5	11.7
Alaska	227	23.5	43.6	31.1	42.1	8.5	26.4	18.3
Race-Ethnicity								
American Indian/Alaska Native	534	31.2	44.4	38.1	48.6	16.6	33.9	10.1
Trially enrolled	205	—	—	—	—	—	—	—
Not enrolled	329	—	—	—	—	—	—	—
Asian/Pacific Islander	594	42.4	30.9	25.7	92.4	13.1	41.2	1.0
Black-non-Hispanic	6,753	30.8	23.9	14.3	71.3	12.5	29.0	5.9
Hispanic	2,954	29.0	25.5	13.8	68.8	9.2	33.5	8.5
White non-Hispanic	66,743	23.6	26.4	30.6	48.3	8.7	23.5	15.6
Sex								
Male	54,283	22.6	29.3	38.9	53.1	9.7	20.3	13.8
Female	23,294	29.3	19.2	4.3	47.4	8.0	34.6	15.4

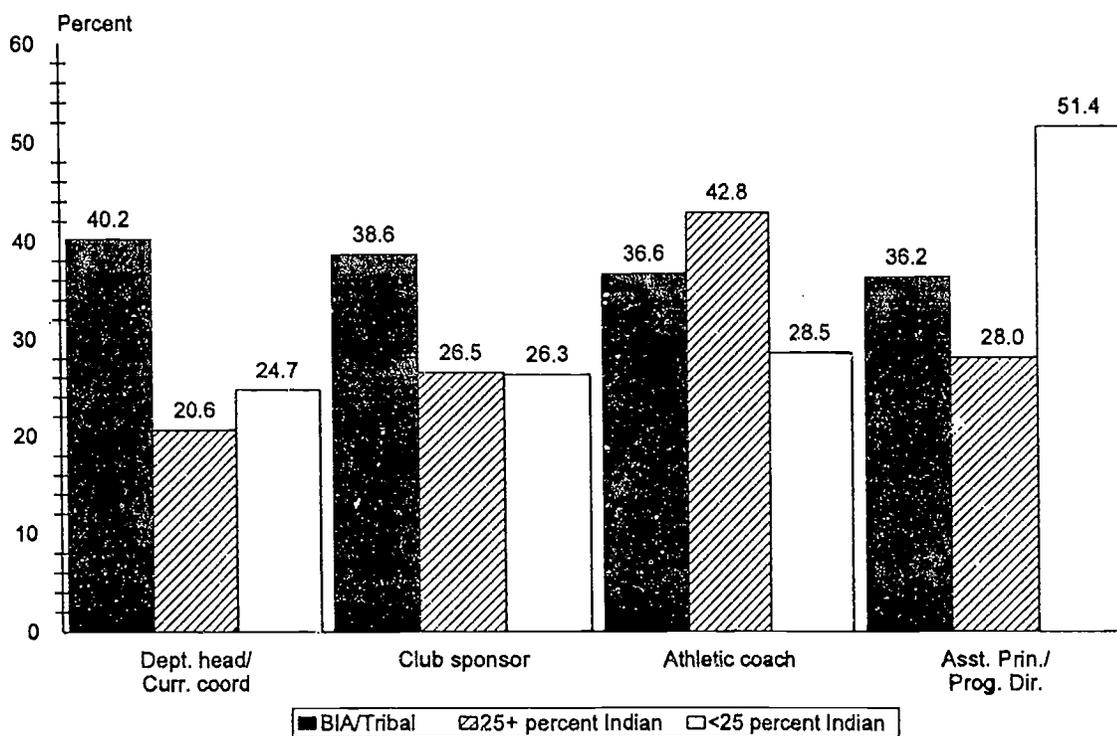
Too few cases for a reliable estimate

*There are no BIA or tribal schools in Alaska

#Estimate is less than 0.05

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Figure 7-- Percentage of previous staff and administrative experiences of principals, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Around half (51 percent) of the principals at public schools with low Indian student enrollment reported prior time spent as an assistant principal/program coordinator.

Overall, most of the principals (87 percent) received training in evaluation and supervision. A higher proportion of principals at BIA/tribal schools reported that they had received inservice training in Indian education administration than principals at public schools (66 percent compared to 22 percent in higher Indian enrollment schools and three percent in low Indian enrollment schools (table 9). Only 14 percent of the American Indian/Alaska Native principals and two percent of the White non-Hispanic principals at public schools with low Indian student enrollment received training in Indian education administration.

Table 9— Percentage of principals that receive specific types of training, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principals	Inservice training program			
		Aspiring administrator	Indian education administrator	Evaluation/supervision	Administrative internship
TOTAL	79,031	35.9	3.0	87.4	37.5
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	141	40.5	66.1	79.1	43.9
School level					
Elementary	95	37.3	69.2	82.6	42.5
Secondary	20	57.5	52.0	74.1	53.2
Combined	26	—	—	70.0	—
School size					
Less than 100	36	—	—	69.5	—
100 to 499	92	43.0	70.8	81.3	48.3
500 or more	12	75.2	83.4	91.7	53.6
Community type					
Urban	—	—	—	—	—
Suburban	29	—	65.8	71.7	—
Rural-small town	106	37.0	65.3	83.2	41.2
Region					
East	—	—	—	—	—
Northern plains	26	—	72.8	84.1	—
South central	19	12.1	56.1	48.9	46.8
Southwest	86	49.5	70.5	83.3	46.9
Northwest	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity					
American Indian/Alaska Native	67	42.2	72.5	89.2	50.2
Tribally enrolled	65	43.3	71.7	91.6	51.6
Not enrolled	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—
Hispanic	—	—	—	—	—
White non-Hispanic	69	40.2	61.1	67.9	33.7
Sex					
Male	110	47.0	69.4	76.1	43.1
Female	31	—	54.1	89.8	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	1,201	31.2	22.4	89.5	32.5
School level					
Elementary	648	34.0	26.3	92.0	33.4
Secondary	352	32.6	15.3	93.9	32.3
Combined	201	19.6	22.1	74.1	30.2

See footnotes at end of table.

Table 9— Percentage of principals that receive specific types of training, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Inservice training program			
		Aspiring administrator	Indian education administrator	Evaluation/supervision	Administrative internship
School size					
Less than 100	298	23.1	26.4	79.7	22.6
100 to 499	799	32.9	21.1	92.3	33.5
500 or more	104	41.2	20.6	96.6	53.4
Community type					
Urban	—	—	—	—	—
Suburban	—	—	—	—	—
Rural-small town	1,134	30.3	23.5	89.3	32.8
Region					
East	110	36.6	19.1	94.2	35.3
Northern plains	160	23.1	28.0	83.4	22.1
South central	134	36.6	39.4	93.0	39.4
Southwest	216	42.7	25.1	92.2	50.0
Northwest	394	26.4	10.8	95.4	19.5
Alaska	187	27.8	28.4	74.2	42.2
Race-Ethnicity					
American Indian/Alaska Native	180	45.4	36.6	93.2	32.3
Tribally enrolled	168	47.6	35.8	92.7	33.7
Not enrolled	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—
Hispanic	—	—	—	—	—
White non-Hispanic	952	27.8	20.6	89.4	31.8
Sex					
Male	887	29.9	22.2	90.6	30.5
Female	314	34.7	22.8	86.6	38.3
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	77,577	35.9	2.6	87.3	37.6
School level					
Elementary	54,321	37.1	2.3	87.0	37.1
Secondary	19,149	33.5	3.4	88.0	38.4
Combined	4,107	32.4	3.0	89.3	39.8
School size					
Less than 100	4,418	24.7	4.4	83.4	32.2
100 to 499	41,134	33.5	2.3	85.9	35.5
500 or more	32,026	40.6	2.8	89.8	41.0
Community type					
Urban	18,518	44.6	2.7	89.2	39.3
Suburban	20,681	41.7	2.1	86.2	40.3
Rural-small town	38,379	28.7	2.8	87.1	35.3

See footnotes at end of table.

Table 9— Percentage of principals that receive specific types of training, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Inservice training program			
		Aspiring administrator	Indian education administrator	Evaluation/supervision	Administrative internship
Region					
East	46,477	33.5	1.8	84.7	34.7
Northern plains	8,501	21.4	3.2	88.3	30.1
South central	6,338	42.4	5.2	88.8	53.8
Southwest	9,076	54.8	4.2	93.8	36.6
Northwest	6,959	38.9	2.6	94.3	51.8
Alaska	227	50.6	12.1	82.4	55.3
Race-Ethnicity					
American Indian/Alaska Native	534	49.0	14.3	94.6	35.3
Trially enrolled	205	—	—	92.1	—
Not enrolled	329	—	—	96.2	—
Asian/Pacific Islander	594	53.9	5.6	95.5	58.1
Black non-Hispanic	6,753	56.9	3.2	88.6	43.5
Hispanic	2,954	44.1	3.5	90.8	48.7
White non-Hispanic	66,743	33.2	2.4	86.9	36.3
Sex					
Male	54,283	33.3	2.6	87.9	34.2
Female	23,294	42.1	2.7	86.0	45.5

— Too few cases for a reliable estimate.

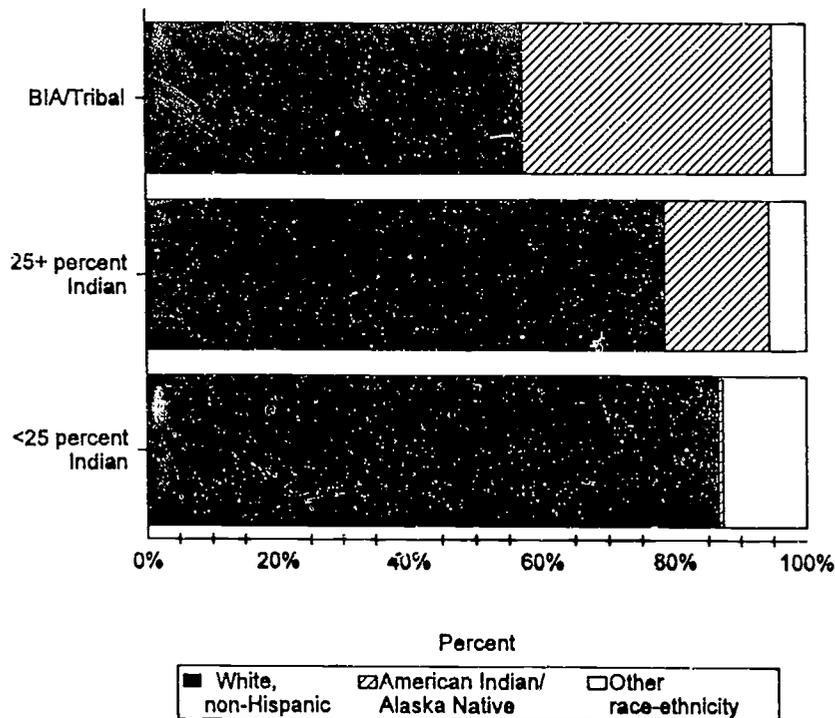
*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Teachers

Demographic characteristics. The survey results indicate that, on average, schools with higher percentages of American Indian/Alaska Native students have higher percentages of American Indian/Alaska Native teachers. Approximately one percent of the teachers in American public and BIA/tribal schools (22,095 teachers) are of American Indian/Alaska Native ancestry. These teachers constitute 38 percent of the teaching staff in BIA/tribal schools, 16 percent of the teaching staff in schools with high Indian enrollment, and less than one percent of the teachers in public schools with low Indian student enrollment (figure 8, table 10). Furthermore, of the American Indian/Alaska Native teachers in BIA/tribal schools, 98 percent report enrollment in a state or federally recognized tribe; only 38 percent of the American Indian/Alaska Native teachers in public schools with low Indian student enrollment are enrolled.

Figure 8-- Percentage distribution of teachers by race-ethnicity, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Table 10— Percentage distributions of teachers by sex, race-ethnicity, and enrollment in recognized tribe, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total teachers	Sex		Race - ethnicity					Indians enrolled in recognized tribe
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Hispanic	Black non-Hisp.	White non-Hisp.	
TOTAL	2,562,000	28.1	71.9	0.9	1.1	3.3	8.3	86.5	48.9
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS									
Total	2,512	28.5	71.5	37.7	0.6	3.1	1.4	57.3	98.4
School level									
Elementary	1,251	19.3	80.7	45.4	—	1.5	2.2	50.9	97.3
Secondary	438	45.1	54.9	25.1	3.3	7.7	1.5	62.4	100.0
Combined	823	33.6	66.4	32.6	—	3.1	—	64.4	100.0
School size									
Less than 100	288	25.2	73.8	29.3	—	3.6	2.0	65.2	86.6
100 to 499	1,723	26.4	73.6	41.1	—	2.5	1.3	55.1	99.4
500 or more	502	36.8	63.2	30.6	2.9	4.8	1.3	60.3	100.0
Community type									
Urban	—	—	—	—	—	—	—	—	—
Suburban	513	33.9	66.1	41.4	2.9	10.4	1.2	44.0	94.7
Rural-small town	1,943	27.3	72.7	37.6	—	1.2	1.4	59.8	99.4
Region									
East	—	—	—	—	—	—	—	—	—
Northern plains	726	30.2	69.8	29.2	—	—	—	70.6	99.3
South central	—	37.4	62.6	24.2	—	—	—	75.8	100.0
Southwest	1,393	26.7	73.3	44.5	1.1	4.9	1.9	47.6	97.8
Northwest	—	42.6	57.4	84.3	—	—	—	—	100.0
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT									
Total	21,554	32.0	68.0	15.9	0.4	2.8	2.4	78.5	89.6
School level									
Elementary	12,239	22.0	78.0	18.1	0.4	2.6	3.6	75.4	89.0
Secondary	7,028	47.5	52.5	13.3	0.4	2.1	0.6	83.6	91.5
Combined	2,287	38.0	62.0	12.3	0.1	6.5	1.2	79.8	88.0
School size									
Less than 100	2,412	35.7	64.3	16.9	—	1.6	—	81.5	92.5
100 to 499	14,862	31.3	68.7	15.1	0.3	3.3	2.0	79.3	90.9
500 or more	4,280	32.5	67.5	18.2	0.7	1.9	5.0	74.2	84.4
Community type									
Urban	—	—	89.5	—	—	—	—	66.3	—
Suburban	581	33.4	66.6	16.4	—	4.0	2.5	77.1	84.2
Rural-small town	20,500	32.4	67.6	16.1	0.4	2.9	1.8	78.9	90.1

See footnotes at end of table.

Table 10— Percentage distributions of teachers by sex, race-ethnicity, and enrollment in recognized tribe, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total teachers	Sex		Race - ethnicity					Indians enrolled in recognized tribe
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Hispanic	Black non-Hisp.	White non-Hisp.	
Region									
East	2,407	28.8	71.2	19.4	0.9	4.1	12.7	63.0	63.9
Northern plains	2,978	28.8	71.2	12.1	0.1	0.7	#	87.1	98.0
South central	3,140	34.7	65.3	19.9	0.8	1.2	#	78.1	88.3
Southwest	4,684	35.9	64.1	13.7	0.5	8.7	3.1	74.1	99.4
Northwest	6,390	28.9	71.1	16.2	0.1	0.5	0.9	82.2	94.7
Alaska	1,955	36.9	63.1	15.1	#	0.6	0.3	84.1	84.0
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT									
Total	2,536,471	28.1	71.9	0.7	1.1	3.3	8.3	86.6	38.4
School level									
Elementary	1,517,428	16.6	83.4	0.7	1.2	3.6	9.0	85.5	38.5
Secondary	900,904	46.6	53.4	0.7	1.0	2.9	6.7	88.7	39.7
Combined	118,140	33.9	66.1	0.7	1.0	2.5	11.4	84.5	27.0
School size									
Less than 100	38,450	31.1	68.9	0.8	0.6	2.2	3.1	93.4	50.2
100 to 499	926,465	22.9	77.1	0.8	0.7	2.0	7.5	89.0	39.5
500 or more	1,571,556	31.0	69.0	0.7	1.4	4.1	8.9	85.0	37.3
Community type									
Urban	709,942	26.8	73.2	0.5	2.0	6.4	16.1	75.0	47.8
Suburban	782,945	28.7	71.3	0.6	1.3	2.6	6.2	89.2	21.4
Rural-small town	1,043,584	28.5	71.5	0.9	0.4	1.6	4.6	92.5	43.6
Region									
East	1,623,827	27.6	72.4	0.5	0.4	1.7	10.8	86.6	32.5
Northern plains	217,934	32.6	67.4	0.7	0.2	0.7	1.1	97.2	31.8
South central	159,570	34.3	65.7	1.0	1.1	2.0	1.3	94.6	41.3
Southwest	280,853	30.0	70.0	0.9	6.9	9.4	5.5	77.3	37.3
Northwest	249,274	21.2	78.8	1.3	0.2	10.0	6.4	82.1	54.6
Alaska	5,013	27.8	72.2	4.0	1.5	1.8	2.7	90.0	75.6

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

#Estimate is less than 0.05.

NOTE: Because of rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Qualifications. Nearly all teachers in all types of schools hold some type of teaching certification or credential. However, differences in the matches between academic concentration and teaching assignment were apparent among Indian schools types (table 11). Overall, about the same percentages of teachers in public schools and BIA/tribal schools held a college major or minor in the area of their current teaching assignment. However, teachers in BIA/tribal schools were less likely to be certified in their current teaching area than teachers in public schools with high or low Indian student enrollment. Ninety-eight percent of teachers in both types of public schools reported certification in the area of their main teaching assignment while 91 percent of teachers in BIA/tribal schools reported such certification (figure 9).

A very small percentage of teachers in both BIA/tribal schools and public schools reported that they had majored or minored in Indian education. Three percent of the teachers in BIA/tribal schools, one percent of the teachers in public schools with high Indian

Figure 9-- Percentage of teachers who majored or minored or who are certified in their main teaching areas, by Indian school type: 1990-91

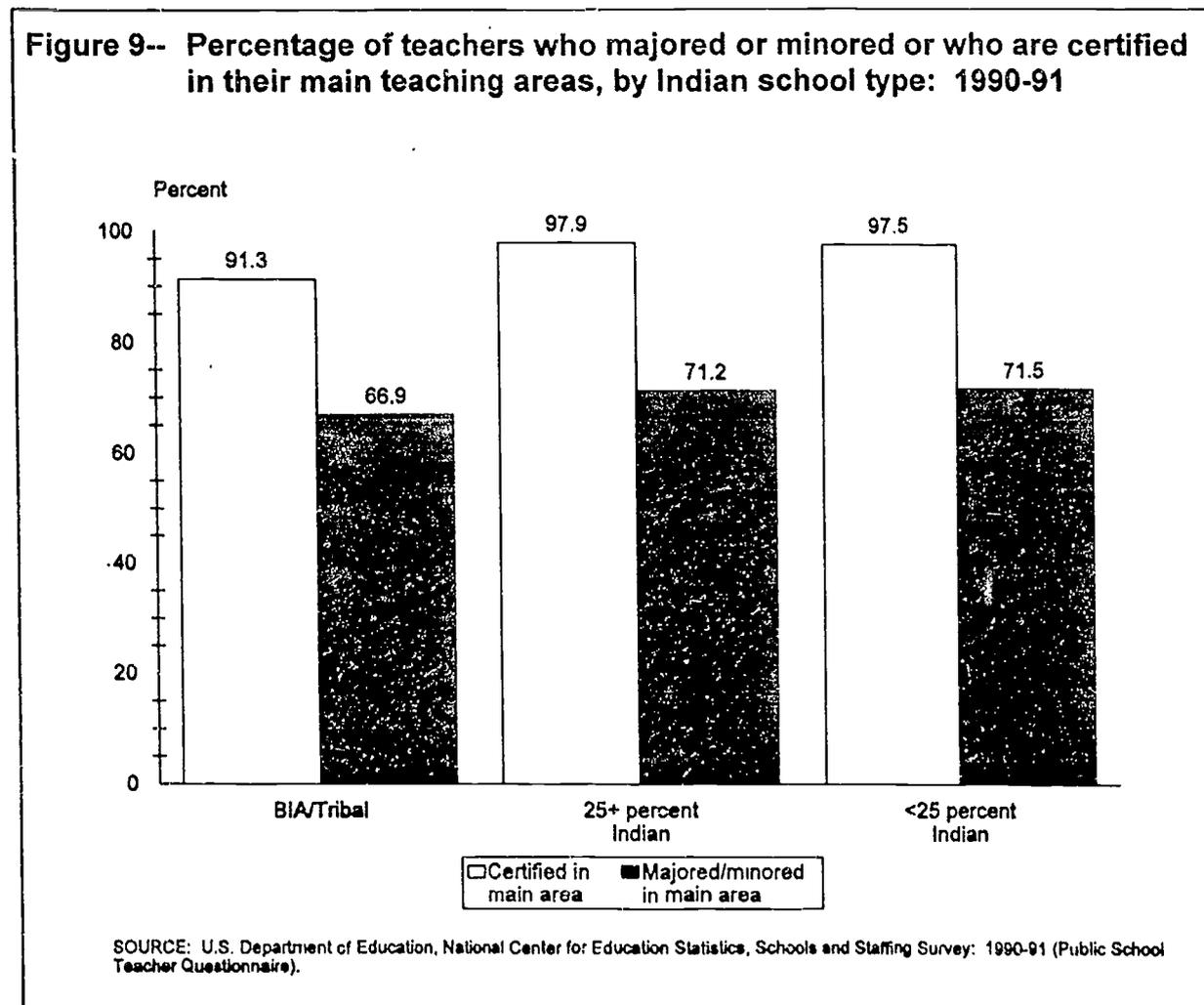


Table 11— Percentage of teachers who majored or minored or are certified in their main teaching assignment, and majored or minored in Indian education, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total teachers	Major/Minor in Teaching Area	Certified in Teaching Area	Major/Minor in Indian Education
TOTAL	2,562,000	71.5%	37.5%	#
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	2,512	66.9	91.3	2.9
School level				
Elementary	1,251	63.8	90.5	2.9
Secondary	438	75.4	92.1	1.9
Combined	823	67.2	92.2	3.5
School size				
Less than 100	288	51.7	89.4	1.9
100 to 499	1,723	68.2	90.7	3.5
500 or more	502	71.5	94.6	1.6
Community type				
Urban	—	—	—	—
Suburban	513	74.7	88.8	1.6
Rural-small town	1,943	64.3	92.4	3.3
Region				
East	—	—	—	—
Northern plains	726	64.5	95.7	5.3
South central	—	71.6	86.3	—
Southwest	1,393	65.2	88.7	2.5
Northwest	—	75.6	96.6	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	21,554	71.2	97.9	0.8
School level				
Elementary	12,239	70.7	98.1	0.7
Secondary	7,028	73.2	98.6	1.1
Combined	2,287	68.0	94.5	0.6
School size				
Less than 100	2,412	67.3	96.9	2.1
100 to 499	14,862	72.3	98.3	0.6
500 or more	4,280	69.6	96.9	0.8
Community type				
Urban	—	—	91.8	—
Suburban	581	76.2	99.1	—
Rural-small town	20,500	71.4	98.0	0.9

See footnotes at end of table.

Table 11— Percentage of teachers who majored or minored or are certified in their main teaching assignment, and majored or minored in Indian education, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total teachers	Major/Minor in Teaching Area	Certified in Teaching Area	Major/Minor in Indian Education
Region				
East	2,407	70.3	95.3	—
Northern plains	2,978	74.9	97.6	2.2
South central	3,140	73.0	98.2	2.0
Southwest	4,684	64.0	98.6	0.8
Northwest	6,390	76.7	99.3	0.1
Alaska	1,955	63.2	94.6	0.4
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	2,536,471	71.5	97.5	#
School level				
Elementary	1,517,428	69.0	97.4	#
Secondary	900,904	76.5	97.7	#
Combined	118,140	64.0	96.5	#
School size				
Less than 100	38,450	68.8	96.3	0.1
100 to 499	926,465	71.3	97.8	#
500 or more	1,571,556	71.6	97.3	#
Community type				
Urban	709,942	69.8	96.8	#
Suburban	782,945	70.9	97.5	#
Rural-small town	1,043,584	73.1	97.8	#
Region				
East	1,623,827	73.1	97.5	#
Northern plains	217,934	80.6	98.8	0.1
South central	159,570	73.4	97.4	#
Southwest	280,853	56.4	96.3	#
Northwest	249,274	68.5	97.3	#
Alaska	5,013	74.8	95.4	0.1

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

#Estimate is less than 0.05.

NOTE: Because of rounding, detail may not add to totals.

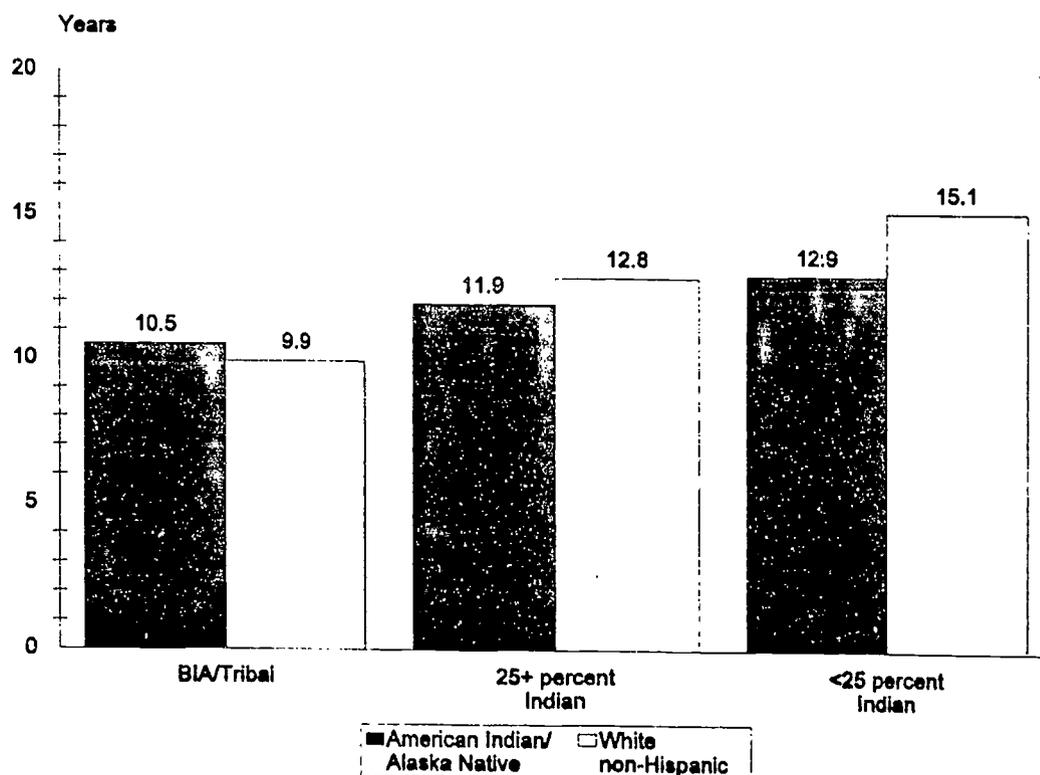
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

enrollment, and almost none of the teachers in public schools with low Indian enrollment reported a major or minor in Indian education (table 11).

Teachers in BIA/tribal schools reported fewer years of teaching experience, on average, than teachers in public schools (figure 10, table 12). Overall, teachers in BIA/tribal schools reported an average of 10 years experience, while teachers in public schools with high Indian enrollment reported an average of 13 years experience and teachers in public schools with low Indian student enrollment reported an average of 15 years experience.

Also relevant to the revision of teacher training programs are the types of experiences teachers bring to the job prior to becoming teachers. The majority of both White non-Hispanic teachers (78 percent) and American Indian/Alaska Native teachers (74 percent) report that they entered the field directly from college (table 13, figure 11). Approximately eight percent of these teachers entered the field from positions outside of education.

Figure 10-- Mean years of teaching experience of American Indian and Alaska Native teachers and White teachers, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Table 12— Mean years of teaching experience of American Indian and Alaska Native teachers and other teachers, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total teachers	Total	Am. Indian/ AK Native	Enrolled in recognized tribe	White
TOTAL	2,562,000	15.1	12.6	11.8	15.1
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	2,512	10.1	10.5	10.5	9.9
School level					
Elementary	1,251	10.9	11.9	11.8	9.8
Secondary	438	10.9	10.4	10.4	12.0
Combined	823	8.5	7.8	7.8	8.9
School size					
Less than 100	288	10.8	11.0	11.0	10.7
100 to 499	1,723	9.9	10.5	10.4	9.3
500 or more	502	10.3	10.6	10.6	11.1
Community type					
Urban	—	—	—	—	—
Suburban	513	10.0	10.8	10.8	10.7
Rural-small town	1,943	10.0	10.4	10.4	9.6
Region					
East	—	—	—	—	—
Northern plains	726	9.2	7.6	7.6	9.8
South central	—	9.6	8.3	8.3	10.0
Southwest	1,393	10.7	12.0	11.9	9.9
Northwest	—	8.5	7.4	7.4	8.5
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	21,554	12.8	11.9	11.5	12.8
School level					
Elementary	12,239	12.9	11.7	11.2	12.9
Secondary	7,028	13.1	13.0	12.7	13.3
Combined	2,287	11.2	9.8	10.0	10.9
School size					
Less than 100	2,412	10.3	8.2	7.9	10.9
100 to 499	14,862	13.0	12.3	12.1	13.0
500 or more	4,280	13.2	12.5	11.5	13.6
Community type					
Urban	—	15.6	—	—	17.8
Suburban	581	11.7	11.4	11.9	11.6
Rural-small town	20,500	12.7	11.9	11.5	12.8

See footnotes at end of table.

Table 12— Mean years of teaching experience of American Indian and Alaska Native teachers and other teachers, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total teachers	Total	Am. Indian/ AK Native	Enrolled in recognized tribe	White
Region					
East	2,407	13.9	15.7	14.9	13.5
Northern plains	2,978	13.7	10.6	10.5	14.2
South central	3,140	11.1	10.1	10.1	11.4
Southwest	4,684	12.7	10.0	10.0	12.6
Northwest	6,390	13.3	13.6	13.5	13.3
Alaska	1,955	10.9	9.2	7.8	11.2
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	2,536,471	15.2	12.9	12.0	15.1
School level					
Elementary	1,517,428	14.7	11.1	9.1	14.7
Secondary	900,904	16.0	16.1	17.1	16.0
Combined	118,140	14.2	12.6	11.1	13.9
School size					
Less than 100	38,450	11.9	8.5	11.4	11.8
100 to 499	926,465	15.0	12.6	10.4	14.9
500 or more	1,571,556	15.4	13.2	13.2	15.4
Community type					
Urban	709,942	15.2	12.3	13.4	15.3
Suburban	782,945	16.0	15.0	11.0	16.0
Rural-small town	1,043,584	14.5	12.0	11.7	14.4
Region					
East	1,623,827	15.6	15.4	12.8	15.5
Northern plains	217,934	15.8	11.2	12.6	15.8
South central	159,570	14.4	12.3	11.8	14.4
Southwest	280,853	14.7	9.6	12.8	14.9
Northwest	249,274	12.7	9.8	11.0	12.8
Alaska	5,013	13.3	9.4	6.2	13.3

— Too few cases for a reliable estimate.

*There is no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Table 13— Percentage of teachers reporting specific main activities prior to becoming teachers, by race-ethnicity, school level, school size, community type, and region: 1990-91

School characteristics	Total teachers	College Student	Homemaker	Sub. teacher	Preschool teacher	Nonteaching education	Position outside education	Military service	Seeking work
TOTAL	2,562,000	76.9	4.0	5.5	1.0	2.4	8.7	1.1	0.4
AMERICAN INDIAN AND ALASKA NATIVE TEACHERS									
Total	22,095	73.9	2.5	4.8	2.6	6.3	8.8	0.3	0.8
Tribal enrollment									
Enrolled	10,794	66.6	3.6	4.3	2.8	10.4	10.2	0.4	1.6
Not enrolled	11,300	80.9	1.5	5.3	2.4	2.3	7.4	0.1	—
School level									
Elementary	13,602	72.5	2.7	5.0	3.5	8.0	7.0	—	1.3
Secondary	7,151	78.1	1.2	4.7	0.9	2.8	11.3	0.9	0.1
Combined	1,323	65.7	7.4	3.5	2.5	7.7	13.2	—	—
School size									
Less than 100	781	66.5	7.0	2.6	6.6	11.0	3.4	2.8	—
100 to 499	9,962	74.0	4.1	4.7	1.3	8.6	7.0	0.2	0.1
500 or more	11,333	74.3	0.8	5.1	3.5	3.9	10.7	0.2	1.5
Community type									
Urban	3,833	71.1	0.4	9.9	—	4.5	14.1	—	—
Suburban	5,209	83.1	0.7	4.7	0.1	1.8	9.1	0.4	#
Rural-small town	13,034	71.1	3.8	3.4	4.4	8.6	7.1	0.3	1.3
Region									
East	9,296	74.3	1.0	4.6	3.7	6.4	7.9	0.3	1.7
Northern plains	2,043	80.4	4.9	0.3	0.7	8.3	4.2	1.1	0.1
South central	2,273	64.3	6.7	9.9	3.7	4.4	10.8	0.2	—
Southwest	3,675	76.2	1.3	3.3	2.3	10.3	6.2	—	0.5
Northwest	4,312	75.5	2.7	5.4	1.1	1.1	14.0	0.2	—
Alaska	496	53.8	8.8	9.5	1.0	19.1	7.9	—	—

Table 13— Percentage of teachers reporting specific main activities prior to becoming teachers, by race-ethnicity, school level, school size, community type, and region: 1990-91—Continued

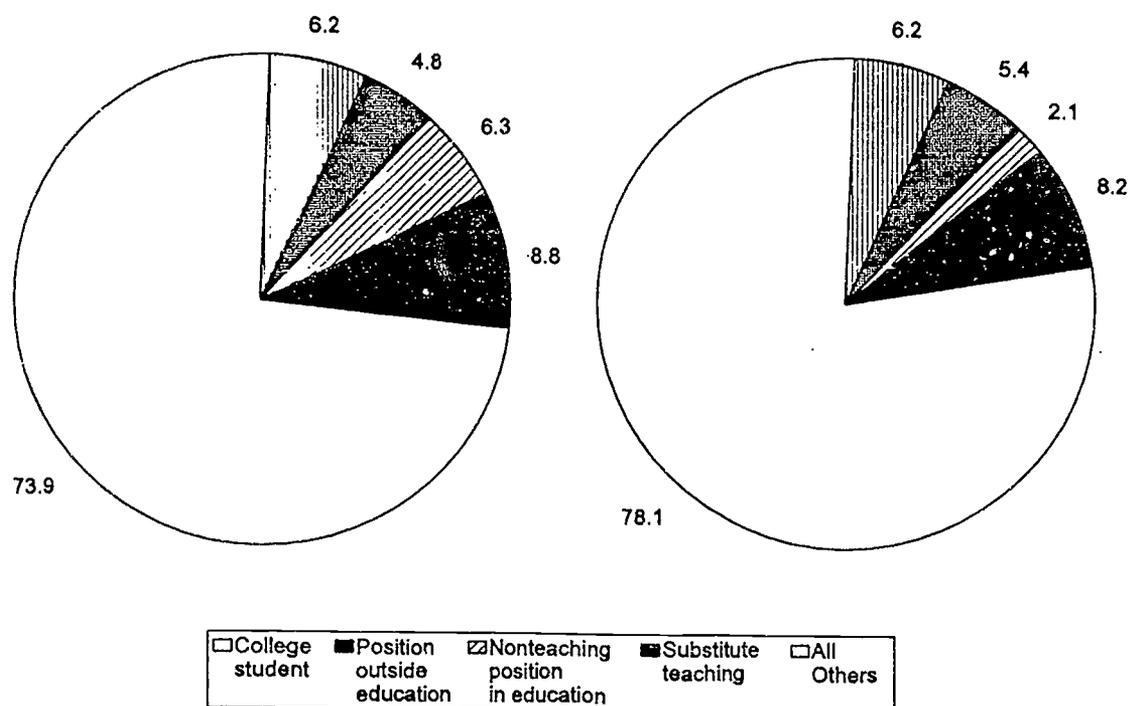
School characteristics	Total teachers	College Student	Homemaker	Sub. teacher	Preschool teacher	Nonteaching education	Position outside education	Military service	Seeking work
WHITE TEACHERS									
Total	2,215,536	78.1	4.0	5.4	0.8	2.1	8.2	1.1	0.3
School level									
Elementary	1,306,776	79.3	4.6	5.9	1.2	2.1	6.0	0.6	0.3
Secondary	805,202	76.7	3.1	4.4	0.3	1.9	11.4	1.9	0.3
Combined	102,161	74.4	3.7	5.8	0.4	2.9	11.6	0.7	0.4
School size									
Less than 100	38,068	76.9	4.5	5.4	0.7	2.7	8.9	0.4	0.4
100 to 499	837,268	78.4	4.2	6.1	0.9	2.1	7.3	0.7	0.3
500 or more	1,338,803	78.0	3.9	4.9	0.8	2.0	8.8	1.3	0.3
Community type									
Urban	532,728	76.5	4.5	5.2	0.9	2.4	9.2	1.0	0.3
Suburban	698,996	78.9	3.8	5.2	1.0	1.9	7.5	1.3	0.3
Rural-small town	982,755	78.4	4.0	5.5	0.6	2.0	8.2	0.9	0.4
Region									
East	1,408,793	78.0	3.9	5.0	0.8	2.0	8.6	1.2	0.4
Northern plains	215,019	83.0	2.9	5.6	0.5	1.6	5.1	1.0	0.2
South central	153,600	77.2	3.5	7.8	0.7	2.1	7.3	0.8	0.4
Southwest	221,644	74.2	5.1	5.9	1.4	2.6	9.6	1.1	0.1
Northwest	210,325	78.8	5.3	4.8	0.5	2.0	7.7	0.5	0.4
Alaska	6,155	71.9	2.8	8.4	1.0	4.1	10.7	1.1	—

—Too few cases for a reliable estimate.

#Estimate is less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Figure 11-- Main activities prior to becoming a teacher reported by American Indian and Alaska Native teachers and White teachers: 1990-91



NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Support for Teachers

Nearly all schools provide support for teachers in the form of teacher evaluation (table 14). However, figure 12 indicates that BIA/tribal schools (21 percent) are less likely to have formal mentoring for teachers than public schools (66 percent for both). A higher percentage of American Indian/Alaska Native teachers than White non-Hispanic teachers reported that they currently serve as master or mentor teachers in BIA/tribal schools (14 percent of American Indian/Alaska Native teachers and 6 percent of White non-Hispanic teachers). American Indian/Alaska Native and White non-Hispanic teachers serve as master or mentor teachers at comparable levels in public schools with both low and high Indian student enrollment (table 15).

Table 14— Percentage of schools with formal evaluation and mentoring programs for teachers, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total schools	Teacher evaluation	Mentoring for teachers
TOTAL	80,003	98.6	66.4
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS			
Total	149	99.3	20.9
School level			
Elementary	98	99.0	18.0
Secondary	20	100.0	20.0
Combined	30	100.0	—
School size			
Less than 100	40	100.0	—
100 to 499	97	98.9	20.1
500 or more	12	100.0	26.0
Community type			
Urban	—	—	—
Suburban	—	100.0	—
Rural-small town	114	99.1	24.0
Region			
East	—	—	—
Northern plains	30	100.0	—
South central	20	100.0	17.0
Southwest	88	98.8	18.5
Northwest	—	—	—
Alaska	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT			
Total	1,260	99.2	66.1
School level			
Elementary	691	99.4	72.3
Secondary	364	100.0	71.5
Combined	204	96.9	35.7
School size			
Less than 100	317	98.0	51.8
100 to 499	846	99.5	70.8
500 or more	97	100.0	71.9
Community type			
Urban	—	—	—
Suburban	—	—	—
Rural-small town	1,196	99.1	65.5

See footnotes at end of table.

Table 14— Percentage of schools with formal evaluation and mentoring programs for teachers, by Indian school type, school level, school size, community type, and Office of Indian Education (OIE) region: 1990-91—Continued

School characteristics	Total schools	Teacher evaluation	Mentoring for teachers
Region			
East	117	91.0	56.9
Northern plains	164	100.0	49.5
South central	167	100.0	58.0
Southwest	215	100.0	63.8
Northwest	401	100.0	91.5
Alaska	196	100.0	43.0
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT			
Total	78,625	98.6	66.5
School level			
Elementary	55,429	98.5	66.8
Secondary	19,359	99.1	67.3
Combined	3,837	97.2	57.9
School size			
Less than 100	5,299	95.0	41.0
100 to 499	41,349	98.8	62.4
500 or more	31,977	99.0	76.0
Community type			
Urban	18,666	98.9	75.3
Suburban	20,802	98.5	70.6
Rural-small town	39,156	98.5	60.0
Region			
East	46,901	98.7	68.6
Northern plains	8,924	96.9	43.6
South central	6,451	99.0	64.5
Southwest	9,140	99.2	80.6
Northwest	6,980	99.0	65.8
Alaska	229	100.0	27.2

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Table 15— Percentage of American Indian and Alaska Native and other teachers who are currently master or mentor teachers, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total teachers	Am. Indian/ AK Native	Enrolled in recognized tribe	White
TOTAL	2,562,000	13.4	15.0	10.1
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	2,512	13.8	14.1	5.6
School level				
Elementary	1,251	14.6	15.0	2.2
Secondary	438	11.1	11.1	11.8
Combined	823	13.4	13.4	6.5
School size				
Less than 100	288	1.5	1.6	3.3
100 to 499	1,723	12.9	13.0	6.8
500 or more	502	11.9	11.9	3.4
Community type				
Urban	—	—	—	—
Suburban	513	6.3	6.6	12.5
Rural-small town	1,943	16.1	16.2	3.3
Region				
East	—	—	—	—
Northern plains	726	6.0	6.0	4.9
South central	—	4.4	4.9	15.0
Southwest	1,392	14.9	15.3	3.1
Northwest	—	18.9	—	12.7
Alaska	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	21,554	14.5	13.6	9.7
School level				
Elementary	12,239	13.3	12.2	10.5
Secondary	7,028	17.6	16.1	10.0
Combined	2,287	13.7	15.5	4.4
School size				
Less than 100	2,412	1.5	1.6	8.8
100 to 499	14,862	14.6	13.9	8.8
500 or more	4,280	21.0	19.4	13.6
Community type				
Urban	—	—	—	—
Suburban	581	3.9	4.7	19.0
Rural-small town	20,500	15.0	13.9	9.4

See footnotes at end of table.

Table 15— Percentage of American Indian and Alaska Native and other teachers who are currently master or mentor teachers, by Indian school type, school level, school size, community type, and Office of Indian Education (OIE) region: 1990-91 — Continued

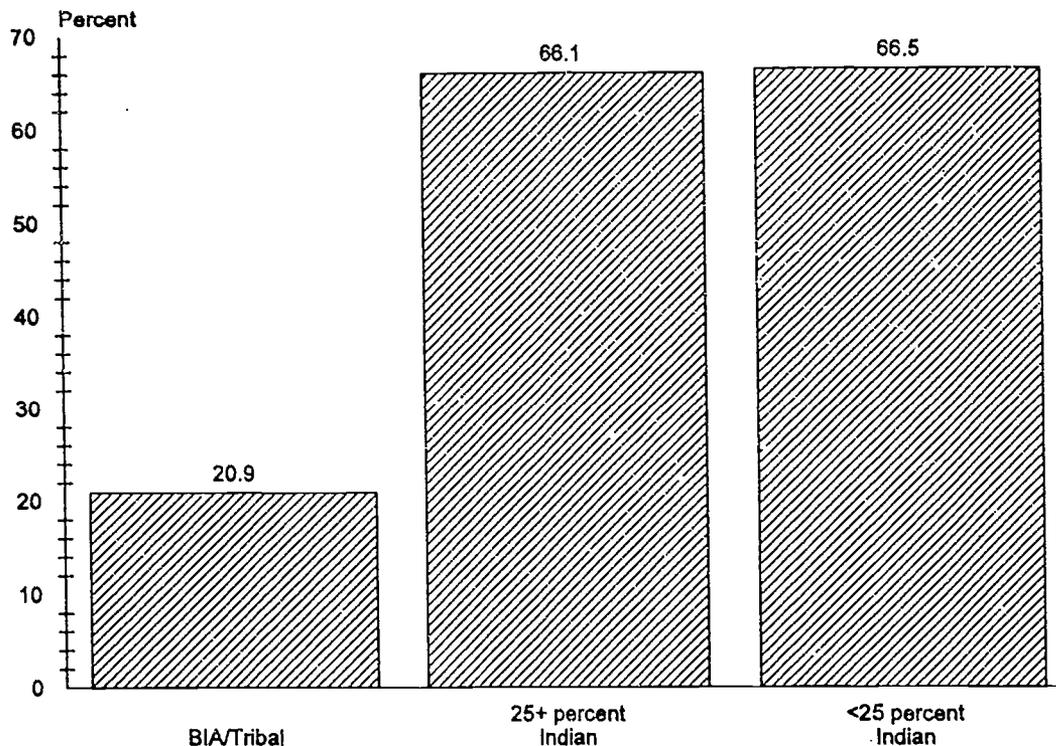
School characteristics	Total teachers	Am. Indian/ AK Native	Enrolled in recognized tribe	White
Region				
East	2,407	25.8	24.8	9.5
Northern plains	2,978	6.1	6.2	9.1
South central	3,140	4.4	4.9	4.3
Southwest	4,684	17.5	17.6	11.1
Northwest	6,390	18.9	18.0	12.7
Alaska	1,955	6.5	2.1	6.0
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	2,536,471	13.1	15.8	10.1
School level				
Elementary	1,517,428	10.6	11.3	10.0
Secondary	900,904	18.0	24.2	10.4
Combined	118,140	8.3	6.9	9.0
School size				
Less than 100	38,450	7.7	15.3	7.6
100 to 499	926,465	10.9	8.7	8.7
500 or more	1,571,556	14.6	20.8	11.1
Community type				
Urban	709,942	13.9	12.0	11.0
Suburban	782,945	17.7	28.5	10.9
Rural-small town	1,043,584	10.2	14.1	9.1
Region				
East	1,623,827	10.9	11.6	10.1
Northern plains	217,934	8.4	13.6	7.5
South central	159,570	31.2	14.2	11.7
Southwest	280,853	9.6	25.8	12.7
Northwest	249,274	14.5	18.8	9.5
Alaska	5,013	16.8	12.8	5.1

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Figure 12-- Percentage of schools offering mentor programs for teachers, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Non-Instructional Staff

BIA/tribal schools and high Indian enrollment public schools provide a larger staff of student support and other school personnel than schools with low Indian student enrollment. In addition to the higher levels support these student to noninstructional staff ratios represent, they also indicate that these schools are providing employment and other services to Indian communities. As shown in table 16 and figure 13, the average ratio of students to non-instructional staff (e.g., counselors, librarians, clerks, building staff) is much lower for BIA/tribal schools (48 students per staff member), and high Indian enrollment public schools (63 students per staff member), than in public schools with few Indian students. Eighty-seven percent of the non-instructional staff are full-time at BIA/tribal schools, while only 62 percent and 70 percent are full-time in public schools with high and low Indian student enrollment, respectively (figure 14).

Table 16— Percentage of non-instructional staff (NIS) who are full- or part-time and average ratio of students to NIS, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total non-instructional staff	Percentage of NIS		Average student to NIS ratio
		Full-time	Part-time	
TOTAL	477,386	70.4	29.6	94.2
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	861	87.0	13.0	47.6
School level				
Elementary	422	83.1	16.9	49.4
Secondary	201	94.6	5.4	37.4
Combined	238	87.6	—	48.6
School size				
Less than 100	—	70.9	29.1	26.0
100 to 499	556	87.4	12.6	53.8
500 or more	197	94.9	5.1	68.4
Community type				
Urban	—	—	—	—
Suburban	—	89.1	—	51.4
Rural-small town	694	86.3	13.7	46.6
Region				
East	—	—	—	—
Northern plains	166	85.0	—	45.0
South central	97	86.7	13.3	31.7
Southwest	526	87.0	—	53.4
Northwest	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	5,132	62.3	37.7	63.0
School level				
Elementary	2,767	59.2	40.8	74.3
Secondary	1,651	74.0	26.0	55.5
Combined	714	47.5	52.5	37.3
School size				
Less than 100	854	41.0	59.0	21.0
100 to 499	3,513	62.2	37.8	71.4
500 or more	764	86.7	13.3	106.3
Community type				
Urban	—	—	—	—
Suburban	—	—	—	—
Rural-small town	4,874	61.0	39.0	62.6

See footnotes at end of table.

Table 16— Percentage of non-instructional staff (NIS) who are full- or part-time and average ratio of students to NIS, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total non-instructional staff	Percentage of NIS		Average student to NIS ratio
		Full-time	Part-time	
Region				
East	539	67.0	33.0	88.5
Northern plains	717	48.9	51.1	56.6
South central	752	58.0	42.0	51.6
Southwest	1,096	76.1	23.9	65.2
Northwest	1,376	67.6	32.4	72.9
Alaska	651	44.0	56.0	37.5
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	471,393	70.5	29.5	94.8
School level				
Elementary	287,177	62.5	37.5	101.1
Secondary	161,133	84.6	15.4	83.3
Combined	23,083	71.5	28.5	61.1
School size				
Less than 100	13,305	38.9	61.1	24.1
100 to 499	196,934	58.5	41.5	80.7
500 or more	261,154	81.1	18.9	122.2
Community type				
Urban	132,894	74.6	25.4	104.4
Suburban	143,478	72.3	27.7	102.2
Rural-small town	195,021	66.3	33.7	86.0
Region				
East	293,687	73.7	26.3	93.4
Northern plains	44,487	55.8	44.2	68.4
South central	36,753	60.4	39.6	82.5
Southwest	53,337	67.3	32.7	131.7
Northwest	41,984	76.7	23.3	98.3
Alaska	1,145	65.2	34.8	82.0

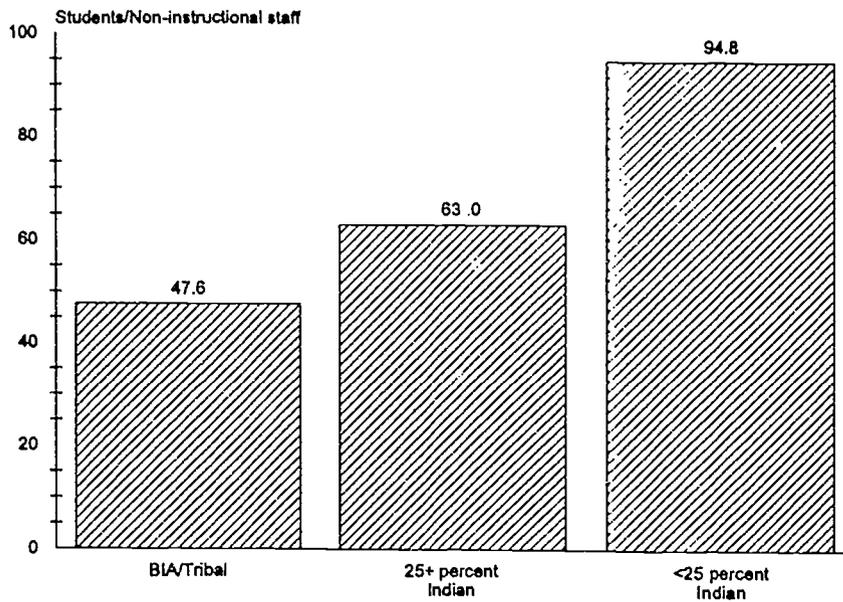
—Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

NOTE: Because of rounding, detail may not add to totals.

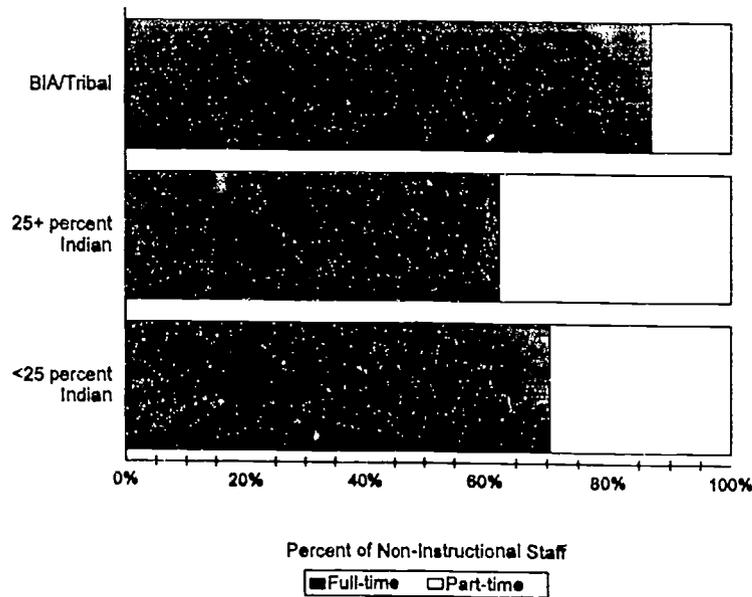
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Figure 13-- Average ratio of students to non-instructional staff, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Figure 14-- Percentage non-instructional staff that are full- or part-time, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Summary

Issues of tribal citizenship, qualifications and experience of principals and teachers, and staffing patterns warrant consideration when addressing the education needs of American Indian and Alaska Native students. The findings indicate that the majority of American Indian and Alaska Native principals in BIA/tribal schools and public schools with large numbers of Indian students are enrolled members of their tribe. In contrast, the majority of Indian principals in public schools with low Indian enrollment are not tribal members. Principals in public schools with low Indian student enrollment have comparable education and teaching experiences as principals in BIA/tribal schools and public schools with large Indian student enrollment.

Viewed within the context of different school environments, principals tend to report similar previous staff or administrative experiences. BIA/tribal school principals report a greater variation in type of experience (department head or curriculum coordinators, club sponsor, and athletic coach), than their colleagues in public schools with low Indian enrollment, where the largest percentage report previous experience as Assistant Principal/Program Director. Most principals receive training in evaluation and supervision. However, two-thirds of the BIA/tribal school principals report receiving specific training in Indian education administration. Twenty-two percent of the principals in schools with high Indian student enrollment report training in Indian education administration; only 3 percent of the principals in schools with low Indian student enrollment are similarly trained.

Thirty-eight percent of the teachers in BIA/tribal schools are American Indian or Alaska Native compared to just 16 percent in public schools with high Indian student enrollment and less than one percent in low Indian enrollment public schools. The majority (90 percent) of American Indian/Alaska Native teachers in BIA/tribal schools and public schools with high Indian student enrollment are enrolled in state or federally recognized tribes. Only 38 percent of the American Indian/Alaska Native teachers in public schools with low Indian student enrollment are enrolled tribal members.

Teachers in BIA/tribal schools report fewer years of teaching experience than their colleagues in public schools with either low or high Indian student enrollment. However, teachers employed in BIA/tribal schools are about as likely as teachers in public schools to have majored or minored in their main teaching area. Teachers in BIA/tribal schools were less likely to be certified in their current teaching area than teachers in either type of public school. Very few teachers in either BIA/tribal schools or public schools serving large

numbers of American Indian and Alaska Native students majored or minored in Indian education.

All schools generally provide teacher evaluations, while formal mentor programs for teachers are more likely to occur at public schools than at BIA/tribal schools. However, American Indian/Alaska Native teachers in BIA/tribal schools are more likely than their White non-Hispanic colleagues to serve as master or mentor teachers. Schools in areas with large Indian student populations employ a higher percentage of full-time non-instructional staff than public schools with few American Indian and Alaska Native students.

CHAPTER 4

COMPENSATION

This chapter explores the relationship between compensation factors and personnel patterns in BIA/tribal schools, schools with more than 25 percent Indian student enrollment, and public schools with relatively few Indian students. Since the salary and compensation of public school teachers are typically determined at the school district level, the 1990-91 SASS obtained information about these factors with the Teacher Demand and Shortage Survey for Public School Districts. The analyses considered public school districts with 25 percent or more American Indian and Alaska Native enrollment, districts with less than 25 percent Indian enrollment, and BIA/tribal schools, which were treated as school districts for these analyses. Consequently, it is possible for schools with 25 percent or more Indian student enrollment to be located in districts with less than 25 percent enrollment. The first section examines the salaries of principals; the second section explores compensation for teachers in terms of salaries and benefits.

Salaries of Principals

We first compare the salaries of principals at BIA/tribal schools with those of other principals. Mean salaries are about the same across the school types for principals who have "less than a master's" degree (around \$37,000) (figure 15 and table 17). However, principals with master's degrees in public schools with few Indian students have a larger annual salary (\$49,141) than principals with master's degrees in either BIA/tribal schools (\$40,776) or in public schools with high Indian student enrollment (\$42,945). BIA/tribal school principals with "more than a master's degree" report an average salary that is nearly \$10,000 less than their colleagues at public schools with few Indian students.

Compensation for Teachers

Salaries. Ninety percent or more of BIA/tribal schools, districts with high Indian student enrollment, and districts with low Indian student enrollment used schedules to determine teachers' salaries (table 18). The average scheduled salary for teachers with a bachelor's degree and no experience is similar in BIA/tribal schools and districts with high

Table 17— Mean annual salary for principals by highest degree earned, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principals	Less than Master's	Master's	More than Master's
TOTAL	79,031	\$37,083	\$49,020	\$51,132
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	141	36,669	40,776	41,356
School level				
Elementary	95	38,417	41,868	41,524
Secondary	20	39,000	42,454	46,401
Combined	26	32,887	35,252	37,092
School size				
Less than 100	36	38,024	33,133	39,299
100 to 499	92	34,677	40,702	40,942
500 or more	12	39,000	53,580	59,500
Community type				
Urban	—	—	—	—
Suburban	—	40,647	38,539	40,568
Rural-small town	106	30,265	41,115	41,475
Region				
East	—	—	—	—
Northern plains	26	—	34,836	—
South central	19	34,660	35,256	32,000
Southwest	86	40,647	44,860	43,572
Northwest	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
Race-Ethnicity				
American Indian/Alaska Native				
Tribally enrolled	67	36,463	41,827	40,462
Not enrolled	65	36,463	41,972	40,462
Asian/Pacific Islander	—	—	—	—
Black non-Hispanic	—	—	—	—
Hispanic	—	—	—	—
White non-Hispanic	69	36,899	39,388	43,525
Sex				
Male	110	34,422	40,204	42,596
Female	31	40,954	44,075	39,048
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	1,201	37,557	42,945	44,468
School level				
Elementary	648	34,953	39,328	40,757
Secondary	352	30,982	41,230	44,186
Combined	201	49,918	60,606	56,109

See footnotes at end of table.

Table 17— Mean annual salary for principals by highest degree earned, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Less than Master's	Master's	More than Master's
School size				
Less than 100	298	39,599	47,007	50,566
100 to 499	799	34,555	41,202	42,793
500 or more	104	—	45,093	47,060
Community type				
Urban	—	—	—	—
Suburban	—	—	—	—
Rural-small town	1,134	37,557	43,012	44,024
Region				
East	110	40,090	44,304	43,845
Northern plains	160	32,977	34,686	43,856
South central	134	39,000	42,879	44,583
Southwest	216	41,289	43,189	44,705
Northwest	394	28,876	35,106	35,561
Alaska	187	58,380	64,720	65,968
Race-Ethnicity				
American Indian/Alaska Native	180	31,000	38,695	40,312
Tribally enrolled	168	31,000	38,370	40,089
Not enrolled	—	—	—	—
Asian/Pacific Islander	—	—	—	—
Black non-Hispanic	—	—	—	—
Hispanic	—	—	—	—
White non-Hispanic	952	37,713	43,533	45,857
Sex				
Male	887	35,715	43,395	45,518
Female	314	41,645	41,459	41,971
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	77,577	37,062	49,141	51,224
School level				
Elementary	54,321	36,971	48,478	50,318
Secondary	19,149	38,610	51,471	54,434
Combined	4,107	33,663	46,898	48,368
School size				
Less than 100	4,418	27,230	40,611	41,673
100 to 499	41,134	37,864	46,367	48,661
500 or more	32,026	56,356	54,119	55,080
Community type				
Urban	18,518	59,883	52,945	53,770
Suburban	20,681	51,679	55,743	57,721
Rural-small town	38,379	31,862	43,757	46,250

See footnotes at end of table.

Table 17— Mean annual salary for principals by highest degree earned, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Less than Master's	Master's	More than Master's
Region				
East	46,477	38,723	49,518	52,376
Northern plains	8,501	24,676	43,130	47,540
South central	6,338	27,467	47,480	48,213
Southwest	9,076	51,932	58,371	55,112
Northwest	6,959	31,110	43,345	42,450
Alaska	227	49,493	59,435	65,223
Race-Ethnicity				
American Indian/Alaska Native	534	34,000	46,166	45,922
Tribally enrolled	205	—	46,311	45,306
Not enrolled	329	—	50,597	46,224
Asian/Pacific Islander	594	44,415	56,983	49,279
Black non-Hispanic	6,753	61,448	50,576	52,458
Hispanic	2,954	58,279	50,718	51,734
White non-Hispanic	66,743	33,170	48,873	51,133
Sex				
Male	54,283	39,431	49,251	51,673
Female	23,294	33,774	48,853	50,321

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Table 18— Percentage of public school districts and Indian schools with salary schedules and average base salary for full-time teachers by degree and years of teaching experience in units with salary schedules, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total districts	Districts with salary schedules	Average base salary with schedule			
			Bachelor's degree, no experience	Master's degree, no experience	Master's degree, 20 years experience	Schedule maximum
TOTAL	15,632	94.3	\$19,905	\$21,704	\$33,190	\$36,073
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	149	89.8	19,141	22,406	31,381	35,881
Region						
East	—	—	—	—	—	—
Northern plains	30	92.2	18,347	20,945	30,161	33,728
South central	—	93.5	17,126	20,680	29,971	33,322
Southwest	88	89.0	19,923	23,377	32,655	37,974
Northwest	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	478	96.9	19,399	21,303	30,303	32,718
Region						
East	—	—	—	—	—	—
Northern plains	—	98.0	18,554	20,840	30,333	33,942
South central	74	96.6	18,547	21,071	32,521	34,818
Southwest	—	84.1	20,598	22,758	33,051	37,464
Northwest	209	100.0	17,983	19,127	25,560	26,534
Alaska	33	100.0	30,418	34,791	50,462	55,200
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	15,005	94.3	19,929	21,711	33,301	36,184
Region						
East	7,919	97.3	20,506	22,295	34,741	38,194
Northern plains	2,799	83.1	18,400	20,438	29,423	31,490
South central	1,472	95.2	18,102	20,463	30,837	33,581
Southwest	1,387	95.0	22,898	24,914	38,685	41,852
Northwest	1,406	97.5	18,143	18,605	28,902	29,792
Alaska	23	100.0	28,912	32,754	47,925	53,070

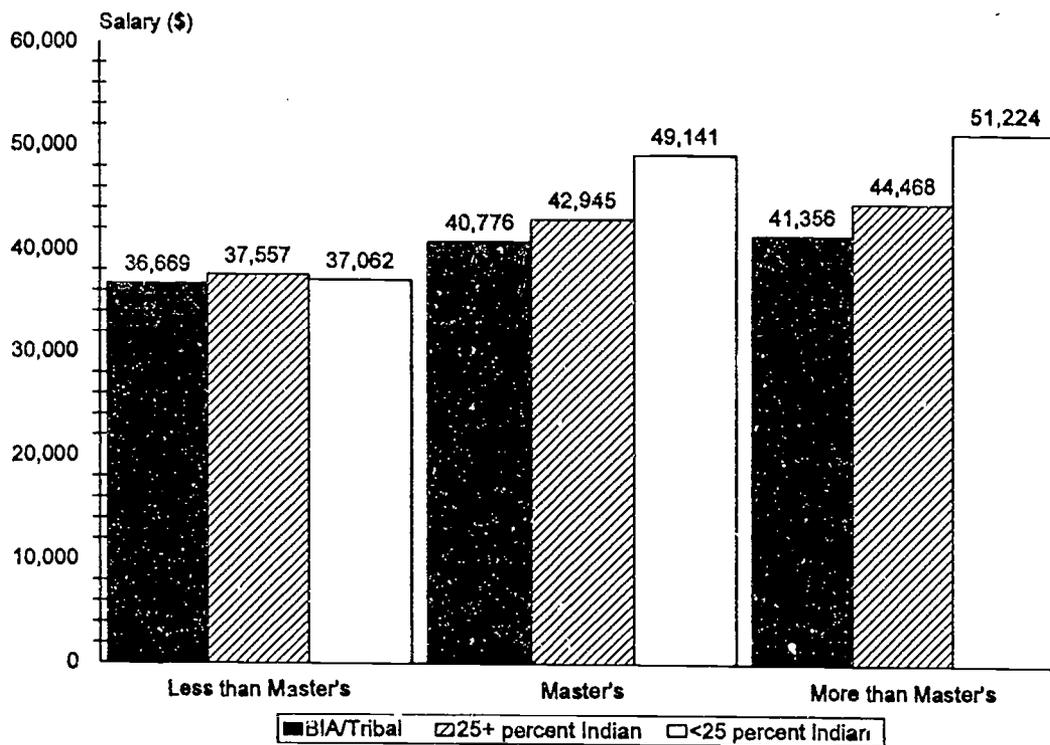
— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Figure 15-- Mean annual salary for principals overall by highest degree earned, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Indian student enrollment at \$19,141 and \$19,399, respectively (figure 16). The average salary for teachers with a master's degree and 20 years of experience reaches \$31,381 in BIA/tribal schools and \$30,303 for similarly qualified individuals in districts with high Indian student enrollment. At the maximum of the salary schedule, BIA/tribal school teachers achieved an average earnings of \$35,881; teachers in districts with 25 percent or more Indian student enrollment were paid \$32,718 per year. Nationally, the salary schedules for teachers in districts with less than 25 percent Indian student enrollment are comparable to the schedules for teachers in the other types of districts.

Benefits. For the purposes of these analyses, districts were considered to have offered their teachers medical, dental, or group life insurance if the district paid all or part of the premiums. The availability of insurance benefits for BIA/tribal school teachers was particularly high, with 100 percent of schools offering medical insurance, 84 percent offering dental insurance, and 92 percent offering life insurance (table 19). Teachers in BIA/tribal

Table 19— Percentage of public school districts and Indian schools that provide various benefits to teachers, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total districts	Medical insurance	Dental insurance	Group life insurance	Any in-kind benefits ²	Retirement plan
TOTAL	15,632	91.2	59.7	60.4	61.0	98.5
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	149	100.0	83.8	92.4	44.4	74.0
Region						
East	—	—	—	—	—	—
Northern plains	30	100.0	65.9	96.2	65.3	—
South central	—	100.0	85.0	94.9	—	—
Southwest	88	100.0	90.8	91.3	42.9	78.8
Northwest	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	478	80.1	61.4	58.8	52.5	99.6
Region						
East	—	—	—	—	—	—
Northern plains	—	94.6	—	78.3	67.8	100.0
South central	74	98.0	84.8	82.1	34.4	100.0
Southwest	—	—	—	83.2	—	97.2
Northwest	209	66.4	52.7	31.7	45.0	100.0
Alaska	33	100.0	96.8	81.0	68.1	100.0
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	15,005	91.5	59.4	60.2	61.5	98.7
Region						
East	7,919	96.9	63.7	71.4	73.0	99.6
Northern plains	2,799	80.7	41.6	44.4	48.2	98.6
South central	1,472	95.2	72.5	53.2	60.1	99.3
Southwest	1,387	99.0	95.3	52.5	40.3	93.3
Northwest	1,406	70.8	21.0	42.3	45.5	98.6
Alaska	23	100.0	100.0	89.2	—	100.0

— Too few cases for a reliable estimate.

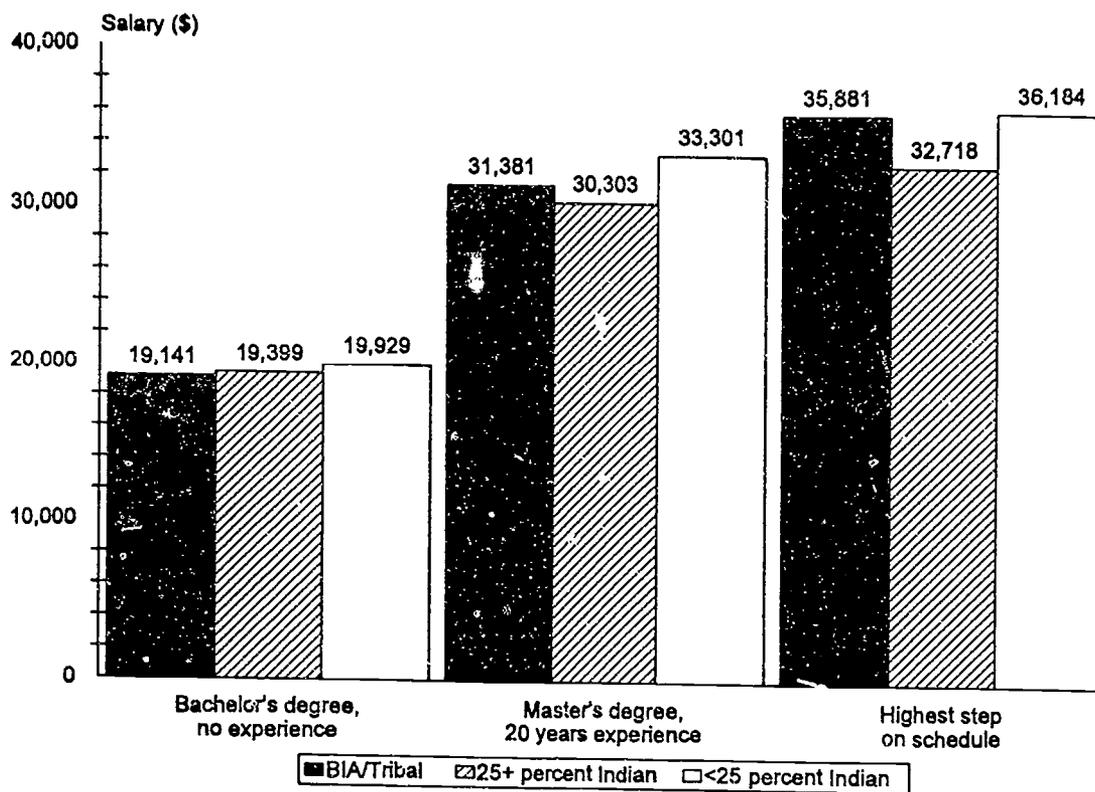
*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

²In-kind benefits include housing, meals, tuition, child care, and transportation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

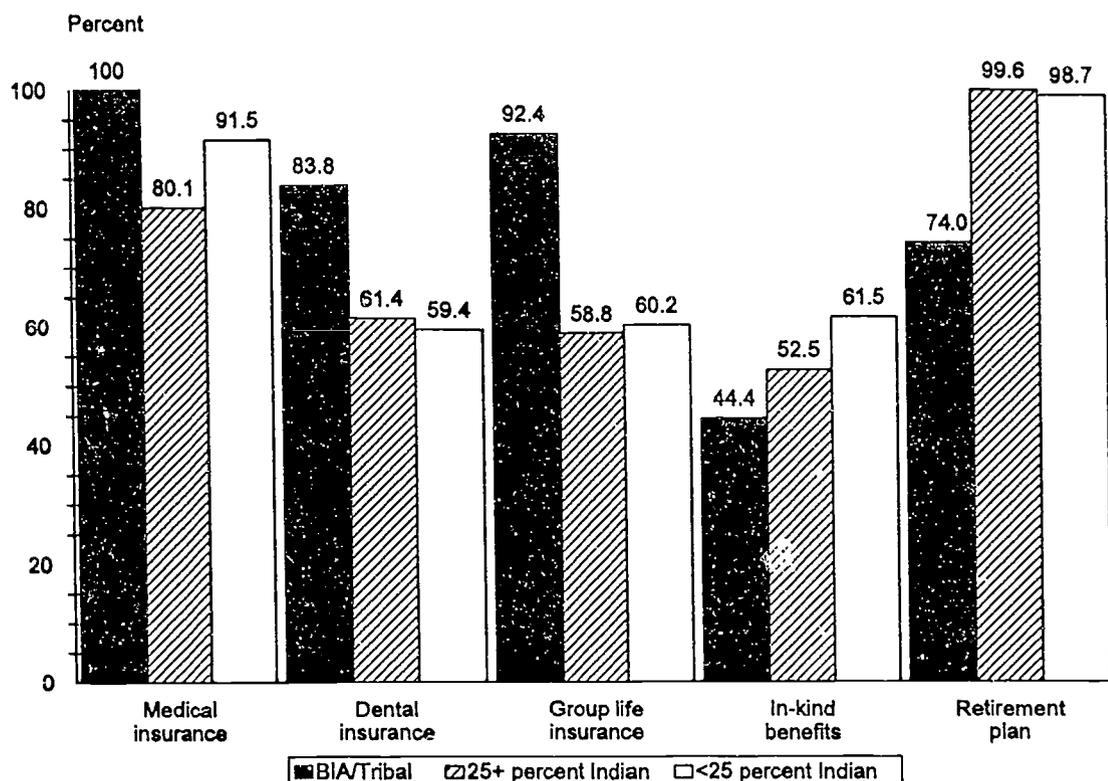
Figure 16-- Average scheduled salary for school teachers for selected salary schedule levels, by district and school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

schools were more likely to receive medical, dental, and life insurance benefits than teachers from public districts with either small or large Indian student enrollments. Schools districts with low Indian student enrollment were more likely than BIA/tribal schools to offer some type of in-kind benefits that could include housing, meals, tuition, child care, or transportation (figure 17). Seventy-four percent of BIA/tribal schools offered retirement plans to their teachers. In contrast, retirement plans in public schools with large and small Indian student enrollments were almost universal.

Figure 17-- Percentage of districts offering various benefits to teachers, by district and school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Summary

The compensation provided to principals and teachers in BIA/tribal schools and public schools with high and low Indian student enrollment reveals some statistically significant differences and similarities that warrant additional investigation. On the surface, teacher salary schedules for all schools are similar and BIA/tribal schools have slightly higher maximum salary levels. However, principals with master's degrees in schools serving few Indian students have a larger annual salary than principals with a comparable degree in BIA/tribal schools and public schools with high Indian student enrollment. BIA/tribal school principals with "more than master's degrees" report salaries that average \$10,000 less than their colleagues at public schools with low Indian student enrollment.

In terms of benefits, BIA/tribal schools are more likely to provide medical, dental, and group life insurance benefits to their teachers than public schools. However, public school teachers in districts with both low and high Indian student enrollment have greater access to

retirement plans than their counterparts in BIA/tribal schools. Public school teachers in districts with low Indian student enrollment are also more likely to receive in-kind benefits (e.g., housing, meals, tuition, transportation) than BIA/tribal school teachers.

CHAPTER 5

ATTITUDES AND PERCEPTIONS

The attitudes, beliefs, and morale of educators, the problems they perceive, the influence that various groups have on school practices, quality of teachers, and intentions to remain in the profession directly influence the quality of education that American Indian and Alaska Native students receive. The first section of this chapter examines the direction of administrative leadership in terms of the goals that principals rate as important to pursue. The next section examines school problems that principals and teachers see as the most serious, as well as student and teacher absence rates. The third section looks at what groups principals feel have influence on school practices. The final section examines how long principals believe they will remain a principal.

Direction of Administrative Leadership

Building basic literacy skills, promoting personal growth (e.g., self-esteem and self-knowledge), encouraging academic excellence, and promoting good work habits and self-discipline are the education goals most frequently selected by principals in all types of schools as the most important for students to achieve (table 20).⁷ Basic literacy skills was selected as one of the three most important goals by the largest percentage of principals in all types of schools (90 percent in BIA/tribal schools, 86 percent in high Indian enrollment schools, and 76 percent in schools serving few Indian students) (figure 18). Personal growth and academic excellence were the next two goals selected by principals in all three school types. More BIA/tribal school principals selected multicultural awareness and understanding as an important student goal than principals in other schools. Ten percent of the principals in public schools with high Indian student enrollment and seven percent of principals in schools with low Indian enrollment also selected this goal as important for students to achieve.

School Problems

Principals. Principals from BIA/tribal schools and public schools with high and low Indian student enrollment see a variety of serious problems in their schools. There are

⁷Principals were asked to select the first, second, and third most important goals from a list of eight options.

Table 20— Percentage of principals who rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral values
TOTAL	79,031	76.4	62.5	60.1	58.0	7.1	12.5	17.7	5.7
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS									
Total	141	90.4	69.5	47.9	38.3	27.9	13.6	8.1	4.3
School level									
Elementary	95	88.3	72.9	50.3	40.3	29.7	4.4	10.6	3.4
Secondary	20	93.5	78.0	39.1	27.7	23.6	32.7	—	5.4
Combined	26	95.7	—	—	—	—	—	—	—
School size									
Less than 100	36	83.6	80.0	—	—	—	—	—	—
100 to 499	92	94.4	62.5	47.3	41.6	24.9	16.4	7.4	5.4
500 or more	12	80.1	91.7	49.7	35.6	25.6	8.3	—	8.9
Community type									
Urban	—	—	—	—	—	—	—	—	—
Suburban	—	86.1	80.6	—	—	—	—	—	—
Rural-small town	106	91.0	67.3	49.4	40.0	28.6	12.5	6.5	4.7
Region									
East	—	—	—	—	—	—	—	—	—
Northern plains	26	81.9	—	—	—	—	—	—	—
South central	19	100.0	38.3	50.3	57.3	26.0	10.2	17.9	—
Southwest	86	91.7	78.1	44.8	34.2	26.5	10.4	9.3	5.1
Northwest	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity									
American Indian/Alaska Native	67	91.1	75.1	58.3	31.4	22.7	7.5	9.8	4.2
Tribally enrolled	65	90.8	74.4	59.9	32.2	23.4	5.0	10.1	4.3
Not enrolled	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—	—
White non-Hispanic	69	90.9	63.7	41.4	44.1	31.2	20.5	3.4	4.7

95 See footnotes at end of table.

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Table 20— Percentage of principals rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral values
Sex									
Male	110	90.0	64.9	47.4	39.0	29.2	17.5	7.5	4.6
Female	—	91.8	85.7	—	—	—	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT									
Total	1,201	85.6	57.5	54.2	54.6	10.5	19.6	11.4	6.7
School level									
Elementary	648	83.3	55.3	55.7	57.1	13.8	13.3	13.7	7.7
Secondary	352	87.8	60.4	57.2	46.3	2.6	30.4	9.2	6.1
Combined	201	89.0	59.4	44.3	61.0	13.7	20.8	7.7	4.2
School size									
Less than 100	298	82.6	55.0	52.4	58.9	8.2	24.1	8.8	10.0
100 to 499	799	88.1	57.9	53.1	53.7	11.0	18.6	11.4	6.1
500 or more	104	74.7	61.0	68.1	49.1	13.1	14.3	18.3	1.6
Community type									
Urban	—	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—	—
Rural-small town	1,134	85.7	58.4	53.3	54.9	9.6	19.3	11.9	6.9
Region									
East	110	84.2	59.8	52.4	52.3	8.6	23.0	14.6	5.0
Northern plains	160	81.9	68.3	48.4	60.4	10.8	16.3	11.6	2.3
South central	134	74.7	69.8	53.9	40.3	19.6	17.6	18.2	5.8
Southwest	216	79.6	56.7	51.7	51.1	15.5	19.5	17.5	8.4
Northwest	394	91.5	44.5	65.3	57.0	2.3	24.0	5.4	10.0
Alaska	187	91.7	66.2	40.2	60.0	16.5	12.6	9.8	2.9

See footnotes at end of table. 97

Table 20— Percentage of principals rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total princ:pls	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral values
Race-Ethnicity									
American Indian/Alaska Native	180	90.9	42.2	73.6	51.9	8.2	21.8	10.0	1.4
Tribally enrolled	168	90.3	39.1	73.5	53.8	8.8	22.4	10.7	1.5
Not enrolled	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—	—
White non-Hispanic	952	85.2	50.6	50.1	57.1	9.5	18.5	11.3	7.8
Sex									
Male	887	90.4	57.3	54.2	53.5	8.5	19.2	10.4	6.4
Female	314	72.0	57.8	54.4	57.6	16.1	20.6	14.2	7.3
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT									
Total	77,577	76.2	62.6	60.2	58.1	7.0	12.3	17.8	5.7
School level									
Elementary	54,321	78.0	65.9	59.1	58.4	7.5	7.2	18.6	5.3
Secondary	19,149	70.5	53.9	65.2	57.5	6.6	23.6	16.0	6.7
Combined	4,107	78.0	59.9	52.5	56.9	3.6	27.8	14.9	6.5
School size									
Less than 100	4,418	78.4	61.1	46.8	63.2	3.7	18.6	17.6	10.6
100 to 499	41,134	77.5	63.5	58.9	59.4	5.9	11.3	17.7	5.8
500 or more	32,026	74.2	61.6	63.8	55.7	9.0	12.8	17.9	5.0
Community type									
Urban	18,518	75.3	61.4	60.5	52.9	13.0	11.7	19.8	5.4
Suburban	20,681	72.6	66.0	60.5	56.8	9.6	9.5	20.3	4.8
Rural-small town	38,379	78.5	61.4	60.0	61.2	2.8	14.2	15.5	6.4

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See footnotes at end of table.

Table 20— Percentage of principals rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

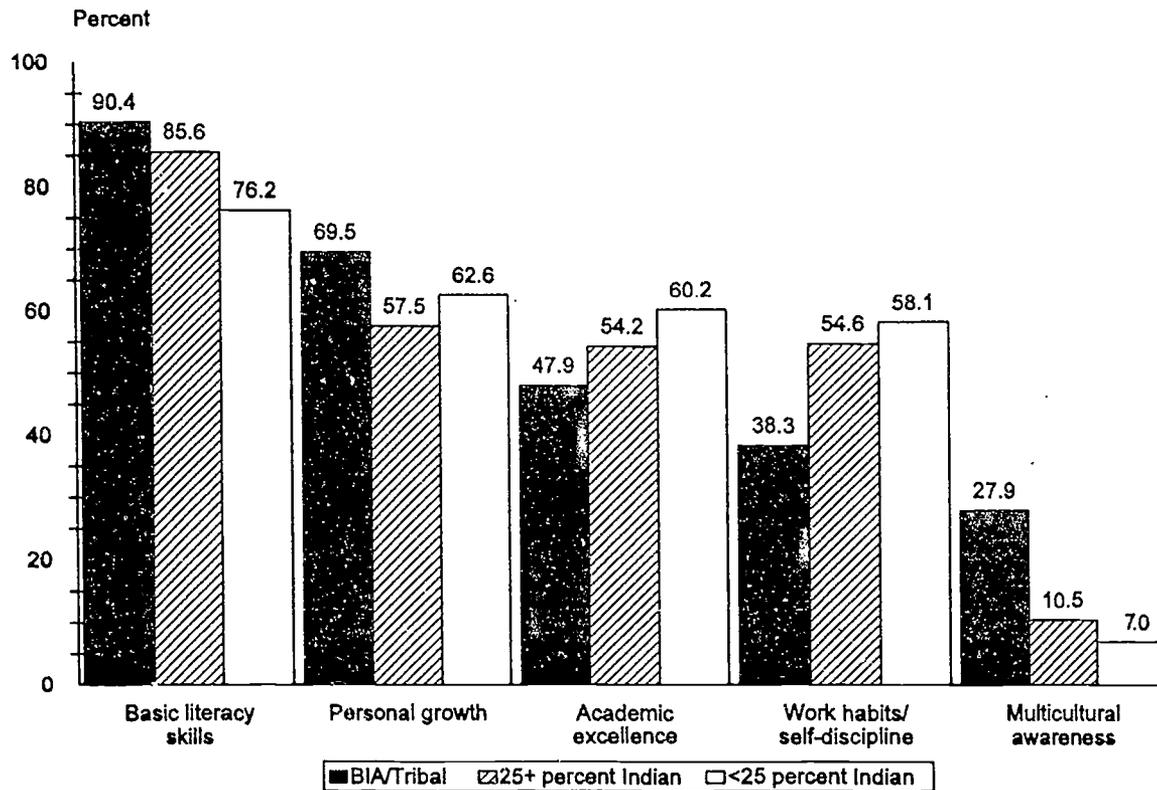
School characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral values
Region									
East	46,477	75.3	60.9	61.9	59.0	7.2	12.8	16.3	6.7
Northern plains	8,501	76.7	69.5	54.0	60.6	4.8	9.6	21.1	3.7
South central	6,338	76.5	70.3	52.2	59.6	4.5	11.3	22.2	3.6
Southwest	9,076	78.0	65.3	56.2	52.1	11.4	10.2	22.7	4.2
Northwest	6,959	78.9	54.9	69.7	55.5	5.2	16.3	13.5	6.1
Alaska	227	72.2	66.9	52.4	59.0	10.6	16.8	19.7	2.4
Race-Ethnicity									
American Indian/Alaska Native	534	75.0	54.5	57.4	55.4	12.1	14.9	24.9	5.8
Tribally enrolled	—	79.9	73.5	—	—	—	—	—	—
Not enrolled	—	71.9	—	—	—	—	—	—	—
Asian/Pacific Islander	594	64.0	88.8	58.7	36.6	21.6	5.1	23.8	1.3
Black non-Hispanic	6,753	73.5	54.6	62.3	54.6	18.7	14.5	13.8	8.1
Hispanic	2,954	80.8	64.8	68.3	42.4	12.2	9.7	15.9	6.0
White non-Hispanic	66,743	76.4	63.1	59.7	59.3	5.5	12.3	18.2	5.5
Sex									
Male	54,283	77.1	60.7	60.2	58.9	6.0	13.8	16.4	6.9
Female	23,294	73.9	67.0	60.4	56.2	9.4	9.0	20.9	3.1

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Figure 18-- Percentage of principals who rated certain goals as the first, second, or third most important goal for students to achieve, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

remarkable similarities in the primary problems identified by the principals in each type of school; each agree that poverty, parental alcohol/drug abuse, and lack of parental involvement are serious problems. However, differences among school types in the proportions of principals who identify problems are also apparent (table 21). For example, more principals in BIA/tribal schools see poverty (63 percent) and parental substance abuse (55 percent) as serious problems in their schools than principals in either type of public school. In public schools with high Indian student enrollment, 31 percent of the principals identified poverty and parental alcohol and drug abuse as serious problems in their schools. In contrast, only 14 percent of principals at public schools with low Indian student enrollment see poverty as a serious problem for their schools, and six percent of these principals report parental substance abuse as a serious problem.

Table 21— Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principals	Poverty	Parental alc./drug abuse	Lack of parental involvement	Student Absenteeism	Student Tardiness	Students Dropping Out	Student Use of Alcohol	Cultural conflict	Student Apathy	Lack of academic challenge
TOTAL	79,031	14.9	6.7	14.5	6.6	5.0	2.9	4.3	1.4	7.4	2.7
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS											
Total	141	63.3	55.0	46.5	22.7	15.7	14.4	13.7	12.2	11.1	10.0
School level											
Elementary	95	61.9	53.4	43.9	10.3	9.6	5.2	4.0	13.2	6.6	4.4
Secondary	20	50.0	52.0	66.1	62.5	37.3	33.8	37.9	—	26.7	26.2
Combined	26	79.1	—	—	—	—	—	—	—	—	—
School size											
Less than 100	36	—	58.9	66.7	—	—	—	—	—	—	—
100 to 499	92	67.2	55.1	37.4	25.6	17.7	17.1	17.2	14.1	8.4	12.4
500 or more	12	42.2	42.2	54.7	21.6	16.6	8.3	—	—	24.8	8.3
Community type											
Urban	—	—	—	—	—	—	—	—	—	—	—
Suburban	—	54.7	—	—	—	—	—	—	—	—	—
Rural-small town	106	65.8	59.6	47.3	22.3	14.3	13.1	12.7	11.6	12.2	6.9
Region											
East	—	—	—	—	—	—	—	—	—	—	—
Northern plains	26	83.0	64.5	—	—	—	—	—	—	—	—
South central	19	81.5	61.1	63.3	32.3	22.2	20.6	17.0	—	22.2	—
Southwest	86	56.6	48.3	44.0	12.9	11.2	7.7	10.1	16.5	3.6	10.0
Northwest	—	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity											
American Indian/Alaska Native	67	57.9	48.8	35.1	21.4	18.1	14.9	14.6	12.6	4.5	11.2
Tribally enrolled	65	56.7	50.1	36.0	22.0	18.6	12.7	12.3	10.3	4.6	8.8
Not enrolled	—	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—	—	—	—
White non-Hispanic	69	69.6	59.5	55.2	25.6	14.5	13.3	13.7	12.8	18.3	9.5

See footnotes at end of table.

Table 21— Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity and sex: 1990-91—Continued

School characteristics	Total principals	Poverty	Parental alc./drug abuse	Lack of parental involvement	Student Absenteeism	Student Tardiness	Students Dropping Out	Student Use of Alcohol	Cultural conflict	Student 'Apathy	Lack of academic challenge
Sex											
Male	110	64.6	52.0	50.0	26.1	15.6	17.5	15.3	13.5	14.3	11.6
Female	—	—	65.3	—	—	—	—	—	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT											
Total	1,201	31.7	30.7	25.7	21.0	12.6	5.9	12.5	8.8	15.3	3.8
School level											
Elementary	648	36.1	28.2	22.4	11.2	8.1	1.7	4.2	6.8	12.2	4.0
Secondary	352	30.2	30.4	28.9	34.1	15.3	14.2	23.6	11.8	17.1	1.1
Comb.ined	201	19.8	39.3	30.7	29.9	22.2	5.2	19.8	10.0	21.8	7.5
School size											
Less than 100	298	25.0	29.2	21.7	31.1	10.7	3.4	18.0	8.4	11.3	3.6
100 to 499	799	31.9	31.0	26.5	17.7	12.8	7.0	10.6	9.0	17.7	3.8
500 or more	104	49.0	32.7	31.2	17.5	16.4	4.5	10.7	8.4	8.1	3.7
Community type											
Urban	—	—	—	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—	—	—	—
Rural-small town	1,134	31.8	31.4	26.6	20.6	12.6	6.3	12.5	8.9	14.8	3.8
Region											
East	110	31.1	12.9	16.8	33.3	9.6	15.9	8.1	4.0	18.7	5.8
Northern plains	160	51.6	51.4	37.7	24.4	19.3	9.6	16.2	11.1	16.1	6.5
South central	134	48.1	59.3	29.9	23.7	19.1	7.7	21.2	9.8	17.8	5.4
Southwest	216	42.7	38.4	30.1	19.6	10.9	2.2	15.3	9.9	11.9	2.6
Northwest	394	21.1	7.9	14.6	9.8	1.6	0.8	5.3	0.9	15.9	1.7
Alaska	187	12.7	42.3	36.0	34.4	29.0	10.8	17.4	24.4	13.2	4.7

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See footnotes at end of table.

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Table 21— Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Poverty	Parental alc./drug abuse	Lack of parental involvement	Student Absentecism	Student Tardiness	Students Dropping Out	Student Use of Alcohol	Cultural conflict	Student Apathy	Lack of academic challenge
Race-Ethnicity											
American Indian/Alaska Native	180	43.0	24.9	21.1	13.2	3.8	2.3	1.0	11.2	19.5	—
Tribally enrolled	168	40.8	23.3	21.6	14.1	4.0	2.5	1.0	12.0	20.8	—
Not enrolled	—	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—	—	—	—
White non-Hispanic	952	29.5	33.2	26.9	22.0	14.9	7.0	14.7	8.5	14.3	4.5
Sex											
Male	887	29.9	25.2	25.5	21.1	11.5	7.1	13.6	7.9	17.6	3.9
Female	314	36.6	46.1	26.3	20.9	15.5	2.7	9.2	11.3	8.6	3.3
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT											
Total	77,577	14.5	6.2	14.3	6.4	4.9	2.8	4.2	1.2	7.3	2.7
School level											
Elementary	54,321	15.3	6.3	11.9	3.5	3.1	0.5	0.7	1.1	4.6	2.0
Secondary	19,149	11.3	5.6	19.6	14.0	10.1	8.9	13.8	1.2	13.7	4.1
Combined	4,107	18.2	7.2	20.5	8.7	4.6	5.2	5.9	2.8	12.6	5.0
School size											
Less than 100	4,418	9.2	6.1	14.9	3.2	0.9	1.2	6.9	1.2	6.3	1.0
100 to 499	41,134	14.5	6.0	12.4	4.5	3.3	1.7	3.4	0.9	6.1	2.5
500 or more	32,026	15.2	6.4	16.7	9.2	7.5	4.5	5.7	1.7	8.8	3.2
Community type											
Urban	18,518	27.0	10.1	21.3	11.1	9.0	4.1	2.7	2.9	8.7	3.9
Suburban	20,681	10.9	5.6	13.3	5.4	5.1	2.5	3.4	0.9	5.6	2.8
Rural-small town	38,379	10.4	4.6	11.4	4.7	2.8	2.4	5.3	0.6	7.4	2.1

See footnotes at end of table.

Table 21— Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Poverty	Parental alc./drug abuse	Lack of parental involvement	Student Absenteeism	Student Tardiness	Students Dropping Out	Student Use of Alcohol	Cultural conflict	Student Apathy	Lack of academic challenge
Region											
East	46,477	14.7	5.7	13.9	6.2	5.3	2.9	3.7	1.1	8.7	3.4
North in plains	8,501	5.7	4.9	7.1	3.0	2.1	0.5	5.8	0.8	3.2	1.0
South central	6,338	10.2	8.3	12.8	5.6	3.8	3.0	5.0	1.0	6.1	2.2
Southwest	9,076	23.6	8.5	19.1	10.2	5.4	4.6	4.8	2.7	4.7	1.6
Northwest	6,959	16.2	5.6	20.8	7.5	5.7	2.6	4.0	0.5	6.5	2.4
Alaska	227	1.0	9.5	6.1	6.6	7.9	3.9	7.5	4.1	4.4	1.0
Race-Ethnicity											
American Indian/Alaska Native	534	10.9	10.2	38.7	11.9	8.7	2.4	14.0	2.3	8.3	2.8
Tribally enrolled	—	—	—	—	—	—	—	—	—	—	—
Not enrolled	—	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	594	16.9	4.1	14.2	8.1	2.0	1.5	3.2	1.7	8.6	0.8
Black non-Hispanic	6,753	31.0	11.6	27.8	11.9	10.5	3.0	1.3	2.7	8.8	7.2
Hispanic	2,954	32.9	7.3	15.6	11.4	6.5	6.0	2.5	2.3	4.5	2.2
White non-Hispanic	66,743	12.0	5.6	12.7	5.5	4.3	2.7	4.5	1.0	7.2	2.3
Sex											
Male	54,283	12.4	5.0	14.0	6.6	4.8	3.3	5.0	1.0	8.0	2.7
Female	23,294	19.4	8.8	15.0	5.9	5.2	1.7	2.3	1.6	5.4	2.8

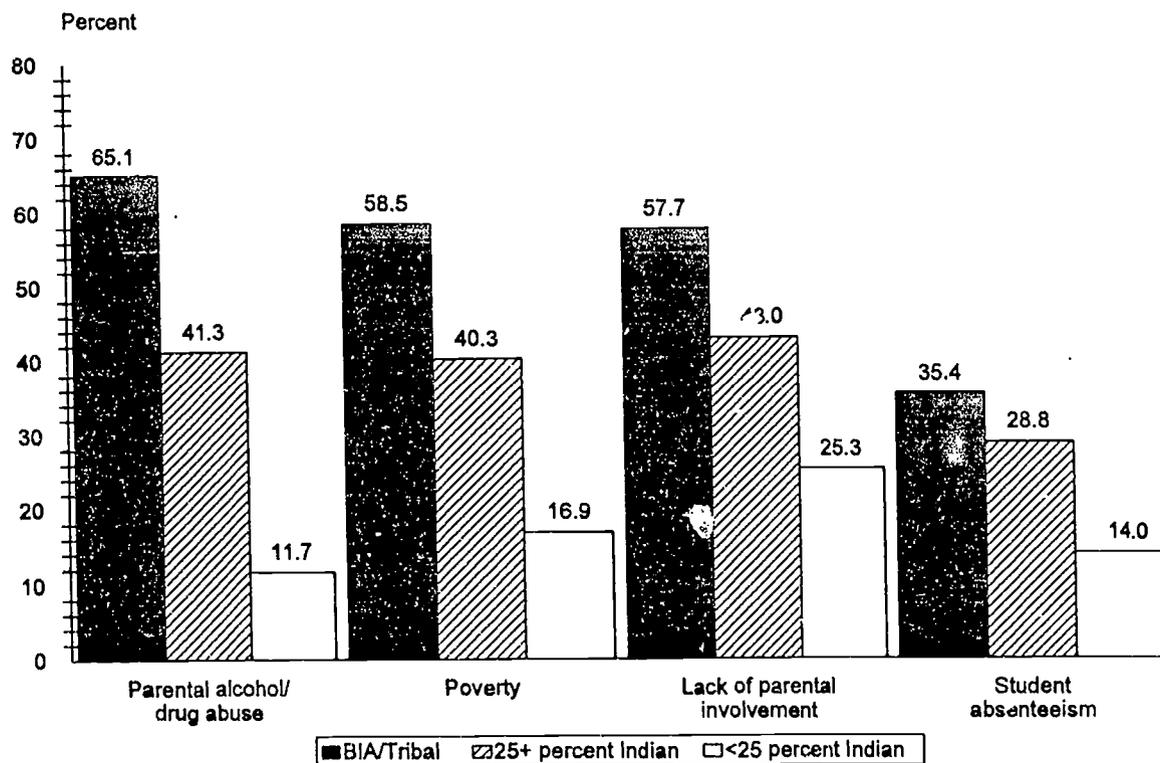
— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Teachers. As shown in figure 19 and table 22, the three issues most frequently reported by teachers in BIA/tribal schools as posing serious problems were parental alcohol and drug abuse (65 percent), poverty (58 percent), and lack of parental involvement (58 percent). These same three issues were the ones most frequently cited as posing serious problems by teachers in public schools with high Indian student enrollment: lack of parental involvement (43 percent), parental alcohol and drug abuse (41 percent), and poverty (40 percent). In public schools with low Indian student enrollment, lack of parental involvement (25 percent of teachers), poverty (17 percent), and parental alcohol and drug abuse (12 percent) were also among the most frequently reported serious problems by teachers, though by a smaller proportion of teachers than at BIA/tribal schools. More teachers in public schools with low Indian enrollment reported that other problems, such as student apathy (20 percent) and student absenteeism (14 percent), were more serious problems in their schools than parental substance abuse (12 percent).

Figure 19-- Percentage of teachers who view certain issues as serious problems in their schools, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Table 22— Percentage of teachers who view certain issues as serious problems in their schools, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total teachers	Parental alcohol/drug abuse	Poverty	Lack of parental involvement	Student Absenteeism	Student apathy	Student alcohol use	Disrespect for teachers	Students dropping out	Cultural conflict	Student tardiness
TOTAL	2,562,000	12.0	17.1	25.5	14.2	20.6	8.2	13.0	6.4	4.3	11.2
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS											
Total	2,512	65.1	58.5	57.7	35.4	31.8	27.6	22.8	22.6	21.3	20.3
School level											
Elementary	1,251	63.4	58.3	55.2	21.6	18.6	7.1	18.8	4.6	14.5	7.6
Secondary	438	58.6	48.1	60.5	52.8	50.0	59.8	13.2	43.3	19.8	38.1
Combined	823	71.2	64.4	60.1	47.0	42.1	41.5	34.1	38.8	32.4	30.1
School size											
Less than 100	288	68.1	57.7	52.9	25.8	25.4	12.4	18.5	6.3	15.1	8.6
100 to 499	1,723	65.6	62.2	60.0	38.7	30.8	27.5	26.9	24.8	25.5	20.8
500 or more	502	61.7	46.3	52.8	29.6	38.9	36.5	11.4	24.1	10.6	25.0
Community type											
Urban	—	69.5	65.2	56.2	—	—	—	—	—	—	—
Suburban	513	62.7	46.7	51.9	32.6	42.7	29.4	25.2	19.9	23.4	16.5
Rural-small town	1,943	65.6	61.4	59.3	36.6	28.5	27.1	22.6	22.9	20.7	21.2
Region											
East	—	—	54.7	—	—	—	—	—	—	—	—
Northern plains	726	74.6	67.4	54.3	47.5	37.3	35.0	34.6	35.6	27.6	32.0
South central	200	73.5	72.9	75.5	46.3	38.8	37.7	20.0	34.3	23.9	34.0
Southwest	1,393	60.3	52.9	55.7	27.3	28.5	20.9	18.0	12.4	18.2	11.6
Northwest	—	47.0	43.5	76.0	54.0	33.0	61.2	22.4	71.2	24.6	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT											
Total	21,554	41.3	40.3	43.0	28.8	28.1	21.0	13.4	13.6	14.2	19.3
School level											
Elementary	12,239	40.8	41.1	40.0	22.4	21.6	11.5	11.5	7.0	13.4	13.4
Secondary	7,028	37.1	39.2	45.4	39.1	36.5	34.7	13.6	24.7	12.4	25.2
Combined	2,287	56.4	39.3	51.5	31.4	36.8	29.7	23.0	14.9	23.5	33.4

See footnotes at end of table.



Table 22— Percentage of teachers who view certain issues as serious problems in their schools, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total teachers	Parental alcohol/drug abuse	Poverty	Lack of parental involvement	Student absenteeism	Student apathy	Student alcohol use	Disrespect for teachers	Students dropping out	Cultural conflict	Student tardiness
School size											
Less than 100	2,412	45.1	42.2	49.5	27.1	30.2	27.3	14.2	17.0	16.6	25.8
100 to 499	14,862	40.5	38.7	42.2	27.8	28.7	21.1	14.1	12.3	12.5	18.0
500 or more	4,280	41.5	45.0	42.1	33.3	25.0	17.0	10.6	16.4	18.5	20.3
Community type											
Urban	—	—	—	—	—	—	—	—	—	—	—
Suburban	581	31.5	24.8	21.2	27.8	27.9	10.2	13.0	3.1	11.1	12.2
Rural-small town	20,500	41.8	40.3	43.6	29.0	28.4	21.8	13.6	14.2	14.4	19.6
Region											
East	2,407	27.5	39.6	46.7	14.4	22.1	10.0	13.0	7.1	6.9	10.4
Northern plains	3,978	58.6	54.4	53.0	41.3	36.1	30.1	23.9	22.8	20.2	28.8
South central	3,140	70.0	60.4	53.3	51.8	33.3	34.7	18.4	17.7	26.1	35.2
Southwest	4,684	46.5	41.4	43.9	30.8	28.6	22.4	8.1	17.1	19.3	18.9
Northwest	6,390	13.7	26.9	29.3	13.9	21.3	12.5	7.1	6.1	2.0	6.5
Alaska	1,955	62.9	28.3	49.3	34.9	36.0	22.9	23.2	17.3	22.4	33.7
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT											
Total	2,536,471	11.7	16.9	25.3	14.0	20.5	8.1	13.0	6.3	4.2	11.1
School level											
Elementary	1,517,428	11.3	18.3	21.4	6.8	12.7	1.3	11.2	1.2	4.0	5.7
Secondary	900,904	12.0	13.9	31.2	26.5	33.3	19.2	15.7	14.7	4.5	20.3
Combined	118,140	14.8	20.6	29.8	11.8	23.2	11.6	14.6	8.1	5.0	9.7
School size											
Less than 100	38,450	14.4	17.0	22.5	9.0	14.2	12.8	9.5	3.8	2.4	3.9
100 to 499	926,465	11.7	16.9	21.4	7.7	14.3	5.8	8.8	2.8	2.8	5.7
500 or more	1,571,556	11.7	16.9	27.6	17.9	24.3	9.4	15.5	8.4	5.1	14.5
Community type											
Urban	709,942	17.7	27.1	36.0	20.9	25.1	6.3	19.1	9.9	7.5	18.3
Suburban	782,945	9.2	11.1	21.1	12.8	18.9	6.5	11.9	5.1	3.8	10.3
Rural-small town	1,043,584	9.6	14.3	21.1	10.2	18.6	10.5	9.6	4.7	2.3	6.8

See footnotes at end of table.

Table 22— Percentage of teachers who view certain issues as serious problems in their schools, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total teachers	Parental alcohol/drug abuse	Poverty	Lack of parental involvement	Student absenteeism	Student apathy	Student alcohol use	Disrespect for teachers	Students dropping out	Cultural conflict	Student tardiness
Region											
East	1,623,827	10.7	16.4	25.3	13.2	21.0	7.5	13.5	5.9	3.9	11.0
Northern plains	217,934	9.7	9.3	14.9	9.7	15.1	11.2	9.4	2.5	1.8	6.3
South central	159,570	12.3	13.3	19.1	12.7	16.4	8.7	8.6	5.0	2.9	9.0
Southwest	280,853	17.1	23.9	32.1	22.7	23.2	6.7	12.9	11.0	7.2	15.4
Northwest	249,274	13.3	21.1	30.7	13.8	22.0	10.1	16.0	7.6	5.9	12.6
Alaska	5,013	19.3	3.4	15.7	13.2	11.9	11.3	7.0	4.7	2.9	6.8

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Rates of teacher absences were not statistically different among schools serving American Indian and Alaska Native students (figure 20 and table 23). For students attending BIA/tribal schools, nine percent are likely to be absent on a given day. This absence rate for BIA/tribal school students is higher than the percentage in either type of public school (7 percent for both).

Influence on School Practices

Table 24 presents the percentage of principals who thought that various groups or persons had a great deal of influence on various schools practices. Very few principals in the three school types see the parent association as having much influence on school practices. However, over one third of the principals at BIA/tribal schools see themselves (38 percent) and their teachers (35 percent) as having a great deal of influence on the development of

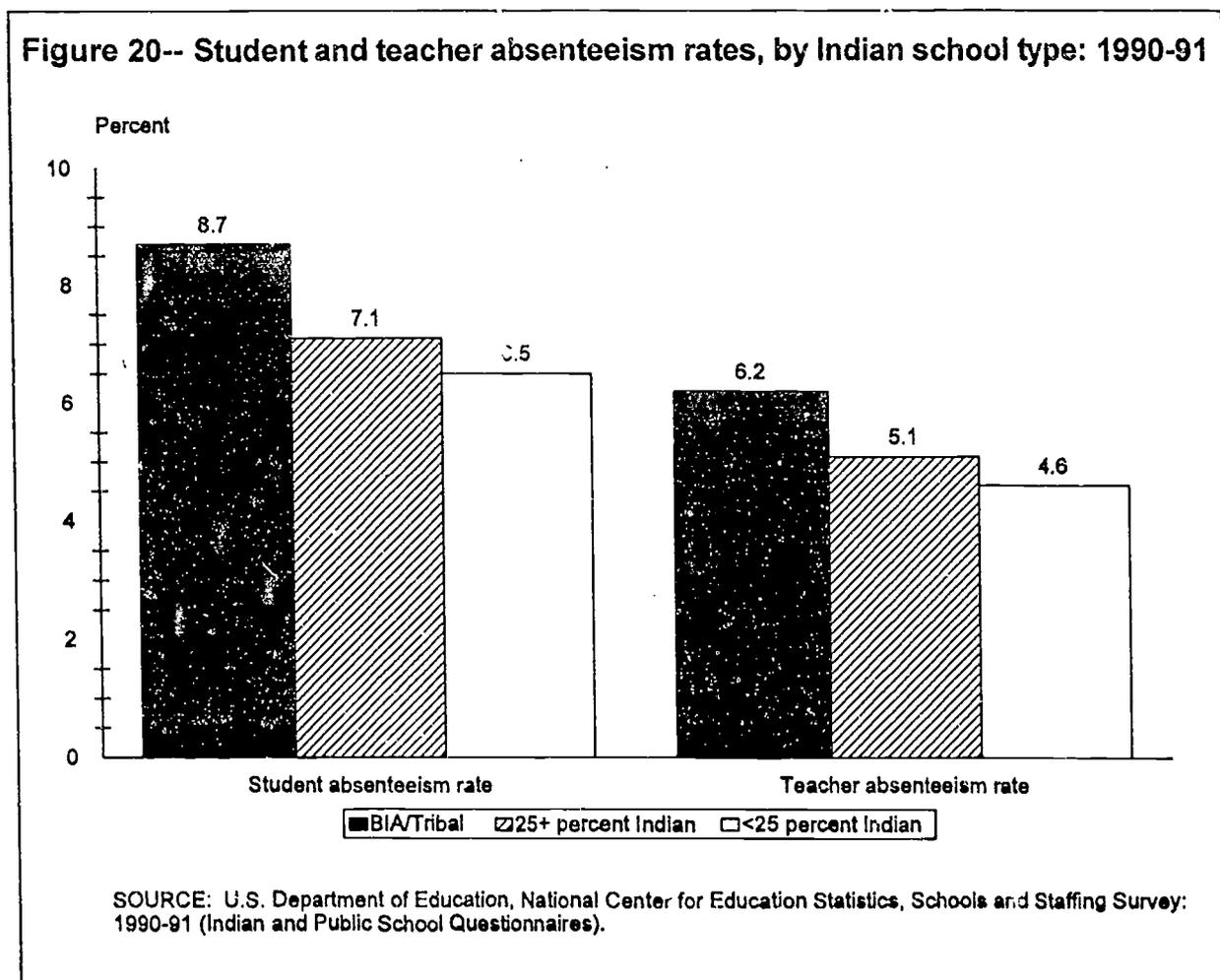


Table 23— Percentage of student and teacher absenteeism, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total students	Student absenteeism	Total teachers	Teacher absenteeism
TOTAL	40,139,504	6.5	2,562,103	4.6
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	35,805	8.7	2,615	6.2
School level				
Elementary	18,825	6.6	1,248	5.0
Secondary	6,106	11.6	489	8.5
Combined	10,875	10.8	878	—
School size				
Less than 100	2,563	—	257	—
100 to 499	25,254	8.5	1,854	5.4
500 or more	7,989	9.1	504	9.4
Community type				
Urban	—	—	—	—
Suburban	—	—	—	—
Rural-small town	27,904	9.3	2,001	6.4
Region				
East	—	—	—	—
Northern plains	7,618	11.0	645	—
South central	2,876	10.8	300	4.2
Southwest	22,516	7.6	1,449	5.7
Northwest	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	298,715	7.1	22,391	5.1
School level				
Elementary	190,137	6.2	13,076	4.6
Secondary	84,052	9.0	7,149	6.3
Combined	24,526	8.1	2,166	4.1
School size				
Less than 100	15,943	9.2	1,998	2.8
100 to 499	214,636	6.9	15,967	5.1
500 or more	68,136	7.2	4,425	6.2
Community type				
Urban	—	—	—	—
Suburban	—	—	—	—
Rural-small town	280,376	7.0	21,329	5.2

See footnotes at end of table.

Table 23— Percentage of student and teacher absenteeism, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total students	Student absenteeism	Total teachers	Teacher absenteeism
Region				
East	39,864	5.7	2,738	3.9
Northern plains	34,648	7.4	2,888	5.1
South central	39,049	9.2	2,850	5.0
Southwest	73,141	7.9	4,753	8.0
Northwest	89,178	6.0	7,191	4.2
Alaska	22,837	7.1	1,971	3.3
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	39,804,984	6.5	2,537,097	4.6
School level				
Elementary	24,896,183	5.5	1,532,004	4.5
Secondary	13,608,716	8.2	897,878	4.8
Combined	1,300,085	6.4	107,215	4.8
School size				
Less than 100	279,185	7.1	36,898	3.4
100 to 499	12,977,538	5.6	913,894	4.0
500 or more	26,548,261	6.9	1,586,305	5.0
Community type				
Urban	11,884,342	7.7	726,077	5.2
Suburban	12,505,431	6.3	771,893	4.5
Rural-small town	15,415,211	5.6	1,039,127	4.2
Region				
East	24,178,351	6.4	1,624,261	4.7
Northern plains	2,940,855	5.1	217,932	3.3
South central	2,807,705	6.6	159,867	4.0
Southwest	5,982,906	7.7	281,192	5.1
Northwest	3,808,891	5.8	248,848	4.7
Alaska	86,275	7.0	4,997	6.3

—Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Table 24— Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Establishing curriculum					Hiring new full-time teachers					Setting discipline policy				
	Total principals	State edu. agency	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.	State edu agency	School board	Principal	Teachers	Parent assoc.
TOTAL	79,031	35.3	21.0	21.0	24.6	1.7	28.6	56.8	5.6	0.8	8.5	37.1	53.6	31.4	4.0
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS															
Total	141	17.7	16.5	37.5	34.8	—	51.0	59.6	5.5	3.5	—	35.0	56.2	36.4	7.0
School level															
Elementary	95	21.1	16.7	43.6	40.4	—	55.3	61.5	—	—	—	35.5	57.9	42.5	7.6
Secondary	20	24.1	—	33.6	30.1	—	38.6	70.8	19.5	—	—	35.6	64.2	25.1	—
Combined	26	—	—	—	—	—	—	—	—	—	—	—	—	—	—
School size															
Less than 100	36	—	—	—	—	—	—	67.8	—	—	—	—	54.6	—	—
100 to 499	92	18.2	20.1	40.5	39.5	—	52.8	56.7	7.3	5.3	—	39.4	57.7	39.1	7.8
500 or more	12	—	—	21.6	—	—	33.1	57.2	—	—	—	—	48.9	—	—
Community type															
Urban	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Rural-small town	106	13.9	17.4	35.0	32.2	—	49.2	59.5	4.5	2.8	—	34.1	57.1	34.4	6.7
Region															
East	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Northern plains	26	—	—	—	—	—	—	—	—	—	—	—	—	—	—
South central	19	11.4	17.7	17.3	12.0	—	36.1	53.7	—	—	—	—	—	—	—
Southwest	86	14.0	17.5	48.4	44.0	—	58.4	69.2	5.4	—	—	33.3	50.2	12.0	—
Northwest	—	—	—	—	—	—	—	—	—	—	—	36.9	63.4	49.6	9.6
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity															
American Indian/Alaska Native	67	25.6	18.6	44.2	41.8	—	56.1	63.2	—	—	—	34.8	61.2	45.1	8.6
Tribally enrolled	65	26.2	19.1	45.4	42.9	—	54.9	64.9	—	—	—	35.7	62.8	43.7	8.9
Not enrolled	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White non-Hispanic	69	11.4	11.9	32.1	30.7	—	46.1	56.8	5.8	—	—	35.8	51.8	25.0	6.0

Table 24— Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Establishing curriculum				Hiring new full-time teachers				Setting discipline policy						
	Total principals	State edu. agency	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.	State edu. agency	School board	Principal	Teachers	Parent assoc.
Sex															
Male	110	12.8	13.7	38.4	34.0	1.3	48.1	57.5	5.5	4.5	#	35.7	57.8	29.7	7.9
Female	—	—	—	—	—	—	61.3	67.0	—	—	—	—	—	59.8	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT															
Total	1,201	35.9	15.6	23.1	22.4	0.7	34.6	47.9	5.2	0.8	7.1	30.8	52.3	26.0	3.7
School level															
Elementary	648	39.8	18.0	26.2	22.7	1.3	38.9	53.0	6.4	—	9.4	34.1	55.0	28.9	2.5
Secondary	352	39.6	15.7	23.1	23.2	—	25.8	46.4	4.2	—	3.4	24.3	51.3	26.5	3.5
Combined	201	16.9	7.8	13.2	19.8	—	36.1	34.4	3.1	3.7	6.1	31.2	45.1	16.2	8.1
School size															
Less than 100	298	31.0	8.5	25.3	21.1	—	35.6	36.3	4.6	1.9	7.2	25.6	45.7	21.2	5.2
100 to 499	799	38.2	18.7	21.2	20.7	0.8	35.0	49.0	3.7	0.4	7.5	32.2	54.4	26.2	2.5
500 or more	104	32.4	12.5	31.2	38.9	—	29.2	73.7	18.5	—	3.6	35.0	54.6	38.4	9.1
Community type															
Urban	17	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Suburban	49	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Rural-small town	1,134	36.0	14.9	23.6	22.6	0.7	36.1	47.4	4.6	0.8	7.2	32.0	52.5	26.3	3.6
Region															
East	110	43.2	19.5	17.6	22.6	—	55.9	58.0	5.5	—	7.0	30.3	68.5	21.6	—
Northern plains	160	21.9	16.3	19.4	22.9	—	32.3	42.9	—	—	3.7	10.3	51.6	31.0	5.6
South central	134	34.8	17.3	45.0	46.9	—	26.6	58.4	13.6	—	7.3	22.3	53.9	49.5	—
Southwest	216	31.4	16.6	34.2	32.7	—	35.2	72.0	15.0	—	12.0	55.9	61.1	38.8	10.3
Northwest	394	52.0	15.5	17.6	11.8	—	34.6	41.5	—	—	6.7	32.8	46.7	14.6	—
Alaska	187	15.9	10.5	12.6	14.6	—	29.4	24.7	—	—	4.9	21.3	43.7	17.0	6.3
Race-Ethnicity															
American Indian/Alaska Native	180	45.1	22.4	31.1	26.0	—	41.1	38.8	5.0	—	14.7	41.2	52.9	29.7	3.8
Tribally enrolled	168	41.2	20.6	29.0	23.5	—	39.7	35.5	5.4	—	15.7	37.1	52.3	28.5	4.0
Not enrolled	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White non-Hispanic	952	35.1	13.7	22.2	22.2	0.7	31.5	49.8	5.6	1.0	5.0	27.1	51.6	25.8	3.0

Table 24— Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Establishing curriculum				Hiring new full-time teachers				Setting discipline policy					
	Total principals	State edu. agency	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.
Sex														
Male	887	33.6	13.4	19.5	18.9	—	29.3	47.2	3.7	1.0	25.1	51.6	22.7	3.5
Female	314	42.4	21.9	33.4	32.3	2.1	49.5	50.1	9.4	—	46.7	54.1	35.6	4.4
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT														
Total	77,577	35.4	21.1	20.9	24.6	1.7	28.5	56.9	5.6	0.8	37.2	53.7	31.3	4.0
School level														
Elementary	54,321	36.1	21.9	20.2	24.4	2.0	29.2	56.0	5.4	0.8	37.4	53.0	34.9	4.6
Secondary	19,149	33.7	19.1	22.0	24.8	0.9	26.9	60.0	6.3	0.9	36.3	55.9	22.6	2.4
Combined	4,107	33.0	19.1	25.4	25.7	1.5	25.8	54.2	5.4	0.8	37.8	52.5	29.5	3.5
School size														
Less than 100	4,418	26.2	16.6	27.9	30.8	2.1	39.7	49.7	8.3	1.5	38.0	52.9	34.0	4.1
100 to 499	41,134	35.1	19.8	21.1	24.5	1.6	28.9	55.4	4.8	1.1	34.8	53.5	32.1	3.3
500 or more	32,026	37.0	23.3	19.8	23.7	1.9	26.3	59.9	6.2	0.5	40.2	54.0	30.5	4.9
Community type														
Urban	18,518	39.6	29.5	17.8	19.6	2.8	30.6	45.2	5.1	0.5	44.0	46.0	29.5	5.8
Suburban	20,681	34.2	23.7	20.3	24.7	1.5	24.3	62.1	6.5	1.3	37.8	56.2	36.2	4.2
Rural-small town	38,379	33.9	15.6	22.7	26.9	1.3	29.7	59.8	5.3	0.8	33.6	56.0	30.0	3.0
Region														
East	46,477	36.1	20.9	19.4	21.3	1.4	31.8	53.6	4.2	0.7	40.0	51.1	26.7	3.6
Northern plains	8,501	23.8	18.3	23.5	31.0	1.7	18.8	59.7	5.7	0.7	27.8	59.4	35.5	2.5
South central	6,338	17.7	21.6	20.1	33.5	1.4	20.8	66.4	11.1	0.9	26.8	59.3	42.6	4.8
Southwest	9,076	43.8	26.0	26.8	32.0	3.6	24.1	65.1	10.3	1.8	33.6	63.0	49.8	7.3
Northwest	6,959	50.4	18.4	20.9	20.9	1.8	30.9	56.0	3.7	—	44.2	46.3	25.0	2.8
Alaska	227	5.0	25.4	19.1	23.4	5.6	13.7	61.2	5.7	3.1	32.1	54.1	33.6	12.0
Race-Ethnicity														
American Indian/Alaska Native	534	44.6	14.5	20.6	17.9	0.4	21.1	45.0	11.8	—	19.5	43.0	24.4	8.8
Tribally enrolled	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not enrolled	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	594	38.0	28.9	27.6	24.0	3.0	9.8	52.7	11.3	1.5	39.6	39.8	39.0	12.7
Black non-Hispanic	6,753	51.6	36.2	19.7	17.9	4.3	46.7	39.2	2.3	1.0	58.3	43.3	23.6	6.3
Hispanic	2,954	45.1	25.0	26.1	28.8	2.1	21.9	46.8	3.4	—	38.5	46.9	33.1	4.9
White non-Hispanic	66,743	33.2	19.4	20.7	25.1	1.4	27.1	59.3	5.9	0.9	35.1	55.2	32.3	3.6

Table 24— Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Establishing curriculum				Hiring new full-time teachers				Setting discipline policy				
		State edu. agency	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.	State edu. agency	School board	Principal	Teachers
Male	54,283	31.6	19.7	20.5	23.9	1.5	27.5	57.4	4.9	0.7	7.3	52.0	27.0	2.7
Female	23,294	44.2	24.2	21.8	26.1	2.4	30.7	55.7	7.3	1.1	11.3	57.5	42.2	7.0

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

#Estimate is less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

curriculum. For public schools serving either large or small numbers of Indian students, approximately 22 percent of the principals see themselves and their teachers as having influence on curriculum development. Public school principals (36 percent for schools with high Indian student enrollment and 35 percent for schools with low Indian student enrollment) see state education agencies as influential.

Over 59 percent of the principals in BIA/tribal schools reported that they have a great deal of influence on hiring new full-time teachers; 56 percent reported great influence on setting discipline policy. Approximately half of the BIA/tribal schools principals (51 percent) see the school board as influential when hiring teachers. The school board (35 percent) and teachers (36 percent) are seen as influential when setting discipline policy. Principals in public schools serving few Indian students have similar perceptions of the influence of school boards and teachers in setting discipline policy.

Rating of Teacher Quality

Overall, 37 percent of principals rated experienced teachers (those with three years of teaching or more) as excellent (figure 21 and table 25), and 24 percent rated less experienced

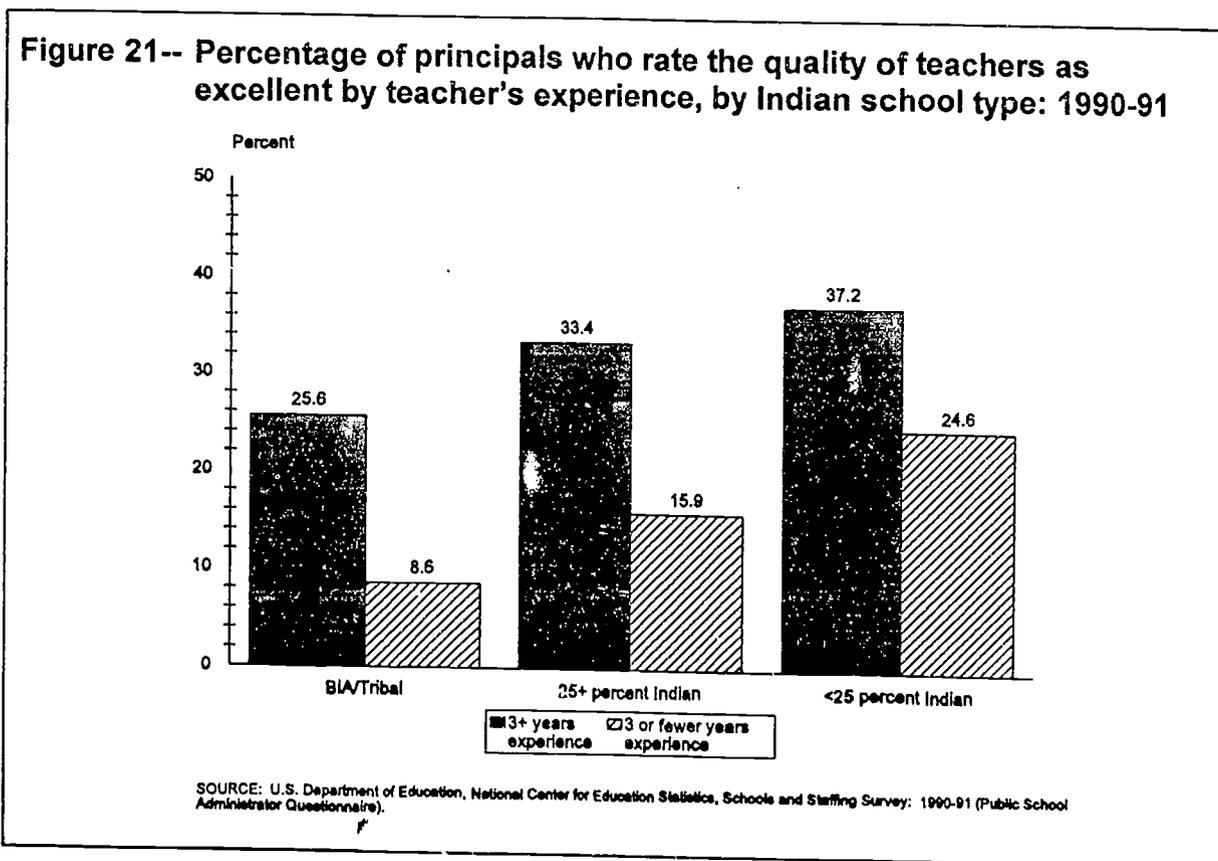


Table 25— Percentage of principals who rated the quality of teachers as excellent by teacher's experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principals	Teachers with more than 3 years experience	Teachers with 3 or fewer years experience
TOTAL	79,031	37.2	24.5
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS			
Total	141	25.6	8.6
School level			
Elementary	95	28.6	12.0
Secondary	20	17.5	—
Combined	26	—	—
School size			
Less than 100	36	—	—
100 to 499	92	20.1	5.7
500 or more	12	16.6	—
Community type			
Urban	—	—	—
Suburban	—	—	—
Rural-small town	106	22.2	9.9
Region			
East	—	—	—
Northern plains	26	—	—
South central	19	37.1	6.8
Southwest	86	26.4	5.3
Northwest	—	—	—
Alaska	(*)	(*)	(*)
Race-Ethnicity			
American Indian/Alaska Native	67	29.4	—
Tribally enrolled	65	27.5	—
Not enrolled	—	—	—
Asian/Pacific Islander	—	—	—
Black non-Hispanic	—	—	—
Hispanic	—	—	—
White non-Hispanic	69	23.7	13.1
Sex			
Male	110	20.4	6.7
Female	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT			
Total	1,201	33.4	15.9
School level			
Elementary	648	35.5	19.0
Secondary	352	30.6	12.9
Combined	201	31.6	10.8

See footnotes at end of table.

Table 25— Percentage of principals who rated the quality of teachers as excellent by teacher's experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Teachers with more than 3 years experience	Teachers with 3 or fewer years experience
School size			
Less than 100	298	34.1	16.9
100 to 499	799	33.1	16.2
500 or more	104	34.1	11.5
Community type			
Urban	—	—	—
Suburban	—	—	—
Rural-small town	1,134	33.3	16.2
Region			
East	110	25.2	13.9
Northern plains	160	34.4	16.0
South central	134	30.7	16.5
Southwest	216	45.1	19.1
Northwest	394	28.8	14.8
Alaska	187	35.7	15.3
Race-Ethnicity			
American Indian/Alaska Native	180	42.7	11.9
Tribally enrolled	168	39.6	9.4
Not enrolled	—	—	—
Asian/Pacific Islander	—	—	—
Black non-Hispanic	—	—	—
Hispanic	—	—	—
White non-Hispanic	952	30.5	17.9
Sex			
Male	887	31.5	14.5
Female	314	38.8	20.0
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT			
Total	77,577	37.2	24.6
School level			
Elementary	54,321	38.8	26.9
Secondary	19,149	32.6	19.4
Combined	4,107	37.8	19.4
School size			
Less than 100	4,418	46.8	27.0
100 to 499	41,134	37.8	25.7
500 or more	32,026	35.2	23.1
Community type			
Urban	18,518	35.2	21.1
Suburban	20,681	38.1	28.7
Rural-small town	38,379	37.7	24.1

See footnotes at end of table.

Table 25— Percentage of principals who rated the quality of teachers as excellent by teacher's experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Teachers with more than 3 years experience	Teachers with 3 or fewer years experience
Region			
East	46,477	36.9	23.9
Northern plains	8,501	38.2	28.9
South central	6,338	35.6	28.4
Southwest	9,076	32.9	27.9
Northwest	6,959	44.8	16.4
Alaska	227	53.6	45.6
Race-Ethnicity			
American Indian/Alaska Native	534	38.6	26.9
Tribally enrolled	—	—	—
Not enrolled	—	—	—
Asia /Pacific Islander	594	34.4	30.8
Black non-Hispanic	6,753	35.1	14.9
Hispanic	2,954	43.8	19.4
White non-Hispanic	66,743	37.2	25.7
Sex			
Male	54,283	36.0	24.1
Female	23,294	40.2	25.8

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

teachers as excellent. Fewer BIA/tribal school principals rated either their inexperienced teachers (9 percent) or experienced teachers (26 percent) as excellent than principals in public schools with low Indian student enrollment (figure 21). Over one third of the principals in public schools with low Indian student enrollment (37 percent) rated their experienced teachers as excellent; 25 percent of the principals in these schools rated their teachers with three or fewer years of teaching experience at this level.

Plans to Remain a Principal

In table 26, we note that approximately two thirds of the principals in all schools plan to remain in school administration either as long as they are able (32 percent for all school types) or until they retire (34 percent). Overall, 15 percent of school principals plan to remain in their current positions "until something better comes along." The proportion of principals at BIA/tribal schools who plan to remain in their positions as long as they are able (42 percent) does not differ from that for principals at public schools serving either large numbers of Indian students or small numbers of these students (about 32 percent for both). Notably, however, fewer BIA/tribal school principals plan to remain until retirement (16 percent) than in either type of public school, and more BIA/tribal schools principals (almost one quarter) are undecided about their future plans than principals in public schools with low Indian student enrollment.

Table 26— Percentage of principals by plans to remain a principal, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principals	Plans to remain				Undecided
		As long as able	Until eligible to retire	Until something better comes	Definitely plan to leave	
TOTAL	79,031	31.5	33.7	14.9	2.2	17.6
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	141	41.5	15.5	14.9	3.5	24.7
School level						
Elementary	95	39.9	18.0	15.1	2.5	24.5
Secondary	20	23.1	18.6	11.6	—	41.7
Combined	26	—	—	—	—	—
School size						
Less than 100	36	—	—	—	—	—
100 to 499	92	43.4	13.0	16.8	2.7	24.1
500 or more	12	36.3	38.1	17.3	—	—
Community type						
Urban	—	—	—	—	—	—
Suburban	—	—	—	—	—	—
Rural-small town	106	42.0	12.4	18.5	3.6	23.5
Region						
East	—	—	—	—	—	—
Northern plains	26	—	—	—	—	38.0
South central	19	55.4	—	—	—	23.6
Southwest	86	39.0	22.6	9.2	5.7	—
Northwest	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity						
American Indian/Alaska Native	67	48.6	11.0	17.0	3.8	12.7
Trially enrolled	65	47.2	11.3	17.5	3.9	20.2
Not enrolled	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—
White non-Hispanic	69	35.7	21.1	12.2	3.4	27.6
Sex						
Male	110	42.5	15.4	15.7	3.1	23.2
Female	—	—	—	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	1,201	31.6	31.5	14.6	5.6	16.7
School level						
Elementary	648	36.7	33.5	9.8	5.6	14.5
Secondary	352	27.6	32.1	16.6	5.1	18.7
Combined	201	22.4	24.1	26.7	6.5	20.3

See footnotes at end of table.

Table 26— Percentage of principals by plans to remain a principal, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Plans to remain				
		As long as able	Until eligible to retire	Until something better comes	Definitely plan to leave	Undecided
School size						
Less than 100	298	34.4	21.0	15.0	7.4	22.3
100 to 499	799	28.7	35.9	14.9	5.6	14.9
500 or more	104	46.3	27.9	11.2	—	14.6
Community type						
Urban	—	—	—	—	—	—
Suburban	—	—	—	—	—	—
Rural-small town	1,134	31.5	30.8	15.3	5.9	16.5
Region						
East	110	31.0	26.1	18.9	8.5	15.4
Northern plains	160	46.0	18.3	13.2	9.2	13.3
South central	134	34.2	35.8	8.4	2.7	18.8
Southwest	216	43.3	12.5	16.7	5.7	21.8
Northwest	394	19.3	51.1	11.4	3.9	14.4
Alaska	187	30.4	23.6	22.0	6.3	17.7
Race-Ethnicity						
American Indian/Alaska Native	180	21.4	30.0	19.1	4.0	25.5
Tribally enrolled	168	19.5	30.4	20.4	4.3	25.4
Not enrolled	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—
White non-Hispanic	952	32.6	33.6	14.6	6.3	13.0
Sex						
Male	887	26.9	35.5	16.3	6.0	15.3
Female	314	44.8	20.3	9.7	4.3	20.7
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	77,577	31.5	33.8	14.8	2.2	17.6
School level						
Elementary	54,321	32.3	33.9	13.9	2.2	17.8
Secondary	19,149	29.7	33.7	17.2	2.1	17.3
Combined	4,107	29.7	33.6	16.1	3.2	17.4
School size						
Less than 100	4,418	31.4	30.8	15.8	2.5	19.5
100 to 499	41,134	30.8	35.5	13.5	2.5	17.6
500 or more	32,026	32.4	32.0	16.4	1.8	17.4
Community type						
Urban	18,518	29.6	34.2	16.4	1.3	18.5
Suburban	20,681	34.0	31.4	14.1	2.2	18.3
Rural-small town	38,379	31.1	34.9	14.5	2.6	16.9

See footnotes at end of table.

Table 26— Percentage of principals by plans to remain a principal, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Plans to remain				Undecided
		As long as able	Until eligible to retire	Until something better comes	Definitely plan to leave	
Region						
East	46,477	31.3	33.0	14.2	2.3	19.2
Northern plains	8,501	30.0	40.6	13.1	2.0	14.2
South central	6,338	29.5	39.0	13.8	2.2	15.5
Southwest	9,076	34.4	28.1	19.7	1.6	16.3
Northwest	6,959	33.1	33.8	15.8	2.5	14.8
Alaska	227	28.4	28.1	9.3	1.8	32.4
Race-Ethnicity						
American Indian/Alaska Native	534	28.6	33.3	7.7	1.4	29.0
Tribally enrolled	—	—	—	—	—	—
Not enrolled	—	—	—	—	—	—
Asian/Pacific Islander	594	33.1	23.0	31.8	1.1	10.9
Black non-Hispanic	6,753	28.2	29.5	17.1	2.0	23.2
Hispanic	2,954	40.4	26.1	16.6	0.9	15.9
White non-Hispanic	66,743	31.5	34.7	14.4	2.3	17.1
Sex						
Male	54,283	29.6	36.9	13.8	2.7	17.0
Female	23,294	36.0	26.6	17.3	1.1	19.0

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

NOTE: Because of rounding, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Summary

Principals in BIA/tribal schools and public schools with low and high Indian student enrollment all agree that building basic literacy skills, promoting personal growth, encouraging academic excellence, and promoting good work habits are the most important education goals for students to achieve. Principals in the three school types also agree that poverty, parental alcohol and drug abuse, and lack of parental involvement are the most serious problems in their schools. However, more BIA/tribal school principals view poverty and parental substance abuse as serious problems than principals in either type of public school. The largest percentage of principals at public schools with low Indian enrollment report that the lack of parental involvement is a serious problem.

The three most serious problems identified by teachers in BIA/tribal schools were similar to those identified by principals in those schools, and included parental alcohol and drug abuse, poverty, and lack of parental involvement. Fewer teachers in public schools with low Indian student enrollment than BIA/tribal school teachers identified these three issues as serious problems in their schools. Student absence rates at BIA/tribal schools are higher than at either type of public school.

In reference to outside influences on school practices, principals at BIA/tribal schools see themselves and their teachers as having a great deal of influence on curriculum development. In public schools, the influence of principals and teachers is shared with state education agencies. Similar views are held by principals from the three types of schools in terms of who has influence over hiring new full-time teachers (school board and principal) and setting discipline policy (school board, principal, and teachers). It is interesting to note that while personnel from all three types of schools indicate lack of parental involvement as a serious problem, very few principals feel that parent associations have any real influence on essential school functions like establishing curriculum, hiring teachers, and setting discipline policy.

Overall, teacher quality appears to concern many principals in BIA/tribal and public schools. Among principals in all school types, one third rated experienced teachers as excellent, and only one quarter rated teachers with less than three years experience as excellent. BIA/tribal school principals were less likely than the principals in public schools with low Indian student enrollment to rate either their experienced or inexperienced teachers as excellent.

CHAPTER 6

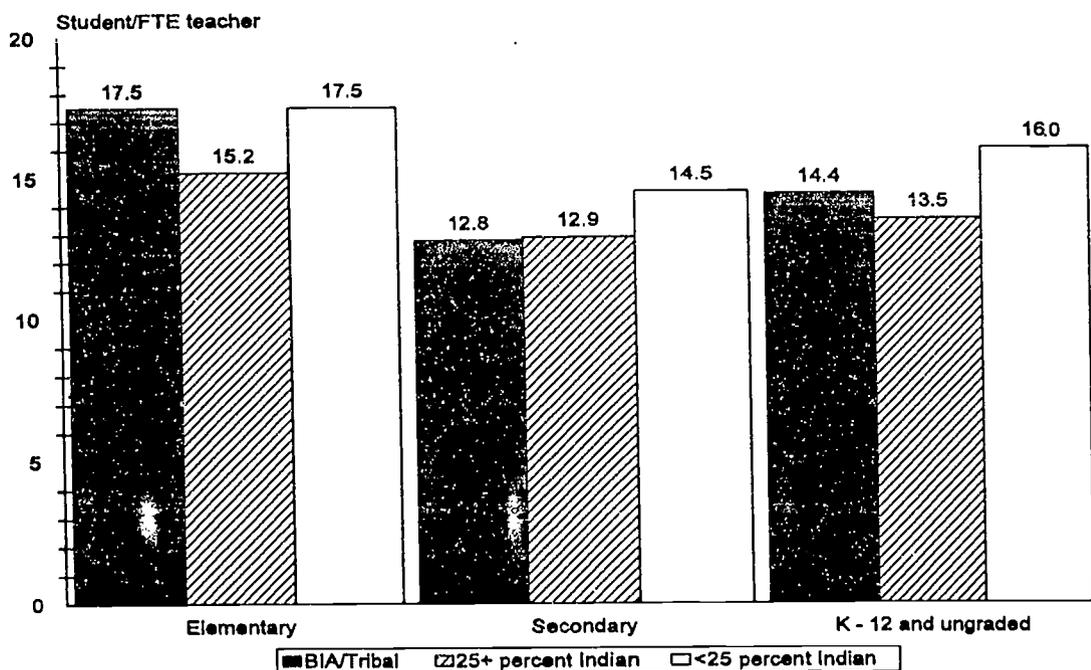
SUPPLY, DEMAND, AND SHORTAGE OF TEACHERS

Policymakers and educational researchers have expressed concerns over the adequacy of the supply of qualified elementary and secondary teachers. This chapter uses data from the 1990-91 Schools and Staffing Survey (SASS) to describe the supply, shortage, demand, and compensation of teachers in schools and school districts serving American Indian and Alaska Native students.

Staffing Levels and the Certification of Teaching Staff

Descriptions of the staffing levels and certification of the teaching staff provide a context for subsequent discussion of the adequacy of the teacher supply. In 1990-91, the estimated average number of students to full-time-equivalent (FTE) teachers for kindergarten through grade 12 was lower in BIA/tribal schools and districts with 25 percent or more Indian student enrollment as compared to districts with less than 25 percent Indian student enrollment (figure 22). Table 27 shows that BIA/tribal schools and districts with high Indian

Figure 22-- Mean number of students per full-time-equivalent (FTE) teacher at various grade levels, by district and school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Table 27— Mean and standard deviation of students per full-time-equivalent (FTE) teacher at various grade levels, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total districts	Elementary (Grade 1-6)		Secondary (Grades 7-12)		Total (Grades K-12) ²	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
TOTAL	15,632	17.4	6.0	14.4	6.6	15.9	6.3
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS							
Total	149	17.5	6.2	12.8	6.3	14.4	4.5
Region							
East	—	—	—	—	—	—	—
Northern plains	30	18.0	—	11.0	—	12.5	3.3
South central	—	12.3	5.2	8.2	2.6	9.5	—
Southwest	88	18.6	4.2	15.5	6.8	16.3	4.1
Northwest	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT							
Total	478	15.2	4.7	12.9	6.5	13.5	4.1
Region							
East	—	—	—	—	—	—	—
Northern plains	—	15.1	3.9	13.1	4.3	14.4	4.0
South central	74	13.8	4.5	11.9	4.5	12.5	3.5
Southwest	—	17.0	—	—	—	16.0	—
Northwest	209	14.7	3.1	11.2	3.1	12.8	2.5
Alaska	33	16.4	6.3	11.5	6.3	14.4	—
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT							
Total	15,005	17.5	6.0	14.5	6.5	16.0	6.3
Region							
East	7,919	17.6	4.4	15.1	6.1	16.3	5.0
Northern plains	2,799	14.7	4.2	11.8	4.5	13.3	3.9
South central	1,472	17.3	7.7	13.9	6.3	15.2	5.3
Southwest	1,387	24.6	10.3	20.2	9.5	22.9	12.3
Northwest	1,406	15.9	3.7	12.1	5.7	13.9	3.6
Alaska	23	17.0	4.5	12.6	3.7	14.4	3.1

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

²Includes kindergarten through 12th grade and equivalent ungraded schooling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

student enrollment averaged 14 students per FTE teacher for grades K-12, while districts with low Indian student enrollment averaged 16 students per teacher. The average student to FTE teacher ratio in BIA/tribal elementary schools (grades 1-6) was 18 to one; the ratio for secondary teachers (grades 7-12) was 13 to one. No reliable differences in these ratios of students to elementary school teachers and students to secondary school teachers were apparent among school types.

Although average student-to-teacher ratios are useful summary measures of staffing levels, it is also important to recognize that actual staffing levels vary substantially around these averages. Indeed, the variation within BIA/tribal schools, districts with high Indian student enrollment, or districts with low Indian student enrollment was typically much greater than the average difference between any two of them. This may be seen with the estimated standard deviations in table 27.⁸ For a given type of district or region, the actual student-to-teacher ratios for most districts (i.e., roughly two-thirds of the districts) will be between one standard deviation above or below the mean ratio.

Secondary BIA/tribal schools, for example, had an average student-to-teacher ratio of 12.8 students, with a standard deviation of 6.3 student-to-teacher ratios. Thus, the range in the student-to-teacher ratio that would represent most of these schools was from 6.5 to 19.1 students per teacher, a variation of almost 50 percent above or below the average. The standard deviations in secondary student-to-teacher ratios for both types of public schools were comparable at 6.5 students per teacher. In comparison to these variations within each type of district, the difference between these districts in the average student teacher ratios was only slightly greater than 1.5 students per teacher.

A general indicator of the level of qualification of a school or district's teaching staff is the percent of the staff that hold state certification in the fields they are assigned to teach. One of the limitations of this indicator is that the requirements for certification vary from

⁸The standard deviation is an index of variation or dispersion of measures. In this instance, we use the standard deviation to assess the variability of the weighted estimates of student-to-teacher ratios in the population. The standard errors discussed elsewhere in this report are measures of the sampling errors in estimates, and might be considered the standard deviations of the sampling distributions of estimates. The standard deviation is calculated by taking a square root of the average squared deviations from the mean of a distribution, or

$$S.D. = \sqrt{\frac{\sum_{i=1}^N (x_i - \bar{x})^2}{N-1}}$$

where N= number of observations, \bar{x} = mean observation, and x_i =ith observation.

state to state. Table 28 shows that 98 percent of all teachers are certified in their field of assignment. Notably, four percent of teachers at BIA/tribal schools are not certified in their assigned teaching field—a larger percentage than for public school districts with high or low Indian student enrollment. Overall, newly hired teachers were less likely to be certified than continuing teachers, but the level of certification was still quite high for the new teachers (92 percent). In BIA/tribal schools and districts with high Indian student enrollment, the percentage of newly hired teachers that were certified is comparable to that of the continuing teachers.

High levels of certification, particularly among newly hired teachers, are interesting, in part because state certification was not always used in hiring decisions for teachers. Table 29 shows that only about two-thirds of BIA/tribal schools required full state certification for new teachers compared to over 80 percent of public school districts serving few Indian students. Hiring decisions for new teachers in BIA/tribal schools do not differ statistically from the decisions used with new teachers in public school districts with large and small Indian student enrollment with regard to the applicant's graduation from an approved teacher education program or passage of a state-administered special knowledge test. However, BIA/tribal schools were more likely than school districts with low Indian student enrollment to consider an applicant's college major/minor.

Adequacy of Supply

One indicator of the adequacy of the supply of teachers is whether schools and districts are able to fill their teaching positions with qualified instructors. In 1990-91, BIA/tribal schools were able to fill 94 percent of their approved positions, compared with virtually all positions in districts with low Indian enrollment (table 30). Of the positions that were filled, newly hired teachers were required for 17 percent of the positions in BIA/tribal schools and 18 percent in districts with high Indian student enrollment as compared to 10 percent of the positions in districts with low Indian student enrollment (figure 23).

A larger proportion of approved positions in BIA/tribal schools than in public school districts with small numbers of Indian students remained vacant or were filled by substitute teachers. Six percent, or approximately one of every eighteen positions in BIA/tribal schools, were left vacant or were filled by substitute teacher as compared to less than half of a percent or approximately one of every 250 positions in districts with low Indian student enrollment.

Table 28— Percentage of total, continuing, and newly hired full-time-equivalent (FTE) teaching staff certified in their field of assignment, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total FTE teaching staff	All teachers	Continuing	Newly hired
TOTAL	2,349,060	98.3	98.9	92.4
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	2,549	96.4	96.4	96.5
Region				
East	—	—	—	—
Northern plains	636	99.6	99.6	100.0
South central	—	94.1	92.7	100.0
Southwest	1,406	95.2	95.6	93.0
Northwest	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	20,022	99.0	99.0	99.5
Region				
East	—	—	—	—
Northern plains	—	99.5	99.5	100.0
South central	2,678	99.4	99.5	99.2
Southwest	4,021	97.9	97.6	99.0
Northwest	6,948	99.0	99.0	99.4
Alaska	1,715	100.0	100.0	100.0
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	2,326,489	98.3	98.9	92.3
Region				
East	1,501,567	98.8	99.2	93.7
Northern plains	186,084	99.1	99.2	97.8
South central	143,891	98.8	98.9	97.6
Southwest	270,821	95.7	97.2	83.8
Northwest	219,419	97.3	98.5	89.9
Alaska	7,707	99.9	99.9	99.9

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Table 29— Percentage of specified criteria required of applicants and used for hiring decisions for teachers in public school districts and Indian schools, by district and Indian school type, and region: 1990-91

District characteristics ¹	Certification type				Approved teacher ed. program graduate	Complete special knowledge test		
	Total districts	Full standard	Emergency/temporary	College major or minor		District test	State test	National Teachers Examination
TOTAL	15,632	84.1	68.9	66.2	70.0	4.5	42.3	29.6
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS								
Total	149	68.3	79.7	81.1	78.5	25.8	36.9	38.6
Region								
East	—	—	—	—	—	—	—	—
Northern plains	30	66.9	74.6	93.6	93.0	—	—	—
South central	—	88.4	78.7	—	73.6	—	—	—
Southwest	88	64.8	80.5	86.7	73.5	23.3	53.2	47.0
Northwest	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT								
Total	478	81.4	62.2	79.5	70.2	1.8	47.1	18.2
Region								
East	—	—	—	—	—	—	—	—
Northern plains	—	90.2	—	84.1	—	—	—	—
South central	74	84.0	52.0	79.5	80.2	—	10.0	53.7
Southwest	—	90.6	—	80.3	—	—	86.3	—
Northwest	209	75.8	71.2	84.6	79.0	2.1	72.5	9.6
Alaska	33	75.2	—	—	72.6	—	—	—
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT								
Total	15,005	84.3	69.0	65.7	69.9	4.4	42.2	29.9
Region								
East	7,919	85.8	70.4	63.5	63.1	3.1	34.9	39.5
Northern plains	2,799	90.2	63.0	79.6	81.3	3.7	25.5	10.4
South central	1,472	87.1	64.0	65.4	71.7	4.0	37.8	35.3
Southwest	1,387	75.6	62.7	46.7	69.0	15.7	77.3	27.2
Northwest	1,406	70.4	83.9	70.0	84.3	2.5	87.0	11.8
Alaska	23	70.6	67.8	—	76.9	—	—	—

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Table 30— Percentage of approved positions filled, by whom filled, and withdrawn, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total positions	Positions filled	Positions filled by			
			Newly hired teachers	Continuing teachers	Positions vacant/substitute	Positions withdrawn
TOTAL	2,363,442	99.4	10.7	89.3	0.5	0.1
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	2,687	94.0	17.3	82.7	5.5	0.6
Region						
East	—	—	—	—	—	—
Northern plains	660	96.1	16.4	83.6	—	—
South central	305	93.1	—	72.6	—	—
Southwest	1,499	93.0	15.7	84.3	6.5	0.5
Northwest	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	20,161	98.2	17.5	82.5	1.7	0.1
Region						
East	—	—	—	—	—	—
Northern plains	2,765	98.0	10.2	89.8	—	—
South central	2,688	99.8	13.6	86.4	0.2	—
Southwest	4,062	91.5	—	—	—	—
Northwest	6,949	100.0	15.7	84.3	#	#
Alaska	1,737	97.6	—	74.8	—	—
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	2,340,593	99.5	10.4	89.6	0.4	0.1
Region						
East	1,508,857	99.6	7.5	92.5	0.3	#
Northern plains	86,920	99.0	13.8	86.2	0.6	0.4
South central	144,427	99.7	13.0	87.0	0.2	0.1
Southwest	274,090	99.1	13.8	86.2	0.8	#
Northwest	221,597	99.4	13.7	86.3	0.4	0.2
Alaska	4720	98.4	—	78.1	—	—

— Too few cases for a reliable estimate.

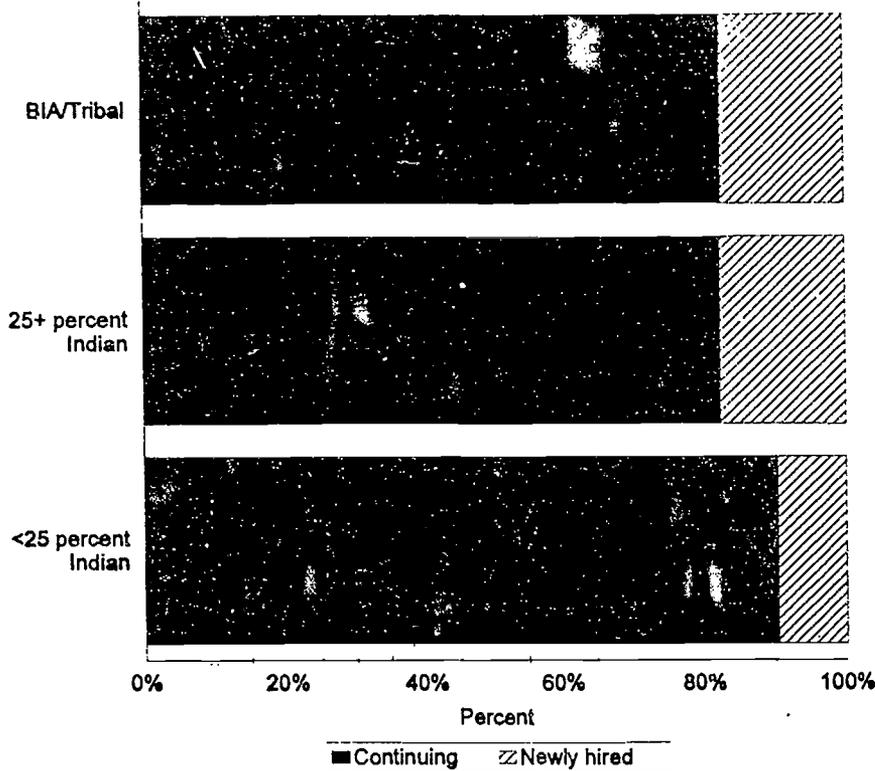
*There are no BIA or tribal schools in Alaska.

#Estimate is less than 0.05.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Figure 23-- Percentage of approved positions filled by continuing and newly hired teachers, by district and school type: 1990-91



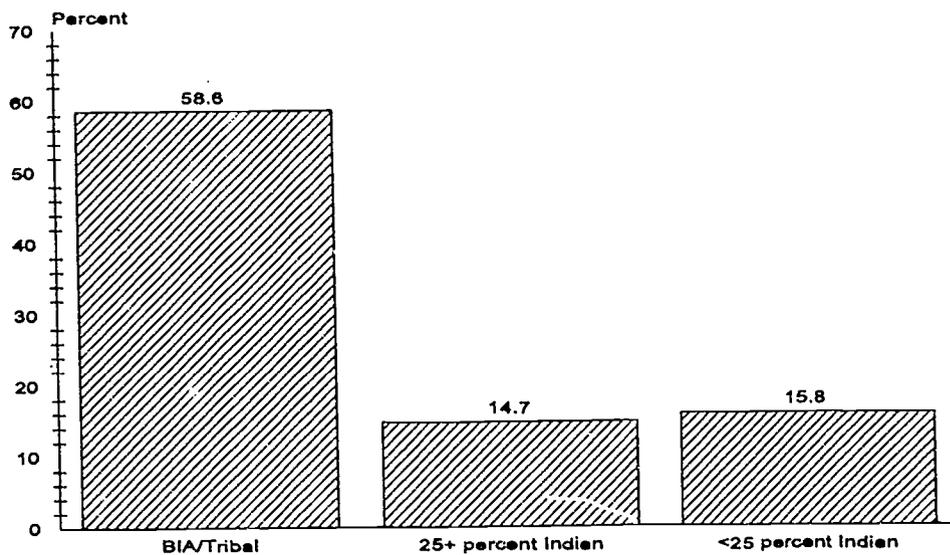
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Figure 24 shows that 59 percent of BIA/tribal schools had one or more vacancies that could not be filled with a teacher qualified in the course or grade to be taught, compared with about 15 percent of public schools.

Administrators who cannot find qualified teachers for courses use a variety of methods to cover vacancies, such as hiring substitute, part-time, or less qualified teachers, assigning other teachers to the courses, increasing teaching loads or class sizes, and canceling courses. Almost one-half of the school administrators in BIA/tribal schools with vacancies (47 percent) reported that they used substitute teachers to cover vacancies. As figure 25 indicates, administrators at all schools were most likely to report that they hired a substitute teacher. Assigning other teachers or hiring a less qualified teacher were the next most frequently used methods by administrators.

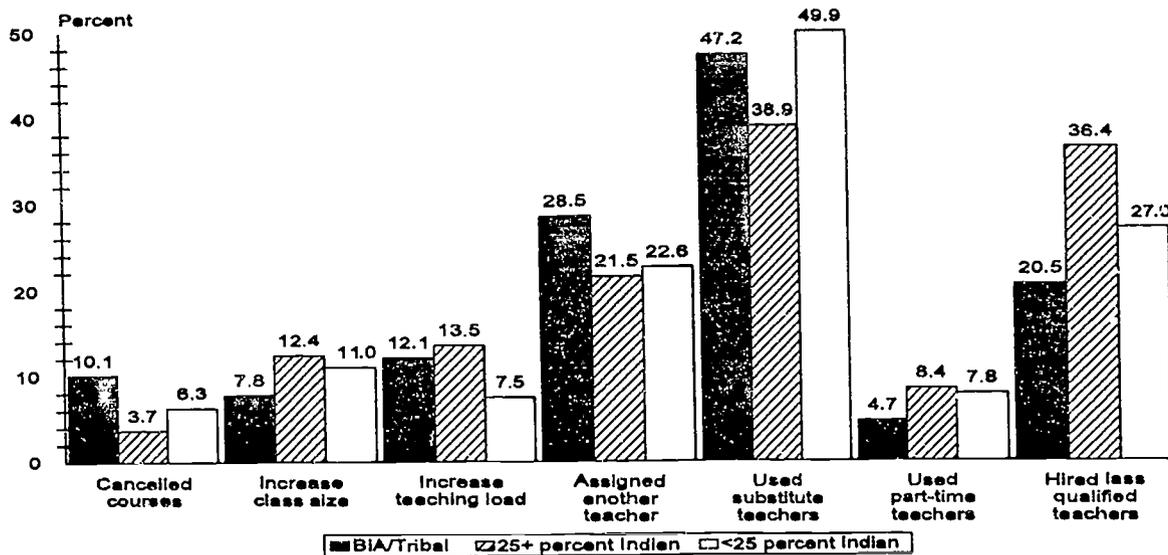
Table 31 shows that in 1990-91, the teaching staff of 96 percent of BIA/tribal schools included one or more American Indian or Alaska Native teachers, compared to only two-

Figure 24-- Percentage of schools with vacancies that could not be filled with qualified teachers, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public and Indian School Questionnaires).

Figure 25-- Percentage of schools using various methods to compensate for unfilled positions, by Indian school type: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public and Indian School Questionnaires).

Table 31— Percentage of schools with American Indian and Alaska Native teachers and students, by Indian school type, community type, and region: 1990-91

School characteristics	Total schools	Schools with Indian teachers	Schools with Indian students and teachers
TOTAL	80,003	6.2	5.2
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS			
Total	149	96.3	96.3
Community type			
Urban	—	—	—
Suburban	—	100.0	100.0
Rural-small town	114	95.1	95.1
Region			
East	—	—	—
Northern plains	30	89.5	89.5
South central	20	100.0	100.0
Southwest	88	97.3	97.3
Northwest	—	—	—
Alaska	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT			
Total	1,260	64.9	64.9
Community type			
Urban	—	—	—
Suburban	—	—	—
Rural-small town	1,196	65.0	65.0
Region			
East	117	—	—
Northern plains	164	65.0	65.0
South central	167	71.0	71.0
Southwest	215	50.5	50.5
Northwest	401	78.7	78.7
Alaska	196	53.6	53.6
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT			
Total	78,625	5.1	4.1
Community type			
Urban	18,666	7.4	6.4
Suburban	20,802	5.0	4.1
Rural-small town	39,156	4.0	3.0

See footnotes at end of table.

Table 31— Percentage of schools with American Indian and Alaska Native teachers and students, by Indian school type, community type, and region: 1990-91—Continued

School characteristics	Total schools	Schools with Indian teachers	Schools with Indian students and teachers
Region			
East	46,901	2.5	1.5
Northern plains	8,924	3.6	2.9
South central	6,451	9.0	8.3
Southwest	9,140	11.5	10.3
Northwest	6,980	10.7	9.9
Alaska	229	37.6	37.6

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

thirds of the public schools in which 25 percent or more of the students were American Indian or Alaska Natives. Only five percent of the public schools in which less than 25 percent of the students were American Indian or Alaska Native included at least one American Indian or Alaska Native educator on the teaching staff.

Nature of Shortages

A better understanding of the nature of the teacher shortage in BIA/tribal schools as compared to public schools is obtained by considering the teaching fields in which vacancies are most difficult to fill. Table 32 presents the percentages of BIA/tribal and public schools that report vacancies in various fields of study.

The percentage of schools reporting vacancies in various fields depends to some extent on the proportion of schools with programs in those fields and the size of those programs. Finding special education teachers is a problem for all three types of schools. Over one-half of BIA/tribal schools and approximately one-third of public schools reported vacancies in special education. Sixty-two percent of BIA/tribal schools reported vacancies in the general elementary field. Approximately one quarter of BIA/tribal schools had vacancies in the core curriculum areas of English, physical science, and math.

Table 33 presents percentages of BIA/tribal schools and public schools that have difficulty filling vacancies in selected teaching fields. Over 60 percent of BIA/tribal schools with vacancies in special education reported difficulty in filling those positions. Approximately 35 percent of BIA/tribal schools with vacancies reported difficulties filling teacher openings in bilingual education/English as a second language and vocational/technical education. In most teaching areas, such as physical science, math, biology and life science, and foreign languages, the reports of difficulty in filling existing vacancies did not differ by type of school.

Strategies for Dealing with Field-Specific Shortages

School districts employ several strategies to address teacher shortages in specific fields. One strategy is to make free retraining available to staff members to prepare them for teaching in fields with current or anticipated shortages. Figure 26 shows that 28 percent of BIA/tribal schools use staff retraining to deal with shortages in specific fields; 10 percent of districts with low Indian student enrollment use retraining. The percentage of schools

Table 32— Percentage of schools with vacancies in various teaching fields, by Indian school type, community type, and region: 1990-91

School characteristics	Total schools	General elementary	Special ed.	English	Physical science	Math	Biology/ life science	Foreign language	Bilingual ed./ESL	Voc./tech. ed.
TOTAL	80,003	47.7	37.6	18.0	12.0	17.1	10.5	9.8	8.3	10.0
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS										
Total	149	62.2	58.2	26.7	23.3	23.2	20.5	15.0	14.5	14.4
Community type										
Urban	—	—	—	—	—	—	—	—	—	—
Suburban	—	67.4	67.1	—	—	—	—	—	—	—
Rural-small town	114	61.7	53.8	23.8	21.8	21.3	19.1	11.4	13.3	12.0
Region										
East	—	—	—	—	—	—	—	—	—	—
Northern plains	30	78.7	68.3	—	37.8	44.4	—	30.0	—	—
South central	20	62.8	78.3	32.7	28.7	21.3	28.7	7.4	11.4	9.9
Southwest	88	58.0	56.2	23.8	17.2	17.9	15.3	10.9	12.2	10.2
Northwest	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT										
Total	1,260	46.9	32.4	21.4	14.0	20.1	10.9	7.9	8.8	12.6
Community type										
Urban	—	—	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—	—	—
Rural-small town	1,196	47.5	31.8	21.1	12.2	19.9	10.7	8.2	7.9	13.0
Region										
East	117	21.7	32.6	6.0	1.5	7.3	7.8	8.3	—	13.8
Northern plains	164	39.7	25.8	13.9	10.4	15.2	8.0	2.8	1.2	5.2
South central	167	49.8	29.2	13.0	8.7	12.7	4.6	2.1	6.5	8.0
Southwest	215	46.3	42.9	25.3	12.8	18.1	12.4	7.6	18.4	21.4
Northwest	401	52.4	23.7	18.1	16.6	24.1	7.4	5.4	1.6	4.8
Alaska	196	54.9	46.5	46.4	24.9	32.3	26.0	22.3	26.6	28.5
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT										
Total	78,625	47.7	37.6	17.9	11.9	17.0	10.4	9.8	8.2	10.0
Community type										
Urban	18,666	55.2	42.1	16.4	11.7	16.3	11.1	10.1	14.7	9.8
Suburban	20,802	48.9	38.3	17.3	12.5	17.4	10.5	10.6	9.6	8.1
Rural-small town	39,156	43.4	35.1	19.0	11.7	17.1	10.1	9.4	4.5	11.1

See footnotes at end of table.

Table 32— Percentage of schools with vacancies in various teaching fields, by Indian school type, community type, and region: 1990-91—Continued

School characteristics	Total schools	General elementary	Special ed.	English	Physical science	Math	Biology/life science	Foreign language	Bilingual ed./ESL	Voc./tech. ed.
Region										
East	46,901	45.2	37.4	15.6	11.0	15.9	10.3	10.0	5.2	10.2
Northern plains	8,924	40.6	29.2	16.2	7.2	11.8	6.6	8.1	3.0	11.5
South central	6,451	53.0	36.2	19.6	11.7	18.2	9.1	10.2	4.1	12.1
Southwest	9,140	57.0	38.0	22.3	15.3	20.5	11.8	10.2	22.9	6.4
Northwest	6,980	56.6	50.5	28.5	19.6	25.4	15.8	10.1	20.0	9.9
Alaska	229	52.4	48.6	24.8	13.7	18.0	10.1	13.5	15.1	10.5

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public and Indian School Questionnaires).

Table 33— Percentage of schools with vacancies in various teaching fields that were very difficult or impossible to fill, by Indian school type, community type, and region: 1990-91

School characteristics	Total schools	General elementary	Special ed.	English	Physical science	Math	Biology/life science	Foreign language	Bilingual ed./ESL	Voc./tech. ed.
TOTAL	80,003	2.3	26.0	4.7	16.2	12.1	13.2	26.3	38.2	19.7
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS										
Total	149	21.6	60.4	2.5	16.0	10.9	17.3	26.7	35.1	34.2
Community type										
Urban	—	—	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—	—	—
Rural-small town	114	18.2	66.2	3.7	15.3	8.3	16.3	21.0	19.3	28.1
Region										
East	—	—	—	—	—	—	—	—	—	—
Northern plains	30	—	60.5	—	—	—	—	—	—	—
South central	20	—	14.6	—	—	—	—	—	—	—
Southwest	88	32.8	76.1	4.8	27.9	6.4	39.3	51.9	58.2	51.2
Northwest	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT										
Total	1,260	0.9	36.1	11.0	14.4	12.8	8.2	35.3	28.6	29.5
Community type										
Urban	—	—	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—	—	—
Rural-small town	1,196	0.9	32.8	11.7	17.3	7.2	8.8	36.0	23.5	28.9
Region										
East	117	—	—	—	—	—	—	—	—	—
Northern plains	164	—	33.2	—	40.2	—	14.4	—	100.0	22.9
South central	167	—	59.3	—	—	—	24.7	53.1	49.0	14.2
Southwest	215	3.1	42.7	25.7	67.5	25.0	20.7	54.1	56.7	51.9
Northwest	401	—	42.4	12.8	—	19.7	—	51.7	—	42.3
Alaska	196	—	11.6	6.9	—	6.0	—	17.1	3.9	4.5
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT										
Total	78,625	2.3	25.8	4.6	16.3	12.1	13.3	26.2	38.4	19.5
Community type										
Urban	18,666	5.9	26.0	6.6	16.0	15.5	16.5	25.1	40.3	22.1
Suburban	20,802	0.6	19.7	3.0	11.2	9.1	10.4	19.5	40.5	20.4
Rural-small town	39,156	1.1	29.2	4.5	19.2	12.1	13.1	30.7	33.0	18.0

See footnotes at end of table.

Table 33— Percentage of schools with vacancies in various teaching fields that were very difficult or impossible to fill, by Indian school type, community type, and region: 1990-91—Continued

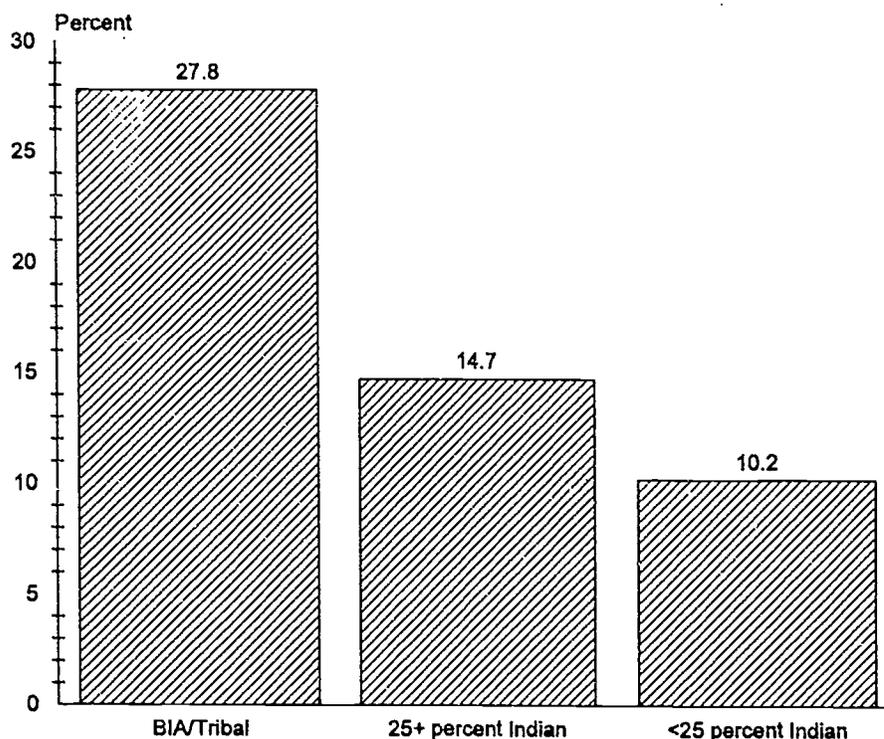
School characteristics	Total schools	General elementary	Special ed.	English	Physical science	Math	Biology/ life science	Foreign language	Bilingual ed./ESL	Voc./tech. ed.
Region										
East	46,901	2.5	22.5	4.4	16.7	11.2	13.5	23.7	28.5	18.6
Northern plains	8,924	0.6	23.0	4.8	14.0	9.0	5.4	23.7	31.6	13.3
South central	5,451	1.0	30.4	4.4	12.5	11.8	10.3	31.2	36.8	24.3
Southwest	9,140	2.7	32.0	3.4	13.9	12.2	19.3	26.3	46.8	28.1
Northwest	6,980	3.3	35.6	6.5	20.5	17.5	12.0	41.0	45.7	22.5
Alaska	229	1.9	16.1	—	—	8.3	8.2	5.9	—	6.0

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska..

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public and Indian Questionnaires).

Figure 26-- Percentage of public school districts and Indian schools offering free retraining in fields with current or anticipated shortages of teachers: 1990-91



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

offering retraining is typically small for any particular field, however. Overall, less than five percent of BIA/tribal schools and public school districts provide free retraining to staff members in any specific academic area (table 34). Twenty-one percent of BIA/tribal schools offer free retraining in special education; 10 percent of public schools with high Indian student enrollment and five percent of public schools with low enrollment offer similar training in special education.

A second strategy for dealing with shortages in specific fields is to provide pay incentives to retain or recruit teachers. Table 35 shows that BIA/tribal schools and public schools with high Indian student enrollment are more likely to authorize pay incentives than districts with low Indian student enrollment. Among those units that use incentives, 71 percent of BIA/tribal schools use different steps on the teacher salary schedule.

Table 34— Percentage of free retraining available to prepare staff members to teach in fields with current or anticipated shortages in public school districts and Indian schools, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total districts	Any field	Special ed.	Math	Bilingual ed./ESL	Physical science	Computer science	Bio./Life science	Foreign language	Voc. ed.	Other fields
TOTAL	15,632	10.5	4.9	4.6	3.6	3.7	3.4	3.6	2.6	2.3	3.4
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS											
Total	149	27.8	20.7	15.2	11.5	11.3	10.4	7.0	4.6	4.4	11.9
Region											
East	—	—	—	—	—	—	—	—	—	—	—
Northern plains	30	—	—	—	—	—	—	—	—	—	—
South central	—	14.1	—	—	—	—	—	—	—	—	14.1
Southwest	88	27.6	23.1	20.2	13.9	13.5	10.6	7.4	5.1	3.6	4.8
Northwest	—	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT											
Total	478	14.7	9.6	7.7	5.3	5.6	5.1	6.2	3.1	4.2	4.1
Region											
East	—	—	—	—	—	—	—	—	—	—	—
Northern plains	—	—	—	—	—	—	—	—	—	—	—
South central	74	—	—	—	—	—	—	—	—	—	—
Southwest	—	—	—	—	—	—	—	—	—	—	—
Northwest	209	15.9	12.3	10.6	6.9	8.8	8.6	8.8	5.7	7.5	5.7
Alaska	33	—	—	—	—	—	—	—	—	—	—
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT											
Total	15,005	10.2	4.6	4.4	3.5	3.6	3.2	3.5	2.6	2.2	3.3
Region											
East	7,919	10.2	5.2	5.3	2.1	4.4	3.5	4.2	3.1	2.3	3.7
Northern plains	2,799	5.9	3.4	2.9	1.7	2.8	3.1	2.7	1.9	2.4	3.0
South central	1,472	9.6	4.0	3.8	2.0	2.7	3.1	3.0	2.4	2.9	3.5
Southwest	1,387	17.0	3.1	1.7	13.5	1.0	2.8	1.0	1.2	0.8	1.5
Northwest	1,406	13.0	5.8	6.1	6.8	4.3	2.8	3.6	2.6	1.9	2.7
Alaska	23	—	—	—	—	—	—	—	—	—	—

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Table 35— Percentage of public school districts and Indian schools that used teacher pay incentives in fields with teacher shortages, and types of incentives offered, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total districts	Units with pay incentives	Types of incentives in districts using incentives		
			Cash bonuses	Different steps on salary schedule	Other salary increase
TOTAL	15,632	8.8	19.4	47.9	37.0
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	149	25.0	—	71.2	—
Region					
East	—	—	—	—	—
Northern plains	30	32.6	—	—	—
South central	—	7.4	—	—	—
Southwest	88	26.3	—	69.7	—
Northwest	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	478	18.9	31.2	17.1	55.6
Region					
East	—	—	—	—	—
Northern plains	—	—	—	—	—
South central	74	15.0	—	—	—
Southwest	—	—	—	—	—
Northwest	209	17.7	—	—	71.2
Alaska	33	—	—	—	—
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	15,005	8.3	18.7	49.4	35.9
Region					
East	7,919	6.8	10.7	61.9	30.9
Northern plains	2,799	6.7	17.4	71.4	17.9
South central	1,472	7.5	5.5	85.7	12.5
Southwest	1,387	10.9	48.5	19.9	31.6
Northwest	1,406	18.1	24.5	8.0	72.6
Alaska	23	—	—	—	—

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Changes in Demand

On the reverse side of teaching shortages, the extent to which school districts have laid off employees because of budget limitations, declining enrollments, or elimination of courses is an indicator of changes in the demand for teachers. Sixteen percent of BIA/tribal schools laid off part of their teaching staff at the end of the 1989-90 school year (table 36), a comparable proportion of layoffs to districts with low and high Indian student enrollment.

Summary

The quality of education that students receive is often dependent on classroom size and the qualifications of the teachers. BIA/tribal schools and public schools with high Indian enrollment have student-to-teacher ratios in grades K-12 that are lower than the ratios in public schools with low Indian student enrollment. However, when considered separately at the elementary (grades 1-6) and secondary (grades 7-12) levels, no reliable differences among school types are apparent. Four percent of the teachers at BIA/tribal schools are not certified in their assigned teaching field. This may reflect the policy of some BIA/tribal schools not to consider state certification in the hiring process. However, BIA/tribal schools are more likely than public schools with low Indian student enrollment to require that teachers have a college major or minor in their teaching field.

BIA/tribal schools are less able to fill their teaching positions with qualified instructors than public school districts. Both BIA/tribal and public school districts with high Indian student enrollment rely more on newly hired teachers than public school districts with low Indian enrollment. Despite the willingness to hire new teachers, a larger proportion of the teaching positions in most fields remain vacant or are filled with substitute teachers in BIA/tribal schools than public school districts.

American Indian and Alaska Native teachers can be important, positive role models to all students in American schools, and especially to American Indian and Alaska Native youth. Virtually all BIA/tribal schools were staffed with American Indian/Alaska Native teachers. However, only two thirds of the public schools with high Indian student enrollment, and five percent of the public schools with low Indian student enrollment employ American Indian and Alaska Native teachers.

Table 36— Percentage of public school districts and Indian schools with teacher layoffs and full-time-equivalent (FTE) teachers laid off at end of 1989-90 school year, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total districts	Units experiencing layoff
TOTAL	15,632	14.2
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS		
Total	149	15.7
Region		
East	—	—
Northern plains	30	—
South central	—	38.6
Southwest	88	10.3
Northwest	—	—
Alaska	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT		
Total	478	8.7
Region		
East	—	—
Northern plains	—	—
South central	74	3.7
Southwest	—	—
Northwest	209	9.0
Alaska	33	—
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT		
Total	15,005	14.4
Region		
East	7,919	19.1
Northern plains	2,799	14.8
South central	1,472	8.0
Southwest	1,387	3.6
Northwest	1,406	4.9
Alaska	23	—

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

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APPENDIX A
TECHNICAL NOTES

Appendix A • Technical Notes

The Schools and Staffing Survey (SASS), an integrated survey of public and private schools, school districts, school administrators (principals), and teachers, is funded by the National Center for Education Statistics (NCES) of the U.S. Department of Education. First conducted during the 1987-88 school year, and repeated during the 1990-91 school year, SASS is designed to provide information on teacher supply and demand, characteristics of the elementary and secondary teaching force, teacher workplace conditions, characteristics of school administrators, and school programs and policies in both public and private schools. Additionally, the 1990-91 SASS sample was expanded to include schools funded by the Bureau of Indian Affairs (BIA) of the U.S. Department of the Interior and operated either directly by the BIA or indirectly by Indian tribes and tribal organizations under BIA grant and contract (BIA/tribal schools), and public schools with a high concentration of American Indian and Alaska Native students (schools with at least 25 percent student enrollment).

The 1990-91 SASS consists of four separate surveys administered simultaneously to linked samples of respondents. The questionnaires included in this report on American Indian and Alaska Native education include:⁹

- *Teacher Demand and Shortage Questionnaire for Public School Districts (LEAs): 1990-91* (Form SASS-1A). This instrument obtains information about student enrollment, number of teachers, position vacancies, new hires, teachers' salaries and incentives, and hiring and retirement policies from public local education agencies.
- *Public School Administrator Questionnaire: 1990-91* (Form SASS-2A). The questionnaire for public school administrators obtains information about the training, experience, professional background, and job activities of school principals. This questionnaire was also completed by the principals of BIA/tribal schools.
- *Public and Indian School Questionnaires: 1990-91* (Forms SASS-3A and SASS-3C). These two questionnaires provide data about school programs and policies, enrollment by grade, student demographic characteristics, staffing patterns, and teacher turnover. The instruments also provide measures of school type, teaching load, teachers' experience, length of the school day and year, teacher demographic characteristics, and graduation and college application rates.

⁹Since relatively few American Indian and Alaska Native students (less than 30,000) are enrolled in private schools (Choy et al. 1992), this report excludes the Private School Administrator Questionnaire (Form SASS-2B), Private School Questionnaire (SASS-3B), and Private School Teacher Questionnaire (SASS-4B).

In addition, because schools funded directly by the BIA or operated by tribes and tribal organizations under BIA contract and grant do not always have administrative structures comparable to a local education agency, the Indian School Questionnaire also includes items from the Teacher Demand and Shortage Questionnaire for Public School Districts (LEAs) relating to teaching position vacancies, new hires, teacher salaries, and hiring and retirement policies.

- *Public School Teacher Questionnaire: 1990-91* (Form SASS-4A). This instrument collects information from public and Indian school teachers about their education and training, teaching assignments, teaching experience, certification, teaching workload, perceptions and attitudes about teaching, job mobility, and workplace conditions.

SASS also includes a fifth data collection component, the Teacher Follow-up Survey, distributed a year after the initial surveys to a sample of teachers, oversampling those who have left the profession. Data from this instrument are not included in this report on American Indian and Alaska Native Schools.

Sample Selection

The initial sampling units for the 1990-91 SASS were schools.¹⁰ After schools were selected, each public and BIA/tribal school in the sample was sent a letter requesting that school personnel provide a list of all teachers in the school. The returned lists, supplemented by telephone follow-up, served as the sampling frame for the teacher survey. Approximately 95 percent of public and BIA/tribal schools provided teacher lists.

The sample for the 1990-91 SASS included 9,687 public and Indian schools and administrators, 56,051 teachers and 5,515 public local education agencies. To improve the precision of SASS change estimates from 1987-88 to 1990-91, 30 percent of the public school sample was also in the 1987-88 SASS sample.¹¹

Selection of Schools

The public school sample of 9,586 schools was selected primarily from the 1988-89 school year Common Core of Data (CCD) file. The CCD is based on survey data collected annually by NCES from state education agencies, and is believed to be the most complete list

¹⁰For a detailed description of the sample design, see Kaufman, S., Huang, H. 1993. *Schools and Staffing Survey: Sample Design and Estimation* (Technical Report NCES 93-449). Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

¹¹The sample selection overlap is discussed in appendix 3, Kaufman and Huang, 1993.

of public schools available. The frame includes regular public schools, military base schools operated by the Department of Defense, and nonregular schools such as special education, vocational, and alternative schools. BIA and tribal schools are not typically included in the CCD. Therefore, these schools were identified from a separate list of 180 institutions contained in the 1989-90 Education Directory of the BIA Office of Indian Education Programs. After NCES removed schools that were out-of-range (e.g., peripheral dormitories that did not offer instruction, kindergarten-only schools, or schools that offered cooperative programs with public education agencies and were included in the CCD), 152 BIA/tribal schools were eligible for sampling in the SASS.

The combined list of schools in the sampling frame was stratified first into one of four types: A) BIA and tribal schools;¹² B) Public schools with 25 percent or more American Indian and Alaska Native students; C) schools in Delaware, Nevada, and West Virginia, where a special sampling strategy ensured that at least one school from each LEA in the state was included to eliminate the district standard error estimates; and (D) all other schools. The schools were also stratified by state. Type A schools were stratified by Arizona, New Mexico, South Dakota, and all other states; Type B schools were stratified by Arizona, North Dakota, Oklahoma and all other states except Alaska;¹³ type C schools were stratified by state first and then by LEA; and Type D schools were stratified by state (all states and the District of Columbia except Delaware, Nevada, and West Virginia). The next level of stratification was by grade level (elementary, secondary, or combined).

Before sampling, non-BIA schools were sorted within each stratum by state, LEA urbanicity (seven categories), LEA zip code (first three digits), CCD LEA ID number (a unique number assigned to each school district by NCES), school percent minority enrollment (four categories), highest grade in school, school enrollment, and CCD School ID. Schools were systematically selected with probability proportional to the square root of the number of teachers within a school as reported on the 1988-89 CCD file. BIA schools were selected in a similar manner, but used the square root of the enrollment rather than the number of teachers. The school administrator sample includes the principals of selected schools.

¹²From this sampling frame, 101 BIA/tribal schools were surveyed; 97 schools responded and were in-scope (i.e., in operation during the 1990-91 school year and serving students in any of grades 1-12 or comparable ungraded levels). The sampling weights for these 97 schools sum to 149, the total number of BIA/tribal schools reported in this document.

¹³Most Alaskan schools have high enrollment of American Indian and Alaska Native students.

Selection of Local Education Agencies

All local education agencies (LEAs) that had at least one school selected for the school sample were included in the LEA sample for the Teacher Demand and Supply Questionnaires. Each BIA and Department of Defense school was defined to be an LEA. Since some LEAs do not have schools but hire teachers who teach in schools in other LEAs, a sample of 135 LEAs without eligible schools was selected to ensure representation of these teachers. Only 14 of the 135 LEAs were actually in scope (that is, were an operating public school agency that reported hiring teachers). The total LEA sample was 5,515.

Selection of Teachers

A total of 56,051 teachers were selected from the sampled public, and BIA/tribal schools. The average numbers of teachers selected per school were 3.49, 6.98 and 5.23 teachers for elementary, secondary, and combined schools, respectively.

Each sample school provided a list that included all full- and part-time teachers, itinerant teachers, and long-term substitutes. Within each school, teachers were stratified into one of five teacher types in the following hierarchical order: 1) Asian or Pacific Islander teachers; 2) American Indian or Alaska Native teachers; 3) teachers of bilingual education and English as a second language; 4) new teachers (those who were in their first, second, or third year of teaching); and 5) experienced teachers.

Within each teacher stratum, elementary teachers were sorted into general elementary, special education, and "other" categories; and secondary teachers were sorted into mathematics, science, English, social studies, vocational education, and "other" categories. When combined schools had both elementary and secondary teachers, the teachers were sorted by grade level and primary field of teaching.

Within each school and teacher stratum, teachers were selected systematically with equal probability. A total of 56,051 public and Indian school teachers were selected. The numbers in the strata were as follows: 1,475 Asian or Pacific Island teachers, 1,259 American Indian and Alaska Native teachers, 1,957 bilingual and ESL teachers, 5,970 new teachers, and 45,390 experienced teachers. Teachers were allocated to schools on the basis of the school's weighted measure of size over all schools in the school stratum.

Data Collection Procedures

The data were collected for NCES by the U.S. Census Bureau. In October 1990, introductory letters containing a Teacher Listing Sheet were mailed to sample schools. These

Teacher Listing Sheets, designed to enumerate the instructional staff at each school, served as the sampling frame for the teacher sample. In December 1990, Teacher Demand and Shortage Questionnaires were mailed to the local education agencies representing the sampled public schools. Public School Administrator Questionnaires were also sent to the principals of the selected public and Indian schools at that time. Public School Questionnaires were mailed in late December 1990; Indian School Questionnaires were mailed in February 1991. Public School Teacher Questionnaires for teachers selected from lists provided by the sample public and BIA schools were also mailed to schools in early February.¹⁴ After the initial mailings, second questionnaires were sent to each nonrespondent. A telephone follow-up of nonrespondents was conducted between March and June 1991.

Weighting

Weights of the sample units were developed to produce national and state estimates for teachers, administrators, schools, and local education agencies.¹⁵ The basic weights were the inverse of the probability of selection. The weights were also adjusted for nonresponse and to ensure that sample totals (based on responding, nonresponding, and out of scope cases) were comparable to the frame totals. The sampling weights for teachers were then equated to the school estimates of the number of teachers.

Standard Errors

The estimates presented in the text and tables of this report are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replications procedure that incorporated the design features of this complex sample survey.¹⁶ The standard errors indicate the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard error units

¹⁴Copies of the questionnaires are included in Gruber, K.J., Rohr, C.L., Fondelier, S.E. 1994. *1990-91 Schools and Staffing Survey: Data File User's Manual (Vol. 1: Survey Documentation)*. (NCES 93-144-I). Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, or may be obtained by writing to the Special Surveys and Analysis Branch of NCES at the address given at the end of Chapter 1.

¹⁵For a detailed description of the weighting process, see Kaufman, S., Huang, H. 1993. *Schools and Staffing Survey: Sample Design and Estimation* (Technical Report NCES 93-449). Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics (pp. 51-59).

¹⁶See e.g., Wolter, K.M. 1985. *Introduction to Variance Estimation*. New York: Springer-Verlag.

below to 1.96 standard error units above a particular statistic would include the true population value in approximately 95 percent of the samples. Note, however, that the standard errors do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other possible systematic errors. Standard errors for the estimates presented in the text and tables of this report are included in Appendix B.

Accuracy of Estimates

The accuracy of any statistic is determined by the joint effects of sampling and nonsampling errors. Both types of error affect the estimates presented in this report.¹⁷

Nonsampling error

Both universe and sample surveys are subject to nonsampling errors. Two types of nonsampling errors occur—nonobservation error and measurement error—and both are extremely difficult to estimate.

Nonobservation error may be due to noncoverage, which occurs when members of the population of interest are excluded from the sampling frame, and therefore are not included in the survey sample. Nonobservation error also occurs when sampled units (for example, teachers or administrators) refuse to answer some or all of the survey questions. These types of error are referred to as instrument nonresponse (where the entire questionnaire is missing) and item nonresponse (where only some items of the questionnaire are missing). Sample weight adjustment techniques were used to compensate for instrument nonresponse; imputation procedures were used to compensate for item nonresponse in SASS.¹⁸

Measurement error occurs when mistakes are made when data are edited, coded, or entered into computers (processing errors), when the responses that subjects provide differ from the "true" responses (response errors), and when measurement instruments fail to measure the characteristics they are intended to measure. Sources of response errors include differences in the ways that respondents interpret questions, faulty respondent memory, and mistakes respondents make when recording their answers. Because estimating the magnitude

¹⁷A summary of the data quality for SASS is presented by Jabine, T.B. 1994. *Quality Profile for SASS: Aspects of the Quality of Data in the Schools and Staffing Surveys (SASS)* (NCES 94-340). Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

¹⁸A discussion of these nonresponse adjustment procedures is presented in Gruber, K.J., Rohr, C.L., Fondelier, S.E. 1994. *1990-91 Schools and Staffing Survey: Data File User's Manual (Vol. 1: Survey Documentation)* (NCES 93-144-1). Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

of these various types of nonsampling errors would require special experiments or access to independent data, information on the scope of these errors is seldom available.

Sampling error

Sampling error occurs when members of a population are selected (sampled), and only sample members respond to survey questions. Estimates that are based on sample responses will differ somewhat from the data that would have been obtained if a complete census of the relevant population had been taken using the same survey instruments, instructions, and procedures. The estimated standard error of a statistic is a measure of the variation due to sampling and can be used to examine the precision obtained in a particular sample. All estimates and standard errors were calculated using the balanced repeated replications variance estimation program, WESVAR, developed to calculate standard errors based upon complex survey designs.

Response Rates and Imputation

The final weighted questionnaire response rates are reported in Table A.1. Table A.2 provides the item-response rates for SASS instruments. Values were imputed for items with missing data by 1) using data from other items on the questionnaire or a related component of

Table A.1—Weighted questionnaire responses rates

Questionnaire	Percent response	
	Unweighted	Weighted
Teacher Demand and Shortage	93.0	93.5
Public School Administrator	96.9	96.7
Public School	95.0	95.3
Indian School	98.0	97.7
Public School Teacher*	91.5	91.0

*The response rates for public school teachers exclude the 5 percent of the public schools that did not provide teacher lists. The overall or effective response rate for teachers, including those that could not be sampled from nonresponding schools, was 85.8 percent.

Table A.2—Unweighted item-response rates for questionnaires

Questionnaire	Range of item-response rates	Percent of items with a response rate of 90% or more	Percent of items with a response rate of less than 75%	Items with a response rate less than 75%
Teacher Demand and Shortage Questionnaire for Public School Districts (LEAs)	85-100	90	0	None
Public School Administrator Questionnaire	90-100	100	0	None
Public School Questionnaire	56-100	77	1	31 (part time), 2, 33d(3-9)
Indian School Questionnaire	60-100	87	4	42a-d, f-I (part time)
Public School Teacher Questionnaire	76-100	84	0	None

the SASS (e.g., a school record to impute district data); 2) extracting data from the sample frame, such as the CCD; or 3) extracting data from a respondent with similar characteristics.¹⁹

Statistical Procedures

The comparisons in the text were tested for statistical significance to ensure that the differences are larger than might be expected from sampling variation. These statistical tests were based on Student's *t* statistic. Generally, whether a difference is considered significant is determined by calculating a *t* value for the difference between a pair of means or percentages, and comparing this value to published tables of values at certain critical levels, called alpha levels. The alpha level is an *a priori* statement of the probability of inferring that a difference exists when, in fact, it does not (i.e., the observed difference results from sample variation rather than a "true" difference between two means).

In order to make proper inferences and interpretations from the statistics, several points must be kept in mind. First, comparisons resulting in large *t* statistics may appear to merit special note. However, this is not always the case, because the size of the *t* statistic depends not only on the observed differences in means or the percentages being compared, but also on the standard error of the difference. Thus, a small difference between two groups with a much smaller standard error could result in a large *t* statistic, but this small difference is not necessarily noteworthy. Second, when multiple statistical comparisons are made on the same data, it becomes increasingly likely that an indication of a population difference is erroneous. Even when there is no difference in the population, at an alpha level of .05, there is still a 5 percent chance of concluding that an observed *t* value representing one comparison in the sample is large enough to be statistically significant. As the number of comparisons increases, so does the risk of making such an error in inference.

To guard against errors of inference based upon multiple comparisons, the Bonferroni procedure to correct significance tests for multiple contrasts was used. This method corrects the significance (or alpha) level for the total number of contrasts made with a particular classification variable. For each classification variable, there are $(K*(K-1)/2)$ possible contrasts (or nonredundant pairwise comparisons), where *K* is the number of categories. For

¹⁹For a description of the imputation procedures, see Kaufman, S., Huang, H. 1993. *Schools and Staffing Survey: Sample Design and Estimation* (Technical Report NCES 93-449). Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics (pp. 60-87). and Gruber, K.J., Rohr, C.L., Fondelier, S.E. 1994. *1990-91 Schools and Staffing Surveys: Data File User's Manual (Vol. 1: Survey Documentation)* (NCES 93-144-1). Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics (pp. 71-78).

example, because our Indian school type variable has three categories (BIA/tribal schools, public schools with 25 percent or more Indian student enrollment, and public schools with less than 25 percent Indian student enrollment), $K=3$; and there are $3*(3-1)/2$ or three possible comparisons among the school types. The Bonferroni procedure divides the alpha level for a single t test by the number of possible pairwise comparisons in order to provide a new alpha that is corrected for the fact that multiple contrasts are being made.

The formula used to compute the t statistic was as follows:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When the estimates were not independent (for example, when comparing the percentages of students in different age groups), a covariance term was added to the denominator of the t -test formula. Because the actual covariance terms were not known, it was assumed that the estimates were perfectly negatively correlated. Consequently, $2*(se_1*se_2)$ was added to the denominator of the t -test formula.

The standard errors were calculated using the WESVAR program, a user-written procedure for the Statistical Analysis System (SAS).²⁰ This analytic software uses a balanced repeated replications method to calculate standard errors based upon complex survey designs.

Decision Rules for Suppression of Estimates

Estimates based on very small sample sizes are highly sensitive to sampling and measurement error, and tend to have large standard errors. Since many of the crosstabular presentations in this report include cells based on small numbers of respondents, we have suppressed estimates based on very small sample sizes, and footnote each cell with the note, "Too few cases for a reliable estimate." The suppression procedures, written to take advantage of the relatively large sampling fraction for the BIA/tribal school sample, apply different decision rules to counts and percentages. Thus, percentages are occasionally

²⁰WESVAR is a proprietary computer program available from Westat, Inc., 1650 Research Boulevard, Rockville, MD, 20850.

reported in the text and tables when the estimated counts upon which the percentages are based are suppressed. The decision rules for estimate suppression are presented in table A.3.

Variable Definitions

Public School District

A public school district (or LEA) was defined as a government agency administratively responsible for providing public elementary and/or secondary instruction and educational support services. The agency or administrative unit was required to operate under a public board of education. Districts that did not operate schools but hired teachers for other districts were included. A district was considered out of scope if it did not employ elementary or secondary teachers of any kind.

School district structure for BIA and tribal schools is less clearly defined. Some schools, especially in states with relatively large numbers of Indian schools, operate under a multiple school administrative structure comparable to local education agencies. Many schools, however, are more like single-school administrative units and operate without district administrative structures. Since both types of schools establish their own procedures, curricula, and personnel policies, BIA and tribal schools were considered to be school districts for these analyses. Although these Indian "districts" did not complete the district-level instrument for SASS (i.e., the Teacher Demand and Shortage Questionnaire), administrators at the BIA and tribal schools did complete comparable items as part of the Indian School Questionnaire. For this report, these districts were partitioned into three district types according to administrative structure and the percentage of American Indian and Alaska Native students enrolled in the district (i.e., districts with 25 percent or more Indian student enrollment, districts with less than 25 percent Indian student enrollment, and BIA/tribal schools).

Schools

Schools were defined as institutions that provide educational services for at least one of grades 1-12 (or comparable ungraded), have one or more teachers to give instruction, are located in one or more buildings, receive public funds as primary support, have an assigned administrator, and are operated by an education agency. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense were included; schools that taught only prekindergarten, kindergarten, or adult education were not included. For the purpose of this report on American Indian and Alaska Native education, the

Table A.3—Decision rules or estimate suppression

For Total Columns (e.g., Total Schools, Total Principals):

1. If $n < 10$ then suppress totals and counts;
2. If $10 \leq n < 30$ then
 - A. If $n/NU \geq .75$ then report totals and counts,
 - B. If C.V. of the $N < 20\%$ then report totals and counts,
 - C. If $n/NU < .75$ and C.V. of estimate $> 20\%$ then suppress totals and counts;
3. If $n \geq 30$ then report all totals and counts.

For Percentages and Proportions:

1. If $n_{den} \geq 30$ then
 - A. If $N_{num} \leq 2$ then suppress percentage,
 - B. If $N_{num} > 2$ then report percentage,
2. If $10 < n_{den} < 30$ then
 - A. If $N_{num} \leq 2$ then suppress percentage,
 - B. If $N_{num} > 2$ then
 1. If $n_{den}/NU_{den} \geq .75$ then report percentage,
 2. If C.V. of denominator $< .20\%$ then report percentage;
 3. If $n_{den}/NU_{den} < .75$ and C.V. of denominator $> 20\%$ then suppress;
3. IF $n_{den} < 10$ then suppress.

Where n = unweighted sample size for cell,
 N = weighted number,
 NU = universe total for that cell (or the weighted count if not available), and
C.V. = coefficient of variation for the estimate (i.e., the ratio of the standard error to the value of the statistic).

schools were partitioned into three Indian school types according to the school administrative structure and student population.

Bureau of Indian Affairs and tribal schools. BIA/tribal schools were defined as a publicly funded school outside of the local public school system that is administered by the Bureau of Indian Affairs or operated by Indian tribes or tribal organizations under contract or grant with BIA.

Public schools with 25 percent or more Indian student enrollment, Public schools with less than 25 percent Indian student enrollment. These schools were defined to include all public schools, with group identification determined by percentage enrollment of American Indian and Alaska Native students in the school, as reported on Item 9 of the Public School Questionnaire (Form SASS-3A).

Teachers

For the purposes of SASS, a teacher was any full- or part-time instructor whose primary assignment was to teach in any of grades K-12. Part-time teachers were those who reported working less than full time as a teacher at their school. Itinerant teachers and long-term substitutes who were filling the role of a regular teacher on an indefinite basis were also included. An itinerant teacher was defined as a teacher who taught at more than one school. The following individuals were not considered teachers: short-term substitutes, student teachers, nonteaching specialists (such as guidance counselors, librarians, nurses, psychologists), administrators, teacher's aides, and other professional and support staff.

Community Type

Community type was derived from the seven-category "urbanicity" code (locale) developed by Johnson.²¹ The locale code was based on the school's mailing address matched to U.S. Census Bureau data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census code defining urban and rural areas. This approach is believed to provide a more accurate description of the community than the respondents' self-reported community type used in analyses of the 1987-88 SASS. For this report the locale codes were aggregated into three community types.

Urban area. A large central city (the central city of an SMSA with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 persons per

²¹Johnson, F. 1989. *Assigning Type of Local Codes to the 1987-88 CCD Public Schools Universe* (Data Series Technical Report SP-CCD-87188-7.4). Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.

square mile) or a mid-size city (a central city of an SMSA, but not designated as a large central city).

Suburban area. A suburban area is defined to include the urban fringe of a large or mid-size city (a place within an SMSA of a large or mid-size central city defined as urban by the U.S. Census Bureau) or a large town (a place not within an SMSA, but with a population greater than or equal to 25,000 and defined as urban by the U.S. Census Bureau).

Rural-small town. This category was defined to include both rural areas (population of less than 2,500 and defined as rural by the U.S. Census Bureau) and small towns (a place not within an SMSA, with a population of less than 25,000, but greater than or equal to 2,500).

School Level

Elementary. A school that had grade 6 or lower, or "ungraded" and had no grade higher than the 8th.

Secondary. A school that had no grade lower than the 7th, or "ungraded" and had grade 7 or higher.

Combined. A school that had grades higher than the 8th and lower than the 7th. Schools in which students are ungraded (i.e., non classified by standard grade levels) are also classified as combined.

School Size

Less than 100, 100-499, 500 and more. Size categories were based on the number of students (by head count) who were enrolled in grades K-12 in the school on or about October 1, 1990 (as reported in Items 1a on the Public School Questionnaire and 2b on the Indian School Questionnaire).

Region

Six regions were employed in the report, and are based on the definitions used for the Title V Indian Technical Assistance Centers of the Office of Indian Education, U.S. Department of Education.

East (Region I). Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Missouri, Mississippi, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, West Virginia, and the District of Columbia.

Northern plains (Region II). Iowa, Kansas, Minnesota, Nebraska, North Dakota, South Dakota, and Wisconsin.

Northwest (Region III). Colorado, Idaho, Montana, Oregon, Utah, Washington, and Wyoming.

Southwest (Region IV). Arizona, California, Hawaii, New Mexico, and Nevada.

South central (Region V). Oklahoma and Texas.

Alaska (Region VI). Alaska.

Non-Instructional Staff

Non-instructional staff are defined to include school personnel not directly involved in teaching activities or administration. The category contains all full- and part-time staff, including counselors, librarians, media aides, and other staff (e.g., maintenance, food service, and clerical positions). Administrators, classroom aides, and unpaid volunteers are not included.

APPENDIX B
TABLES OF VARIANCE ESTIMATES

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Table B1— Standard errors for Table 1: Distribution of schools and students by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Schools		Students (K-12)		Average enrollment
	Number	Percent	Number	Percent	
TOTAL	197.6	0	362,822.3	0	4.6
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	2.4	0	1,881.0	0	12.8
School level					
Elementary	2.7	1.04	1,481.5	3.06	15.1
Secondary	2.0	1.27	644.3	1.69	38.8
Combined	2.4	1.71	1,223.5	2.77	40.9
School size					
Less than 100	6.9	4.64	461.3	1.51	5.4
100 to 499	7.6	5.07	2,075.7	4.57	10.3
500 or more	2.8	1.91	1,732.3	4.27	32.2
Community type					
Urban	—	1.12	—	1.66	—
Suburban	—	4.23	—	4.01	—
Rural-small town	6.3	4.28	2,165.2	4.21	15.6
Region					
East	—	1.47	—	0.69	—
Northern plains	2.7	1.87	1,038.2	2.44	34.6
South central	4.4	2.98	739.3	2.08	28.6
Southwest	4.8	2.95	1,556.6	2.36	18.3
Northwest	—	0.84	—	0.92	—
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	65.5	0	17,049.8	0	10.2
School level					
Elementary	57.7	2.96	15,506.5	3.01	13.1
Secondary	34.4	2.53	8,238.3	2.68	18.1
Combined	23.3	1.88	4,269.1	1.41	18.4
School size					
Less than 100	34.9	2.60	1,960.2	0.72	3.4
100 to 499	62.8	2.57	14,932.0	2.12	10.5
500 or more	10.3	0.93	7,583.6	2.21	28.7
Community type					
Urban	—	0.83	—	1.51	—
Suburban	—	1.76	—	1.39	—
Rural-small town	64.3	1.93	16,609.2	2.03	9.5

See footnotes at end of table.

Table B1— Standard errors for Table 1: Distribution of schools and students by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Schools		Students (K-12)		Average enrollment
	Number	Percent	Number	Percent	
Region					
East	22.8	1.84	7,386.1	2.48	24.1
Northern plains	24.8	1.74	5,618.1	1.78	22.6
South central	32.9	2.42	5,739.6	1.95	27.5
Southwest	25.5	2.12	10,822.4	2.90	37.7
Northwest	45.7	2.88	10,446.9	2.98	15.0
Alaska	16.4	1.33	4,018.0	1.29	14.7
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	213.0	0	359,814.2	0	4.7
School level					
Elementary	233.8	0.21	235,472.5	0.52	3.9
Secondary	153.5	0.20	285,858.9	0.50	14.4
Combined	163.5	0.21	75,926.4	0.20	13.6
School size					
Less than 100	310.1	0.39	19,276.3	0.05	2.0
100 to 499	586.1	0.70	223,017.0	0.68	2.7
500 or more	536.0	0.70	466,617.4	0.69	5.9
Community type					
Urban	267.3	0.36	242,705.7	0.50	9.6
Suburban	331.5	0.40	216,525.8	0.48	7.6
Rural-small town	266.9	0.29	188,509.8	0.38	5.1
Region					
East	160.5	0.12	214,463.0	0.34	4.5
Northern plains	81.4	0.10	69,829.8	0.18	7.3
South central	60.0	0.07	62,160.1	0.16	8.5
Southwest	59.2	0.08	188,961.1	0.40	20.6
Northwest	66.5	0.08	95,684.7	0.21	14.6
Alaska	13.2	0.02	6,938.7	0.02	33.4

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Table B2— Standard errors for Table 2: Percentage of students by sex and race-ethnicity, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Number	Sex		Race-ethnicity				
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Hispanic	Black non-Hisp.	White non-Hisp.
TOTAL	362,822.3	0.08	0.08	0.03	0.12	0.35	0.29	0.41
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS								
Total	1,881.0	0.60	0.60	0.41	0.01	0.24	0.01	0.14
School level								
Elementary	1,481.5	0.91	0.91	0.49	—	0.45	—	0.07
Secondary	644.3	2.02	2.02	0.08	—	—	—	0.08
Combined	1,223.5	0.76	0.76	0.94	—	—	—	—
School size								
Less than 100	461.3	1.58	1.58	0.48	—	—	—	—
100 to 499	2,075.7	0.70	0.70	0.50	—	0.34	0.02	0.09
500 or more	1,732.3	1.13	1.13	0.92	—	—	—	0.48
Community type								
Urban	—	—	—	—	—	—	—	—
Suburban	—	1.97	1.97	0.19	—	—	—	—
Rural-small town	2,165.2	0.69	0.69	0.52	0.01	0.31	0.01	0.17
Region								
East	—	—	—	—	—	—	—	—
Northern plains	1,038.2	1.70	1.70	1.35	—	—	—	—
South central	739.3	1.66	1.66	0.50	—	0.09	—	0.53
Southwest	1,556.6	0.72	0.72	0.40	0.01	0.37	0.02	0.05
Northwest	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT								
Total	17,049.8	0.32	0.32	1.76	0.06	0.71	0.57	1.74
School level								
Elementary	15,506.5	0.46	0.46	2.27	0.07	0.64	0.88	2.22
Secondary	8,238.3	0.56	0.56	3.46	0.13	1.62	0.33	3.71
Combined	4,269.1	0.99	0.99	6.16	0.12	4.03	0.49	5.31
School size								
Less than 100	1,960.2	1.73	1.73	4.38	0.18	0.60	0.37	4.04
100 to 499	14,932.0	0.39	0.39	2.03	0.06	0.80	0.70	2.03
500 or more	7,583.6	0.61	0.61	3.33	0.19	1.67	1.30	2.76
Community type								
Urban	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—
Rural-small town	16,609.2	0.34	0.34	1.73	0.05	0.71	0.55	1.81

See footnotes at end of table.

Table B2— Standard errors for Table 2: Percentage of students by sex and race-ethnicity, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Number	Sex		Race-ethnicity				
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Hispanic	Black non-Hisp.	White non-Hisp.
Region								
East	7,386.1	1.27	1.27	4.63	0.05	0.31	3.73	6.58
Northern plains	5,618.1	0.49	0.49	4.50	0.10	0.14	0.90	4.38
South central	5,739.6	0.92	0.92	3.98	0.08	1.04	0.04	4.04
Southwest	10,822.4	0.93	0.93	3.97	0.16	1.88	0.28	2.86
Northwest	10,446.9	0.34	0.34	1.41	0.08	0.14	0.37	1.55
Alaska	4,018.0	0.96	0.96	4.86	0.35	0.34	1.08	4.26
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT								
Total	359,814.2	0.08	0.08	0.02	0.12	0.35	0.29	0.41
School level								
Elementary	235,472.5	0.09	0.09	0.03	0.18	0.38	0.46	0.55
Secondary	285,858.9	0.17	0.17	0.03	0.17	0.71	0.39	0.75
Combined	75,926.4	0.43	0.43	0.10	0.18	1.11	0.83	1.24
School size								
Less than 100	19,276.3	0.84	0.84	0.14	0.19	1.16	0.84	1.36
100 to 499	223,017.0	0.17	0.17	0.04	0.15	0.38	0.43	0.62
500 or more	466,617.4	0.10	0.10	0.03	0.16	0.46	0.45	0.54
Community type								
Urban	242,705.7	0.15	0.15	0.03	0.33	0.79	0.78	0.88
Suburban	216,525.8	0.17	0.17	0.03	0.20	0.57	0.51	0.75
Rural-small town	188,509.8	0.11	0.11	0.05	0.07	0.38	0.25	0.41
Region								
East	214,463.0	0.10	0.10	0.01	0.14	0.25	0.40	0.42
Northern plains	69,829.8	0.22	0.22	0.09	0.19	0.13	0.40	0.45
South central	62,160.1	0.15	0.15	0.12	0.18	0.49	0.25	0.54
Southwest	188,961.1	0.29	0.29	0.10	0.51	1.54	0.82	1.78
Northwest	95,684.7	0.29	0.29	0.10	0.15	1.38	0.89	1.39
Alaska	6,938.7	0.31	0.31	0.55	0.46	0.19	0.44	1.08

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Table B3— Standard errors for Table 3: Percentage of schools offering specific programs and services, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total schools	ESL	Bilingual education	Remedial math	Gifted/ talented	Chapter 1
TOTAL	197.6	0.64	0.58	0.59	0.56	0.73
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	2.4	4.52	4.26	3.99	4.38	0.00
School level						
Elementary	2.7	5.90	5.46	5.58	5.94	0.00
Secondary	2.0	—	8.64	8.38	7.65	0.00
Combined	2.4	—	11.52	7.24	9.77	0.00
School size						
Less than 100	6.9	—	—	—	—	0.00
100 to 499	7.6	5.34	5.76	4.37	5.32	0.00
500 or more	2.8	7.16	6.82	8.75	5.75	0.00
Community type						
Urban	—	—	—	—	—	—
Suburban	—	—	—	—	—	—
Rural-small town	6.3	5.33	4.89	4.50	5.05	0.00
Region						
East	—	—	—	—	—	—
Northern plains	2.7	—	9.53	5.07	6.74	0.00
South central	4.4	5.16	11.25	4.30	12.53	0.00
Southwest	4.8	6.97	5.90	6.09	6.72	0.00
Northwest	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	65.5	2.46	2.71	3.31	2.62	2.91
School level						
Elementary	57.7	2.75	3.50	4.51	3.84	3.87
Secondary	34.4	4.75	4.24	6.23	4.79	5.62
Combined	23.3	5.94	7.33	7.25	6.78	6.41
School size						
Less than 100	34.9	5.89	6.90	7.85	6.85	6.31
100 to 499	62.8	2.68	3.10	4.14	2.73	3.75
500 or more	10.3	8.37	5.49	6.07	5.78	2.20
Community type						
Urban	—	—	—	—	—	—
Suburban	—	—	—	—	—	—
Rural-small town	64.3	2.35	2.78	2.97	2.32	3.01

See footnotes at end of table.

Table B3— Standard errors for Table 3: Percentage of schools offering specific programs and services, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total schools	ESL	Bilingual education	Remedial math	Gifted/talented	Chapter 1
Region						
East	22.8	2.91	4.25	5.94	8.98	1.15
Northern plains	24.8	5.52	5.33	6.42	7.46	1.91
South central	32.9	7.04	8.21	12.74	9.71	12.34
Southwest	25.5	8.78	7.22	7.21	6.42	6.70
Northwest	45.7	4.22	3.58	6.91	4.26	4.69
Alaska	16.4	6.23	6.95	6.80	6.66	6.64
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	213.0	0.67	0.59	0.60	0.58	0.74
School level						
Elementary	233.8	0.84	0.79	0.73	0.74	0.89
Secondary	153.5	0.91	0.81	1.06	1.04	1.08
Combined	163.5	1.78	1.57	1.86	2.77	2.24
School size						
Less than 100	310.1	2.76	1.41	3.10	2.95	3.10
100 to 499	586.1	1.17	0.98	0.84	0.76	0.98
500 or more	536.0	0.84	0.80	1.00	0.89	1.07
Community type						
Urban	267.3	1.26	1.06	1.47	1.68	1.32
Suburban	331.5	1.31	1.13	1.32	1.03	1.63
Rural-small town	266.9	0.94	0.80	1.02	0.67	0.90
Region						
East	160.5	0.77	0.58	0.80	0.72	0.81
Northern plains	81.4	1.41	0.69	1.76	1.50	1.36
South central	60.0	2.22	1.65	1.85	1.58	1.88
Southwest	59.2	2.71	3.21	2.70	2.76	2.99
Northwest	66.5	2.15	2.05	2.39	1.33	2.18
Alaska	13.2	5.84	4.87	6.10	3.96	5.40

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Table B4— Standard errors for Table 4: School enrollment and percentage of students eligible for free or reduced-price lunches, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total students (K-12)	Eligible for lunch program
TOTAL	362,822.3	0.34
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS		
Total	1,881.0	1.49
School level		
Elementary	1,481.5	1.37
Secondary	644.3	5.40
Combined	1,223.5	2.61
School size		
Less than 100	461.3	2.01
100 to 499	2,075.7	1.59
500 or more	1,732.3	2.64
Community type		
Urban	—	—
Suburban	—	2.56
Rural-small town	2,165.2	1.45
Region		
East	—	—
Northern plains	1,038.2	1.20
South central	739.3	6.23
Southwest	1,556.6	2.23
Northwest	—	—
Alaska	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT		
Total	17,049.8	1.64
School level		
Elementary	15,506.5	1.74
Secondary	8,238.3	2.90
Combined	4,269.1	4.34
School size		
Less than 100	1,960.2	4.79
100 to 499	14,932.0	2.15
500 or more	7,583.6	2.61
Community type		
Urban	—	—
Suburban	—	—
Rural-small town	16,609.2	1.71

See footnotes at end of table.

Table B4— Standard errors for Table 4: School enrollment and percentage of students eligible for free or reduced-price lunches, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total students (K-12)	Eligible for lunch program
Region		
East	7,386.1	4.78
Northern plains	5,618.1	3.84
South central	5,739.6	3.65
Southwest	10,822.4	3.18
Northwest	10,446.9	3.21
Alaska	4,018.0	4.61
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT		
Total	359,814.2	0.35
School level		
Elementary	235,472.5	0.43
Secondary	285,858.9	0.42
Combined	75,926.4	1.46
School size		
Less than 100	19,276.3	1.61
100 to 499	223,017.0	0.53
500 or more	466,617.4	0.47
Community type		
Urban	242,705.7	0.85
Suburban	216,525.8	0.57
Rural-small town	188,509.8	0.35
Region		
East	214,463.0	0.46
Northern plains	69,829.8	0.65
South central	62,160.1	0.90
Southwest	188,961.1	1.19
Northwest	95,684.7	1.33
Alaska	6,938.7	1.38

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Table B5— Standard errors for Table 5: Average years of instruction in various subject areas required for high school graduation, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total districts	English/ Language arts	Mathematics	Computer science	Social studies	Sciences	Foreign languages
TOTAL	111.23	0.01	0.01	0.01	0.01	0.01	0.01
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS							
Total	2.39	0.06	0.10	0.12	0.11	0.13	0.07
Region							
East	—	—	—	—	—	—	—
Northern plains	2.70	—	—	—	—	—	—
South central	—	—	—	—	—	—	—
Southwest	4.83	0.06	0.07	—	0.13	0.29	—
Northwest	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT							
Total	46.46	0.19	0.12	0.04	0.14	0.13	0.07
Region							
East	—	—	—	—	—	—	—
Northern plains	—	0.03	0.21	—	0.03	0.20	—
South central	16.79	0.02	0.15	—	0.16	0.14	—
Southwest	—	0.00	0.10	0.13	0.11	0.08	—
Northwest	33.09	0.41	0.26	0.08	0.27	0.25	—
Alaska	3.28	0.00	0.07	—	0.27	0.09	—
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT							
Total	114.08	0.01	0.01	0.01	0.01	0.01	0.01
Region							
East	89.33	0.02	0.02	0.01	0.02	0.02	0.02
Northern plains	58.83	0.04	0.04	0.03	0.04	0.03	0.02
South central	37.21	0.02	0.02	0.03	0.04	0.02	0.03
Southwest	23.67	0.04	0.07	0.03	0.08	0.04	0.05
Northwest	26.51	0.03	0.02	0.04	0.04	0.03	0.04
Alaska	3.29	0.01	0.11	0.01	0.11	0.14	—

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as single districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B6— Standard errors for Table 6: Of schools that served 12th grades, percentage that offered college preparatory programs, average percentage of 10-12th grade students enrolled in college preparatory program, and graduation and college application rates of 1989-90 12th graders, by Indian school type, school size, community type, and region: 1990-91

School characteristics	Schools serving 12th grade	College preparatory		Average % of 12th graders who	
		% schools offered	Average % enrolled	Graduated	Applied to college
TOTAL	218.1	1.22	0.59	0.29	0.57
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	0.7	7.70	8.04	3.25	3.94
School size					
Less than 100	—	—	0.00	2.72	—
100 to 499	3.5	10.76	11.46	4.63	4.62
500 or more	2.8	9.59	1.40	2.39	6.39
Community type					
Urban	—	—	—	—	—
Suburban	—	—	—	7.60	—
Rural-small town	4.0	10.16	8.04	3.14	3.56
Region					
East	—	—	—	—	—
Northern plains	2.4	—	—	8.46	2.03
South central	3.5	18.65	0.24	6.49	7.07
Southwest	2.0	7.31	7.05	2.45	9.75
Northwest	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	36.7	5.41	3.80	2.08	2.57
School size					
Less than 100	26.7	9.89	11.16	4.95	5.28
100 to 499	26.4	6.35	3.00	1.45	2.23
500 or more	7.4	11.88	8.02	1.39	5.71
Community type					
Urban	—	—	—	—	—
Suburban	—	—	—	—	—
Rural-small town	32.5	5.38	3.84	1.28	1.99

See footnotes at end of table.

Table B6— Standard errors for Table 6: Of schools that served 12th grades, percentage that offered college preparatory programs, average percentage of 10-12th grade students enrolled in college preparatory program, and graduation and college application rates of 1989-90 12th graders, by Indian school type, school size, community type, and region: 1990-91—Continued

School characteristics	Schools serving 12th grade	College preparatory		Average % of 12th graders who	
		% schools offered	Average % enrolled	Graduated	Applied to college
Region					
East	7.5	17.31	11.83	3.40	4.90
Northern plains	9.1	11.86	11.76	3.63	5.71
South central	12.8	16.41	6.98	7.77	8.20
Southwest	14.3	14.63	5.10	11.47	5.82
Northwest	24.7	12.19	9.94	1.04	6.29
Alaska	15.2	9.18	5.61	2.43	4.11
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	228.4	1.21	0.59	0.29	0.59
School size					
Less than 100	155.3	4.39	4.25	2.27	3.48
100 to 499	269.0	1.90	1.12	0.51	0.96
500 or more	209.5	0.61	0.78	0.15	0.56
Community type					
Urban	125.8	2.41	1.67	1.04	1.44
Suburban	109.4	2.12	1.41	0.78	1.57
Rural-small town	176.0	1.50	0.80	0.23	0.67
Region					
East	164.7	1.16	0.70	0.39	0.50
Northern plains	60.9	2.21	1.49	0.45	1.05
South central	47.2	2.80	1.90	1.21	1.56
Southwest	103.2	5.62	3.56	1.61	4.25
Northwest	65.5	3.66	2.65	0.93	1.44
Alaska	8.7	7.57	4.63	4.75	5.90

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Table B7— Standard errors for Table 7: Percentage of principals by highest degree earned and average years of teaching experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principals	Highest degree earned			Years of teaching experience
		Less than Master's	Masters	More than Masters	
TOTAL	216.8	0.23	0.70	0.68	0.08
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	5.4	3.69	5.30	4.45	0.58
School level					
Elementary	4.0	4.59	6.70	5.66	0.71
Secondary	2.0	5.93	10.93	8.40	1.20
Combined	3.1	—	11.61	—	1.32
School size					
Less than 100	6.8	—	—	—	1.00
100 to 499	8.3	3.21	5.85	5.20	0.80
500 or more	2.7	8.91	8.43	4.03	0.55
Community type					
Urban	—	—	—	—	—
Suburban	—	—	—	—	1.04
Rural-small town	6.3	2.35	6.13	5.98	0.73
Region					
East	—	—	—	—	—
Northern plains	3.1	—	7.40	—	1.66
South central	4.3	14.06	14.96	7.55	2.17
Southwest	5.0	4.92	7.75	7.02	0.67
Northwest	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity					
American Indian/Alaska Native	8.3	5.77	6.48	4.71	0.77
Tribally enrolled	8.3	5.91	6.34	4.62	0.82
Not enrolled	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—
Hispanic	—	—	—	—	—
White non-Hispanic	8.0	4.76	8.31	7.72	0.68
Sex					
Male	7.9	3.51	6.08	5.21	0.60
Female	6.3	—	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	55.0	1.25	2.59	2.42	0.54
School level					
Elementary	53.1	1.96	3.50	3.07	0.60
Secondary	33.8	1.94	4.51	4.28	0.95
Combined	23.9	4.31	7.91	6.51	1.14

See footnotes at end of table.

Table B7— Standard errors for Table 7: Percentage of principals by highest degree earned and average years of teaching experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Highest degree earned			Years of teaching experience
		Less than Master's	Masters	More than Masters	
School size					
Less than 100	32.3	5.16	6.86	5.32	1.12
100 to 499	55.0	1.16	2.60	2.80	0.61
500 or more	11.0	0.00	8.10	8.10	0.53
Community type					
Urban	—	—	—	—	—
Suburban	—	—	—	—	—
Rural-small town	53.9	1.29	2.64	2.56	0.53
Region					
East	18.8	4.03	7.90	6.56	0.91
Northern plains	24.8	3.95	6.04	5.35	1.05
South central	22.2	1.89	7.49	7.99	1.19
Southwest	25.7	4.61	8.57	8.13	0.96
Northwest	43.7	2.39	4.32	4.38	1.02
Alaska	16.6	3.93	8.24	6.51	1.24
Race-Ethnicity					
American Indian/Alaska Native	34.8	2.18	8.75	8.84	1.53
Tribally enrolled	33.8	2.34	9.47	9.53	1.67
Not enrolled	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—
Hispanic	—	—	—	—	—
White non-Hispanic	50.3	1.55	2.97	2.65	0.51
Sex					
Male	58.5	1.30	3.07	2.84	0.54
Female	36.3	3.25	5.20	5.44	1.17
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	220.4	0.23	0.71	0.70	0.09
School level					
Elementary	233.3	0.29	0.97	0.94	0.13
Secondary	170.3	0.30	0.96	1.03	0.11
Combined	183.8	0.72	2.31	2.37	0.23
School size					
Less than 100	243.1	1.94	3.20	2.65	0.37
100 to 499	583.6	0.30	0.96	0.88	0.12
500 or more	540.4	0.22	0.87	0.90	0.14
Community type					
Urban	259.3	0.21	1.42	1.43	0.19
Suburban	322.1	0.40	1.59	1.59	0.16
Rural-small town	293.1	0.37	0.92	0.88	0.10

See footnotes at end of table.

Table B7— Standard errors for Table 7: Percentage of principals by highest degree earned and average years of teaching experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Highest degree earned			Years of teaching experience
		Less than Master's	Masters	More than Masters	
Region					
East	184.6	0.19	0.98	0.99	0.12
Northern plains	104.6	0.58	1.58	1.54	0.18
South central	66.4	0.59	1.44	1.55	0.18
Southwest	65.9	1.24	2.69	2.81	0.34
Northwest	66.8	0.69	2.45	2.19	0.30
Alaska	12.3	2.63	4.79	4.36	0.64
Race-Ethnicity					
American Indian/Alaska Native	89.0	6.83	10.64	10.55	1.06
Tribally enrolled	42.3	—	—	—	1.48
Not enrolled	79.1	—	—	—	1.53
Asian/Pacific Islander	115.6	2.23	10.12	9.62	0.93
Black non-Hispanic	293.8	0.57	2.21	2.12	0.28
Hispanic	257.8	2.23	3.78	3.98	0.58
White non-Hispanic	424.8	0.23	0.79	0.80	0.09
Sex					
Male	547.1	0.27	0.66	0.61	0.10
Female	561.9	0.38	1.52	1.63	0.16

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Table B8— Standard errors for Table 8: Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School Characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin./ Prog. Dir.	Guidance counselor	Other	None
TOTAL	216.8	0.68	0.58	0.69	0.78	0.38	0.67	0.57
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS								
Total	5.4	4.41	5.09	4.05	4.14	3.80	4.41	2.71
School level								
Elementary	4.0	6.49	6.71	5.40	3.76	—	6.07	—
Secondary	2.0	8.09	6.49	8.35	13.83	4.52	5.51	4.86
Combined	3.1	7.58	—	—	—	—	—	—
School size								
Less than 100	6.8	—	—	—	—	—	—	—
100 to 499	8.3	5.71	6.00	5.13	5.57	4.56	5.21	3.31
500 or more	2.7	7.48	6.43	6.43	8.44	4.64	10.30	—
Community type								
Urban	—	—	—	—	—	—	—	—
Suburban	6.3	—	—	—	—	—	—	—
Rural-small town	6.3	5.92	6.41	4.53	4.03	4.15	4.48	3.55
Region								
East	—	—	—	—	—	—	—	—
Northern plains	3.1	—	—	—	—	—	—	—
South central	4.3	8.56	9.00	11.20	15.25	14.80	10.04	—
Southwest	5.0	7.38	6.57	5.17	5.27	5.67	6.08	2.89
Northwes.	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity								
American Indian/Alaska Native	8.3	5.94	6.10	5.82	7.25	4.95	7.55	3.14
Tribally enrolled	8.3	6.42	6.27	6.07	7.20	5.09	7.78	3.29
Not enrolled	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—
White non-Hispanic	8.0	7.41	7.62	7.11	6.75	7.32	6.09	4.46

See footnotes at end of table.

Table B8—Standard errors for Table 8: Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School Characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin./ Prog. Dir.	Guidance counselor	Other	None
Sex								
Male	7.9	5.05	6.03	5.20	5.27	4.78	4.91	2.86
Female	6.3	8.96	—	—	—	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT								
Total	55.0	2.53	2.23	3.46	2.96	2.34	2.39	2.43
School level								
Elementary	53.1	3.31	3.59	4.90	3.37	3.55	2.96	3.91
Secondary	33.8	4.81	4.27	4.74	4.96	3.59	3.98	2.91
Combined	23.9	6.19	6.35	7.94	6.36	3.73	6.47	6.10
School size								
Less than 100	32.3	4.70	5.73	7.70	4.03	4.32	5.56	5.41
100 to 499	55.0	3.11	2.89	4.00	3.91	2.98	3.15	2.84
500 or more	11.0	4.86	6.87	6.63	6.43	2.85	5.35	6.57
Community type								
Urban	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—
Rural-small town	53.9	2.44	2.40	3.65	3.07	2.46	2.24	2.53
Region								
East	18.8	8.68	10.24	12.25	9.67	5.50	7.67	8.61
Northern plains	24.8	6.36	7.23	7.59	7.19	6.40	7.32	6.74
South central	22.2	11.63	8.76	8.55	7.37	6.93	9.55	8.09
Southwest	25.7	4.58	6.99	6.87	8.13	4.29	6.55	7.82
Northwest	43.7	4.81	3.69	5.52	4.42	4.92	3.30	3.99
Alaska	16.6	5.50	6.11	8.26	5.21	3.43	6.17	4.52

Table B8— Standard errors for Table 8: Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School Characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin./ Prog. Dir.	Guidance counselor	Other	None
Race-Ethnicity								
American Indian/Alaska Native	34.8	4.64	8.12	9.48	8.26	4.62	5.71	2.32
Tribally enrolled	33.8	4.40	8.70	10.07	8.82	4.84	5.83	2.82
Not enrolled	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—
White non-Hispanic	50.3	2.75	2.71	3.48	3.04	2.66	2.39	2.86
Sex								
Male	58.5	2.94	3.03	3.82	3.75	2.83	2.53	2.52
Female	36.3	5.19	5.25	3.22	4.10	2.83	5.69	5.08
Total	220.4	0.68	0.59	0.71	0.79	0.37	0.68	0.57
School level								
Elementary	233.3	0.87	0.67	0.83	0.97	0.46	0.90	0.78
Secondary	170.3	1.05	0.89	0.86	0.76	0.65	0.89	0.46
Combined	183.8	1.97	2.29	1.51	2.29	1.28	1.89	1.59
School size								
Less than 100	243.1	2.36	3.00	2.54	3.14	1.81	3.31	2.84
100 to 499	583.6	1.05	0.91	0.98	1.11	0.45	1.00	0.89
500 or more	540.4	1.04	0.85	0.89	1.01	0.54	0.95	0.62
Community type								
Urban	259.3	1.37	1.32	1.21	1.56	1.00	1.42	1.00
Suburban	322.1	1.26	1.05	1.04	1.34	0.76	1.53	1.11
Rural-small town	293.1	0.82	0.85	1.00	1.07	0.44	0.99	0.90

See footnotes at end of table.

Table B8—Standard errors for Table 8: Percentage of principals with specific previous staff and administrative experiences, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School Characteristics	Total principals	Dept. head/ Curr. coord.	Club Sponsor	Athletic coach	Asst. Prin./ Prog. Dir.	Guidance counselor	Other	None
Region								
East	184.6	0.73	0.78	0.84	0.95	0.54	0.83	0.85
Northern plains	104.6	1.22	1.34	1.52	1.54	0.87	1.33	1.56
South central	66.4	1.57	1.90	1.39	2.23	0.95	1.61	1.43
Southwest	65.9	2.82	2.31	2.29	2.22	1.30	3.11	1.59
Northwest	66.8	2.10	2.03	2.13	2.29	1.42	1.88	1.44
Alaska	12.3	4.03	5.21	3.73	5.22	2.71	4.54	4.69
Race-Ethnicity								
American Indian/Alaska Native	89.0	9.25	10.09	10.19	9.45	8.27	8.61	4.27
Tribally enrolled	42.3	—	—	—	—	—	—	—
Not enrolled	79.1	—	—	—	—	—	—	—
Asian/Pacific Islander	115.6	9.92	7.33	7.39	2.59	6.04	—	0.89
Black non-Hispanic	293.8	2.10	1.82	1.39	1.81	1.98	2.43	0.90
Hispanic	257.8	4.19	3.41	2.93	4.42	1.85	4.21	2.37
White non-Hispanic	424.8	0.68	0.63	0.78	0.88	0.37	0.69	0.63
Sex								
Male	547.1	0.75	0.71	0.94	0.94	0.46	0.71	0.63
Female	561.9	1.36	1.11	0.44	1.51	0.67	1.87	1.17

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Table B9— Standard errors for Table 9: Percentage of principals that receive specific types of training, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principals	Inservice training program			
		Aspiring administrator	Indian education administrator	Evaluation/supervision	Administrative internship
TOTAL	216.8	0.72	0.21	0.42	0.75
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	5.4	4.99	4.62	3.56	4.61
School level					
Elementary	4.0	6.06	5.91	4.42	5.67
Secondary	2.0	8.06	8.35	8.82	8.17
Combined	3.1	—	—	12.83	—
School size					
Less than 100	6.8	—	—	11.53	—
100 to 499	8.3	5.77	4.77	4.55	5.72
500 or more	2.7	6.05	4.03	2.02	6.75
Community type					
Urban	—	—	—	—	—
Suburban	6.3	—	11.93	11.11	—
Rural-small town	6.3	5.67	5.13	3.41	4.87
Region					
East	—	—	—	—	—
Northern plains	3.1	—	11.43	8.34	—
South central	4.3	8.56	10.29	10.37	14.82
Southwest	5.0	6.75	6.94	4.62	6.04
Northwest	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity					
American Indian/Alaska Native	8.3	7.35	5.14	3.50	6.74
Tribally enrolled	8.3	7.58	5.15	3.05	6.69
Not enrolled	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—
Hispanic	—	—	—	—	—
White non-Hispanic	8.0	6.72	7.06	6.16	7.55
Sex					
Male	7.9	5.77	4.95	4.15	5.44
Female	6.3	—	8.95	5.62	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	55.0	2.87	2.78	1.69	2.60
School level					
Elementary	53.1	4.53	3.63	1.57	4.40
Secondary	33.8	5.21	4.43	2.49	4.24
Combined	23.9	4.97	5.81	6.09	6.49

See footnotes at end of table.

Table B9— Standard errors for Table 9: Percentage of principals that receive specific types of training, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Inservice training program			
		Aspiring administrator	Indian education administrator	Evaluation/supervision	Administrative internship
School size					
Less than 100	32.3	6.86	6.08	5.10	5.99
100 to 499	55.0	3.61	3.06	1.51	3.20
500 or more	11.0	5.14	5.91	2.25	9.73
Community type					
Urban	—	—	—	—	—
Suburban	—	—	—	—	—
Rural-small town	53.9	3.01	2.81	1.77	2.74
Region					
East	18.8	10.15	7.03	1.50	7.27
Northern plains	24.8	7.65	6.72	5.08	5.81
South central	22.2	10.85	7.30	2.96	9.29
Southwest	25.7	8.47	7.50	5.35	8.10
Northwest	43.7	6.48	3.19	2.04	4.53
Alaska	16.6	4.93	6.30	4.83	7.13
Race-Ethnicity					
American Indian/Alaska Native	34.8	10.33	8.12	3.37	9.11
Tribally enrolled	33.8	10.91	8.76	3.58	9.45
Not enrolled	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—
Hispanic	—	—	—	—	—
White non-Hispanic	50.3	3.04	3.20	1.67	3.18
Sex					
Male	58.5	3.54	2.97	1.65	3.35
Female	36.3	5.43	6.80	4.69	5.39
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	220.4	0.73	0.20	0.42	0.76
School level					
Elementary	233.3	0.96	0.28	0.60	0.94
Secondary	170.3	1.06	0.46	0.65	1.04
Combined	183.8	2.22	0.90	1.20	2.70
School size					
Less than 100	243.1	2.38	1.35	2.45	2.55
100 to 499	583.6	1.08	0.20	0.73	1.16
500 or more	540.4	0.99	0.36	0.62	0.91
Community type					
Urban	259.3	1.62	0.50	0.93	1.55
Suburban	322.1	1.52	0.46	1.21	1.49
Rural-small town	293.1	1.02	0.28	0.67	1.14

See footnotes at end of table.

Table B9— Standard errors for Table 9: Percentage of principals that receive specific types of training, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Inservice training program			
		Aspiring administrator	Indian education administrator	Evaluation/supervision	Administrative internship
Region					
East	184.6	0.94	0.24	0.63	0.97
Northern plains	104.6	1.39	0.71	1.29	1.68
South central	66.4	1.77	0.84	1.09	1.80
Southwest	65.9	3.02	1.02	0.80	2.34
Northwest	66.8	2.22	0.63	1.23	2.20
Alaska	12.3	5.85	2.86	5.03	5.37
Race-Ethnicity					
American Indian/Alaska Native	89.0	10.94	5.82	3.87	8.19
Trially enrolled	42.3	—	—	7.84	—
Not enrolled	79.1	—	—	3.91	—
Asian/Pacific Islander	115.6	8.84	2.03	2.01	9.70
Black non-Hispanic	293.8	2.41	0.85	1.51	2.63
Hispanic	257.8	4.65	1.25	2.50	4.30
White non-Hispanic	424.8	0.75	0.24	0.50	0.75
Sex					
Male	547.1	0.82	0.22	0.48	0.86
Female	561.9	1.57	0.43	1.10	1.15

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Table B10— Standard errors for Table 10: Percentage distributions of teachers by sex, race-ethnicity, and enrollment in recognized tribe, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total teachers	Sex		Race - ethnicity					Indians enrolled in recognized tribe
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Hispanic	Black non-Hisp.	White non-Hisp.	
TOTAL	20,757.20	0.31	0.31	0.05	0.07	0.17	0.25	0.29	3.57
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS									
Total	130.42	2.42	2.42	1.67	0.58	1.03	0.69	2.44	1.25
School level									
Elementary	96.54	3.05	3.05	2.85	—	0.22	1.28	2.87	2.10
Secondary	65.68	3.62	3.62	3.59	3.10	3.77	1.39	10.18	0.00
Combined	84.29	4.83	4.83	3.55	—	2.29	—	4.60	0.00
School size									
Less than 100	65.66	7.24	7.24	8.40	—	3.86	2.04	9.67	16.44
100 to 499	201.19	2.86	2.86	2.08	—	1.30	0.86	2.67	0.42
500 or more	154.39	4.14	4.14	5.06	3.09	3.60	1.38	9.69	0.00
Community type									
Urban	—	—	—	—	—	—	—	—	—
Suburban	120.24	6.06	6.06	5.48	2.86	4.57	1.27	9.00	5.92
Rural-small town	143.41	2.51	2.51	2.16	—	0.62	0.81	2.44	0.40
Region									
East	—	—	—	—	—	—	—	—	—
Northern plains	71.43	5.80	5.80	2.83	—	—	—	2.70	0.72
South central	—	6.87	6.87	6.76	—	—	—	6.76	0.00
Southwest	90.76	2.79	2.79	2.14	1.03	1.80	1.17	3.54	1.92
Northwest	—	1.57	1.57	8.23	—	—	—	—	0.00
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT									
Total	975.03	1.62	1.62	1.15	0.19	0.79	0.60	1.16	1.53
School level									
Elementary	910.72	2.39	2.39	1.82	0.32	0.82	1.00	2.24	2.24
Secondary	714.10	2.37	2.37	1.92	0.25	0.71	0.25	1.99	3.55
Combined	357.94	2.55	2.55	3.01	0.13	5.59	0.99	5.01	3.74
School size									
Less than 100	363.09	3.18	3.18	4.01	—	1.03	—	4.06	5.68
100 to 499	941.70	1.99	1.99	1.33	0.15	1.07	0.70	1.47	1.99
500 or more	467.98	4.11	4.11	2.46	0.55	0.86	2.09	3.08	4.57
Community type									
Urban	—	—	9.0	—	—	—	—	8.9	—
Suburban	224.22	10.93	10.93	10.99	—	2.97	2.42	10.30	37.31
Rural-small town	1,024.09	1.56	1.56	1.17	0.20	0.82	0.39	1.22	1.49

See footnotes at end of table.

Table B10— Standard errors for Table 10: Percentage distributions of teachers by sex, race-ethnicity, and enrollment in recognized tribe, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total teachers	Sex		Race - ethnicity					Indians enrolled in recognized tribe
		Male	Female	Am. Indian/ AK Native	Asian/ Pac. Isl.	Hispanic	Black non-Hisp.	White non-Hisp.	
Region									
East	475.80	6.07	6.07	3.64	0.72	2.56	3.45	7.14	4.77
Northern plains	484.01	2.91	2.91	2.73	0.10	0.54	0.00	2.81	1.42
South central	550.38	3.67	3.67	3.56	0.53	0.80	0.00	3.61	4.75
Southwest	644.92	4.19	4.19	2.79	0.51	2.93	1.80	3.26	0.70
Northwest	584.42	2.75	2.75	1.67	0.10	0.36	0.23	1.71	2.34
Alaska	291.27	3.39	3.39	2.19	0.00	0.41	0.29	2.18	6.10
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT									
Total	20,700.24	0.32	0.32	0.05	0.07	0.17	0.25	0.29	4.15
School level									
Elementary	13,167.03	0.36	0.36	0.08	0.10	0.25	0.37	0.42	5.37
Secondary	17,229.60	0.43	0.43	0.07	0.06	0.18	0.21	0.31	4.40
Combined	7,055.61	1.58	1.58	0.22	0.23	0.72	2.65	2.43	9.55
School size									
Less than 100	2,364.58	1.43	1.43	0.27	0.30	0.84	0.72	1.21	19.58
100 to 499	16,291.26	0.45	0.45	0.10	0.09	0.16	0.48	0.48	5.54
500 or more	25,927.78	0.41	0.41	0.06	0.10	0.27	0.33	0.42	5.39
Community type									
Urban	13,840.09	0.69	0.69	0.09	0.24	0.45	0.70	0.81	7.90
Suburban	15,969.58	0.65	0.65	0.12	0.10	0.25	0.51	0.57	6.72
Rural-small town	15,329.01	0.41	0.41	0.10	0.05	0.17	0.22	0.26	4.57
Region									
East	15,785.34	0.39	0.39	0.06	0.06	0.15	0.28	0.32	5.78
Northern plains	4,433.05	0.96	0.96	0.12	0.06	0.10	0.18	0.26	6.65
South central	3,507.17	0.91	0.91	0.17	0.12	0.26	0.21	0.42	8.32
Southwest	8,101.16	1.04	1.04	0.21	0.47	0.93	1.43	1.30	9.73
Northwest	5,735.92	1.04	1.04	0.22	0.10	0.92	0.66	1.04	9.24
Alaska	352.24	3.11	3.11	1.23	0.70	0.65	0.85	1.54	10.24

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Table B11— Standard errors for Table 11: Percentage of teachers who majored or minored or are certified in their main teaching assignment, majored or minored in Indian education, and average years of teaching experience, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total teachers	Major/Minor in Teaching Area	Certified in Teaching Area	Major/Minor in Indian Education	Years Experience
TOTAL	20,757.20	0.37%	0.12%	0.01%	0.06
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	130.42	2.05	1.32	0.81	0.42
School level					
Elementary	96.54	3.41	1.83	1.16	0.54
Secondary	65.68	4.75	3.08	1.03	1.20
Combined	84.29	3.83	1.95	1.50	0.55
School size					
Less than 100	65.66	8.81	4.60	1.74	0.90
100 to 499	201.19	2.83	1.51	1.10	0.49
500 or more	154.39	3.73	2.67	1.45	1.03
Community type					
Urban	—	—	—	—	—
Suburban	120.24	4.08	3.06	0.93	1.07
Rural-small town	143.41	2.37	1.55	1.00	0.44
Region					
East	—	—	—	—	—
Northern plains	71.43	2.09	1.92	1.72	0.57
South central	—	4.67	4.95	—	1.18
Southwest	90.76	3.51	2.15	1.18	0.69
Northwest	—	1.25	1.73	—	0.31
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	975.03	1.55	0.37	0.28	0.21
School level					
Elementary	910.72	2.23	0.58	0.27	0.36
Secondary	714.10	1.96	0.46	0.67	0.49
Combined	357.94	3.42	1.61	0.32	0.48
School size					
Less than 100	363.09	3.38	0.79	1.84	0.49
100 to 499	941.70	1.86	0.36	0.21	0.25
500 or more	467.98	3.42	1.19	0.41	0.54
Community type					
Urban	—	—	8.39	—	2.40
Suburban	224.22	14.42	1.18	—	1.46
Rural-small town	1,024.09	1.52	0.32	0.30	0.21

See footnotes at end of table.

Table B11— Standard errors for Table 11: Percentage of teachers who majored or minored or are certified in their main teaching assignment, majored or minored in Indian education, and average years of teaching experience, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total teachers	Major/Minor in Teaching Area	Certified in Teaching Area	Major/Minor in Indian Education	Years Experience
Region					
East	475.80	5.96	1.86	—	1.00
Northern plains	484.01	3.22	1.01	0.93	0.74
South central	550.38	2.61	1.08	1.42	0.38
Southwest	644.92	3.34	0.76	0.40	0.74
Northwest	584.42	1.90	0.35	0.07	0.46
Alaska	291.27	2.35	1.50	0.33	0.47
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	20,700.24	0.38	0.12	0.01	0.06
School level					
Elementary	13,167.03	0.54	0.18	0.01	0.10
Secondary	17,229.60	0.35	0.13	0.01	0.10
Combined	7,055.61	2.79	0.53	0.02	0.24
School size					
Less than 100	2,364.58	1.76	0.62	0.06	0.29
100 to 499	16,291.26	0.60	0.17	0.02	0.12
500 or more	25,927.78	0.47	0.16	0.01	0.08
Community type					
Urban	13,840.09	0.62	0.29	0.01	0.12
Suburban	15,969.58	0.86	0.24	0.02	0.12
Rural-small town	15,329.01	0.53	0.16	0.02	0.09
Region					
East	15,785.34	0.47	0.16	0.01	0.09
Northern plains	4,433.05	0.78	0.22	0.07	0.18
South central	3,507.17	0.78	0.30	0.03	0.17
Southwest	8,101.16	1.71	0.47	0.02	0.23
Northwest	5,735.92	0.83	0.44	0.01	0.24
Alaska	352.24	2.46	1.18	0.09	0.43

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Table B12— Standard errors for Table 12: Mean years of teaching experience of American Indian and Alaska Native teachers and other teachers, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total teachers	Total	Am. Indian/ AK Native	Enrolled in recognized tribe	White
TOTAL	20,757.20	0.06	0.42	0.45	0.06
BUPEAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	130.42	0.42	0.45	0.44	0.56
School level					
Elementary	96.54	0.54	0.61	0.59	0.83
Secondary	65.68	1.20	1.15	1.15	1.02
Combined	84.29	0.55	0.32	0.32	0.83
School size					
Less than 100	65.66	0.90	1.08	2.30	—
100 to 499	201.19	0.49	0.51	0.48	0.77
500 or more	154.39	1.03	0.90	0.90	1.38
Community type					
Urban	—	—	—	—	4.18
Suburban	120.24	1.07	0.88	0.93	0.92
Rural-small town	143.41	0.44	0.53	0.50	0.64
Region					
East	—	—	—	—	—
Northern plains	71.43	0.57	0.45	0.46	0.72
South central	—	1.18	1.55	1.55	1.88
Southwest	90.76	0.69	0.63	0.61	0.94
Northwest	—	0.31	0.36	0.36	0.09
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	975.03	0.21	0.55	0.58	0.25
School level					
Elementary	910.72	0.36	0.77	0.81	0.43
Secondary	714.10	0.49	0.96	1.04	0.57
Combined	357.94	0.48	1.93	2.18	0.64
School size					
Less than 100	363.09	0.49	1.17	1.05	0.65
100 to 499	941.70	0.25	0.63	0.66	0.29
500 or more	467.98	0.54	1.16	1.14	0.75
Community type					
Urban	—	2.40	—	—	2.48
Suburban	224.22	1.46	1.30	0.69	1.87
Rural-small town	1,024.09	0.21	0.57	0.60	0.25

See footnotes at end of table.

Table B12— Standard errors for Table 12: Mean years of teaching experience of American Indian and Alaska Native teachers and other teachers, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total teachers	Total	Am. Indian/ AK Native	Enrolled in recognized tribe	White
Region					
East	475.80	1.00	1.30	1.65	1.74
Northern plains	484.01	0.74	1.40	1.43	0.83
South central	550.38	0.38	1.04	1.13	0.52
Southwest	644.92	0.74	0.55	0.56	0.87
Northwest	584.42	0.46	1.11	1.16	0.52
Alaska	291.27	0.47	1.35	1.44	0.51
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	20,700.24	0.06	0.51	0.69	0.06
School level:					
Elementary	13,167.03	0.10	0.74	0.78	0.10
Secondary	17,229.60	0.10	0.94	1.17	0.10
Combined	7,055.61	0.24	3.19	1.89	0.22
School size					
Less than 100	2,364.58	0.29	2.63	3.20	0.33
100 to 499	16,291.26	0.12	1.08	1.09	0.13
500 or more	25,927.78	0.08	0.84	1.20	0.08
Community type					
Urban	13,840.09	0.12	1.44	1.55	0.13
Suburban	15,969.58	0.12	1.44	1.65	0.12
Rural-small town	15,329.01	0.09	0.76	1.05	0.09
Region					
East	15,785.34	0.09	1.06	1.45	0.09
Northern plains	4,433.05	0.18	1.07	1.82	0.18
South central	3,507.17	0.17	1.21	2.01	0.17
Southwest	8,101.16	0.23	2.16	2.20	0.25
Northwest	5,735.92	0.24	1.15	1.46	0.26
Alaska	352.24	0.43	2.23	1.56	0.37

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Table B13— Standard errors for Table 13: Percentage of teachers reporting specific main activities prior to becoming teachers, by race-ethnicity, school level, school size, community type, and region: 1990-91

School characteristics	Total teachers	College Student	Homemaker	Sub. teacher	Preschool teacher	Nonteaching education	Position outside education	Military service	Seeking work
TOTAL	20,757.3	0.30	0.15	0.20	0.08	0.12	0.20	0.08	0.04
AMERICAN INDIAN AND ALASKA NATIVE TEACHERS									
Total	1,417.0	2.74	0.73	1.13	1.01	1.48	1.44	0.14	0.73
Tribal enrollment									
Enrolled	813.5	3.32	0.99	1.36	0.88	2.78	2.18	0.25	1.48
Not enrolled	1,262.5	3.77	0.83	1.76	1.82	0.91	2.21	0.13	—
School level									
Elementary	1,324.6	3.87	1.05	1.65	1.62	2.33	2.28	—	1.18
Secondary	668.5	3.39	0.49	1.90	0.43	0.71	2.47	0.46	0.05
Combined	270.8	8.84	5.95	1.82	0.91	2.22	5.03	—	—
School size									
Less than 100	169.5	5.99	3.04	2.43	3.37	3.97	2.08	3.24	—
100 to 499	979.1	3.75	1.38	1.94	0.34	2.42	1.58	0.15	0.05
500 or more	892.9	4.49	0.43	1.63	2.02	1.57	2.96	0.10	1.40
Community type									
Urban	624.7	6.40	0.39	5.11	—	1.86	4.59	—	—
Suburban	976.3	5.64	0.50	2.86	0.09	0.83	4.90	0.25	0.05
Rural-small town	1,046.6	3.69	1.23	1.04	1.77	2.32	1.42	0.22	1.24
Region									
East	1,051.5	3.96	0.54	2.05	2.29	3.21	2.18	0.18	1.75
Northern plains	272.0	5.97	3.79	0.23	0.45	3.32	1.86	1.18	0.08
South central	307.4	7.01	4.94	5.10	1.39	1.70	3.33	0.15	—
Southwest	653.4	5.83	0.57	1.52	1.32	2.29	3.01	—	0.28
Northwest	550.3	6.51	1.86	2.76	0.59	0.57	5.79	0.14	—
Alaska	91.3	7.31	3.23	4.78	1.04	5.17	3.13	—	—

Table B13—Standard errors for Table 13: Percentage of teachers reporting specific main activities prior to becoming teachers, by race-ethnicity, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total teachers	College Student	Homemaker	Sub. teacher	Preschool teacher	Nonteaching education	Position outside education	Military service	Seeking work
WHITE TEACHERS									
Total	20,028.0	0.33	0.16	0.22	0.08	0.12	0.20	0.09	0.05
School level									
Elementary	12,553.0	0.46	0.23	0.34	0.13	0.17	0.27	0.10	0.06
Secondary	15,108.4	0.35	0.15	0.23	0.05	0.14	0.23	0.13	0.05
Combined	4,950.9	1.69	0.79	0.49	0.10	0.41	1.20	0.19	0.11
School size									
Less than 100	2,290.9	1.56	1.11	0.72	0.22	0.48	1.01	0.14	0.21
100 to 499	14,298.9	0.54	0.27	0.34	0.13	0.19	0.38	0.11	0.08
500 or more	23,695.1	0.41	0.21	0.28	0.11	0.15	0.27	0.12	0.06
Community type									
Urban	12,570.0	0.67	0.33	0.38	0.14	0.23	0.45	0.13	0.09
Suburban	13,446.2	0.64	0.30	0.37	0.19	0.20	0.43	0.19	0.09
Rural-small town	14,872.9	0.45	0.23	0.26	0.10	0.15	0.28	0.11	0.06
Region									
East	15,177.0	0.40	0.20	0.30	0.10	0.13	0.25	0.12	0.07
Northern plains	4,547.2	0.62	0.29	0.36	0.11	0.20	0.37	0.16	0.07
South central	3,366.4	0.85	0.33	0.47	0.18	0.32	0.42	0.15	0.15
Southwest	7,055.0	1.53	0.78	0.62	0.41	0.46	1.08	0.28	0.03
Northwest	5,413.0	1.13	0.57	0.54	0.18	0.40	0.75	0.19	0.17
Alaska	372.9	2.15	0.77	1.32	0.48	0.90	1.31	0.46	—

— Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Table B14— Standard errors for Table 14: Percentage of schools with formal evaluation and mentoring programs for teachers, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total schools	Teacher evaluation	Mentoring for teachers
TOTAL	197.6	0.22	0.70
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS			
Total	2.4	0.69	4.06
School level			
Elementary	2.7	1.05	5.10
Secondary	2.0	0.00	10.51
Combined	2.4	0.00	—
School size			
Less than 100	6.9	0.00	—
100 to 499	7.6	1.05	4.56
500 or more	2.8	0.00	8.38
Community type			
Urban	—	—	—
Suburban	—	0.00	—
Rural-small town	6.3	0.92	4.97
Region			
East	—	—	—
Northern plains	2.7	0.00	—
South central	4.4	0.00	9.70
Southwest	4.8	1.19	5.18
Northwest	—	—	—
Alaska	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT			
Total	65.5	0.60	2.60
School level			
Elementary	57.7	0.61	3.35
Secondary	34.4	0.00	4.33
Combined	23.3	3.11	5.26
School size			
Less than 100	34.9	1.95	6.32
100 to 499	62.8	0.49	2.81
500 or more	10.3	0.00	6.18
Community type			
Urban	—	—	—
Suburban	—	—	—
Rural-small town	64.3	0.63	2.54

See footnotes at end of table.

Table B14— Standard errors for Table 14: Percentage of schools with formal evaluation and mentoring programs for teachers, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total schools	Teacher evaluation	Mentoring for teachers
Region			
East	22.8	5.93	9.79
Northern plains	24.8	0.00	6.67
South central	32.9	0.00	9.11
Southwest	25.5	0.00	7.55
Northwest	45.7	0.00	1.89
Alaska	16.4	0.00	5.84
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT			
Total	213.0	0.22	0.71
School level			
Elementary	233.8	0.31	0.89
Secondary	153.5	0.18	1.02
Combined	163.5	0.89	2.28
School size			
Less than 100	310.1	2.00	3.12
100 to 499	586.1	0.25	0.99
500 or more	536.0	0.19	0.84
Community type			
Urban	267.3	0.34	1.14
Suburban	331.5	0.38	1.37
Rural-small town	266.9	0.35	1.00
Region			
East	160.5	0.29	0.78
Northern plains	81.4	0.66	1.87
South central	60.0	0.34	1.56
Southwest	59.2	0.54	2.23
Northwest	66.5	0.58	2.42
Alaska	13.2	0.00	4.54

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Table B15— Standard errors for Table 15: Percentage of American Indian and Alaska Native and other teachers who are currently master or mentor teachers, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total teachers	Am. Indian/ AK Native	Enrolled in recognized tribe	White
TOTAL	20,757.20	1.68	2.19	0.22
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	130.42	2.07	2.08	1.90
School Level				
Elementary	96.54	2.84	2.85	1.65
Secondary	65.68	4.90	4.90	5.43
Combined	84.29	3.81	3.81	3.57
School size				
Less than 100	65.66	2.43	2.63	3.63
100 to 499	201.19	2.15	2.15	2.21
500 or more	154.39	3.56	3.56	3.98
Community type				
Urban	—	—	—	—
Suburban	120.24	3.40	3.62	5.76
Rural-small town	143.41	2.34	2.34	1.73
Region				
East	—	—	—	—
Northern plains	71.43	3.96	3.97	3.15
South central	—	1.99	2.27	9.26
Southwest	90.76	2.48	2.51	1.76
Northwest	—	3.73	—	1.79
Alaska	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	975.03	2.12	2.09	0.95
School Level				
Elementary	910.72	2.75	2.56	1.29
Secondary	714.10	3.89	3.95	1.70
Combined	357.94	7.77	8.93	1.50
School size				
Less than 100	363.09	2.43	2.63	3.49
100 to 499	941.70	2.86	2.96	1.04
500 or more	467.98	4.39	3.91	2.76
Community type				
Urban	—	—	—	—
Suburban	224.22	9.04	32.7	7.02
Rural-small town	1,024.09	2.20	2.15	0.97

See footnotes at end of table.

Table B15— Standard errors for Table 15: Percentage of American Indian and Alaska Native and other teachers who are currently master or mentor teachers, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total teachers	Am. Indian/ AK Native	Enrolled in recognized tribe	White
Region				
East	475.80	3.84	5.35	4.08
Northern plains	484.01	5.91	6.15	2.89
South central	550.38	1.99	2.27	1.49
Southwest	644.92	6.10	6.14	2.97
Northwest	584.42	3.73	3.69	1.79
Alaska	291.27	4.68	2.31	1.86
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	20,700.24	2.15	3.61	0.22
School Level				
Elementary	13,167.03	2.94	3.71	0.34
Secondary	17,229.60	4.20	7.19	0.27
Combined	7,055.61	6.91	9.47	0.75
School size				
Less than 100	2,364.58	10.42	17.21	1.20
100 to 499	16,291.26	4.43	4.57	0.30
500 or more	25,927.78	2.91	6.12	0.33
Community type				
Urban	13,840.09	5.63	7.91	0.54
Suburban	15,969.58	5.88	10.62	0.52
Rural-small town	15,329.01	2.32	5.06	0.30
Region				
East	15,785.34	3.86	5.90	0.29
Northern plains	4,433.05	4.52	8.42	0.54
South central	3,507.17	8.65	6.46	0.57
Southwest	8,101.16	6.11	13.45	0.82
Northwest	5,735.92	5.92	7.61	0.84
Alaska	352.24	10.74	13.75	1.18

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Table B16— Standard errors for Table 16: Percentage of non-instructional staff (NIS) who are full- or part-time and average ratio of students to NIS, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total non-instructional staff	Percentage of NIS		Average student to NIS ratio
		Full-time	Part-time	
TOTAL	4,602.7	0.45	0.45	0.93
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	45.5	1.86	1.86	2.34
School level				
Elementary	31.4	3.30	3.30	3.46
Secondary	38.0	1.64	1.64	2.46
Combined	24.7	2.72	—	4.10
School size				
Less than 100	—	5.80	5.80	2.41
100 to 499	52.7	2.22	2.22	3.03
500 or more	58.6	1.03	1.03	8.45
Community type				
Urban	—	—	—	—
Suburban	—	5.10	—	6.67
Rural-small town	58.8	1.90	1.90	2.60
Region				
East	—	—	—	—
Northern plains	17.4	4.38	—	4.80
South central	23.0	4.20	4.20	2.90
Southwest	46.6	2.63	—	3.52
Northwest	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	281.8	2.49	2.49	3.60
School level				
Elementary	222.9	3.74	3.74	4.90
Secondary	176.4	3.57	3.57	6.66
Combined	95.0	6.81	6.81	4.69
School size				
Less than 100	130.8	7.08	7.08	2.84
100 to 499	259.7	2.91	2.91	4.33
500 or more	91.6	3.09	3.09	5.79
Community type				
Urban	—	—	—	—
Suburban	—	—	—	—
Rural-small town	294.9	2.53	2.53	3.42

See footnotes at end of table.

Table B16— Standard errors for Table 16: Percentage of non-instructional staff (NIS) who are full- or part-time and average ratio of students to NIS, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total non-instructional staff	Percentage of NIS		Average student to NIS ratio
		Full-time	Part-time	
Region				
East	102.0	5.54	5.54	14.67
Northern plains	115.1	9.39	9.39	10.09
South central	151.4	8.97	8.97	5.41
Southwest	151.0	4.33	4.33	5.96
Northwest	156.0	4.75	4.75	7.91
Alaska	87.7	6.12	6.12	3.92
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	4,587.1	0.45	0.45	0.94
School level				
Elementary	4,057.7	0.66	0.66	1.27
Secondary	2,655.3	0.48	0.48	1.09
Combined	1,101.4	1.25	1.25	2.06
School size				
Less than 100	889.7	1.94	1.94	1.73
100 to 499	3,290.4	0.71	0.71	1.25
500 or more	4,826.8	0.72	0.72	1.48
Community type				
Urban	2,883.9	0.97	0.97	2.12
Suburban	3,150.7	1.12	1.12	1.40
Rural-small town	2,251.6	0.63	0.63	1.30
Region				
East	3,559.2	0.60	0.60	1.23
Northern plains	914.1	1.11	1.11	1.76
South central	821.6	1.40	1.40	1.69
Southwest	2,281.7	2.10	2.10	3.68
Northwest	1,054.6	1.88	1.88	3.26
Alaska	81.5	3.95	3.95	8.77

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Table B17— Standard errors for Table 17: Mean annual salary for principals by highest degree earned, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principals	Less than Master's	Master's	More than Master's
TOTAL	216.8	\$1,770.3	\$164.3	\$251.7
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	5.4	2,215.1	861.6	1,125.1
School level				
Elementary	4.0	2,707.8	882.3	1,307.1
Secondary	2.0	0.0	2,061.4	437.7
Combined	3.1	4,237.2	1,799.0	1,664.2
School size				
Less than 100	6.8	3,326.4	1,601.9	3,267.5
100 to 499	8.3	3,546.8	771.0	1,525.4
500 or more	2.7	0.0	1,117.6	0.0
Community type				
Urban	—	—	—	—
Suburban	—	700.8	1,529.5	3,332.6
Rural-small town	6.3	2,889.8	1,062.3	1,493.0
Region				
East	—	—	1,238.9	—
Northern plains	3.1	—	—	—
South central	4.3	2,164.5	3,184.9	0.0
Southwest	5.0	700.8	866.4	1,874.5
Northwest	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
Race-Ethnicity				
American Indian/Alaska Native	8.3	4,185.1	1,297.3	2,559.6
Tribally enrolled	8.3	4,185.1	1,340.2	2,559.6
Not enrolled	—	—	—	—
Asian/Pacific Islander	—	—	—	—
Black non-Hispanic	—	—	—	—
Hispanic	—	—	—	—
White non-Hispanic	8.0	2,045.2	1,315.2	1,769.5
Sex				
Male	7.9	2,624.5	992.0	1,620.2
Female	6.3	943.0	1,722.2	1,511.5
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	55.0	3,141.4	832.9	1,134.7
School level				
Elementary	53.1	3,079.2	1,059.9	961.5
Secondary	33.8	4,963.4	1,179.6	3,320.9
Combined	23.9	9,005.3	2,154.3	3,501.7

See footnote at end of table.

Table B17— Standard errors for Table 17: Mean annual salary for principals by highest degree earned, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Less than Master's	Master's	More than Master's
School size				
Less than 100	32.3	5,797.0	2,556.0	5,111.4
100 to 499	55.0	2,130.3	1,120.9	940.4
500 or more	11.0	—	1,544.8	1,755.7
Community type				
Urban	—	—	—	—
Suburban	—	—	—	—
Rural-small town	53.9	3,141.4	885.5	1,129.5
Region				
East	18.8	0.0	2,558.4	2,014.1
Northern plains	24.8	3,207.8	1,418.2	2,563.1
South central	22.2	0.0	1,172.9	2,162.1
Southwest	25.7	7,147.9	1,029.0	1,924.4
Northwest	43.7	2,460.0	768.6	1,000.4
Alaska	16.6	6,355.6	1,052.8	1,665.0
Race-Ethnicity				
American Indian/Alaska Native	34.8	0.0	2,226.8	1,671.8
Tribally enrolled	33.8	0.0	2,400.8	1,687.8
Not enrolled	—	—	—	—
Asian/Pacific Islander	—	—	—	—
Black non-Hispanic	—	—	—	—
Hispanic	—	—	—	—
White non-Hispanic	50.3	3,304.9	930.0	1,466.0
Sex				
Male	58.5	2,682.2	1,071.7	1,615.9
Female	36.3	9,434.0	1,820.7	1,696.0
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	220.4	1,858.5	168.9	252.3
School level				
Elementary	233.3	2,192.5	189.5	330.2
Secondary	170.3	3,411.0	294.7	304.7
Combined	183.8	4,821.6	665.4	724.1
School size				
Less than 100	243.1	2,445.0	1,268.1	1,034.5
100 to 499	583.6	2,564.7	291.6	303.6
500 or more	540.4	4,310.4	293.5	300.5
Community type				
Urban	259.3	7,563.7	339.1	473.0
Suburban	322.1	5,822.8	324.7	476.7
Rural-small town	293.1	1,857.1	208.2	321.2

See footnote at end of table.

Table B17— Standard errors for Table 17: Mean annual salary for principals by highest degree earned, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Less than Master's	Master's	More than Master's
Region				
East	184.6	2,667.9	243.6	290.5
Northern plains	104.6	1,265.1	406.9	592.0
South central	66.4	2,310.9	306.9	504.7
Southwest	65.9	5,016.3	632.4	953.0
Northwest	66.8	3,595.8	381.7	711.5
Alaska	12.3	6,598.9	1,152.5	572.8
Race-Ethnicity				
American Indian/Alaska Native	89.0	0.0	3,215.9	2,781.0
Tribally enrolled	42.3	—	5,095.9	3,560.9
Not enrolled	79.1	—	4,424.0	4,371.3
Asian/Pacific Islander	115.6	1,933.5	1,777.6	1,974.0
Black non-Hispanic	293.8	8,488.6	804.2	704.7
Hispanic	257.8	12,658.9	985.7	1,728.1
White non-Hispanic	424.8	1,920.3	196.1	247.2
Sex				
Male	547.1	2,991.0	213.4	292.6
Female	561.9	2,937.9	404.1	444.2

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Table B18— Standard errors for Table 18: Percentage of public school districts and Indian schools with salary schedules and average base salary for full-time teachers by degree and years of teaching experience in units with salary schedules, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total districts	Districts with salary schedules	Average base salary with schedule			
			Bachelor's, no experience	Master's, no experience	Master's, 20 years experience	Schedule maximum
TOTAL	111.23	0.65	\$57.75	\$73.16	\$123.16	\$156.84
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	2.39	3.32	255.04	389.34	613.70	580.55
Region						
East	—	—	—	—	—	—
Northern plains	2.70	6.27	602.16	838.23	1,496.72	1816.79
South central	—	8.03	513.01	1,203.34	2,521.82	3,517.88
Southwest	4.83	4.24	308.53	481.71	715.80	567.69
Northwest	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	46.46	2.44	371.69	405.33	657.93	804.78
Region						
East	—	—	—	—	—	—
Northern plains	—	2.64	701.41	880.81	2,092.93	2,335.88
South central	16.79	3.22	296.71	552.26	1,056.16	1,498.00
Southwest	—	15.94	256.06	281.35	647.86	1,387.56
Northwest	33.09	0.00	756.78	745.90	940.44	889.22
Alaska	3.28	0.00	450.18	411.94	434.82	673.86
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	114.08	0.69	62.79	78.01	131.63	169.18
Region						
East	89.33	0.58	54.28	71.37	149.72	171.99
Northern plains	58.83	2.47	144.43	162.00	259.36	319.94
South central	37.21	2.34	64.10	111.41	224.98	250.04
Southwest	23.67	1.94	253.04	394.36	519.27	734.31
Northwest	26.51	1.20	65.40	66.21	124.47	153.55
Alaska	3.29	0.00	501.87	545.23	717.51	1,015.58

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B19— Standard errors for Table 19: Percentage of public school districts and Indian schools that provide various benefits to teachers, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total districts	Medical insurance	Dental insurance	Group life insurance	Any in-kind benefits ²	Retirement plan
TOTAL	111.23	0.67	0.82	1.11	1.04	0.48
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	2.39	0.00	3.68	2.75	3.72	5.26
Region						
East	—	—	—	—	—	—
Northern plains	2.70	0.00	9.30	3.93	7.23	—
South central	—	0.00	9.46	1.74	—	—
Southwest	4.83	0.00	3.63	4.00	5.79	6.42
Northwest	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	46.46	4.47	5.13	4.84	4.76	0.43
Region						
East	—	—	—	—	—	—
Northern plains	—	5.57	—	9.28	10.83	0.00
South central	16.79	1.64	6.01	6.54	10.22	0.00
Southwest	—	—	—	9.47	—	4.32
Northwest	33.09	7.56	7.87	8.37	8.10	0.00
Alaska	3.28	0.00	0.32	8.48	10.69	0.00
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	114.08	0.67	0.89	1.17	1.07	0.50
Region						
East	89.33	0.40	1.44	0.95	1.49	0.13
Northern plains	58.83	2.59	2.39	1.67	2.20	0.41
South central	37.21	2.37	2.96	2.85	2.76	0.62
Southwest	23.67	1.00	1.08	7.28	5.26	5.11
Northwest	26.51	3.71	1.96	3.07	3.54	1.05
Alaska	3.29	0.00	0.00	11.29	—	0.00

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

²In-kind benefits include housing, meals, tuition, child care, and transportation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

e B20— Standard errors for Table 20: Percentage of principals who rated each of the eight goals as the first, second, or third most important goal for students to achieve by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral value
TOTAL	216.8	0.62	0.80	0.73	0.64	0.31	0.36	0.68	0.32
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS									
Total	5.4	3.13	4.33	5.31	4.47	4.35	3.22	2.43	2.23
School level									
Elementary	4.0	4.35	4.70	6.30	5.74	6.08	2.62	3.44	2.54
Secondary	2.0	4.52	12.89	14.05	6.88	13.13	11.93	—	5.93
Combined	3.1	4.75	—	—	—	—	—	—	—
School size									
Less than 100	6.8	9.11	10.00	—	—	—	—	—	—
100 to 499	8.3	2.55	5.50	6.10	5.80	5.13	4.54	2.18	3.25
500 or more	2.7	9.40	2.02	10.94	5.23	8.46	2.02	—	8.91
Community type									
Urban	—	—	—	—	—	—	—	—	—
Suburban	—	9.84	12.14	—	—	—	—	—	—
Rural-small town	6.3	3.27	4.64	5.14	5.91	5.44	3.40	2.66	2.81
Region									
East	—	—	—	—	—	—	—	—	—
Northern plains	3.1	5.46	—	—	—	—	—	—	—
South central	4.3	0.00	13.99	14.20	13.07	10.66	10.03	9.13	—
Southwest	5.0	4.18	5.18	7.02	5.78	6.34	4.18	3.32	3.06
Northwest	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity									
American Indian/Alaska Native	8.3	2.96	6.23	7.19	7.37	6.32	2.28	2.35	2.99
Tribally enrolled	8.3	3.03	6.39	7.26	7.30	6.59	1.37	2.47	3.05
Not enrolled	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—	—
White non-Hispanic	8.0	4.88	6.61	6.83	6.58	6.94	5.60	3.35	3.55

See footnote at end of table.

Table B20— Standard errors for Table 20: Percentage of principals rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral value:
Sex									
Male	7.9	3.51	5.15	5.26	5.15	4.74	3.97	2.94	2.72
Female	—	5.32	7.11	—	—	—	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT									
Total	55.0	2.15	2.78	2.90	3.15	1.48	2.85	2.05	1.58
School level									
Elementary	53.1	3.20	4.72	4.36	4.08	2.42	3.19	3.09	2.66
Secondary	33.8	2.70	5.75	5.35	5.46	2.13	6.38	2.48	2.10
Combined	23.9	5.91	7.97	6.86	7.86	5.22	8.65	3.74	2.53
School size									
Less than 100	32.3	6.13	7.21	7.72	7.06	3.95	6.21	3.99	4.41
100 to 499	55.0	2.20	3.51	3.84	3.87	1.99	3.47	2.51	1.71
500 or more	11.0	7.97	8.81	7.18	8.47	4.40	5.74	6.21	1.59
Community type									
Urban	—	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—	—
Rural-small town	53.9	2.22	2.95	2.75	3.40	1.48	2.75	2.09	1.63
Region									
East	18.8	7.24	10.61	10.75	9.25	5.33	10.18	8.93	3.35
Northern plains	24.8	5.46	8.37	8.25	6.86	4.59	5.91	5.63	1.52
South central	22.2	8.81	10.17	8.02	9.20	7.31	7.45	5.41	5.90
Southwest	25.7	7.37	8.71	8.21	8.69	4.58	6.78	6.73	4.90
Northwest	43.7	3.67	6.00	4.71	7.04	0.86	6.35	2.41	3.10
Alaska	16.6	3.51	6.78	7.51	6.60	5.81	4.53	4.19	2.18

Table B20— Standard errors for Table 20: Percentage of principals rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral values
Race-Ethnicity									
American Indian/Alaska Native	34.8	3.84	8.22	6.48	10.36	3.93	8.41	4.53	1.51
Tribally enrolled	33.8	4.10	8.60	6.63	11.23	4.15	8.88	4.70	1.61
Not enrolled	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—	—
White non-Hispanic	50.3	2.16	3.53	3.35	3.70	2.03	3.00	2.13	1.83
Sex									
Male	58.5	1.52	3.24	3.58	3.13	1.86	3.56	2.20	1.82
Female	36.3	6.07	6.78	6.43	5.98	4.69	5.37	4.43	3.64
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT									
Total	220.4	0.64	0.81	0.75	0.67	0.32	0.37	0.69	0.33
School level									
Elementary	233.3	0.77	1.04	0.88	0.87	0.45	0.45	0.85	0.42
Secondary	170.3	1.00	1.10	1.10	1.09	0.54	0.73	0.82	0.54
Combined	183.8	1.78	2.57	2.88	2.04	0.65	2.12	1.47	1.13
School size									
Less than 100	243.1	2.73	3.77	3.10	2.28	1.10	1.86	2.42	1.86
100 to 499	583.6	0.81	1.12	1.22	0.95	0.56	0.51	0.96	0.44
500 or more	540.4	0.85	1.10	0.95	0.91	0.61	0.65	0.95	0.44
Community type									
Urban	259.3	1.15	1.53	1.40	1.31	0.89	0.73	1.21	0.71
Suburban	322.1	1.34	1.77	1.58	1.44	0.86	0.62	1.40	0.71
Rural-small town	293.1	0.86	1.05	0.99	0.98	0.33	0.59	0.85	0.48

See footnote at end of table.

Table B20—Standard errors for Table 20: Percentage of principals rated each of eight goals as the first, second, or third most important goal for students to achieve, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Basic literacy skills	Personal growth	Academic excellence	Work habits/ self-discipline	Multicultural awareness	Occupational/ vocational skills	Human relations skills	Specific moral values
Region									
East	184.6	0.86	0.93	0.79	0.95	0.41	0.48	0.81	0.46
Northern plains	104.6	1.55	1.74	2.01	1.92	0.58	0.92	1.46	0.79
South central	66.4	1.49	1.52	1.87	1.83	0.77	1.20	1.71	0.65
Southwest	65.9	2.10	2.90	2.78	3.09	1.59	1.41	2.47	1.11
Northwest	66.8	1.85	2.47	2.07	2.22	1.31	1.72	1.42	1.04
Alaska	12.3	4.60	6.32	6.68	5.12	3.98	4.19	4.59	1.16
Race-Ethnicity									
American Indian/Alaska Native	89.0	9.08	10.42	9.02	9.85	8.62	5.45	7.83	4.21
Tribally enrolled	—	8.21	—	6.62	—	—	—	—	—
Not enrolled	—	13.32	—	—	—	—	—	—	—
Asian/Pacific Islander	115.6	9.30	3.40	11.94	10.46	9.83	2.22	6.16	0.82
Black non-Hispanic	293.8	1.98	3.00	2.24	2.11	2.13	1.56	1.52	1.29
Hispanic	257.8	2.50	4.64	4.51	3.41	3.07	2.16	3.21	2.29
White non-Hispanic	424.8	0.75	0.86	0.77	0.72	0.36	0.41	0.73	0.36
Sex									
Male	547.1	0.84	0.89	0.90	0.82	0.43	0.45	0.74	0.45
Female	561.9	1.15	1.62	1.25	1.26	0.83	0.7	1.39	0.47

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Table B21— Standard errors for Table 21: Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principals	Poverty	Parental alc./drug abuse	Lack of parental involvement	Student Absenteeism	Student Tardiness	Students Dropping Out	Student Use of Alcohol	Cultural conflict	Student Apathy	Lack of academic challenge
TOTAL	216.8	0.49	0.37	0.37	0.30	0.22	0.19	0.24	0.15	0.35	0.23
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS											
Total	5.4	4.37	4.73	4.32	3.65	3.73	2.86	2.61	3.01	2.97	2.54
School level											
Elementary	4.0	5.62	6.12	5.64	3.89	3.81	2.75	2.31	4.17	2.13	2.58
Secondary	2.0	11.63	9.70	7.80	9.31	10.22	11.94	10.33	—	6.97	10.20
Combined	3.1	6.81	—	—	—	—	—	—	—	—	—
School size											
Less than 100	6.8	—	10.36	11.43	—	—	—	—	—	—	—
100 to 499	8.3	5.11	6.85	5.52	4.76	4.85	3.49	3.93	3.79	3.19	3.48
500 or more	2.7	9.78	9.78	8.02	6.17	4.03	2.02	—	—	6.05	2.02
Community type											
Urban	—	—	—	—	—	—	—	—	—	—	—
Suburban	—	10.53	—	—	—	—	—	—	—	—	—
Rural-small town	6.3	5.17	5.11	4.77	4.24	3.79	3.45	3.07	3.60	3.43	1.94
Region											
East	—	—	—	—	—	—	—	—	—	—	—
Northern plains	3.1	7.51	9.32	—	—	—	—	—	—	—	—
South central	4.3	11.94	13.01	14.40	13.98	13.24	12.11	4.80	—	13.24	—
Southwest	5.0	5.30	7.18	5.53	4.36	4.49	3.40	3.27	4.27	1.26	3.21
Northwest	—	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity											
American Indian/Alaska Native	8.3	5.61	7.19	6.32	5.30	5.24	4.43	3.82	4.34	2.79	3.64
Tribally enrolled	8.3	6.01	7.12	6.30	5.31	5.29	3.69	3.83	4.96	2.84	3.60
Not enrolled	—	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—	—	—	—
White non-Hispanic	8.0	6.60	6.87	8.23	5.83	4.94	5.10	4.36	4.96	4.95	3.89

See footnote at end of table.

Table B21— Standard errors for Table 21: Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Poverty	Parental alc./drug abuse	Lack of parental involvement	Student Absentecism	Student Tardiness	Students Dropping Out	Student Use of Alcohol	Cultural conflict	Student Apathy	Lack of academic challenge
Sex											
Male	7.9	4.65	5.14	5.63	4.15	4.15	3.56	3.47	3.65	3.91	3.52
Female	—	—	9.15	—	—	—	—	—	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT											
Total	55.0	2.18	2.57	2.80	2.79	1.36	1.90	1.98	1.53	2.70	1.12
School level											
Elementary	53.1	3.60	3.63	4.02	2.66	2.05	0.85	2.04	2.21	3.74	1.55
Secondary	33.8	5.06	4.61	4.70	5.93	3.22	4.73	4.64	3.90	4.14	0.81
Combined	23.9	6.12	7.06	7.89	7.15	5.41	3.20	7.66	3.21	7.04	3.62
School size											
Less than 100	32.3	6.32	6.31	5.64	6.45	4.15	2.69	5.55	3.79	5.02	2.23
100 to 499	55.0	3.06	2.92	3.03	3.34	1.91	2.52	1.78	1.80	3.51	1.31
500 or more	11.0	8.22	7.60	4.97	5.20	4.83	2.60	3.20	6.28	3.47	2.80
Community type											
Urban	—	—	—	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—	—	—	—
Rural-small town	53.9	1.98	2.44	2.82	2.67	1.42	1.99	2.01	1.60	2.66	1.18
Region											
East	18.8	7.47	7.25	9.35	11.76	8.34	9.57	8.20	3.08	8.22	5.52
Northern plains	24.8	7.39	7.85	7.60	6.09	5.87	4.49	5.07	4.87	5.39	3.50
South central	22.2	8.68	9.00	9.46	8.46	5.28	4.38	8.10	6.03	7.64	4.60
Southwest	25.7	8.34	7.38	7.33	7.62	3.86	1.66	5.52	5.28	5.01	2.26
Northwest	43.7	4.28	2.72	3.02	4.55	0.97	0.45	2.22	0.93	5.70	1.23
Alaska	16.6	4.80	6.39	7.39	6.54	6.47	6.50	6.23	7.35	4.63	2.44

Table B21— Standard errors for Table 21: Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Poverty	Parental alc./drug abuse	Lack of parental involvement	Student Absenteeism	Student Tardiness	Students Dropping Out	Student Use of Alcohol	Cultural conflict	Student Apathy	Lack of academic challenge
Race-Ethnicity											
American Indian/Alaska Native	34.8	8.97	6.11	5.63	8.19	2.28	1.78	1.00	6.40	11.56	—
Tribally enrolled	33.8	8.84	6.29	5.84	8.71	2.44	1.92	1.08	6.79	12.35	—
Not enrolled	—	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—	—	—	—
White non-Hispanic	50.3	2.53	2.80	3.20	2.51	1.69	2.20	2.37	1.81	2.28	1.36
Sex											
Male	58.5	2.58	3.12	3.10	3.41	1.53	2.47	2.38	1.94	3.37	1.31
Female	36.3	5.37	6.45	5.53	5.73	4.26	1.70	3.02	4.00	3.20	1.84
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT											
Total	220.4	0.51	0.38	0.37	0.31	0.23	0.19	0.25	0.15	0.36	0.23
School level											
Elementary	233.3	0.64	0.52	0.51	0.39	0.32	0.12	0.15	0.19	0.38	0.29
Secondary	170.3	0.74	0.44	0.69	0.74	0.46	0.64	0.90	0.25	0.74	0.39
Combined	183.8	1.80	1.09	2.28	1.36	1.03	1.11	0.90	0.79	1.79	1.27
School size											
Less than 100	243.1	1.41	1.27	2.34	0.66	0.30	0.52	1.37	0.61	1.15	0.35
100 to 499	583.6	0.79	0.49	0.67	0.42	0.35	0.20	0.30	0.18	0.50	0.35
500 or more	540.4	0.74	0.53	0.60	0.49	0.41	0.33	0.34	0.28	0.47	0.34
Community type											
Urban	259.3	1.36	1.01	1.21	0.82	0.74	0.43	0.37	0.54	0.78	0.57
Suburban	322.1	0.99	0.69	0.95	0.58	0.55	0.35	0.38	0.26	0.50	0.50
Rural-small town	293.1	0.67	0.38	0.56	0.41	0.25	0.23	0.40	0.10	0.58	0.26

Table B21— Standard errors for Table 21: Percentage of principals who view certain issues as serious problems, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Poverty	Parental alc./drug abuse	Lack of parental involvement	Student Absenteeism	Student Tardiness	Students Dropping Out	Student Use of Alcohol	Cultural conflict	Student Apathy	Lack of academic challenge
Region											
East	184.6	0.75	0.43	0.63	0.40	0.37	0.21	0.31	0.20	0.43	0.33
Northern plains	104.6	0.79	0.87	1.09	0.39	0.37	0.18	0.65	0.34	0.53	0.28
South central	66.4	1.25	1.01	1.31	0.64	0.53	0.54	0.52	0.35	0.65	0.49
Southwest	65.9	1.92	1.66	1.75	1.55	0.86	1.05	0.83	0.76	1.06	0.56
Northwest	66.8	1.45	1.24	2.03	1.19	1.09	0.65	0.84	0.35	1.08	0.68
Alaska	12.3	1.03	4.35	2.70	3.54	3.73	2.50	3.43	1.42	2.86	1.03
Race-Ethnicity											
American Indian/Alaska Native	89.0	4.48	5.35	7.96	6.09	4.49	2.43	7.96	2.62	3.66	2.22
Tribally enrolled	—	—	—	—	—	—	—	—	—	—	—
Not enrolled	—	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	115.6	7.05	2.87	7.39	4.18	1.12	0.59	1.89	1.02	7.59	0.62
Black non-Hispanic	293.8	2.53	1.51	2.45	1.45	1.28	0.36	0.41	0.83	1.46	1.31
Hispanic	257.8	4.21	2.10	2.85	2.54	1.73	2.53	1.21	1.40	1.54	0.72
White non-Hispanic	424.8	0.49	0.39	0.39	0.34	0.26	0.18	0.27	0.14	0.40	0.23
Sex											
Male	547.1	0.67	0.38	0.45	0.40	0.31	0.22	0.32	0.16	0.44	0.26
Female	561.9	1.15	0.78	0.77	0.57	0.49	0.33	0.28	0.35	0.50	0.43

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Table B22— Standard errors for Table 22: Percentage of teachers who view certain issues as serious problems in their schools, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total teachers	Parental alc/drug abuse	Poverty	Lack of parental involvement	Student Absenteeism	Student apathy	Student alcohol use	Disrespect for teachers	Students dropping out	Cultural conflict	Student tardiness
TOTAL	20 757.20	0.29	0.36	0.37	0.29	0.31	0.16	0.31	0.22	0.17	0.23
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS											
Total	130.42	1.89	2.49	2.73	2.69	1.70	1.82	1.89	1.47	2.40	2.06
School level											
Elementary	96.54	2.76	3.84	3.53	4.88	2.47	1.58	2.88	2.12	2.64	2.08
Secondary	65.68	3.32	5.40	5.72	7.08	4.65	6.19	3.94	7.54	3.79	6.28
Combined	84.29	3.17	4.40	4.77	4.29	2.40	3.42	3.03	3.49	6.49	4.80
School size											
Less than 100	65.66	9.89	12.09	7.90	6.89	7.42	4.32	5.78	3.12	6.11	4.82
100 to 499	201.19	2.87	2.58	3.02	2.77	2.42	3.07	2.35	2.42	2.62	2.47
500 or more	154.39	6.01	7.82	9.25	7.79	3.22	7.51	2.85	7.75	4.26	8.44
Community type											
Urban	—	3.35	12.96	9.24	—	—	—	—	—	—	—
Suburban	120.24	5.35	7.69	5.22	9.14	6.39	5.58	5.61	7.12	4.57	5.56
Rural-small town	143.41	2.43	2.48	2.96	2.93	2.05	2.18	2.74	1.82	3.43	2.51
Region											
East	—	—	9.68	—	—	—	—	—	—	—	—
Northern plains	71.43	3.62	4.14	4.86	4.66	3.24	3.19	4.32	3.16	7.17	5.46
South central	48.51	7.89	6.19	6.93	9.99	10.81	9.49	3.52	11.10	4.20	6.88
Southwest	90.76	2.21	3.87	3.61	4.40	2.19	1.94	2.24	2.15	2.19	1.96
Northwest	—	3.96	1.74	1.16	10.22	3.56	6.41	2.17	11.63	4.70	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT											
Total	975.03	2.02	1.61	1.47	1.61	1.58	1.40	1.02	1.16	1.13	1.26
School level											
Elementary	910.72	2.65	2.33	2.36	1.88	2.19	1.83	1.47	1.47	1.32	1.48
Secondary	714.10	3.43	2.72	2.26	2.47	2.54	3.23	1.55	2.45	1.73	2.62
Combined	357.94	4.89	4.63	4.86	3.96	4.57	5.00	4.07	2.89	3.48	4.59

See footnote at end of table.

Table B22—Standard errors for Table 22: Percentage of teachers who view certain issues as serious problems in their schools, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total teachers	Parental alcohol/drug abuse	Poverty	Lack of parental involvement	Student Absenteeism	Student apathy	Student alcohol use	Disrespect for teachers	Students dropping out	Cultural conflict	Student tardiness
School size											
Less than 100	363.09	5.59	5.86	3.85	6.44	3.52	5.18	2.72	4.52	3.10	4.27
100 to 499	941.70	2.42	1.98	1.78	1.73	1.84	1.68	1.20	1.41	1.53	1.50
500 or more	467.98	4.17	3.99	5.00	4.05	3.08	2.97	1.77	2.69	2.72	3.78
Community type											
Urban	—	—	—	—	—	—	—	—	—	—	—
Suburban	224.22	15.59	17.10	11.84	15.78	7.88	7.46	9.05	2.32	7.97	7.32
Rural-small town	1,024.09	1.95	1.55	1.45	1.51	1.62	1.31	1.05	1.21	1.19	1.22
Region											
East	475.80	5.41	3.92	4.79	3.12	4.37	3.56	2.39	2.46	2.65	3.67
Northern plains	484.01	5.00	5.35	4.30	4.52	3.63	4.63	2.67	4.06	3.52	4.42
South central	550.38	3.33	3.17	3.75	3.67	3.55	4.58	4.06	2.84	2.42	4.57
Southwest	644.92	5.53	4.55	5.39	3.82	4.38	3.86	2.05	3.39	2.73	2.53
Northwest	584.42	1.89	2.68	2.25	2.08	2.48	1.87	1.26	1.73	0.73	1.32
Alaska	291.27	4.54	3.63	3.11	4.61	3.83	3.55	3.16	4.06	2.90	4.44
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT											
Total	20,700.24	0.30	0.36	0.37	0.30	0.31	0.16	0.31	0.22	0.17	0.24
School level											
Elementary	13,167.03	0.40	0.54	0.52	0.26	0.40	0.12	0.42	0.10	0.24	0.30
Secondary	17,229.60	0.33	0.49	0.54	0.66	0.56	0.31	0.40	0.50	0.22	0.43
Combined	7,055.61	1.61	1.83	1.44	1.19	1.28	0.94	0.91	1.63	0.63	1.15
School size											
Less than 100	2,364.58	1.73	2.15	1.67	1.35	1.20	1.46	1.20	0.75	0.50	0.66
100 to 499	16,291.26	0.48	0.56	0.55	0.31	0.43	0.25	0.34	0.23	0.23	0.33
500 or more	25,927.78	0.37	0.52	0.54	0.46	0.44	0.25	0.46	0.33	0.24	0.39
Community type											
Urban	13,840.09	0.60	0.88	0.91	0.75	0.70	0.30	0.68	0.57	0.40	0.63
Suburban	15,969.58	0.58	0.75	0.75	0.56	0.64	0.28	0.52	0.39	0.29	0.44
Rural-small town	15,329.01	0.37	0.44	0.41	0.35	0.42	0.32	0.34	0.23	0.16	0.26

See footnote at end of table.

Table B22— Standard errors for Table 22: Percentage of teachers who view certain issues as serious problems in their schools, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total teachers	Parental alcohol/drug abuse	Poverty	Lack of parental involvement	Student Absenteeism	Student apathy	Student alcohol use	Disrespect for teachers	Students dropping out	Cultural conflict	Student tardiness
Region											
East	15,785.34	0.31	0.46	0.48	0.37	0.37	0.19	0.41	0.23	0.20	0.38
Northern plains	4,433.05	0.74	0.90	0.86	0.70	0.66	0.53	0.71	0.37	0.29	0.58
South central	3,507.17	0.86	1.08	0.80	0.63	0.61	0.45	0.62	0.36	0.30	0.43
Southwest	8,101.16	1.34	1.80	1.61	1.11	1.11	0.46	1.04	1.14	0.62	0.98
Northwest	5,735.92	1.06	1.56	1.46	0.96	1.15	0.89	.9	0.78	0.67	0.86
Alaska	352.24	2.01	1.12	1.95	2.28	1.70	1.85	1.31	1.34	0.92	1.42

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Teacher Questionnaire).

Table B23— Standard errors for Table 23: Percentage of student and teacher absenteeism, by Indian school type, school level, school size, community type, and region: 1990-91

School characteristics	Total students	Student absenteeism	Total teachers	Teacher absenteeism
TOTAL	362,822.3	0.06	20,754.1	0.06
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	1,881.0	0.44	113.1	0.85
School level				
Elementary	1,481.5	0.48	97.2	1.00
Secondary	644.3	1.38	40.5	1.79
Combined	1,223.5	1.09	75.3	—
School size				
Less than 100	461.3	—	45.1	—
100 to 499	2,075.7	0.48	153.8	0.74
500 or more	1,732.3	1.50	114.7	2.13
Community type				
Urban	—	—	—	—
Suburban	—	—	—	—
Rural-small town	2,165.2	0.59	129.3	0.90
Region				
East	—	—	—	—
Northern plains	1,038.2	1.55	62.9	—
South central	739.3	1.59	64.2	1.56
Southwest	1,556.6	0.49	100.0	0.80
Northwest	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	17,049.8	0.32	1,113.8	0.45
School level				
Elementary	15,506.5	0.36	965.7	0.59
Secondary	8,238.3	0.55	688.0	0.71
Combined	4,269.1	0.77	350.3	0.85
School size				
Less than 100	1,960.2	0.89	238.4	0.96
100 to 499	14,932.0	0.33	1,014.2	0.43
500 or more	7,583.6	0.84	498.6	1.18
Community type				
Urban	—	—	—	—
Suburban	—	—	—	—
Rural-small town	16,609.2	0.33	1,144.2	0.47

See footnote at end of table.

Table B23— Standard errors for Table 23: Percentage of student and teacher absenteeism, by Indian school type, school level, school size, community type, and region: 1990-91—Continued

School characteristics	Total students	Student absenteeism	Total teachers	Teacher absenteeism
Region				
East	7,386.1	0.62	521.7	0.47
Northern plains	5,618.1	0.79	430.2	1.15
South central	5,739.6	0.82	432.4	0.87
Southwest	10,822.4	0.84	634.3	1.09
Northwest	10,446.9	0.57	736.0	0.72
Alaska	4,018.0	0.60	321.6	0.76
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	359,814.2	0.06	20,756.2	0.07
School level				
Elementary	235,472.5	0.07	13,385.5	0.09
Secondary	285,858.9	0.11	16,432.2	0.08
Combined	75,926.4	0.26	5,289.4	0.24
School size				
Less than 100	19,276.3	0.47	2,426.8	0.45
100 to 499	223,017.0	0.08	15,083.4	0.10
500 or more	466,617.4	0.08	27,465.1	0.08
Community type				
Urban	242,705.7	0.14	14,153.5	0.14
Suburban	216,525.8	0.10	12,550.5	0.11
Rural-small town	188,509.8	0.07	10,401.7	0.10
Region				
East	214,463.0	0.07	15,742.5	0.08
Northern plains	69,829.8	0.13	4,462.4	0.11
South central	62,160.1	0.19	3,463.0	0.17
Southwest	188,961.1	0.24	8,121.1	0.28
Northwest	95,684.7	0.18	5,750.9	0.26
Alaska	6,938.7	0.75	391.6	0.98

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian and Public School Questionnaires).

Table B24— Standard errors for Table 24: Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Establishing curriculum					Hiring new full-time teachers					Setting discipline policy				
	Total principals	State edu. agency	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.	State edu. agency	School board	Principal	Teachers	Parent assoc.
TOTAL	216.8	0.73	0.57	0.66	0.69	0.20	0.58	0.72	0.32	0.16	0.43	0.77	0.79	0.64	0.36
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS															
Total	5.4	3.21	4.35	4.25	4.10	—	4.90	5.47	2.29	2.01	—	4.70	4.95	5.54	2.82
School level															
Elementary	4.0	4.35	6.02	5.81	5.04	—	6.12	6.75	—	—	—	6.10	6.22	6.68	3.83
Secondary	2.0	10.00	—	7.17	10.23	—	13.47	14.07	9.80	—	—	7.28	7.90	10.31	—
Combined	3.1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
School size															
Less than 100	6.8	—	—	—	—	—	—	11.43	—	—	—	—	10.74	—	—
100 to 499	8.3	3.85	4.82	5.66	5.91	—	6.21	5.91	3.54	3.06	—	5.98	5.99	6.01	3.22
500 or more	2.7	—	—	6.17	—	—	8.06	10.30	—	—	—	—	10.49	—	—
Community type															
Urban	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Rural-small town	6.3	3.47	4.95	4.98	5.26	—	5.00	5.96	2.57	2.01	—	5.66	5.62	5.95	3.43
Region															
East	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Northern plains	3.1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
South central	4.3	7.55	13.53	8.37	9.08	—	14.62	14.39	—	—	—	13.75	15.08	9.08	—
Southwest	5.0	3.82	6.41	6.17	5.57	—	6.54	6.92	2.96	—	—	6.83	6.00	7.24	4.22
Northwest	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity															
American Indian/Alaska Native	8.3	4.66	5.29	5.89	5.52	—	6.54	5.99	—	—	—	6.06	6.51	7.74	4.00
Tribally enrolled	8.3	4.89	5.35	6.02	5.62	—	6.88	6.28	—	—	—	6.13	6.92	7.89	4.10
Not enrolled	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White non-Hispanic	8.0	3.89	5.05	7.15	8.03	—	7.38	7.43	3.73	—	—	8.87	8.01	7.40	4.50

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See footnote at end of table.

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Table B24— Standard errors for Table 24: Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Establishing curriculum					Hiring new full-time teachers					Setting discipline policy				
	Total principals	State edu. agency	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.	
Sex															
Male	7.9	2.99	4.09	5.40	5.85	1.36	5.74	6.47	2.42	2.55	0.00	5.58	6.04	3.46	
Female	—	—	—	—	—	—	10.79	10.15	—	—	—	—	11.16	—	
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT															
Total	55.0	3.28	2.06	2.36	2.40	0.45	3.35	3.37	1.26	0.36	1.90	3.10	2.82	1.20	
School level															
Elementary	53.1	4.13	3.08	3.52	3.29	0.84	3.95	4.22	1.89	—	3.06	4.59	3.96	1.08	
Secondary	33.8	6.23	4.28	4.70	4.64	—	6.05	6.52	1.78	—	1.90	6.00	4.51	1.70	
Combined	23.9	5.34	3.82	5.63	7.04	—	7.77	8.35	3.12	1.92	3.73	7.47	6.52	4.54	
School size															
Less than 100	32.3	6.61	4.89	6.60	5.97	—	7.43	7.18	3.28	1.90	3.65	7.24	5.52	3.02	
100 to 499	55.0	3.46	2.64	2.76	3.09	0.61	3.96	3.86	1.08	0.32	2.47	4.13	3.51	1.25	
500 or more	11.0	7.63	5.49	6.54	7.94	—	5.75	6.77	5.89	—	2.53	9.04	7.18	2.73	
Community type															
Urban	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Suburban	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Rural-small town	53.9	3.12	2.05	2.66	2.56	0.47	3.34	3.37	1.21	0.38	1.89	3.16	2.88	1.23	
Region															
East	18.8	9.20	7.27	7.79	8.38	—	11.21	9.42	4.42	—	4.12	9.48	8.60	—	
Northern plains	24.8	7.27	5.19	5.88	6.52	—	7.46	8.41	—	—	2.69	5.96	6.96	1.91	
South central	22.2	8.83	6.37	10.48	8.49	—	8.03	9.32	6.91	—	4.34	10.20	10.52	—	
Southwest	25.7	6.61	6.35	7.75	7.43	—	8.62	7.90	5.89	—	6.29	7.77	8.04	4.74	
Northwest	43.7	6.60	3.17	3.55	3.04	—	5.42	5.15	—	—	2.91	5.44	3.94	—	
Alaska	16.6	5.26	4.58	5.19	4.64	—	6.73	6.85	—	—	3.65	6.42	5.56	3.30	
Race-Ethnicity															
American Indian/Alaska Native	34.8	9.32	8.93	8.89	8.23	—	9.21	10.04	5.30	—	7.21	10.12	8.43	2.98	
Tribally enrolled	33.8	9.48	9.25	9.41	8.58	—	9.71	10.15	5.64	—	7.71	10.35	8.84	3.24	
Not enrolled	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Asian/Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Black non-Hispanic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Hispanic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
White non-Hispanic	50.3	3.22	2.06	2.72	2.67	0.53	3.31	3.54	1.56	0.45	1.37	3.30	3.28	1.12	

See footnote at end of table.

Table B24—Standard errors for Table 24: Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals				Establishing curriculum				Hiring new full-time teachers				Setting discipline policy				
	State edu. agency	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.	School board	Principal	Teachers	Parent assoc.
Sex																	
Male	58.5	3.77	2.12	2.91	2.84	—	3.55	3.90	1.24	0.48	1.57	3.01	4.30	3.18	1.32		
Female	36.3	6.08	5.45	5.84	6.12	1.61	5.22	6.33	3.98	—	4.73	6.82	6.98	5.96	2.01		
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT																	
Total	220.4	0.74	0.58	0.67	0.71	0.20	0.59	0.73	0.32	0.17	0.44	0.79	0.81	0.65	0.37		
School level																	
Elementary	233.3	1.02	0.76	0.87	0.84	0.27	0.79	0.95	0.42	0.21	0.56	1.08	1.04	0.79	0.52		
Secondary	170.3	1.02	0.71	0.83	0.89	0.18	0.88	0.79	0.67	0.22	0.65	0.83	1.16	0.96	0.30		
Combined	183.8	1.87	1.69	2.22	2.43	0.36	1.94	2.10	0.99	0.30	1.10	2.55	2.75	2.33	0.82		
School size																	
Less than 100	243.1	2.60	1.64	3.13	2.58	0.82	3.12	3.33	2.04	0.64	1.34	3.28	3.50	3.42	1.25		
100 to 499	583.6	1.02	0.75	1.01	1.11	0.33	0.88	0.96	0.44	0.27	0.65	1.15	1.05	0.99	0.47		
500 or more	540.4	1.19	0.99	0.83	0.92	0.30	0.79	1.07	0.57	0.13	0.59	1.03	1.21	0.95	0.49		
Community type																	
Urban	259.3	1.21	1.39	1.28	1.47	0.63	1.27	1.85	0.82	0.19	1.10	1.72	2.05	1.76	0.91		
Suburban	322.1	1.46	1.47	1.29	1.24	0.48	1.09	1.40	0.72	0.47	0.65	1.40	1.56	1.16	0.61		
Rural-small town	293.1	1.01	0.72	0.91	0.92	0.18	0.83	0.98	0.42	0.17	0.69	0.94	1.03	0.80	0.42		
Region																	
East	184.6	1.07	0.78	0.90	0.89	0.18	0.76	0.97	0.35	0.16	0.61	0.90	1.09	0.81	0.50		
Northern plains	104.6	1.38	1.26	1.57	1.88	0.47	1.21	1.54	0.99	0.31	0.40	1.51	1.70	1.51	0.58		
South central	66.4	1.43	1.69	1.63	2.18	0.45	1.45	1.69	1.13	0.33	0.79	1.90	2.09	2.17	0.86		
Southwest	65.9	2.62	2.37	2.76	3.11	1.36	2.79	2.58	2.02	1.07	1.28	2.45	2.91	2.96	1.55		
Northwest	66.8	2.17	1.70	1.94	2.00	0.69	2.00	2.50	0.92	—	1.89	2.09	2.42	2.19	0.82		
Alaska	12.3	2.28	4.10	3.91	4.72	2.90	4.09	5.58	2.79	3.05	2.15	4.36	6.21	5.97	4.61		
Race-Ethnicity																	
American Indian/Alaska Native	89.0	9.76	5.59	6.74	5.92	0.43	10.25	10.65	7.83	—	6.56	5.50	9.77	8.73	4.82		
Tribally enrolled	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Not enrolled	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—		
Asian/Pacific Islander	115.6	6.79	8.99	7.84	7.89	2.11	4.70	9.05	4.86	0.99	6.04	9.87	9.03	8.44	6.62		
Black non-Hispanic	293.8	2.51	2.25	1.90	2.00	1.03	2.61	2.15	0.73	0.56	1.67	2.25	2.40	2.00	1.60		
Hispanic	257.8	4.77	3.53	4.58	4.29	1.49	2.86	4.39	1.11	—	2.92	3.32	4.57	4.81	1.77		
White non-Hispanic	424.8	0.74	0.60	0.75	0.78	0.19	0.64	0.80	0.35	0.19	0.46	0.85	0.89	0.73	0.35		

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See footnote at end of table.

Table B24— Standard errors for Table 24: Percentage of principals who thought that various groups or persons had a great deal of influence on curriculum, hiring, and discipline policies, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Establishing curriculum					Hiring new full-time teachers					Setting discipline policy				
		State edu. agency	School board	Principal	Teachers	Parent assoc.	State edu. agency	School board	Principal	Teachers	Parent assoc.	State edu. agency	School board	Principal	Teachers	Parent assoc.
Sex																
Male	547.1	0.78	0.71	0.73	0.81	0.19	0.74	0.90	0.93	0.38	0.17	0.42	0.95	0.93	0.77	0.33
Female	561.9	1.38	1.24	1.38	1.18	0.60	1.19	1.61	1.57	0.66	0.40	0.97	1.41	1.57	1.42	0.84

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Table B25— Standard errors for Table 25: Percentage of principals who rated the quality of teachers as excellent by teacher's experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principals	Teachers with more than 3 years experience	Teachers with 3 or fewer years experience
TOTAL	216.8	0.70	0.68
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS			
Total	5.4	4.55	3.33
School level			
Elementary	4.0	6.44	5.01
Secondary	2.0	8.61	—
Combined	3.1	—	—
School size			
Less than 100	6.8	—	—
100 to 499	8.3	5.18	2.65
500 or more	2.7	4.03	—
Community type			
Urban	—	—	—
Suburban	—	—	—
Rural-small town	6.3	4.13	4.03
Region			
East	—	—	—
Northern plains	3.1	—	—
South central	4.3	14.89	6.97
Southwest	5.0	7.07	3.76
Northwest	—	—	—
Alaska	(*)	(*)	(*)
Race-Ethnicity			
American Indian/Alaska Native	8.3	7.50	—
Trially enrolled	8.3	7.66	—
Not enrolled	—	—	—
Asian/Pacific Islander	—	—	—
Black non-Hispanic	—	—	—
Hispanic	—	—	—
White non-Hispanic	8.0	5.94	4.87
Sex			
Male	7.9	4.02	2.77
Female	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT			
Total	55.0	2.77	2.43
School level			
Elementary	53.1	3.87	3.91
Secondary	33.8	5.50	3.78
Combined	23.9	7.12	5.57

See footnote at end of table.

Table B25— Standard errors for Table 25: Percentage of principals who rated the quality of teachers as excellent by teacher's experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Teachers with more than 3 years experience	Teachers with 3 or fewer years experience
School size			
Less than 100	32.3	7.33	4.62
100 to 499	55.0	3.43	3.18
500 or more	11.0	7.76	4.67
Community type			
Urban	—	—	—
Suburban	—	—	—
Rural-small town	53.9	2.59	2.58
Region			
East	18.8	7.22	7.66
Northern plains	24.8	6.60	6.87
South central	22.2	8.66	8.14
Southwest	25.7	6.25	4.47
Northwest	43.7	4.94	5.24
Alaska	16.6	7.59	3.85
Race-Ethnicity			
American Indian/Alaska Native	34.8	9.89	6.29
Tribally enrolled	33.8	10.00	6.06
Not enrolled	—	—	—
Asian/Pacific Islander	—	—	—
Black non-Hispanic	—	—	—
Hispanic	—	—	—
White non-Hispanic	50.3	3.22	2.75
Sex			
Male	58.5	3.29	2.90
Female	36.3	5.35	5.06
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT			
Total	220.4	0.70	0.69
School level			
Elementary	233.3	0.88	0.95
Secondary	170.3	1.12	0.83
Combined	183.8	2.16	1.53
School size			
Less than 100	243.1	3.11	3.20
100 to 499	583.6	0.92	1.07
500 or more	540.4	1.06	0.98
Community type			
Urban	259.3	1.38	1.26
Suburban	322.1	1.52	1.77
Rural-small town	293.1	0.93	0.92

See footnote at end of table.

Table B25— Standard errors for Table 25: Percentage of principals who rated the quality of teachers as excellent by teacher's experience, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Teachers with more than 3 years experience	Teachers with 3 or fewer years experience
Region			
East	184.6	0.74	1.04
Northern plains	104.6	1.79	1.78
South central	66.4	1.77	1.87
Southwest	65.9	3.31	2.46
Northwest	66.8	2.56	1.61
Alaska	12.3	4.74	5.60
Race-Ethnicity			
American Indian/Alaska Native	89.0	9.21	10.06
Tribally enrolled	—	—	—
Not enrolled	—	—	—
Asian/Pacific Islander	115.6	9.31	9.31
Black non-Hispanic	293.8	2.29	2.10
Hispanic	257.8	4.51	3.87
White non-Hispanic	424.8	0.75	0.77
Sex			
Male	547.1	0.84	0.72
Female	561.9	1.41	1.43

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Table B26— Standard errors for Table 26: Percentage of principals by plans to remain a principal, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91

School characteristics	Total principals	Plans to remain				
		As long as able	Until eligible to retire	Until something better comes	Definitely plan to leave	Undecided
TOTAL	216.8	0.64	0.66	0.48	0.23	0.58
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	5.4	4.92	3.57	3.62	2.08	3.77
School level						
Elementary	4.0	6.56	5.06	4.70	2.45	4.37
Secondary	2.0	9.44	7.37	4.93	—	13.99
Combined	3.1	—	—	—	—	—
School size						
Less than 100	6.8	—	—	—	—	—
100 to 499	8.3	6.25	3.96	4.56	1.72	4.90
500 or more	2.7	7.13	5.91	8.47	—	—
Community type						
Urban	—	—	—	—	—	—
Suburban	—	—	—	—	—	—
Rural-small town	6.3	5.83	2.93	4.39	2.80	4.30
Region						
East	—	—	—	—	—	—
Northern plains	3.1	—	—	—	—	—
South central	4.3	12.48	—	—	—	15.69
Southwest	5.0	6.46	5.63	4.08	3.27	4.42
Northwest	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
Race-Ethnicity						
American Indian/Alaska Native	8.3	6.73	4.16	5.48	2.31	5.26
Tribally enrolled	8.3	6.75	4.25	5.77	2.36	5.21
Not enrolled	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—
White non-Hispanic	8.0	7.72	6.23	4.97	3.35	6.79
Sex						
Male	7.9	5.46	4.12	3.88	2.14	4.57
Female	—	—	—	—	—	—
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	55.0	3.35	3.37	2.18	1.61	2.89
School level						
Elementary	53.1	3.96	4.62	2.56	2.27	2.73
Secondary	33.8	4.62	5.64	4.12	2.72	5.22
Combined	23.9	7.23	7.18	6.58	4.12	7.32

See footnote at end of table.

Table B26— Standard errors for Table 26: Percentage of principals by plans to remain a principal, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Plans to remain				
		As long as able	Until eligible to retire	Until something better comes	Definitely plan to leave	Undecided
School size						
Less than 100	32.3	7.53	6.20	4.53	3.59	6.87
100 to 499	55.0	3.45	4.50	3.42	2.02	2.29
500 or more	11.0	6.89	5.89	5.64	—	5.90
Community type						
Urban	—	—	—	—	—	—
Suburban	—	—	—	—	—	—
Rural-small town	53.9	3.10	3.09	2.24	1.71	2.83
Region						
East	18.8	9.12	7.43	12.12	33	4.16
Northern plains	24.8	6.95	5.07	5.38	4.75	5.28
South central	22.2	8.64	7.59	4.01	3.01	7.02
Southwest	25.7	7.13	3.88	6.20	4.03	6.48
Northwest	43.7	4.34	6.37	3.53	1.52	4.56
Alaska	16.6	8.01	6.82	6.31	4.66	6.74
Race-Ethnicity						
American Indian/Alaska Native	34.8	5.63	10.46	7.61	2.94	8.93
Tribally enrolled	33.8	5.79	11.27	7.99	3.20	9.60
Not enrolled	—	—	—	—	—	—
Asian/Pacific Islander	—	—	—	—	—	—
Black non-Hispanic	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—
White non-Hispanic	50.3	3.86	3.38	2.21	1.96	2.48
Sex						
Male	58.5	3.26	3.52	2.64	1.79	2.80
Female	36.3	6.41	5.40	3.63	3.37	6.45
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	220.4	0.66	0.67	0.49	0.23	0.59
School level						
Elementary	233.3	0.94	0.90	0.61	0.30	0.81
Secondary	170.3	0.82	1.04	0.78	0.27	0.88
Combined	183.8	1.91	2.10	1.87	0.68	1.54
School size						
Less than 100	243.1	2.88	2.71	2.35	0.85	2.95
100 to 499	583.6	1.11	1.20	0.67	0.36	0.91
500 or more	540.4	0.96	0.76	0.73	0.27	0.73
Community type						
Urban	259.3	1.08	1.12	1.12	0.39	0.97
Suburban	322.1	1.35	1.31	1.07	0.46	1.20
Rural-small town	293.1	1.16	1.06	0.74	0.32	0.82

See footnote at end of table.

Table B26— Standard errors for Table 26: Percentage of principals by plans to remain a principal, by Indian school type, school level, school size, community type, region, race-ethnicity, and sex: 1990-91—Continued

School characteristics	Total principals	Plans to remain				
		As long as able	Until eligible to retire	Until something better comes	Definitely plan to leave	Undecided
Region						
East	184.6	0.88	0.88	0.67	0.32	0.69
Northern plains	104.6	1.76	1.93	1.16	0.51	1.01
South central	66.4	1.53	1.90	1.08	0.58	1.36
Southwest	65.9	2.54	2.91	2.13	0.51	2.19
Northwest	66.8	2.50	2.44	1.64	0.79	1.58
Alaska	12.3	4.93	5.44	3.21	0.36	6.22
Race-Ethnicity						
American Indian/Alaska Native	89.0	7.58	9.07	4.53	0.96	10.02
Tribally enrolled	—	—	—	—	—	—
Not enrolled	—	—	—	—	—	—
Asian/Pacific Islander	115.6	8.36	9.82	8.98	0.97	3.71
Black non-Hispanic	293.8	1.57	2.17	1.79	0.43	2.14
Hispanic	257.8	4.36	3.71	3.43	0.73	2.86
White non-Hispanic	424.8	0.76	0.80	0.58	0.27	0.63
Sex						
Male	547.1	0.86	0.75	0.50	0.32	0.69
Female	561.9	1.31	1.23	0.95	0.24	1.28

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public School Administrator Questionnaire).

Table B27— Standard errors for Table 27: Mean and standard deviation of students per full-time-equivalent (FTE) teacher at various grade levels, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total districts	Elementary Grades 1-6		Secondary (Grades 7-12)		Total (Grades K-12) ²	
		Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
TOTAL	111.23	0.15	0.57	0.16	0.32	0.13	0.73
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS							
Total	2.39	0.84	1.25	0.80	0.86	0.39	0.29
Region							
East	—	—	—	—	—	—	—
Northern plains	2.70	3.47	—	1.48	—	0.88	0.37
South central	—	1.41	0.79	0.73	0.34	0.86	—
Southwest	4.83	0.57	0.46	1.20	1.16	0.56	0.34
Northwest	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT							
Total	46.46	0.55	0.55	1.08	2.03	0.59	0.59
Region							
East	—	—	—	—	—	—	—
Northern plains	—	1.16	0.69	1.40	0.60	1.23	0.64
South central	16.79	1.33	0.62	1.05	0.59	0.76	0.51
Southwest	—	3.10	—	—	—	2.89	—
Northwest	33.09	0.43	0.24	0.39	0.29	0.41	0.24
Alaska	3.28	0.72	0.51	1.18	1.03	0.51	—
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT							
Total	114.08	0.16	0.59	0.17	0.32	0.14	0.75
Region							
East	89.33	0.12	0.17	0.24	0.55	0.15	0.60
Northern plains	58.83	0.21	0.16	0.27	0.37	0.23	0.21
South central	37.21	0.36	1.50	0.45	0.29	0.27	0.25
Southwest	23.67	1.34	3.45	1.21	1.49	1.01	3.64
Northwest	26.51	0.21	0.29	0.33	1.72	0.18	0.54
Alaska	3.29	1.00	0.45	0.57	0.25	0.51	0.28

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

²Includes kindergarten through 12th grade and equivalent ungraded schooling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B28— Standard errors for Table 28: Percentage of total, continuing, and newly hired full-time-equivalent (FTE) teaching staff certified in their field of assignment, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total FTE teaching staff	All teachers	Continuing	New Hired
TOTAL	44,560.16	0.05	0.04	0.28
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS				
Total	113.14	0.58	0.68	1.45
Region				
East	—	—	—	—
Northern plains	62.95	0.05	0.06	0.00
South central	—	2.28	3.01	0.00
Southwest	98.42	0.85	1.00	2.78
Northwest	—	—	—	—
Alaska	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT				
Total	1,180.60	0.27	0.31	0.16
Region				
East	—	—	—	—
Northern plains	—	0.47	0.53	0.00
South central	420.37	0.28	0.29	0.52
Southwest	471.05	1.16	1.43	0.56
Northwest	900.63	0.16	0.17	0.16
Alaska	124.75	0.00	0.00	0.00
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT				
Total	44,442.71	0.05	0.04	0.28
Region				
East	21,149.10	0.04	0.05	0.20
Northern plains	3,478.50	0.13	0.14	0.37
South central	3,166.11	0.11	0.09	0.44
Southwest	32,359.21	0.23	0.24	1.31
Northwest	9,394.87	0.20	0.17	0.98
Alaska	147.87	0.07	0.06	0.09

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B29— Standard errors for Table 29: Percentage of specified criteria required of applicants and used for hiring decisions for teachers in public school districts and Indian schools, by district and Indian school type, and region: 1990-91

District characteristics ¹	Certification type					Complete special knowledge test		
	Total districts	Full standard	Emergency/ temporary	College major or minor	Approved teacher ed. program graduate	District test	State test	National Teachers Examination
TOTAL	111.23	0.94	1.08	1.06	1.09	0.63	1.01	0.94
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS								
Total	2.39	4.08	4.42	3.93	3.51	4.47	4.06	2.96
Region								
East	—	—	—	—	—	—	—	—
Northern plains	2.70	11.84	11.47	6.03	0.74	—	—	—
South central	—	8.83	12.36	—	11.34	—	—	—
Southwest	4.83	5.33	5.82	4.55	4.49	4.31	6.53	4.52
Northwest	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT								
Total	46.46	4.37	4.74	4.36	5.94	0.90	4.53	4.01
Region								
East	—	—	—	—	—	—	—	—
Northern plains	—	8.20	—	10.45	—	—	—	—
South central	16.79	6.46	11.81	8.89	6.35	—	4.06	11.51
Southwest	—	7.02	—	11.56	—	—	7.10	—
Northwest	33.09	8.67	5.57	8.24	8.30	1.44	7.79	4.49
Alaska	3.28	7.81	—	—	8.83	—	—	—
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT								
Total	114.08	0.93	1.11	1.07	1.06	0.67	1.05	0.97
Region								
East	89.33	0.83	1.40	1.52	1.22	0.46	1.10	1.09
Northern plains	58.83	2.02	2.48	2.26	2.55	1.67	2.74	1.95
South central	37.21	2.24	3.78	2.38	2.77	1.72	2.63	2.62
Southwest	23.67	4.40	7.35	5.97	5.80	5.63	6.72	5.99
Northwest	26.51	3.30	2.18	2.81	2.09	1.10	2.10	2.23
Alaska	3.29	12.36	9.52	—	9.45	—	—	—

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B30— Standard errors for Table 30: Percentage of approved positions filled, by whom filled, and withdrawn, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total positions	Positions filled	Positions filled by			
			Newly hired teachers	Continuing teachers	Positions vacant/substitute	Positions withdrawn
TOTAL	44,872.93	0.14	0.40	0.40	0.08	0.06
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS						
Total	117.52	0.76	1.77	1.77	0.71	0.27
Region						
East	—	—	—	—	—	—
Northern plains	65.70	2.12	3.04	3.04	—	—
South central	65.94	2.58	—	6.85	—	—
Southwest	102.24	0.88	2.38	2.38	1.03	0.35
Northwest	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT						
Total	1,189.69	1.22	1.86	1.86	1.21	0.04
Region						
East	—	—	—	—	—	—
Northern plains	683.09	1.56	1.84	1.84	—	—
South central	422.23	0.10	3.09	3.09	0.10	—
Southwest	473.70	7.90	—	—	—	—
Northwest	900.83	0.01	2.11	2.11	0.01	—
Alaska	124.02	0.96	—	5.66	—	—
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT						
Total	44,760.14	0.14	0.39	0.39	0.08	0.07
Region						
East	24,248.17	0.03	0.27	0.27	0.03	0.01
Northern plains	8457.47	0.78	1.84	1.84	0.39	0.39
South central	3,175.09	0.06	0.87	0.87	0.05	0.02
Southwest	32,624.61	0.26	1.41	1.41	0.26	0.01
Northwest	9,461.16	0.16	0.78	0.78	0.09	0.10
Alaska	151.55	0.80	—	4.93	—	—

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B31— Standard errors for Table 31: Percentage of schools with American Indian and Alaska Native teachers and students, by Indian school type, community type, and region: 1990-91

School characteristics	Total schools	Schools with Indian teachers	Schools with Indian students and teachers
TOTAL	197.60	0.26	0.25
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS			
Total	2.39	2.58	2.58
Community type			
Urban	—	—	—
Suburban	—	0.00	0.00
Rural-small town	6.30	3.32	3.32
Region			
East	—	—	—
Northern plains	2.70	9.95	9.95
South central	4.44	0.00	0.00
Southwest	4.83	2.61	2.61
Northwest	—	—	—
Alaska	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT			
Total	65.52	3.81	3.81
Community type			
Urban	—	—	—
Suburban	—	—	—
Rural-small town	64.27	3.79	3.79
Region			
East	22.80	—	—
Northern plains	24.82	7.26	7.26
South central	32.92	11.56	11.56
Southwest	25.54	9.34	9.34
Northwest	45.65	6.74	6.74
Alaska	16.43	8.43	8.43
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT			
Total	212.98	0.27	0.26
Community type			
Urban	267.33	0.77	0.72
Suburban	331.53	0.59	0.52
Rural-small town	266.93	0.27	0.21

See footnote at end of table.

Table B31— Standard errors for Table 31: Percentage of schools with American Indian and Alaska Native teachers and students, by Indian school type, community type, and region: 1990-91—Continued

School characteristics	Total schools	Schools with Indian teachers	Schools with Indian students and teachers
Region			
East	160.46	0.26	0.22
Northern plains	81.38	0.63	0.58
South central	59.98	1.00	0.92
Southwest	59.20	1.56	1.44
Northwest	66.47	1.16	1.10
Alaska	13.21	4.77	4.77

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public and Indian School Questionnaires).

Table B32— Standard errors for Table 32: Percentage of schools with vacancies in various teaching fields, by Indian school type, community type, and region: 1990-91

School characteristics	Total schools	General elementary	Special ed.	English	Physical science	Math	Biology/life science	Foreign language	Bilingual ed./ESL	Voc./tech. ed.
TOTAL	197.60	0.72	0.77	0.39	0.40	0.38	0.32	0.32	0.40	0.31
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS										
Total	2.39	4.19	4.74	2.55	2.81	2.23	2.91	2.47	2.96	3.35
Community type										
Urban	—	—	—	—	—	—	—	—	—	—
Suburban	—	9.00	11.99	—	—	—	—	—	—	—
Rural-small town	6.30	5.12	5.52	4.00	3.92	3.49	3.79	3.01	3.29	3.14
Region										
East	—	—	—	—	—	—	—	—	—	—
Northern plains	2.70	9.72	12.65	—	7.44	7.32	—	5.98	—	—
South central	4.44	13.77	6.55	14.29	14.05	12.36	14.05	7.71	10.05	9.77
Southwest	4.83	5.32	6.11	3.58	3.80	3.71	4.21	3.20	4.28	4.32
Northwest	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT										
Total	65.52	2.54	3.20	2.11	2.30	2.65	1.58	1.68	1.57	2.19
Community type										
Urban	—	—	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—	—	—
Rural-small town	64.27	2.43	3.15	2.22	1.86	2.27	1.53	1.72	1.51	2.29
Region										
East	22.80	7.45	10.89	2.94	1.57	3.50	2.76	3.29	—	8.04
Northern plains	24.82	6.90	6.11	4.04	3.63	3.56	4.69	2.93	1.25	2.52
South central	32.92	9.39	8.14	4.52	4.72	7.49	2.95	1.37	3.84	3.91
Southwest	25.54	8.06	8.04	6.92	6.01	5.65	4.91	3.10	6.37	6.36
Northwest	45.65	6.32	4.67	3.31	5.50	5.63	2.85	3.02	1.19	2.18
Alaska	16.43	8.54	8.23	7.74	7.15	7.40	6.00	6.92	8.01	8.24
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT										
Total	212.98	0.73	0.78	0.40	0.39	0.38	0.32	0.32	0.41	0.31
Community type										
Urban	267.33	1.60	1.55	0.90	0.81	0.95	0.76	0.81	1.12	0.67
Suburban	331.53	1.31	1.25	0.88	0.83	0.98	0.71	0.58	0.82	0.62
Rural-small town	266.93	1.08	1.05	0.60	0.61	0.50	0.53	0.43	0.50	0.37

See footnote at end of table.

Table B32— Standard errors for Table 32: Percentage of schools with vacancies in various teaching fields, by Indian school type, community type, and region: 1990-91—Continued

School characteristics	Total schools	General elementary	Special ed.	English	Physical science	Math	Biology/ life science	Foreign language	Bilingual ed./ESL	Voc./tech. ed.
Region										
East	160.46	0.84	0.92	0.58	0.47	0.55	0.37	0.48	0.37	0.45
Northern plains	81.38	1.51	1.46	1.01	0.67	0.95	0.71	0.64	0.57	0.82
South central	59.98	1.44	1.78	1.17	0.98	1.25	0.74	0.86	0.76	0.88
Southwest	59.20	2.81	2.79	1.88	1.75	1.74	1.27	1.06	2.09	0.81
Northwest	66.47	1.95	2.27	1.61	1.64	1.55	1.48	1.33	2.00	1.33
Alaska	13.21	4.89	5.79	4.86	4.44	3.98	3.20	3.70	4.34	2.95

— Too few cases for a reliable estimate.

*There no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public and Indian School Questionnaires).

Table B33— Standard errors for Table 33: Percentage of schools with vacancies in various teaching fields that were very difficult or impossible to fill, by Indian school type, community type, and region: 1990-91

School characteristics	Total schools	General elementary	Special ed.	English	Physical science	Math	Biology/life science	Foreign language	Bilingual ed./ESL	Voc./tech. ed.
TOTAL	197.60	0.28	1.13	0.58	1.29	0.82	1.27	1.57	2.73	1.42
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS										
Total	2.39	5.79	5.45	0.25	6.58	5.17	7.77	10.82	13.66	12.19
Community type										
Urban	—	—	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—	—	—
Rural-small town	6.30	5.26	7.51	0.81	7.47	1.69	8.70	13.27	11.60	12.19
Region										
East	—	—	—	—	—	—	—	—	—	—
Northern plains	2.70	—	10.84	—	—	—	—	—	—	—
South central	4.44	—	13.51	—	—	—	—	—	—	—
Southwest	4.83	9.07	5.89	0.89	12.54	1.76	15.37	20.56	20.99	26.14
Northwest	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT										
Total	65.52	0.66	5.97	4.66	7.33	6.21	4.32	11.57	10.52	7.55
Community type										
Urban	—	—	—	—	—	—	—	—	—	—
Suburban	—	—	—	—	—	—	—	—	—	—
Rural-small town	64.27	0.69	5.92	4.56	8.45	3.84	4.60	11.92	8.29	7.75
Region										
East	22.80	—	—	—	—	—	—	—	—	—
Northern plains	24.82	—	14.73	—	25.47	—	—	—	—	—
South central	32.92	—	16.82	—	—	—	26.40	—	—	27.72
Southwest	25.54	3.25	16.16	14.44	26.07	18.87	35.91	40.38	40.00	12.69
Northwest	45.65	—	13.53	11.80	—	13.01	22.51	19.01	20.04	18.41
Alaska	16.43	—	6.83	5.00	—	6.41	—	32.10	—	25.63
								20.39	5.09	4.13
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT										
Total	212.98	0.28	1.13	0.59	1.30	0.84	1.31	1.60	2.76	1.44
Community type										
Urban	267.33	0.97	2.11	1.96	2.65	1.86	2.60	2.45	4.54	3.92
Suburban	331.53	0.40	1.96	0.97	1.80	1.88	1.78	2.80	4.33	2.79
Rural-small town	266.93	0.20	1.53	0.80	2.15	1.09	2.08	2.50	4.36	1.21

See footnote at end of table.

Table B33— Standard errors for Table 33: Percentage of schools with vacancies in various teaching fields that were very difficult or impossible to fill, by Indian school type, community type, and Office of Indian Education (OIE) region: 1990-91 — Continued

School characteristics	Total schools	General elementary	Special ed.	English	Physical science	Math	Biology/ life science	Foreign language	Bilingual ed./ESL	Voc./tech. ed.
Region										
East	160.46	0.39	1.05	0.81	1.59	1.16	1.36	1.80	4.02	1.91
Northern plains	81.38	0.38	2.60	1.74	2.71	2.57	2.33	3.69	6.38	2.74
South central	59.98	0.53	3.07	1.70	2.86	2.75	2.46	4.27	9.84	3.70
Southwest	59.20	1.14	3.83	1.25	4.50	2.50	5.75	5.60	5.42	6.23
Northwest	66.47	1.33	3.32	1.86	3.60	2.83	3.61	6.34	4.15	4.88
Alaska	13.21	1.96	6.26	—	—	8.16	8.81	6.28	—	4.04

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public and Indian School Questionnaires).

Table B34— Standard errors for Table 34: Percentage of free retraining available to prepare staff members to teach in fields with current or anticipated shortages in public school districts and Indian schools, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total districts	Any field	Special ed.	Math	Bilingual ed./ESL	Physical science	Computer science	Biol./life science	Foreign language	Voc. ed.	Other fields
TOTAL	111.23	0.52	0.36	0.37	0.47	0.34	0.30	0.32	0.32	0.34	0.35
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS											
Total	2.39	4.40	3.72	3.41	2.54	2.53	2.20	1.95	1.49	1.25	3.39
Region											
East	—	—	—	—	—	—	—	—	—	—	—
Northern plains	2.70	—	—	—	—	—	—	—	—	—	—
South central	—	9.00	—	—	—	—	—	—	—	—	—
Southwest	4.83	5.96	5.38	5.37	3.83	3.75	3.21	2.65	2.30	1.80	2.40
Northwest	—	—	—	—	—	—	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT											
Total	46.46	3.56	3.58	2.43	2.29	2.35	2.38	2.47	2.20	2.63	1.96
Region											
East	—	—	—	—	—	—	—	—	—	—	—
Northern plains	—	—	—	—	—	—	—	—	—	—	—
South central	16.79	—	—	—	—	—	—	—	—	—	—
Southwest	—	—	—	—	—	—	—	—	—	—	—
Northwest	33.09	6.33	6.06	5.09	5.06	5.11	4.93	5.11	4.80	5.81	5.01
Alaska	3.28	—	—	—	—	—	—	—	—	—	—
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT											
Total	114.08	0.52	0.35	0.35	0.50	0.34	0.30	0.31	0.32	0.34	0.34
Region											
East	89.33	0.63	0.39	0.39	0.33	0.37	0.35	0.35	0.35	0.33	0.44
Northern plains	58.83	1.46	1.34	1.29	1.18	1.29	1.32	1.29	1.22	1.28	1.31
South central	37.21	1.50	0.72	0.85	0.63	0.65	0.80	0.88	0.83	0.88	1.19
Southwest	23.67	4.30	0.95	0.57	3.83	0.49	1.04	0.47	0.49	0.55	0.63
Northwest	26.51	2.10	1.02	1.50	1.45	1.02	0.75	0.96	0.81	0.63	0.91
Alaska	3.29	—	—	—	—	—	—	—	—	—	—

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B35— Standard errors for Table 35: Percentage of public school districts and Indian schools that used teacher pay incentives in fields with teacher shortages, and types of incentives offered, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total districts	Units with pay incentives	Types of incentives in districts using incentives		
			Cash bonuses	Different steps on salary schedule	Other salary increase
TOTAL	111.23	0.56	2.98	3.79	3.32
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS					
Total	2.39	4.01	—	8.94	—
Region					
East	—	—	—	—	—
Northern plains	2.70	13.36	—	—	—
South central	—	7.71	—	—	—
Southwest	4.83	5.14	—	12.71	—
Northwest	—	—	—	—	—
Alaska	(*)	(*)	(*)	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT					
Total	46.46	4.85	15.52	7.31	14.29
Region					
East	—	—	—	—	—
Northern plains	—	—	—	—	—
South central	16.79	10.98	—	—	—
Southwest	—	—	—	—	—
Northwest	33.09	6.38	—	—	10.73
Alaska	3.28	—	—	—	—
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT					
Total	114.08	0.53	3.24	3.84	3.63
Region					
East	89.33	0.73	1.68	5.08	5.47
Northern plains	58.83	0.96	6.10	7.47	5.45
South central	37.21	2.22	3.94	9.17	8.52
Southwest	23.67	2.94	16.41	8.50	10.72
Northwest	26.51	2.35	7.50	3.49	8.17
Alaska	3.29	—	—	—	—

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B36— Standard errors for Table 36: Percentage of public school districts and Indian schools with teacher layoffs and full-time-equivalent (FTE) teachers laid off at end of 1989-90 school year, by district and Indian school type, and region: 1990-91

District characteristics ¹	Total districts	Units experiencing layoff
TOTAL	111.23	0.64
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS		
Total	2.39	3.33
Region		
East	—	—
Northern plains	2.70	—
South central	—	10.33
Southwest	4.83	4.77
Northwest	—	—
Alaska	(*)	(*)
PUBLIC DISTRICTS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT		
Total	46.46	2.53
Region		
East	—	—
Northern plains	—	—
South central	16.79	4.10
Southwest	—	—
Northwest	33.09	4.43
Alaska	3.28	—
PUBLIC DISTRICTS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT		
Total	114.08	0.65
Region		
East	89.33	1.15
Northern plains	58.83	1.44
South central	37.21	1.71
Southwest	23.67	0.80
Northwest	26.51	1.14
Alaska	3.29	—

— Too few cases for a reliable estimate.

*There are no BIA or tribal schools in Alaska.

¹Since BIA-funded schools establish their own procedures, curricula, and personnel policies, we treat them as school districts in this analysis.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Indian School and Teacher Demand and Shortage Questionnaires).

Table B37— Standard errors for Figure 24: Percentage of schools with vacancies that could not be filled with qualified teachers, by Indian school type: 1990-91

School characteristics	Schools unable to fill vacancy
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS	5.76
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT	2.69
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT	0.56

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey 1990-91 (Public and Indian School Questionnaires).

See footnote at end of table.

Table B38— Standard errors for Figure 25: Percentage of schools using various methods to compensate for unfilled positions, by Indian School type: 1990-91

School characteristics	Methods							
	Cancelled courses	Increase class sizes	Increase teaching loads	Assigned another teacher	Used substitute teachers	Used part-time teachers	Hired less qualified teachers	Hired less qualified teachers
BUREAU OF INDIAN AFFAIRS AND TRIBAL SCHOOLS	2.53	2.36	4.56	5.51	6.59	3.40	5.41	5.41
PUBLIC SCHOOLS WITH 25% OR MORE INDIAN STUDENT ENROLLMENT	2.68	5.75	5.00	7.72	11.60	4.94	9.79	9.79
PUBLIC SCHOOLS WITH LESS THAN 25% INDIAN STUDENT ENROLLMENT	0.92	1.17	0.95	1.58	1.85	1.09	1.96	1.96

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990-91 (Public and Indian School Questionnaires).

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**U.S. Department of Education
OERI/EIRD/Data Systems Branch
555 New Jersey Avenue NW, Rm. 214
Washington, DC 20208-1847**

(202) 219-1522 or 219-1847

The CD-ROM version of the 1990-91 SASS and 1991-92 TFS data sets is available for purchase from:

**Superintendent of Documents
U.S. Government Printing Office
PO Box 371954
Pittsburgh, PA 15250-7954**

Refer to Stock. 065-000-000666-9. The cost is \$15. The data on CD-ROM can be accessed using SAS or SPSS-PC software or any program that uses ASCII files.

SASS INFORMATION BOOKLET

A 16-page overview of the Schools and Staffing Survey is available from:

**SASS Data Release
NCES 555 New Jersey Avenue NW
Washington, DC 20208-5651**

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America's Teachers: Profile of a Profession (NCES 93-025)

Schools and Staffing Survey by State (NCES 94-343)

Private School Universe Survey, 1989-90 (NCES 93-122)

Private School Universe Survey, 1991-92 (NCES 94-350)

Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1990-91
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Selected Tables on Teacher Supply and Demand (E.D. Tab, NCES 93-141)

Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988-89
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(Methodological Report, NCES 94-340)

1987-88 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES
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1990-91 Schools and Staffing Survey: Sample Design and Estimation (Technical Report, NCES
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