

WEB TABLES

U.S. DEPARTMENT OF EDUCATION
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Public High School Teachers of Career and Technical Education in 2007–08

Career and technical education (CTE) has been an important component of the high school curriculum for several decades (Hudson and Laird 2009; Levesque 2003; Levesque et al. 2008). By 2002, a majority (88 percent) of public high schools offered CTE, and more than 90 percent of 2005 public high school graduates took at least one occupational course (Levesque et al. 2008). Demand for a highly skilled workforce has contributed to a new emphasis on college and career readiness, which has brought secondary-level CTE into the spotlight (Members of the 2005 “Rising Above the Gathering Storm” Committee 2010; Richmond 2010; Jobs for the Future 2009).

The National Center for Education Statistics (NCES) has published numerous reports describing CTE students and summarizing high school CTE offerings and participation (Hudson and Laird 2009; Levesque 2003; Levesque, Wun,

and Green 2010; Levesque et al. 2008). Using the latest Schools and Staffing Survey (SASS:08) data, these Web Tables describe the teachers who deliver the CTE curriculum in grades 9–12.

These Web Tables focus on public school teachers in grades 9–12 who taught primarily CTE, academic, or other subjects during the 2007–08 school year. CTE teachers are grouped based on their main subject area: nonoccupational CTE, including family and consumer sciences education and general labor market preparation, and occupational education.¹ Occupational education includes 10 broad areas: agriculture and natural resources; business; communications and design; computer and information sciences; construction, architecture, and engineering technologies; consumer, culinary, and public services; health sciences; manufacturing; marketing; and repair and transportation. CTE,

academic, and other public high school teachers are examined by their demographic and professional characteristics, the location and types of schools in which they taught, characteristics of their students, and primary subject area.

The following summarizes the information presented in each of the nine Web Tables:

Table 1 presents the distribution of teachers who taught primarily CTE, academic, or other subjects, by selected school characteristics. Table 2 displays the occupational education fields in which CTE teachers taught.

Table 3 shows teachers’ average number of years of teaching experience, and the distribution of their years of experience, by school type and main teaching assignment. Table 4 focuses on teachers’ average class size, by

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school type and main teaching assignment.

Table 5 summarizes the extent to which teachers participated in professional development, by school type and main teaching assignment.

Tables 6 and 7 detail teachers' background characteristics including age, sex, and race/ethnicity, by school type and main teaching assignment.

Tables 8 and 9 present information on teacher qualifications, including types of certification and educational attainment, by school type and main teaching assignment.

RELATED NCES REPORTS

Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary School Teachers in the United States: Results From the 2007–08 Schools and Staffing Survey (NCES 2009-324).

DATA

The estimates presented in these tables were generated from the NCES 2007–08 Schools and Staffing Survey (SASS:08). SASS:08 is a nationally representative sample survey of public, private, and Bureau of Indian Education (BIE)-funded K–12 schools, principals, and teachers in the 50 states and the District of Columbia. These tables use only data from public schools and grade 9–12 teachers.

The SASS:08 public school sample is a stratified probability-proportionate-to-size (PPS) sample, which allows analysts to produce national-, regional-, and state-level elementary, secondary, and combined public school estimates. The target population of the public school sample includes all regular; non-regular (special education, alternative, vocational, or technical); public charter; and BIE schools. The SASS:08 public school sample consists of about 9,800 public schools (including both traditional public and public charter schools) and 180 BIE schools. BIE schools were excluded from analyses in these Web Tables.

The SASS:08 teacher sample was drawn from teacher rosters at sampled schools. The target population of the teacher sample includes all teachers defined as staff who teach regularly scheduled classes to students in any of grades K–12. About 14 percent of the eligible public schools did not provide teacher lists. For these schools, no teachers were selected. Approximately 47,440 teachers were sampled from public schools.

DATA ANALYSIS

The SASS:08 sample design included stratification, disproportionate sampling of certain strata, and multistage probability sampling. The resulting statistics are more variable than they would have been if they had been based on data from a simple random

sample of the same size. As a result, simple random sampling techniques for estimating sampling errors cannot be applied to these data. Therefore, the balanced repeated replication method was used to generate appropriate standard errors for the complex sampling design used by SASS:08.

DATASET METHODOLOGY

For an overview of the survey methodology, see appendix B of the report *Characteristics of Public, Private, and Bureau of Indian Education Elementary and Secondary School Teachers in the United States: Results From the 2007–08 Schools and Staffing Survey* (<http://nces.ed.gov/pubs2009/2009324.pdf>).

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ENDNOTES

¹ Family and consumer sciences education is intended to prepare students for adult roles outside the paid labor market. General labor market preparation is designed to teach general employment skills used across a wide range of occupational areas, such as keyboarding and word processing. Occupational education aims to teach skills required in a specific occupation or occupational cluster.

National Center for Education Statistics

Table 1. Number of grade 9 through 12 public school teachers and percentage distribution of their main teaching assignment, by selected school characteristics: 2008

Selected school characteristic	Number of teachers	Percentage distribution of main teaching assignment					
		Career and technical education (CTE)					Academic education
		Total	Family and consumer sciences education	General labor market preparation	Occupational education		
Total	1,059,500	13.9	2.3	3.9	7.7	67.1	18.9
School type ²							
Regular	846,200	13.2	2.5	3.7	7.0	67.9	19.0
Career or technical	31,500	56.3	2.4	14.6	39.3	34.0	9.7
Other ³	86,200	7.9	0.9	2.4	4.6	70.1	22.1
School size							
1–599	232,700	16.9	2.8	4.5	9.7	62.4	20.7
600–1,199	236,800	15.6	2.7	4.3	8.7	64.3	20.1
1,200–1,999	295,700	12.8	2.5	3.5	6.8	69.4	17.8
2,000 or more	198,700	10.8	1.1	3.6	6.1	71.9	17.3
Community type							
City	271,000	11.1	1.6	3.7	5.9	70.7	18.2
Suburb	365,500	11.9	2.1	3.8	6.1	69.4	18.7
Town	141,700	17.6	3.0	4.0	10.7	63.2	19.3
Rural	281,300	17.4	3.0	4.2	10.2	62.8	19.8
Region							
Northeast	220,800	11.5	1.9	3.6	6.0	69.5	18.9
Midwest	250,700	16.1	3.1	4.6	8.4	63.4	20.5
South	387,800	15.4	2.5	4.1	8.9	66.7	17.8
West	200,200	11.0	1.5	2.9	6.6	69.9	19.1
Percent of students who are American Indian, Asian, Black, or Hispanic ⁴							
10 or less	256,900	17.8	3.2	4.6	10.0	62.1	20.1
11–30	255,900	13.0	2.2	3.4	7.5	68.6	18.4
31–50	158,800	13.4	2.3	4.1	7.0	68.7	17.9
More than 50	387,900	12.2	1.9	3.6	6.7	68.9	18.9
Percent of students approved for free or reduced-price lunch ⁵							
10 or less	169,500	11.9	2.2	4.4	5.4	70.4	17.7
11–30	325,700	13.9	2.5	3.4	8.0	67.9	18.2
31–50	277,700	14.4	2.8	3.9	7.7	66.1	19.6
More than 50	253,000	12.8	1.9	3.7	7.3	67.0	20.2

See notes at end of table.

National Center for Education Statistics

Table 1. Number of grade 9 through 12 public school teachers and percentage distribution of their main teaching assignment, by selected school characteristics: 2008—Continued

Selected school characteristic	Number of teachers	Percentage distribution of main teaching assignment					
		Career and technical education (CTE)					
		Total	Family and consumer sciences education	General labor market preparation	Occupational education	Academic education	Other ¹
Percent of students with an individualized education plan (IEP)							
5 or less	326,900	8.4	0.8	2.6	5.1	83.0	8.6
6–10	241,100	15.7	2.4	4.0	9.4	75.1	9.2
11–15	145,800	18.4	3.6	4.7	10.1	70.2	11.5
More than 15	271,900	18.0	3.9	5.3	8.9	50.5	31.5
Percent of students who are limited-English-proficient (LEP)							
None	514,800	15.8	2.3	4.5	8.9	68.0	16.3
1–10	343,200	13.0	2.9	3.3	6.9	73.5	13.4
More than 10	127,600	12.1	1.6	3.9	6.6	70.3	17.7

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

¹ Other teaching assignments include special education; health education; physical education; military science or Reserve Officers' Training Corps (ROTC); religious studies, theology, or divinity; and other unspecified teaching assignments.

² Excludes 9 percent of teachers with unspecified school type.

³ Other school types include special program emphasis schools, special education schools, and alternative/other schools.

⁴ American Indian includes Alaska Native; Asian includes Pacific Islander or Native Hawaiian; Black includes African American; Hispanic includes Latino. Race categories exclude persons of Hispanic ethnicity.

⁵ In 2007–08, 95.2 percent of public schools participated in the National School Lunch Program.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table S1. Standard errors for table 1: Number of grade 9 through 12 public school teachers and percentage distribution of their main teaching assignment, by selected school characteristics: 2008

Selected school characteristic	Number of teachers	Percentage distribution of main teaching assignment					
		Career and technical education (CTE)					
		Total	Family and consumer sciences education	General labor market preparation	Occupational education	Academic education	Other
Total	26,560	0.41	0.14	0.22	0.31	0.79	0.63
School type							
Regular	25,920	0.36	0.17	0.21	0.27	0.73	0.67
Career or technical	5,190	4.15	1.06	1.61	3.71	3.39	1.71
Other	8,060	1.18	0.33	0.54	0.80	2.38	2.01
School size							
1–599	11,540	0.99	0.29	0.41	0.74	1.50	0.96
600–1,199	12,740	0.73	0.34	0.42	0.60	1.23	1.06
1,200–1,999	17,300	0.77	0.31	0.42	0.61	0.93	0.68
2,000 or more	17,730	1.13	0.25	0.47	0.89	1.57	1.22
Community type							
City	13,990	0.93	0.26	0.46	0.62	1.34	0.92
Suburb	18,580	0.66	0.26	0.39	0.50	1.03	0.89
Town	8,830	0.86	0.47	0.59	0.77	1.22	1.09
Rural	18,800	0.77	0.26	0.40	0.57	1.12	0.87
Region							
Northeast	12,380	0.88	0.33	0.51	0.66	1.30	1.14
Midwest	11,980	1.00	0.38	0.40	0.76	1.23	1.12
South	17,140	0.62	0.25	0.36	0.46	0.93	0.68
West	16,180	0.74	0.23	0.35	0.62	1.37	1.05
Percent of students who are American Indian, Asian, Black, or Hispanic							
10 or less	13,720	0.90	0.32	0.46	0.75	1.11	0.89
11–30	15,040	0.71	0.32	0.37	0.55	0.81	0.73
31–50	12,740	1.02	0.39	0.51	0.64	1.68	1.09
More than 50	16,710	0.61	0.21	0.40	0.44	1.06	0.86
Percent of students approved for free or reduced-price lunch							
10 or less	15,130	1.11	0.41	0.65	0.71	1.43	1.05
11–30	14,850	0.79	0.30	0.31	0.64	0.80	0.73
31–50	13,030	0.77	0.28	0.48	0.56	0.95	0.87
More than 50	13,110	0.76	0.24	0.38	0.56	1.47	1.18

See notes at end of table.

National Center for Education Statistics

Table S1. Standard errors for table 1: Number of grade 9 through 12 public school teachers and percentage distribution of their main teaching assignment, by selected school characteristics: 2008—Continued

Selected school characteristic	Number of teachers	Percentage distribution of main teaching assignment					
		Career and technical education (CTE)					
		Total	Family and consumer sciences education	General labor market preparation	Occupational education	Academic education	Other
Percent of students with an individualized education plan (IEP)							
5 or less	11,130	0.55	0.13	0.34	0.44	0.80	0.66
6–10	10,060	0.88	0.27	0.42	0.69	1.15	0.79
11–15	6,240	1.23	0.49	0.57	0.86	1.58	0.93
More than 15	7,910	0.84	0.33	0.55	0.66	1.24	1.14
Percent of students who are limited-English-proficient (LEP)							
None	14,470	0.60	0.20	0.30	0.49	0.84	0.66
1–10	11,940	0.67	0.29	0.37	0.44	1.10	0.79
More than 10	8,410	1.14	0.38	0.74	0.79	1.56	1.20

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table 2. Number of grade 9 through 12 public school teachers and percentage distribution of their main teaching assignment within occupational education, by selected school characteristics: 2008

Selected school characteristic	Number of teachers	Percentage distribution of main teaching assignment										
		Agriculture and natural resources	Business	Communications and design	Computer and information sciences	Construction, architecture, and engineering technologies	Consumer, culinary, and public services	Health sciences	Manufacturing	Marketing	Repair and transportation	All other teaching assignments
Total	1,059,500	1.1	2.1	0.9	0.6	0.9	0.6	0.4	0.3	0.4	0.5	92.3
School type ¹												
Regular	846,200	1.2	2.2	0.8	0.5	0.7	0.4	0.3	0.2	0.3	0.4	93.1
Career or technical	31,500	‡	4.3 !	3.8	1.9 !	7.7	4.1	4.2 !	3.3	‡	6.4	60.7
Other ²	86,200	‡	0.9 !	0.6 !	1.0 !	‡	0.6 !	‡	‡	‡	‡	95.4
School size												
1–599	232,700	2.3	2.3	0.7	1.2	1.2	0.5	0.4 !	0.4	0.2 !	0.4	90.4
600–1,199	236,800	1.2	2.1	1.1	0.5	1.1	0.5	0.5	0.4 !	0.5	0.8	91.4
1,200–1,999	295,700	0.7	2.0	0.9	0.3 !	0.7 !	0.6	0.3	0.2 !	0.5	0.6	93.2
2,000 or more	198,700	‡	2.2	0.9 !	0.5 !	0.6 !	0.5 !	0.4 !	0.2 !	0.2 !	‡	93.9
Community type												
City	271,000	‡	1.9	0.9	0.6	0.5 !	0.5	0.4 !	0.3 !	0.4 !	0.3	94.1
Suburb	365,500	0.4 !	1.8	0.9	0.4 !	0.9	0.6	0.3 !	0.2 !	0.3 !	0.5	93.9
Town	141,700	1.8	2.8	0.9	0.7	1.4	0.6	0.6 !	0.5 !	0.5	0.8 !	89.3
Rural	281,300	2.7	2.5	0.9	0.8	1.1	0.6	0.5	0.2 !	0.4	0.7 !	89.8
Region												
Northeast	220,800	0.4 !	1.9	0.8 !	0.7 !	0.8 !	0.3 !	0.1 !	0.3 !	‡	0.4 !	94.0
Midwest	250,700	1.3	2.4	0.8	0.8	0.8	0.6	0.3 !	0.4 !	0.4	0.7	91.6
South	387,800	1.6	2.4	0.9	0.4	1.1	0.6	0.7	0.2	0.4	0.6	91.1
West	200,200	0.8 !	1.6	1.0	0.6 !	0.8	0.7	0.4 !	0.2 !	0.2 !	0.4 !	93.4
Percent of students who are American Indian, Asian, Black, or Hispanic ³												
10 or less	256,900	1.9	2.7	1.0	1.0	1.1	0.6	0.4	0.4	0.3	0.6	90.0
11–30	255,900	1.2	1.8	0.6	0.4	1.1	0.4	0.4	0.4 !	0.6	0.7	92.5
31–50	158,800	0.9	2.0	0.7 !	0.3	0.8 !	0.7 !	0.5 !	0.3 !	0.4 !	0.4 !	93.0
More than 50	387,900	0.7 !	2.0	1.0	0.6	0.7	0.5	0.4	‡	0.3 !	0.4	93.3

See notes at end of table.

National Center for Education Statistics

Table 2. Number of grade 9 through 12 public school teachers and percentage distribution of their main teaching assignment within occupational education, by selected school characteristics: 2008—Continued

Selected school characteristic	Number of teachers	Percentage distribution of main teaching assignment										
		Agriculture and natural resources	Business	Communications and design	Computer and information sciences	Construction, architecture, and engineering technologies	Consumer, culinary, and public services	Health sciences	Manufacturing	Marketing	Repair and transportation	All other teaching assignments
Percent of students approved for free or reduced-price lunch ⁴												
10 or less	169,500	0.9	1.3	1.0 !	0.5 !	0.4 !	0.6 !	‡	‡	0.2 !	‡	94.6
11–30	325,700	1.1	2.4	0.8	0.6	0.9	0.4	0.4 !	0.3 !	0.5	0.6	92.0
31–50	277,700	1.2	2.3	1.0	0.6	0.9	0.4	0.4	0.2 !	0.4 !	0.5	92.3
More than 50	253,000	1.2	2.2	0.7	0.7 !	0.6	0.7	0.4 !	0.3 !	0.3 !	0.3	92.7
Percent of students with an individualized education plan (IEP)												
5 or less	326,900	0.4 !	1.4	0.5 !	0.5 !	0.5	0.5 !	0.6	‡	0.4	‡	94.9
6–10	241,100	0.9	3.2	1.4	0.7	0.9	0.6 !	0.5 !	0.3 !	0.6	0.3	90.6
11–15	145,800	1.5	3.2	1.1 !	1.0	0.9	0.5 !	‡	0.4 !	0.3 !	1.0 !	89.9
More than 15	271,900	2.2	1.8	0.9	0.6	1.2	0.5	0.3 !	0.4	‡	0.9	91.1
Percent of students who are limited-English-proficient (LEP)												
None	514,800	1.6	2.2	0.8	0.7	1.0	0.6	0.6	0.3	0.5	0.7	91.1
1–10	343,200	0.8	2.3	1.2	0.5	0.8	0.4 !	0.3	0.2 !	0.3	0.2 !	93.1
More than 10	127,600	‡	2.2	0.7 !	0.7 !	0.5 !	‡	‡	0.3 !	‡	0.5 !	93.4

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Excludes 9 percent of teachers with unspecified school type.

² Other school types include special program emphasis schools, special education schools, and alternative/other schools.

³ American Indian includes Alaska Native; Asian includes Pacific Islander or Native Hawaiian; Black includes African American; Hispanic includes Latino. Race categories exclude persons of Hispanic ethnicity.

⁴ In 2007–08, 95.2 percent of public schools participated in the National School Lunch Program.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table S2. Standard errors for table 2: Number of grade 9 through 12 public school teachers and percentage distribution of their main teaching assignment within occupational education, by selected school characteristics: 2008

Selected school characteristic	Number of teachers	Percentage distribution of main teaching assignment										
		Agriculture and natural resources	Business	Communications and design	Computer and information sciences	Construction, architecture, and engineering technologies	Consumer, culinary, and public services	Health sciences	Manufacturing	Marketing	Repair and transportation	All other teaching assignments
Total	26,560	0.12	0.15	0.11	0.08	0.10	0.08	0.07	0.04	0.05	0.08	0.31
School type												
Regular	25,920	0.13	0.16	0.12	0.08	0.10	0.06	0.06	0.04	0.05	0.07	0.27
Career or technical	5,190	†	1.50	1.09	0.91	1.71	0.98	1.34	0.93	†	1.53	3.71
Other	8,060	†	0.31	0.23	0.40	†	0.26	†	†	†	†	0.80
School size												
1–599	11,540	0.28	0.26	0.16	0.22	0.27	0.12	0.14	0.10	0.08	0.13	0.74
600–1,199	12,740	0.23	0.29	0.24	0.13	0.20	0.11	0.14	0.13	0.13	0.18	0.60
1,200–1,999	17,300	0.17	0.26	0.24	0.12	0.23	0.15	0.08	0.10	0.13	0.19	0.61
2,000 or more	17,730	†	0.44	0.28	0.20	0.25	0.21	0.18	0.07	0.07	†	0.89
Community type												
City	13,990	†	0.33	0.22	0.17	0.16	0.13	0.13	0.08	0.12	0.09	0.62
Suburb	18,580	0.17	0.24	0.19	0.13	0.20	0.17	0.10	0.08	0.11	0.12	0.50
Town	8,830	0.38	0.40	0.23	0.19	0.28	0.13	0.22	0.18	0.14	0.23	0.77
Rural	18,800	0.28	0.27	0.18	0.13	0.19	0.10	0.12	0.07	0.10	0.20	0.57
Region												
Northeast	12,380	0.14	0.41	0.28	0.22	0.27	0.12	0.05	0.13	†	0.14	0.66
Midwest	11,980	0.29	0.31	0.17	0.14	0.18	0.16	0.12	0.12	0.12	0.18	0.76
South	17,140	0.28	0.22	0.21	0.09	0.17	0.13	0.14	0.06	0.10	0.11	0.46
West	16,180	0.28	0.29	0.26	0.21	0.19	0.18	0.16	0.09	0.09	0.13	0.62
Percent of students who are American Indian, Asian, Black, or Hispanic												
10 or less	13,720	0.30	0.38	0.22	0.19	0.20	0.13	0.10	0.09	0.08	0.18	0.75
11–30	15,040	0.25	0.22	0.14	0.09	0.23	0.12	0.12	0.12	0.13	0.19	0.55
31–50	12,740	0.25	0.38	0.25	0.09	0.24	0.24	0.15	0.13	0.14	0.16	0.64
More than 50	16,710	0.21	0.25	0.21	0.17	0.16	0.12	0.11	†	0.10	0.10	0.44

See notes at end of table.

National Center for Education Statistics

Table S2. Standard errors for table 2: Number of grade 9 through 12 public school teachers and percentage distribution of their main teaching assignment within occupational education, by selected school characteristics: 2008—Continued

Selected school characteristic	Number of teachers	Percentage distribution of main teaching assignment										
		Agriculture and natural resources	Business	Communications and design	Computer and information sciences	Construction, architecture, and engineering technologies	Consumer, culinary, and public services	Health sciences	Manufacturing	Marketing	Repair and transportation	All other teaching assignments
Percent of students approved for free or reduced-price lunch												
10 or less	15,130	0.26	0.32	0.34	0.17	0.15	0.22	†	†	0.09	†	0.71
11–30	14,850	0.25	0.29	0.18	0.11	0.18	0.11	0.12	0.11	0.13	0.18	0.64
31–50	13,030	0.22	0.26	0.21	0.17	0.18	0.12	0.08	0.06	0.11	0.12	0.56
More than 50	13,110	0.23	0.34	0.18	0.23	0.17	0.15	0.13	0.08	0.10	0.07	0.56
Percent of students with an individualized education plan (IEP)												
5 or less	11,130	0.13	0.21	0.18	0.14	0.14	0.16	0.15	†	0.08	†	0.44
6–10	10,060	0.22	0.48	0.30	0.18	0.24	0.19	0.16	0.10	0.15	0.09	0.69
11–15	6,240	0.31	0.45	0.34	0.26	0.23	0.15	†	0.16	0.13	0.31	0.86
More than 15	7,910	0.39	0.29	0.21	0.14	0.18	0.11	0.09	0.12	†	0.17	0.66
Percent of students who are limited-English-proficient (LEP)												
None	14,470	0.20	0.22	0.12	0.11	0.13	0.13	0.12	0.07	0.09	0.13	0.49
1–10	11,940	0.17	0.29	0.24	0.13	0.14	0.15	0.07	0.07	0.08	0.07	0.44
More than 10	8,410	†	0.52	0.32	0.30	0.19	†	†	0.13	†	0.16	0.79

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table 3. Number of grade 9 through 12 public school teachers, average years of teaching experience, and percentage distribution of years of teaching experience, by school type and main teaching assignment: 2008

School type and main teaching assignment	Number of teachers	Percent of teachers	Average years of teaching experience	Percentage distribution of years of teaching experience			
				Less than 4 years	4–9 years	10–14 years	15 years or more
Total	1,059,500	100.0	14	17.5	27.3	17.0	38.3
School type ¹							
Regular	846,200	87.8	14	17.0	27.3	17.2	38.5
Career or technical	31,500	3.3	14	16.2	27.6	18.7	37.5
Other ²	86,200	8.9	13	21.2	26.2	15.9	36.8
Main teaching assignment							
Career and technical education (CTE), total	147,600	13.9	14	17.5	23.7	16.1	42.7
Nonoccupational CTE	65,700	6.2	15	15.7	21.7	15.5	47.1
Occupational education	81,900	7.7	14	18.9	25.3	16.6	39.2
Agriculture and natural resources	12,000	1.1	14	19.7	19.9	17.7	42.7
Business	22,400	2.1	14	19.0	26.2	14.5	40.3
Communications and design	9,300	0.9	13	12.7 !	30.3	23.9	33.1
Computer and information sciences	6,400	0.6	15	17.9	25.4	11.4 !	45.3
Construction, architecture, and engineering technologies	9,400	0.9	13	18.7	27.6	17.1	36.6
Consumer, culinary, and public services	5,800	0.6	13	20.9	28.8	10.0 !	40.3
Health sciences	4,300	0.4	10	32.3	20.4	24.7	22.6
Manufacturing	2,900	0.3	13	14.0	29.8 !	11.7 !	44.5
Marketing	3,900	0.4	13	21.8	24.9	18.8 !	34.5
Repair and transportation	5,500	0.5	15	16.9 !	19.9 !	16.6 !	46.7
Academic education	711,300	67.1	13	18.2	28.1	17.0	36.8
Other ³	200,600	18.9	14	15.0	26.9	17.5	40.6

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

¹ Excludes 9 percent of teachers with unspecified school type.

² Other school types include special program emphasis schools, special education schools, and alternative/other schools.

³ Other teaching assignments include special education; health education; physical education; military science or Reserve Officers' Training Corps (ROTC); religious studies, theology, or divinity; and other unspecified teaching assignments.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table S3. Standard errors for table 3: Number of grade 9 through 12 public school teachers, average years of teaching experience, and percentage distribution of years of teaching experience, by school type and main teaching assignment: 2008

School type and main teaching assignment	Number of teachers	Percent of teachers	Average years of teaching experience	Percentage distribution of years of teaching experience			
				Less than 4 years	4–9 years	10–14 years	15 years or more
Total	26,560	†	0.1	0.47	0.51	0.43	0.66
School type							
Regular	25,920	1.10	0.2	0.55	0.55	0.50	0.75
Career or technical	5,190	0.53	0.7	2.83	3.08	1.89	3.19
Other	8,060	0.84	0.6	2.09	2.12	1.29	2.37
Main teaching assignment							
Career and technical education (CTE), total	5,120	0.41	0.3	1.13	1.10	0.93	1.44
Nonoccupational CTE	2,710	0.23	0.4	1.31	2.03	1.43	2.21
Occupational education	3,650	0.31	0.4	1.65	1.61	1.21	1.88
Agriculture and natural resources	1,370	0.12	1.3	3.90	4.27	3.53	5.44
Business	1,630	0.15	0.8	2.57	3.29	2.36	3.44
Communications and design	1,180	0.11	1.2	4.81	6.31	5.27	5.98
Computer and information sciences	830	0.08	1.3	4.39	5.18	3.46	6.47
Construction, architecture, and engineering technologies	1,040	0.10	1.0	4.61	4.76	3.66	5.15
Consumer, culinary, and public services	830	0.08	1.4	6.25	5.72	3.42	5.91
Health sciences	690	0.07	1.3	8.83	5.69	7.34	6.72
Manufacturing	470	0.04	1.3	4.14	9.18	5.81	9.18
Marketing	560	0.05	1.9	5.75	6.35	6.62	8.53
Repair and transportation	810	0.08	1.4	5.20	6.44	6.49	7.10
Academic education	22,280	0.79	0.2	0.55	0.63	0.52	0.66
Other	7,010	0.63	0.3	1.16	1.11	1.07	1.50

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table 4. Average class size for grade 9 through 12 public school teachers and percentage distribution of class size, by school type and main teaching assignment: 2008

School type and main teaching assignment	Average class size	Percentage distribution of class size			
		15 or fewer students	16–20 students	21–30 students	More than 30 students
Total	23	24.3	19.9	41.0	14.8
School type ¹					
Regular	23	21.9	20.4	43.0	14.8
Career or technical	20	35.4	26.3	27.6	10.7
Other ²	19	46.3	15.0	26.4	12.3
Main teaching assignment					
Career and technical education (CTE), total	20	32.8	25.6	32.1	9.5
Nonoccupational CTE	20	32.0	26.1	33.1	8.8
Occupational education	20	33.4	25.1	31.3	10.2
Agriculture and natural resources	18	49.0	21.9	21.7	7.4 !
Business	20	26.6	27.7	39.5	6.2
Communications and design	25	20.8	21.6	40.4	17.2 !
Computer and information sciences	18	36.5	22.3	32.3	‡
Construction, architecture, and engineering technologies	18	44.3	26.2	22.4	7.1 !
Consumer, culinary, and public services	22	43.4	21.4	15.3 !	20.0 !
Health sciences	21	33.1	20.4 !	30.0	16.5 !
Manufacturing	19	36.8	30.6	21.2 !	‡
Marketing	22	17.5 !	24.4	44.1	‡
Repair and transportation	20	25.8	34.0	32.0	8.3 !
Academic education	24	16.3	21.0	47.9	14.9
Other ³	21	46.4	12.0	23.2	18.4

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Excludes 9 percent of teachers with unspecified school type.

² Other school types include special program emphasis schools, special education schools, and alternative/other schools.

³ Other teaching assignments include special education; health education; physical education; military science or Reserve Officers' Training Corps (ROTC); religious studies, theology, or divinity; and other unspecified teaching assignments.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table S4. Standard errors for table 4: Average class size for grade 9 through 12 public school teachers and percentage distribution of class size, by school type and main teaching assignment: 2008

School type and main teaching assignment	Average class size	Percentage distribution of class size			
		15 or fewer students	16–20 students	21–30 students	More than 30 students
Total	0.2	0.75	0.57	0.72	0.52
School type					
Regular	0.2	0.69	0.59	0.73	0.60
Career or technical	0.9	4.04	2.92	4.44	2.00
Other	0.8	3.35	2.05	3.03	2.41
Main teaching assignment					
Career and technical education (CTE), total	0.3	1.16	1.11	1.24	1.03
Nonoccupational CTE	0.4	1.68	1.88	1.90	1.27
Occupational education	0.5	1.79	1.56	1.89	1.42
Agriculture and natural resources	1.1	4.76	3.92	4.13	2.65
Business	0.6	3.32	3.94	3.55	1.56
Communications and design	2.4	4.97	5.30	6.84	5.57
Computer and information sciences	1.0	5.91	5.53	6.87	†
Construction, architecture, and engineering technologies	1.1	4.53	4.63	4.11	3.12
Consumer, culinary, and public services	3.6	6.72	5.97	4.98	7.00
Health sciences	1.6	8.52	6.51	7.09	7.80
Manufacturing	2.2	8.55	6.95	7.15	†
Marketing	1.1	6.48	7.09	6.70	†
Repair and transportation	1.1	5.97	6.34	7.49	3.36
Academic education	0.2	0.68	0.78	0.84	0.62
Other	0.5	1.36	0.69	1.22	0.98

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table 5. Among grade 9 through 12 public school teachers, percentage who participated in any professional development and in professional development in their subject area, and percentage distribution of hours spent in professional development in their subject area, by school type and main teaching assignment: 2008

School type and main teaching assignment	Percent with any professional development	Percent with professional development in subject area	Percentage distribution of hours of professional development in subject area			
			8 or less	9–16	17–32	33 or more
Total	97.6	80.5	22.5	27.3	21.9	28.3
School type ¹						
Regular	97.6	80.7	22.7	27.4	21.7	28.3
Career or technical	96.4	77.6	19.9	27.1	21.8	31.2
Other ²	97.4	78.9	20.3	26.5	21.9	31.4
Main teaching assignment						
Career and technical education (CTE), total	97.8	81.6	19.3	26.5	25.6	28.6
Nonoccupational CTE	98.4	81.8	19.8	24.4	27.9	28.0
Occupational education	97.3	81.5	19.0	28.3	23.7	29.0
Agriculture and natural resources	99.2	92.8	13.4	32.1	26.8	27.7
Business	97.5	81.0	20.2	35.5	21.3	23.0
Communications and design	99.0	80.4	19.8 !	15.8	32.0	32.4
Computer and information sciences	93.7	71.8	23.1 !	23.6	20.0	33.3
Construction, architecture, and engineering technologies	92.9	72.4	20.7	26.8	19.8	32.7
Consumer, culinary, and public services	98.3	84.4	25.3	25.8	12.6 !	36.3
Health sciences	96.5	88.1	15.3	35.8	17.7 !	31.2
Manufacturing	100.0	72.3	‡	‡	37.8	29.5 !
Marketing	100.0	86.2	25.1	14.8 !	33.0	27.1
Repair and transportation	97.8	81.0	14.2 !	27.6	25.2	33.0
Academic education	97.7	79.4	23.1	27.0	20.8	29.2
Other ³	97.4	83.4	22.5	29.1	23.1	25.4

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Excludes 9 percent of teachers with unspecified school type.

² Other school types include special program emphasis schools, special education schools, and alternative/other schools.

³ Other teaching assignments include special education; health education; physical education; military science or Reserve Officers' Training Corps (ROTC); religious studies, theology, or divinity; and other unspecified teaching assignments.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table S5. Standard errors for table 5: Among grade 9 through 12 public school teachers, percentage who participated in any professional development and in professional development in their subject area, and percentage distribution of hours spent in professional development in their subject area, by school type and main teaching assignment: 2008

School type and main teaching assignment	Percent with any professional development	Percent with professional development in subject area	Percentage distribution of hours of professional development in subject area			
			8 or less	9–16	17–32	33 or more
Total	0.14	0.49	0.60	0.56	0.49	0.68
School type						
Regular	0.17	0.59	0.72	0.62	0.58	0.75
Career or technical	0.96	2.76	2.41	4.59	3.12	4.02
Other	0.68	2.11	1.73	1.52	1.83	2.18
Main teaching assignment						
Career and technical education (CTE), total	0.34	1.22	1.32	1.48	1.61	1.53
Nonoccupational CTE	0.43	1.82	2.00	2.18	2.20	2.16
Occupational education	0.56	1.34	1.85	2.21	2.03	2.20
Agriculture and natural resources	0.77	2.44	3.79	4.89	4.61	4.23
Business	1.29	2.68	2.78	4.69	3.70	3.39
Communications and design	1.08	5.48	6.14	3.76	6.21	6.88
Computer and information sciences	2.37	5.43	7.17	6.59	5.25	7.43
Construction, architecture, and engineering technologies	3.24	4.66	5.08	5.29	4.17	7.18
Consumer, culinary, and public services	1.52	4.76	6.36	7.62	4.26	6.65
Health sciences	1.52	3.51	4.48	8.60	7.79	8.26
Manufacturing	#	6.73	†	†	10.23	9.86
Marketing	#	4.68	7.28	5.70	9.56	7.80
Repair and transportation	2.03	5.58	6.24	6.46	6.35	7.23
Academic education	0.19	0.63	0.79	0.70	0.63	0.85
Other	0.40	0.93	1.15	1.17	1.24	1.31

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table 6. Average age of grade 9 through 12 public school teachers and percentage distribution of teachers' age, by school type and main teaching assignment: 2008

School type and main teaching assignment	Average age	Percentage distribution of age			
		Younger than 30	30–49	50–54	55 or older
Total	44	14.6	49.2	13.0	23.2
School type ¹					
Regular	43	15.0	49.6	12.9	22.5
Career or technical	47	7.7	43.9	17.1	31.4
Other ²	45	12.1	45.7	14.6	27.6
Main teaching assignment					
Career and technical education (CTE), total	46	10.4	44.9	16.5	28.2
Nonoccupational CTE	47	9.5	41.7	17.6	31.2
Occupational education	46	11.2	47.5	15.6	25.7
Agriculture and natural resources	42	25.7	41.0	15.0	18.3
Business	46	9.7	49.5	14.3	26.5
Communications and design	44	15.4 !	46.9	14.6 !	23.2
Computer and information sciences	47	‡	52.3	18.1	22.7
Construction, architecture, and engineering technologies	49	6.1 !	45.9	15.0	33.0
Consumer, culinary, and public services	48	‡	48.6	19.9 !	28.1
Health sciences	45	‡	50.6	15.6 !	25.4
Manufacturing	46	7.4 !	52.1	16.8 !	23.6 !
Marketing	44	11.7 !	50.8	14.5 !	23.1 !
Repair and transportation	49	‡	43.2	18.2	34.6
Academic education	43	16.5	49.7	11.7	22.1
Other ³	45	11.0	50.6	15.2	23.2

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Excludes 9 percent of teachers with unspecified school type.

² Other school types include special program emphasis schools, special education schools, and alternative/other schools.

³ Other teaching assignments include special education; health education; physical education; military science or Reserve Officers' Training Corps (ROTC); religious studies, theology, or divinity; and other unspecified teaching assignments.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table S6. Standard errors for table 6: Average age of grade 9 through 12 public school teachers and percentage distribution of teachers' age, by school type and main teaching assignment: 2008

School type and main teaching assignment	Average age	Percentage distribution of age			
		Younger than 30	30–49	50–54	55 or older
Total	0.1	0.40	0.62	0.32	0.48
School type					
Regular	0.2	0.40	0.62	0.33	0.55
Career or technical	0.7	1.95	3.32	2.80	2.57
Other	0.7	2.07	2.59	1.62	2.36
Main teaching assignment					
Career and technical education (CTE), total	0.3	0.80	1.66	0.97	1.25
Nonoccupational CTE	0.5	1.15	2.22	1.46	2.03
Occupational education	0.4	1.11	2.03	1.39	1.51
Agriculture and natural resources	1.4	4.25	4.39	3.77	4.28
Business	0.8	2.06	3.84	2.75	3.35
Communications and design	1.5	5.51	6.60	5.41	4.87
Computer and information sciences	1.5	†	6.35	4.67	5.12
Construction, architecture, and engineering technologies	1.1	2.74	4.55	3.44	4.41
Consumer, culinary, and public services	1.3	†	8.04	7.10	6.07
Health sciences	2.0	†	7.09	5.05	7.62
Manufacturing	1.7	3.63	8.32	6.47	7.39
Marketing	1.9	3.99	8.52	5.29	7.59
Repair and transportation	1.2	†	5.29	4.40	6.20
Academic education	0.2	0.51	0.83	0.44	0.59
Other	0.3	0.83	1.34	0.83	1.03

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table 7. Percentage distributions of grade 9 through 12 public school teachers' sex and race/ethnicity, by school type and main teaching assignment: 2008

School type and main teaching assignment	Sex		Race/ethnicity ¹			
	Male	Female	White	Black	Hispanic	Other
Total	42.1	57.9	83.6	7.0	6.4	3.0
School type ²						
Regular	41.7	58.3	84.9	5.9	6.4	2.8
Career or technical	54.5	45.6	83.1	9.8	4.0 !	3.1 !
Other ³	43.4	56.6	75.3	14.6	6.9	3.1 !
Main teaching assignment						
Career and technical education (CTE), total	48.0	52.0	84.9	8.8	3.9	2.5
Nonoccupational CTE	38.7	61.3	84.0	10.5	3.1 !	2.5
Occupational education	55.5	44.5	85.6	7.4	4.6	2.5 !
Agriculture and natural resources	76.1	23.9	90.8	4.7 !	‡	‡
Business	31.9	68.2	86.7	8.0	3.8 !	‡
Communications and design	52.4	47.6	75.9	‡	13.1 !	‡
Computer and information sciences	58.0	42.0	76.3	‡	‡	‡
Construction, architecture, and engineering technologies	95.9	4.1 !	88.8	8.7 !	‡	‡
Consumer, culinary, and public services	13.9	86.1	83.2	10.4 !	‡	‡
Health sciences	‡	82.7	85.6	‡	‡	‡
Manufacturing	95.6	‡	97.4	‡	#	#
Marketing	48.8	51.2	82.3	12.0 !	‡	‡
Repair and transportation	98.6	‡	90.3	‡	‡	‡
Academic education	40.6	59.4	83.3	6.1	7.3	3.3
Other ⁴	42.9	57.1	83.7	8.8	5.3	2.2

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Black includes African American and Hispanic includes Latino. "Other" includes Asian, American Indian, Alaska Native, Pacific Islander, Native Hawaiian, and respondents who reported two or more races. Race categories exclude persons of Hispanic ethnicity.

² Excludes 9 percent of teachers with unspecified school type.

³ Other school types include special program emphasis schools, special education schools, and alternative/other schools.

⁴ Other teaching assignments include special education; health education; physical education; military science or Reserve Officers' Training Corps (ROTC); religious studies, theology, or divinity; and other unspecified teaching assignments.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table S7. Standard errors for table 7: Percentage distributions of grade 9 through 12 public school teachers' sex and race/ethnicity, by school type and main teaching assignment: 2008

School type and main teaching assignment	Sex		Race/ethnicity			
	Male	Female	White	Black	Hispanic	Other
Total	0.63	0.63	0.89	0.67	0.71	0.50
School type						
Regular	0.63	0.63	1.03	0.70	0.81	0.48
Career or technical	3.54	3.54	3.26	2.39	1.53	1.08
Other	2.38	2.38	2.13	1.82	1.38	1.02
Main teaching assignment						
Career and technical education (CTE), total	1.42	1.42	1.45	1.21	0.78	0.50
Nonoccupational CTE	2.03	2.03	2.48	1.76	1.01	0.65
Occupational education	2.24	2.24	1.50	1.16	1.10	0.80
Agriculture and natural resources	4.04	4.04	3.90	2.24	†	†
Business	3.59	3.59	2.55	2.03	1.53	†
Communications and design	7.88	7.88	7.26	†	5.43	†
Computer and information sciences	5.57	5.57	6.88	†	†	†
Construction, architecture, and engineering technologies	1.74	1.74	2.99	2.80	†	†
Consumer, culinary, and public services	3.61	3.61	4.36	3.63	†	†
Health sciences	†	8.68	6.71	†	†	†
Manufacturing	2.82	†	1.93	†	†	†
Marketing	8.06	8.06	4.95	4.08	†	†
Repair and transportation	2.14	†	4.50	†	†	†
Academic education	0.74	0.74	0.87	0.62	0.83	0.66
Other	1.20	1.20	1.43	0.98	0.85	0.40

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table 8. Percentage of grade 9 through 12 public school teachers who entered teaching through alternative certification, percentage who were “highly qualified,” and percentage distribution of teachers’ type of certification, by school type and main teaching assignment: 2008

School type and main teaching assignment	Entered teaching through alternative certification	Highly qualified teacher ¹	Percentage distribution of type of certification		
			Regular state certification	Certification with additional requirements ²	No certification
Total	18.3	87.4	86.5	11.7	1.8
School type ³					
Regular	17.4	88.0	87.3	11.2	1.6
Career or technical	33.8	74.7	79.3	17.6	3.2
Other ⁴	19.5	85.8	80.5	14.7	4.8
Main teaching assignment					
Career and technical education (CTE), total	25.5	79.7	83.1	14.2	2.7
Nonoccupational CTE	19.0	82.2	85.6	11.6	2.8 !
Occupational education	30.6	77.6	81.1	16.2	2.7
Agriculture and natural resources	7.8 !	80.2	86.6	11.7	‡
Business	27.0	84.2	89.9	9.3	‡
Communications and design	26.2	81.4	81.5	17.3 !	‡
Computer and information sciences	37.9	79.9	78.1	17.8	4.1 !
Construction, architecture, and engineering technologies	43.0	73.4	73.0	21.5	‡
Consumer, culinary, and public services	37.4	73.0	74.1	21.9	‡
Health sciences	51.5	61.5	64.9	30.2	‡
Manufacturing	31.1	71.0	83.7	13.9 !	‡
Marketing	25.7	86.0	87.5	12.5 !	#
Repair and transportation	52.7	58.4	64.0	28.6	7.4 !
Academic education	17.7	90.3	87.0	11.5	1.5
Other ⁵	15.5	83.1	87.1	10.6	2.3

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ A highly qualified teacher is defined as a teacher who has a bachelor’s degree and full state certification and has demonstrated competency in the subject area(s) taught.

² Includes certificates issued after satisfying all requirements except the completion of a probationary period and certificates that require additional coursework, student teaching, passage of a test, or completion of a certification program.

³ Excludes 9 percent of teachers with unspecified school type.

⁴ Other school types include special program emphasis schools, special education schools, and alternative/other schools.

⁵ Other teaching assignments include special education; health education; physical education; military science or Reserve Officers’ Training Corps (ROTC); religious studies, theology, or divinity; and other unspecified teaching assignments.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Questionnaire,” 2007–08.

National Center for Education Statistics

Table S8. Standard errors for table 8: Percentage of grade 9 through 12 public school teachers who entered teaching through alternative certification, percentage who were “highly qualified,” and percentage distribution of teachers’ type of certification, by school type and main teaching assignment: 2008

School type and main teaching assignment	Entered teaching through alternative certification	Highly qualified teacher	Percentage distribution of type of certification		
			Regular state certification	Certification with additional requirements	No certification
Total	0.59	0.42	0.55	0.46	0.20
School type					
Regular	0.71	0.49	0.54	0.47	0.21
Career or technical	4.18	3.08	3.48	2.87	0.91
Other	2.19	1.41	2.35	2.12	0.86
Main teaching assignment					
Career and technical education (CTE), total	1.49	1.11	1.20	0.99	0.59
Nonoccupational CTE	2.03	1.62	1.64	1.49	0.86
Occupational education	1.95	1.73	1.56	1.34	0.65
Agriculture and natural resources	2.61	3.93	3.33	3.14	†
Business	3.31	2.57	1.80	1.70	†
Communications and design	5.64	5.21	5.30	5.25	†
Computer and information sciences	7.12	5.89	4.66	4.60	1.79
Construction, architecture, and engineering technologies	5.24	5.54	5.23	4.07	†
Consumer, culinary, and public services	6.03	5.70	5.46	5.11	†
Health sciences	9.82	9.21	9.54	8.91	†
Manufacturing	8.58	7.87	4.87	4.33	†
Marketing	7.20	5.01	6.14	6.14	†
Repair and transportation	6.68	8.02	6.44	5.71	3.70
Academic education	0.67	0.43	0.60	0.57	0.19
Other	1.06	1.09	1.04	0.87	0.42

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Questionnaire,” 2007–08.

National Center for Education Statistics

Table 9. Percentage distribution of grade 9 through 12 public school teachers' highest educational attainment, by school type and main teaching assignment: 2008

School type and main teaching assignment	Total, less than bachelor's degree	No degree	Associate's degree or certificate	Bachelor's degree	Master's degree or higher
Total	2.0	0.7	1.4	44.3	53.7
School type ¹					
Regular	1.5	0.5	0.9	45.1	53.5
Career or technical	21.0	4.3	16.8	27.8	51.2
Other ²	1.3	0.6 !	0.8 !	43.1	55.5
Main teaching assignment					
Career and technical education (CTE), total	10.1	1.9	8.2	43.7	46.2
Nonoccupational CTE	5.0	1.2	3.8	48.2	46.8
Occupational education	14.1	2.5	11.7	40.1	45.8
Agriculture and natural resources	‡	‡	‡	53.9	44.2
Business	1.3 !	#	1.3 !	39.4	59.3
Communications and design	12.6 !	‡	10.8 !	46.6	40.8
Computer and information sciences	4.1 !	‡	‡	47.8	48.1
Construction, architecture, and engineering technologies	31.1	4.7 !	26.4	32.4	36.5
Consumer, culinary, and public services	23.8	‡	20.2	24.1	52.2
Health sciences	23.6 !	‡	23.1 !	35.3	41.1
Manufacturing	37.9	‡	35.5	43.0	19.2 !
Marketing	‡	‡	#	36.8	61.4
Repair and transportation	57.3	15.9 !	41.4	26.7	16.1 !
Academic education	0.4	0.3	0.1 !	44.5	55.1
Other ³	1.8	1.0	0.9	43.7	54.5

Rounds to zero.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

‡ Reporting standards not met.

¹ Excludes 9 percent of teachers with unspecified school type.

² Other school types include special program emphasis schools, special education schools, and alternative/other schools.

³ Other teaching assignments include special education; health education; physical education; military science or Reserve Officers' Training Corps (ROTC); religious studies, theology, or divinity; and other unspecified teaching assignments.

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

National Center for Education Statistics

Table S9. Standard errors for table 9: Percentage distribution of grade 9 through 12 public school teachers' highest educational attainment, by school type and main teaching assignment: 2008

School type and main teaching assignment	Total, less than bachelor's degree	No degree	Associate's degree or certificate	Bachelor's degree	Master's degree or higher
Total	0.16	0.10	0.11	0.80	0.82
School type					
Regular	0.14	0.11	0.10	0.88	0.88
Career or technical	3.31	1.19	2.78	2.95	4.35
Other	0.40	0.24	0.27	3.03	3.17
Main teaching assignment					
Career and technical education (CTE), total	0.79	0.31	0.76	1.39	1.29
Nonoccupational CTE	0.75	0.34	0.73	1.91	1.89
Occupational education	1.26	0.50	1.14	1.77	1.77
Agriculture and natural resources	†	†	†	4.55	4.88
Business	0.57	†	0.57	3.74	3.69
Communications and design	4.79	†	4.55	6.43	6.31
Computer and information sciences	2.02	†	†	5.78	5.68
Construction, architecture, and engineering technologies	5.23	1.87	4.78	4.52	4.99
Consumer, culinary, and public services	5.70	†	5.94	5.24	5.62
Health sciences	7.97	†	7.91	8.17	9.17
Manufacturing	8.30	†	8.40	9.25	5.96
Marketing	†	†	†	7.55	7.45
Repair and transportation	6.64	5.05	6.11	5.85	5.16
Academic education	0.09	0.08	0.03	0.96	0.98
Other	0.34	0.27	0.21	1.28	1.33

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Questionnaire," 2007–08.

Glossary

All of the variables that were used in the Web Tables are described in this glossary. Variables are listed in alphabetical order by the variable label. Variable definitions include the names of the original variables (e.g., T0037, TOTYREXP) on the 2007–08 Schools and Staffing Survey (SASS:08) restricted-use file.

LABEL

Age

Teacher's age in 2008, calculated using the teacher's birth year (T0360). The Web Tables contain teacher's average age as well as the following age groupings:

- Younger than 30
- 30–49
- 50–54
- 55 or older

Alternative certification

Whether teacher entered teaching through alternative certification (T0153), a program designed to expedite the transition of nonteachers into a teaching career: for example, a state, district, or university alternative certification program.

Any professional development

Whether teacher participated in professional development activities on any of the following topics during the 12-month period before the interview:

- Content of the subject taught (T0234)
- Uses of computers for instruction (T0237)
- Reading instruction (T0240)
- Student discipline and management in the classroom (T0243)
- Teaching students with disabilities (T0246)
- Teaching limited-English-proficient students (T0249)
- Any other topics (T0252)

Class size

Teacher's average class size. If the teacher taught multiple classes of different students (T0068 = 1 or 2), class size was the average of class enrollments (average of positive values among T0080, T0083, T0086, T0089, T0092, T0095, T0098, T0101, T0104, T0107); if the teacher taught one group of students, class size was the total number of students in that group (T0070); if the teacher taught pull-out classes, the class size was the average number of students in the pull-out classes (T0071). This variable was aggregated into the following categories:

- 15 or fewer students
- 16–20 students
- 21–30 students
- More than 30 students

LABEL

Community type

Metropolitan status of the school (URBANS12). The categories are as follows:

City	An area inside a large, midsize, or small principal city
Suburb	An area outside a principal city but inside an urbanized area
Town	An area inside an urban cluster within 35 miles of an urbanized area
Rural	An area outside of urbanized areas

Educational attainment

Teacher's highest degree (HIDEGR), aggregated into the following categories:

- No degree (HIDEGR = 1 and T0124 = 2)
- Associate's degree or certificate (HIDEGR = 1 and (T0125 \geq 1 or T0127 \geq 1))
- Bachelor's degree (HIDEGR = 2)
- Master's degree or higher (HIDEGR = 3, 4, 5)

Highly qualified teacher

Teacher met requirements specified in the *No Child Left Behind Act of 2001 (NCLB)* regarding possession of a bachelor's degree, full state certification, and demonstrated competency in the subject area(s) taught (T0211).

Main teaching assignment

Field in which the teacher taught the most classes (T0067), aggregated into the following categories:

- CTE teaching assignment
 - Nonoccupational CTE
 - Family and consumer sciences education (T0067 = 254)
 - General labor market preparation (T0067 = 255, 256)
 - Occupational education
 - Agriculture and natural resources (T0067 = 241)
 - Business (T0067 = 242, 243)
 - Communications and design (T0067 = 151, 250)
 - Computer and information sciences (T0067 = 197)
 - Construction, architecture, and engineering technologies (T0067 = 246)
 - Consumer, culinary, and public services (T0067 = 264, 253)
 - Health sciences (T0067 = 245)
 - Manufacturing (T0067 = 249)
 - Marketing (T0067 = 244)
 - Repair and transportation (T0067 = 247)

LABEL

Main teaching assignment—continued

Academic education	(T0067 = 141, 143, 144, 145, 152, 153, 154, 155, 158, 159, 160, 161, 162, 171, 172, 173, 174, 175, 191, 192, 193, 194, 195, 196, 198, 199, 200, 201, 210, 211, 212, 213, 215, 216, 217, 220, 221, 225, 226, 227, 228, 231, 233, 234, or 266)
Other	(T0067 = 110, 181, 182, 262, 265, 267, 268)

Percent of students approved for free or reduced-price lunch

Percentage of students approved for free or reduced-price lunch in schools that participated in the National School Lunch Program (NSLAPP_S), aggregated into the following categories:

- 5 or less
- 6–10
- 11–15
- More than 15

Percent of students who are American Indian, Asian, Black, or Hispanic

Percentage of students enrolled in the school who were American Indian, Asian, Black or Hispanic (MINENR), aggregated into the following categories:

- 10 or less
- 11–30
- 31–50
- More than 50

Percent of students who are limited-English-proficient (LEP)

Percentage of students who were of limited-English proficiency (LEP) taught by teachers in self-contained or departmentalized classes (LEP_T), aggregated into the following categories:

- None
- 1–10
- More than 10

Percent of students with an individualized education plan (IEP)

Percentage of students who had an individualized education plan (IEP) and were taught by teachers in self-contained or departmentalized classes (IEP_T), aggregated into the following categories:

- 5 or less
- 6–10
- 11–15
- More than 15

LABEL

Professional development in subject area

Among teachers who had participated in professional development activities on the content of the subject(s) they taught, the number of hours spent on these activities (T0235) was aggregated into the following categories:

- 8 hours or less
- 9–16 hours
- 17–32 hours
- 33 hours or more

Public 9th- through 12th-grade teachers

For these tables, the following criteria were used to identify grade 9–12 public-school teachers:

- teachers in schools other than BIE-funded schools (include if BIEFLAG = 2 (File PUBTEA07));
- teachers who taught any of grades 9–12 (include if T0060 = 1 (File PUBTEA07) or T0061 = 1 or T0062 = 1 or T0063 = 1);
- teachers whose school level was not elementary (SCHLEVEL (File PUBPRINC07) \neq 1);
- teachers who did not teach elementary subjects (include if T0067 \neq 101 or 102) or whose main teaching assignment was not elementary (T0102 (File PUBTEA07) \neq 1 and T0102 \neq 2 and T0102 \neq 3).

Race/ethnicity

Teachers' race/ethnicity (RACETH_T), aggregated into the following categories:

- White
- Black (including African American)
- Hispanic (including Latino)
- Other (including Asian, American Indian, Alaska Native, Pacific Islander, Native Hawaiian, and respondents who reported two or more races)

Region

Geographic region in which the school was located (REGION). The categories are defined by state as follows:

Northeast	CT, ME, MA, NH, NJ, NY, PA, RI, VT
Midwest	IL, IN, IA, KS, MI, MN, MO, ND, NE, OH, SD, WI
South	AL, AR, DC, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV
West	AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, WY

LABEL

School size

Number of students enrolled in the school (S0039) around October 1st of the survey year, aggregated into the following categories:

- 1–599
- 600–1,199
- 1,200–1,999
- 2,000 or more

School type

Type of school (S0048). School personnel chose one of the following definitions to describe the school:

Regular	Elementary or secondary school
CTE	Primarily serves students being trained for occupations
Other	Includes (1) special program emphasis school (such as a science or math school, arts school, talented or gifted school, foreign language immersion school, etc.); (2) special education school; and (3) alternative/other school (offers a curriculum designed to provide alternative or nontraditional education)

Sex

Teacher’s sex (T0352).

Type of certification

Type of teaching certificate held by the teacher. Categories include the following:

Regular state certification	Regular or standard state certificate or advanced professional certificate (T0160=1)
Certification with additional requirements	Certificate issued after satisfying all requirements except the completion of a probationary period (T0160 = 2); certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained (T0160 = 3); or certificate issued to persons who must complete a certification program in order to continue (T0160 = 4)
No certification	No certification (T0160 = 5)

LABEL

Weight

Final sampling weight for public school teachers (TFNLWGT).

Years of teaching experience

This variable combines the number of years of full-time and part-time experience a teacher had in public and private schools (T0038, T0039, T0041, T0042) and accounts for the year they began teaching (T0037). This variable was aggregated into the following categories:

Less than 4 years

4–9 years

10–14 years

15 years or more